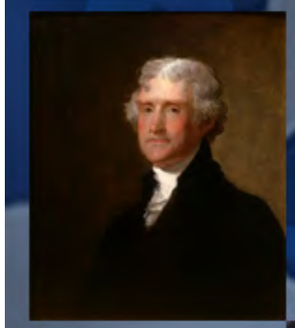
MI OPEN BOOK PROJECT

United States History

Beginnings through Revolution







Marlene Bailey, Denise Gallemore, Whitney Holdwick
Karyn Hutchinson, Denise Knapp, Sara Smith

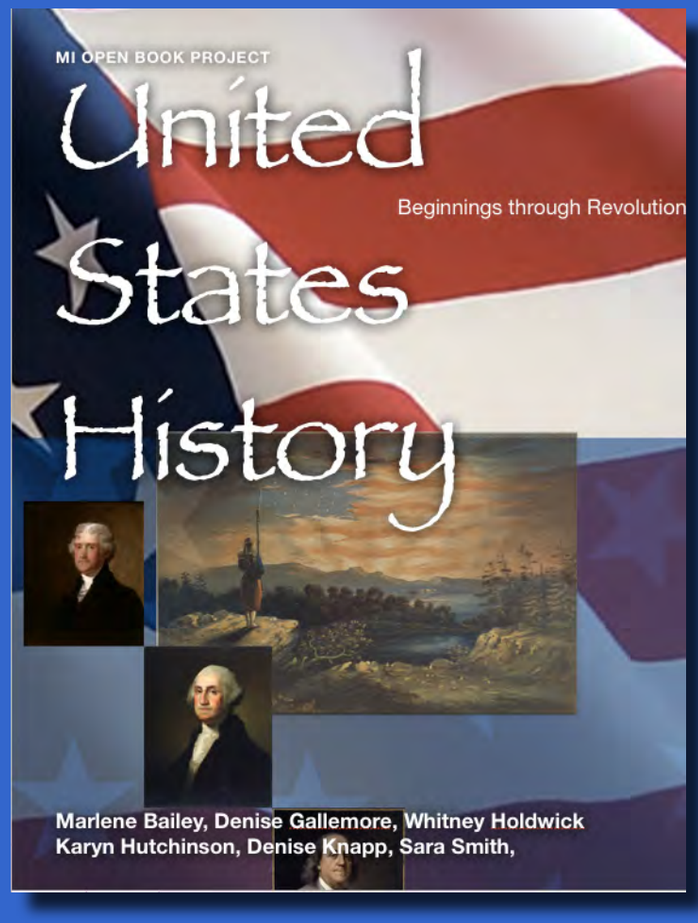


United States History - Beginnings through Revolution



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This is version 1.6.2 of this resource, released in August of 2018.

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Marlene Bailey serves as an elementary social studies chair for the Elk Rapids school district Curriculum Committee. She holds a bachelor of science degree in Education from Michigan State University and a graduate degree in Curriculum and Instruction from Louis National University. Bailey has more than 30 years of classroom experience with at least 20 years of teaching fifth grade social studies. Currently part of an International Baccalaureate

Denise Gallemore

Marysville Public Schools

Gardens Elementary School

Denise Gallemore has been teaching elementary school for 24 years. She earned her Masters of Teaching Degree from Wayne State University & her undergraduate from Central Michigan University. Denise has taught at every grade level but most of her career (15 years) has been spent in 5th grade. She has taught 5th Grade Social Studies to all sections at Gardens School, a state-recognized Beating The Odds School as well as a Michigan Reward School. As well as teaching, Denise serves as a School Improvement Chair, Leadership Team, & works hard at Community Service projects with





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Harbor Beach Middle School

Whitney Holdwick earned her Bachelor of Science degree in 2010 from Central Michigan University with a focus in elementary education. She is currently working toward her Master's degree. Holdwick has worked in the classroom for five years, teaching fifth and sixth graders. She is involved in many school committees and also spends her time coaching basketball. Apart from teaching, Holdwick enjoys spending her time with her family, which currently consists of a wonderful husband and adorable little boy.



Karyn Hutchinson

Sault Area Public Schools

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Karyn graduated summa cum laude from Lake Superior State University in 2003, where she received her bachelor degree in elementary education. She went on to earn her master's degree in curriculum and instruction from Lake Superior State University. This is Karyn's 12th year teaching in Sault Ste. Marie. She has 5 children and lives on Sugar Island with her husband Tim and her children.

Denise Knapp

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Washington Elementary

Teaching is a second career for me. I have been involved in many projects. Through the Michigan Economics Council I was a program presenter and a Crystal Apple recipient for Economics Education. I have been involved in Class A assessment writing and have participated in the new teacher training committee for writing. Currently teaching 5th grade, but have taught 3rd, 6th, 7th, and 8th grade as well. Masters in Education as an inclusion specialist. Married for 31 years, two adult children, and one granddaughter.





Sara Smith

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Laker Elementary School

Sara is a fifth grade teacher at Laker Elementary. She graduated from Laker High School in 2007 and from Saginaw Valley State University in 2011. Sara is currently working on her Masters degree through SVSU.

She was hired by Lakers in February of 2012 and has been there ever since. She runs several clubs for her school including recycling, dance, and underwater robotics.

Outside of school, Sara is involved with several activities. She runs her own business and recently bought a house. Sara spends a lot of her time working on her house and serving on different community boards. In her spare time, you can find Sara reading, playing piano, or spending time on the beach!

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Chapter 1

Studying History

Questions to Guide Inquiry

What is Social Studies?

How do Historians study the past?



Section 1

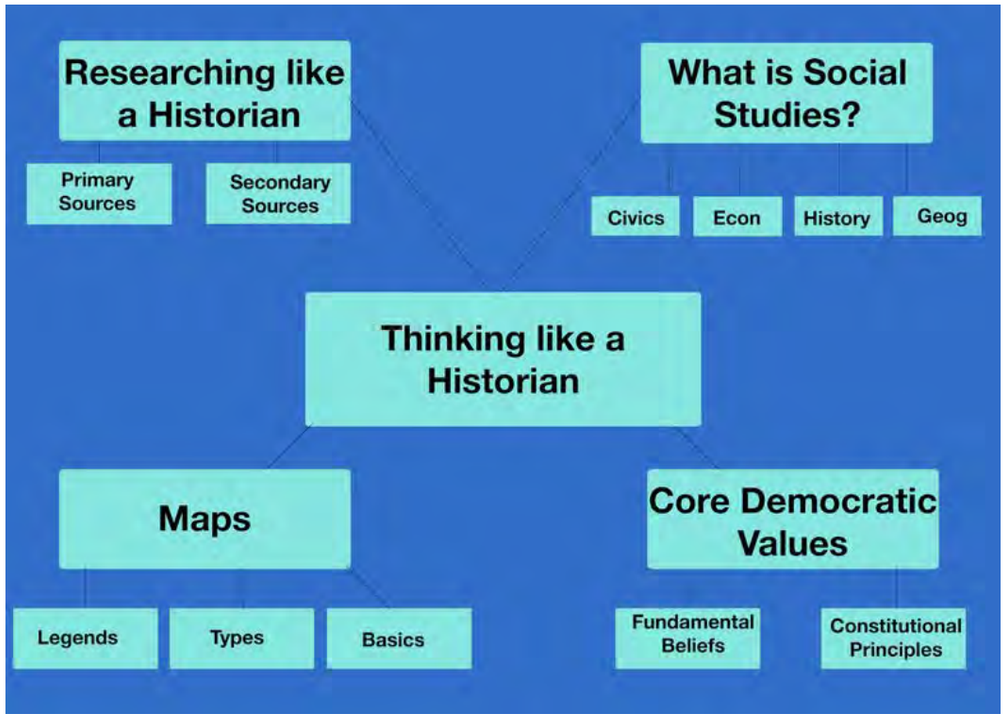
What is Social Studies?

QUESTIONS TO GUIDE INQUIRY

1. What is Social Studies?
2. How do historians study the past?

> "Our greatest glory is not in never falling, but in rising every time we fall."
>
> -Confucius





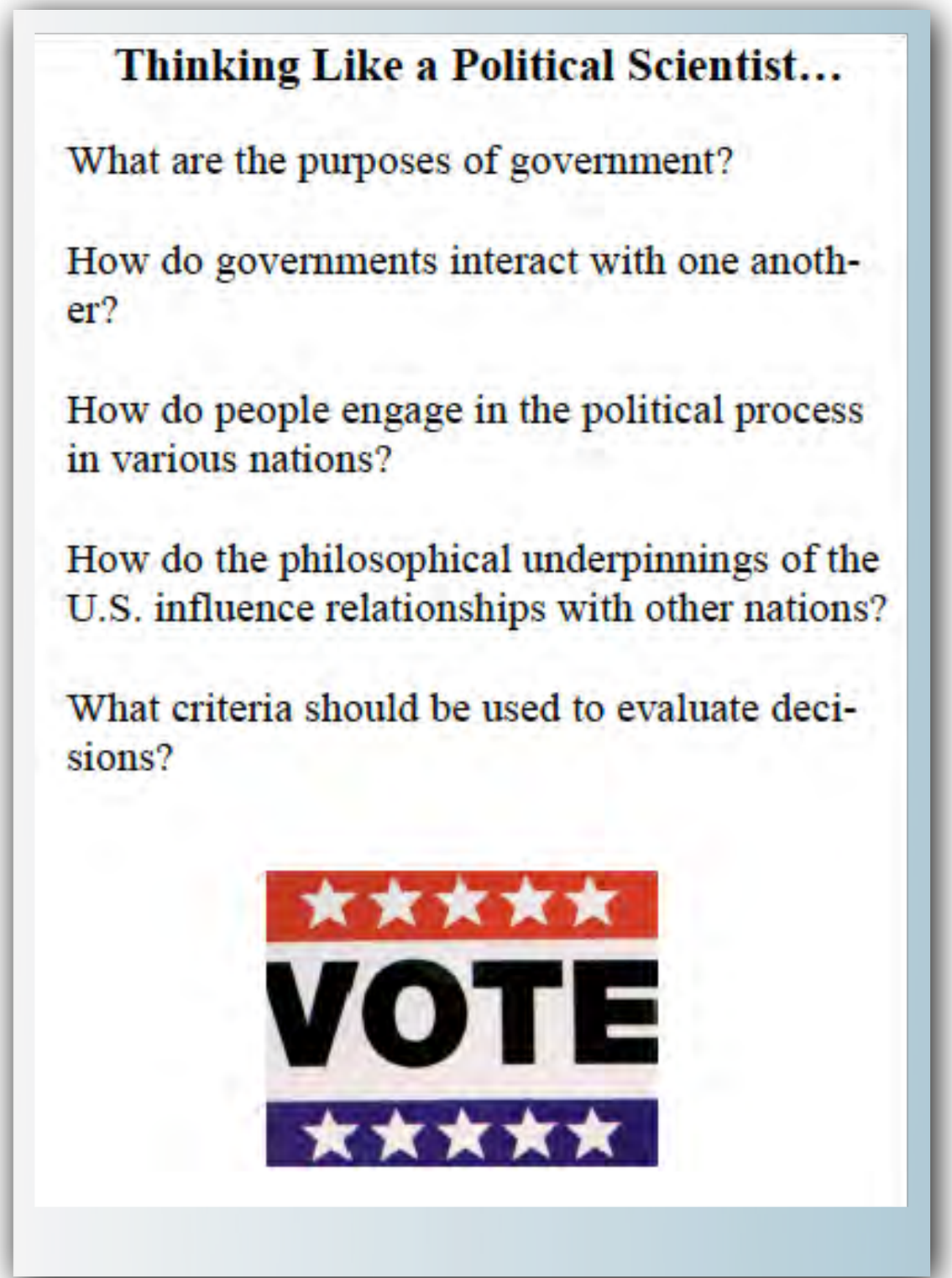
What is **social studies**? Think about what it means to be social (interact with individual people and groups) and what it means to study something. Put those two thoughts together and you have a basic definition of social studies. It is the study of how people interact with their world, work together, how we use our resources, and how we got to where we are today.

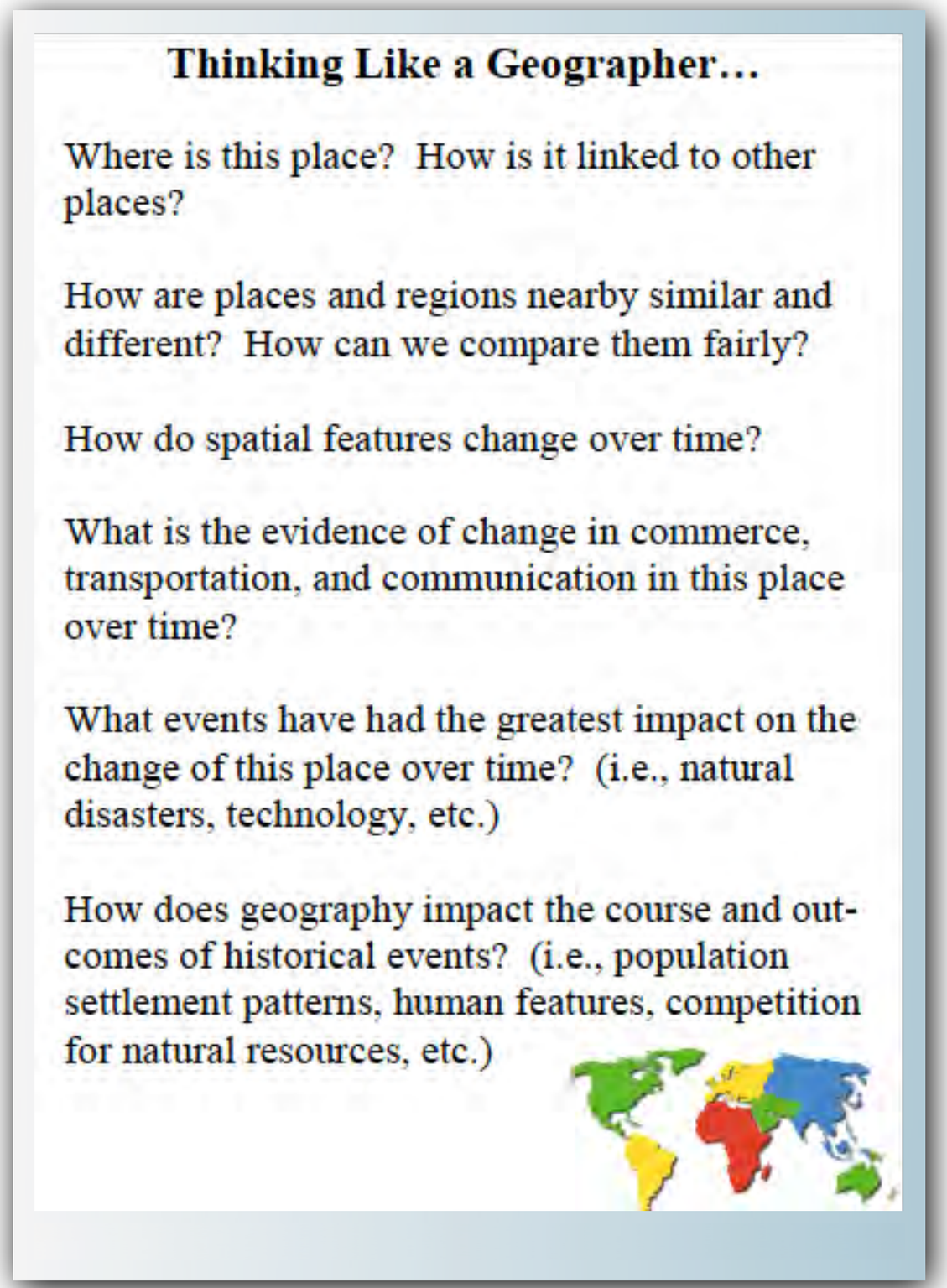
The social sciences (social studies) are divided into several core content areas, or strands, in our public schools: civics, geography,

economics, and history. There are other fields as well. Psychology, sociology, archaeology, and anthropology are four more examples. Each of these fields have a very important place in social studies, and throughout this school year, you will have a chance to look at each one as it relates to the earliest history of the United States, the focus for 5th grade.

People who study **Civics** are known as political scientists. Political Scientists study various forms of government, how they work, and how they affect the people that live under their influence. As Americans, we have many rights that people in other countries don't necessarily have. People interested in this area of social studies tend to have careers like lawyers and politicians, writers, journalists, business creators (entrepreneurs), and teachers.

Geography is another core strand of social studies. In



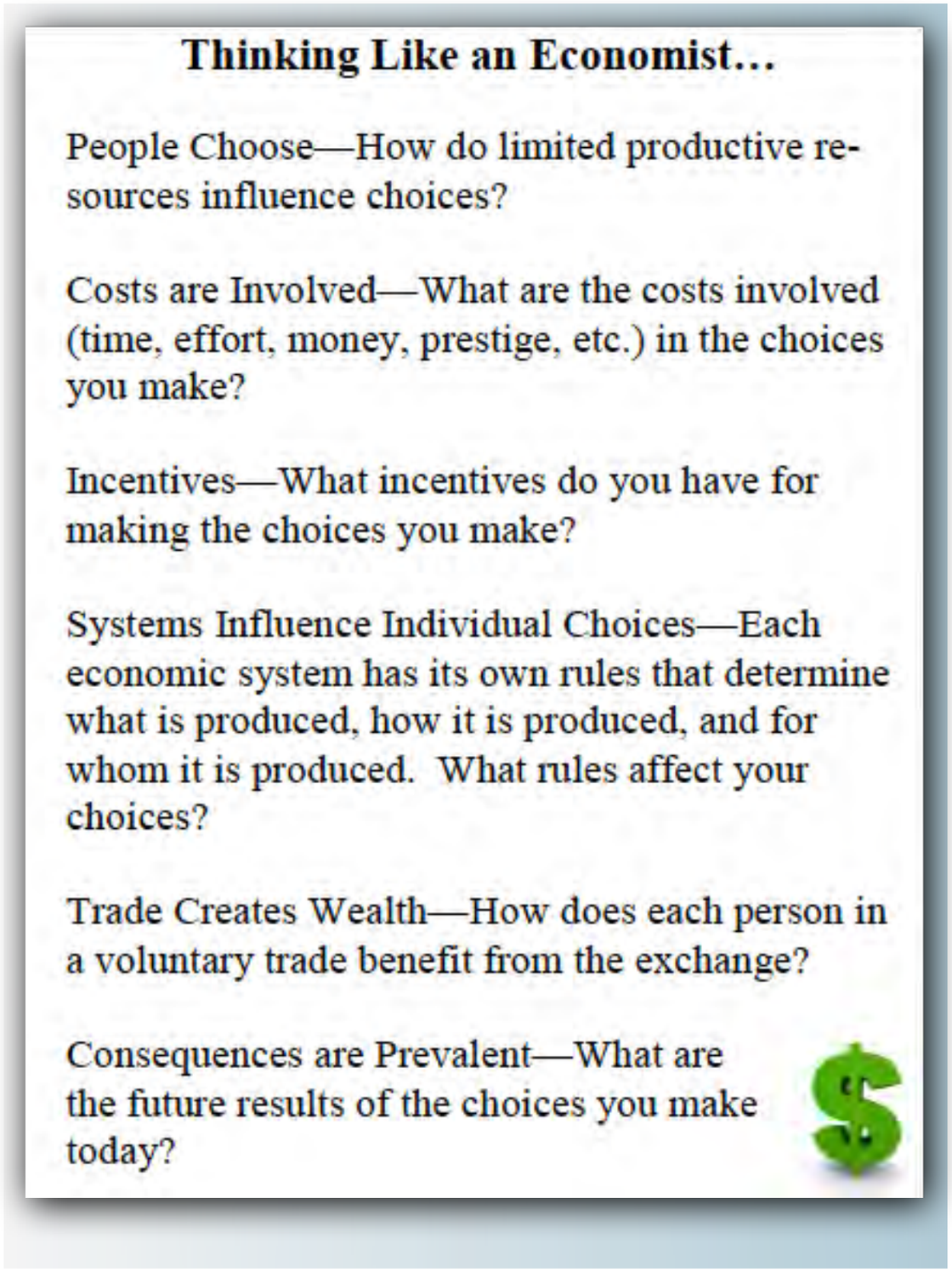


this branch, people focus mainly on the physical environment and the interactions people have with it. The places people inhabit influence the way they live and the cultures that develop there. Geographers use many different kinds of maps. They also study the way people use the resources we have on earth and how that usage changes our world (positively and negatively). People in this field have discovered the locations of important resources and developed technology for geospatial studies. Geographers work in many industries as well as in government to study land use patterns, and create plans for future land development. When we study history this year, we need to think about how the geography of the United States impacted where people settled and how they acted.

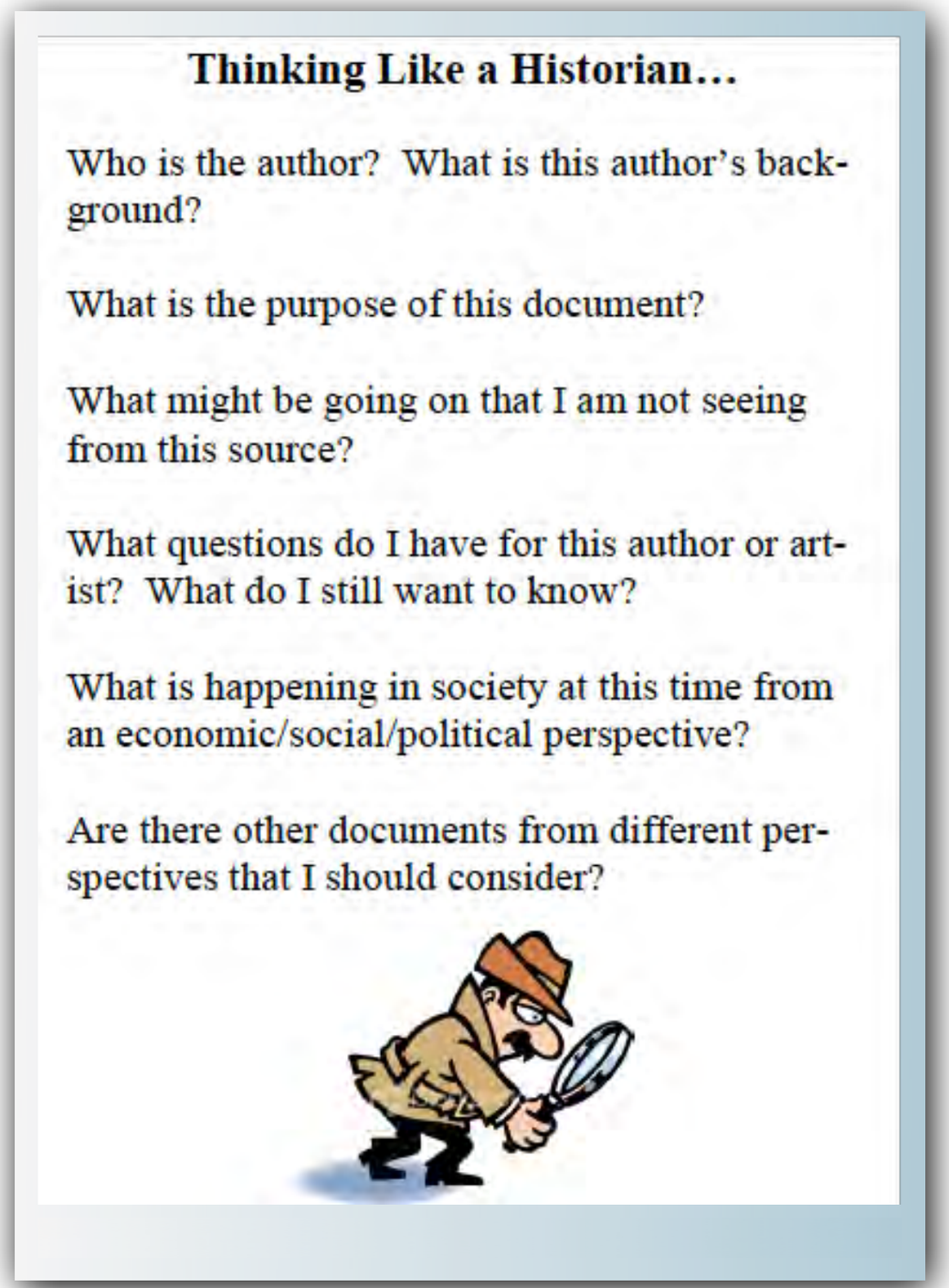
Interactive 1.1 United States Interactive Map



Have some fun thinking like a geographer and exploring the geography of the United States with this embedded map. (Requires internet connectivity)



Economics is the study of the choices people make based on their available resources; time, money, and opportunity. Economists look at the resources people have and the best ways to use them. They look at how people spend the money they have, and ways people can make money. People in this branch of social studies tend to be bankers, accountants, financial planners, politicians, business owners, teachers, and anyone who works with money (including you and your family).



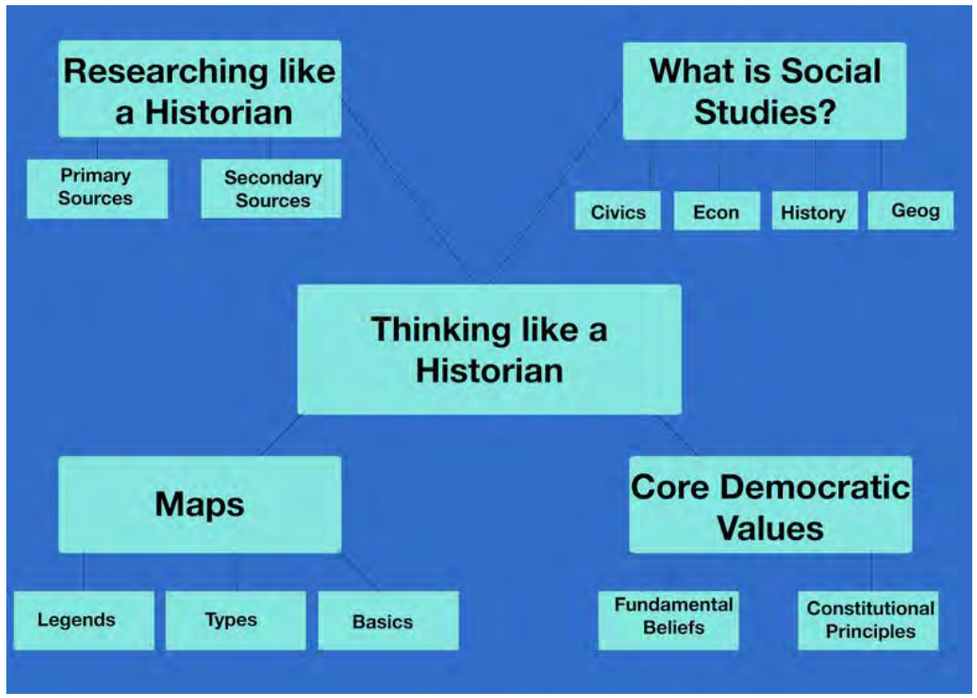
The last core strand of social studies is the one we will be focusing on mostly this year...**history**! Your studies will be focusing mainly on American history. It is often said that history is written by the victors. Historians must look at everything they can to come to conclusions about what happened in the past. Historians become writers, teachers, public speakers, and public servants in many ways. The following section explains the work of historians and details about their studies.

Section 2

Thinking like a Historian

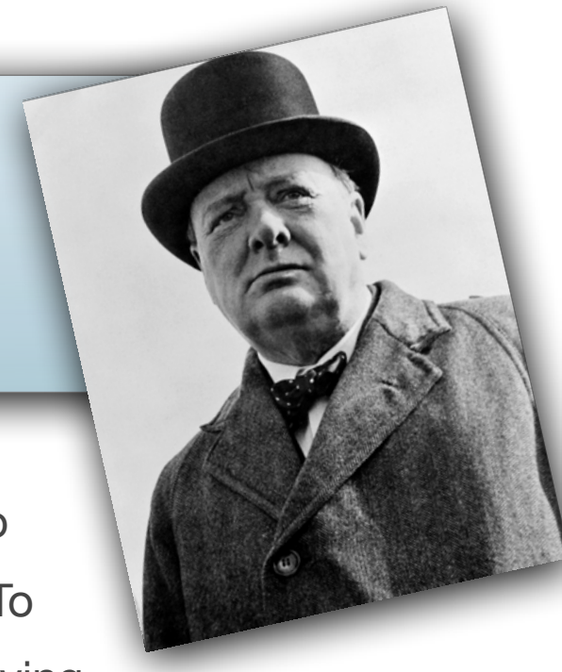
QUESTIONS TO GUIDE INQUIRY

1. How do historians study the past?



"Study history, study history. In history lies all the secrets of statecraft"

- Winston Churchill



Human life began many thousands of years ago and **historians** have a big job in front of them: To tell our story. They spend countless hours studying **artifacts**, reading and researching, making **inquiries**, and forming **inferences** based on the knowledge they gather. They have taken their research and created **timelines** for us to easily see our history and the history of the world in an organized way. Because of the hard work of historians, we know quite a bit about our human past. If you like learning about the past, perhaps you will study more about your family history or the history of your community. You, too, can be a historian!

Historians have a lot of sources available to them when doing their research. All of those sources fit into one of two categories, **primary** and **secondary sources**. Primary sources are first-hand documents, like journals and diaries, pictures, artifacts, and other resources that come directly from the past. Studying primary documents and artifacts allow historians to reach conclusions about historical events and people. Reading secondary accounts can also be helpful because we can learn about what other historians think. Historians also work with secondary sources. These might be textbooks, websites, biographies, artwork, or other documents that were written or created by a second person about the event or historical person.

Interactive 1.3 Primary and Secondary Sources



Practice identifying the difference between primary and secondary sources with this drag and drop widget.

Historians can be very "high tech" these days. They have many websites they use to find primary and secondary documents to help them with their work. Throughout this school year, you will also have the chance to work with some of these websites. Two common sites for them are the National Archives and the Library of Congress.

Interactive 1.4 Exploring the Library of Congress



Explore the Library of Congress website and find a primary source that speaks to you.

Activity:

Follow this link to start exploring the Library of Congress Website. Find one primary source that interests you that could share with your class.

Please realize, as you share this information, you are the secondary source and your original document is still

the primary source. This is your first step in becoming the next big historian.

Even with all these wonderful websites, historians have to be careful about what they choose to study. It is important to know that not everything online is true! Believe it or not, some people put information online that is not historically accurate, but they make it look like it is. Because of this, you need to be careful about information a site claims is true. There are many credible websites in the world; you just have to know where to find them. Your parents and your teachers can help you find web sites that give you good information.



Image source: Shutterstock/TZIDO SUN

Websites that include works like wikis or have information that anyone can comment on are generally websites to steer away from. On these sites, anyone can comment on anything. For example, someone who isn't a doctor could tell you how to fix a broken bone. Most of us would rather get that solution from a credible source, like a doctor!



Image Credit: http://upload.wikimedia.org/wikipedia/commons/e/e2/Responsive_Web_Design.png

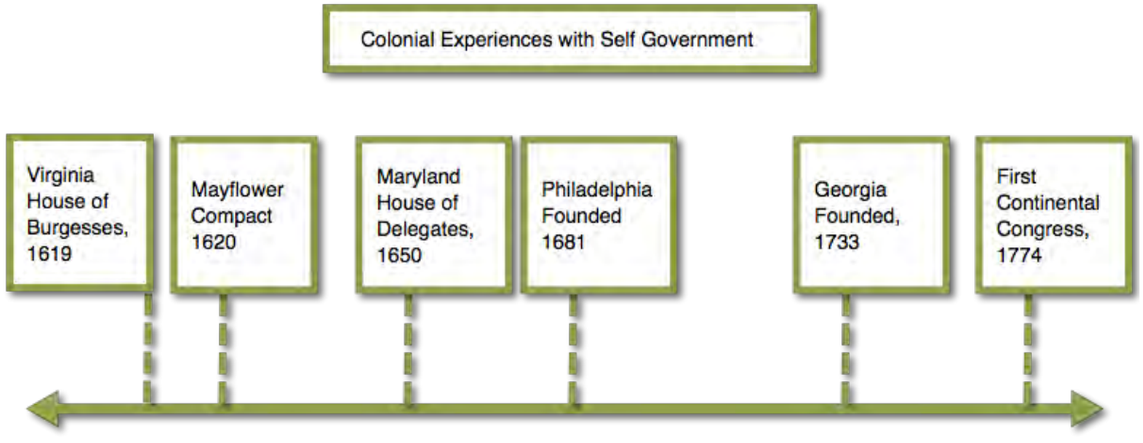


Image Credit: https://c2.staticflickr.com/4/3046/2979246905_95fc4e14cb_z.jpg?zz=1

Historians also go to paper sources for information.

Your library probably has a wonderful non-fiction section full of many books, magazines, and newspapers with great information as well. These resources may take a little more effort to find. It is important to note that many resources have been digitized, meaning that although they were only available in paper copy in the past, you can now find them on the web.

Historians divide human history into two parts, BCE (Before the Common Era) and CE (Common Era). BCE are things that happened very long ago. An important thing to realize is that you will often see times in history listed by their century. For example, many events in the book you are about to read happened in the 18th century. You may think this means they happened from 1800-1899. However, this is not the case. The 1st century is the years 1-99, the 2nd century starts with the year 100, and so on, so everything seems to be 100 years off, although it is not. This means that 18th century events and people took place in the 1700s.



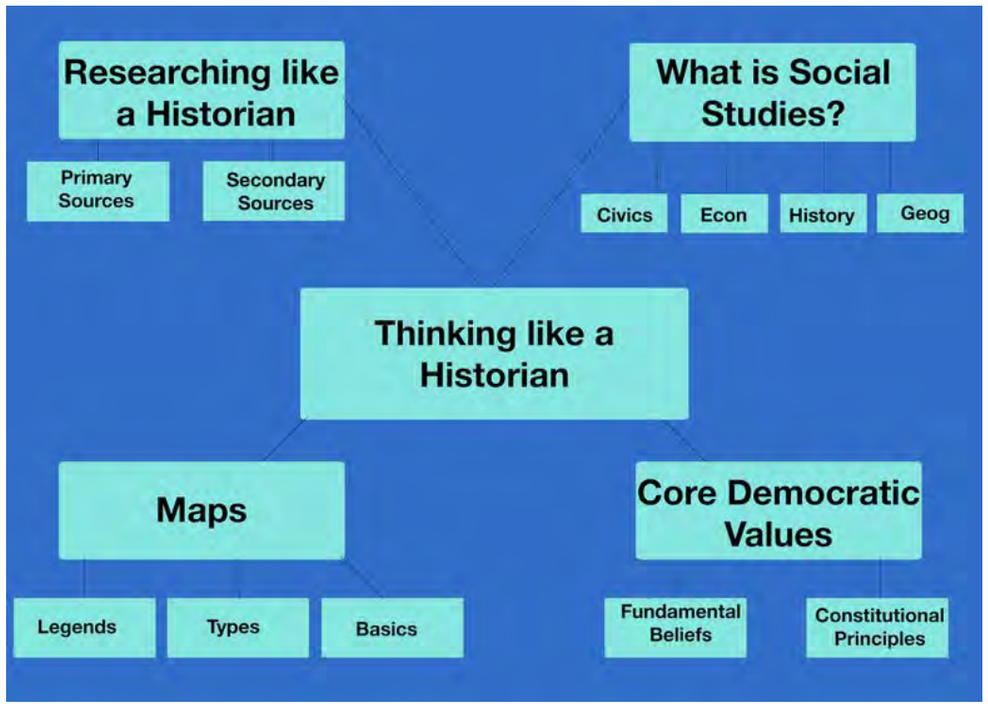
An example timeline from United States History

Section 3

Thinking Like A Political Scientist

QUESTIONS TO GUIDE INQUIRY

1. **How do political scientists study government?**



Civics and Political Science

Civics is how people form organizations to solve problems in society and help them get along with one another. Political Science is the study of all governments. The people who study many different governments are called Political Scientists. As you will learn this year, our United States government is based on important documents like the US Constitution. In our documents, we can read about our country's values and principles. The laws and rules that we follow come from these documents. Not all countries have the same laws, values or ways of governing themselves.

Core Democratic Values are the fundamental beliefs and constitutional principles of American society which unite all Americans. These values are expressed in the Declaration of Independence, the United States Constitution and other significant documents, speeches, and writings of the nation. Below is a

definition of our core Democratic values and Constitutional Principles.

Thinking like a Political Scientist

What is a good citizen?

What does government do?

What are the basic values and principles of American democracy?

What is the relationship of the United States to other nations?

What are the roles of the citizen in American democratic society?

Scroll through to read more on the Core Democratic Values

Life ---Each person has the right to the protection of his or her life.

Liberty --Liberty includes the freedom to believe what you want, freedom to choose your own friends, and to have your own ideas and opinions, to express your ideas in public, the right for people to meet in groups, the right to have any lawful job or business.

The Pursuit of Happiness ---Each person can find happiness in their own way, so long as they do not step on the rights of others.

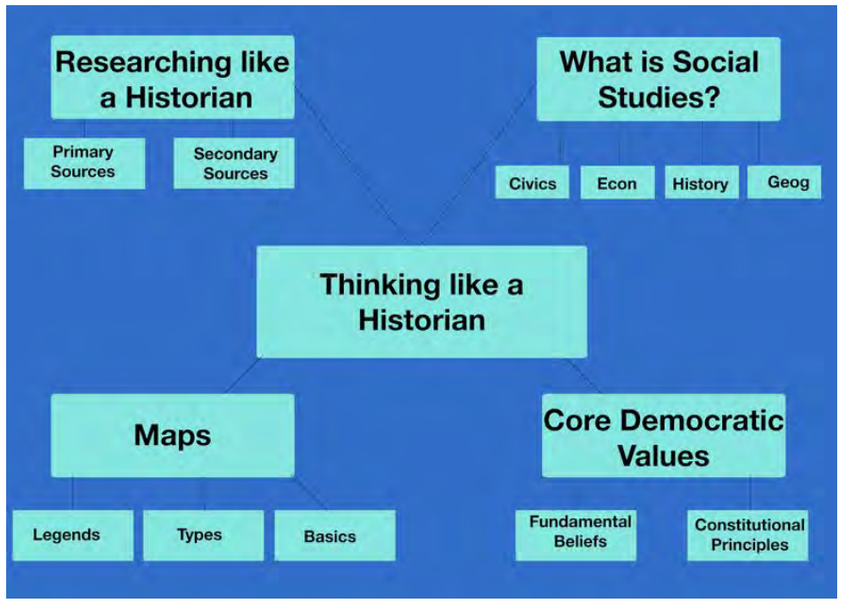
Justice ---All people should be treated fairly in getting the advantages and disadvantages of our country. No group or person should be favored.

Section 4

Thinking Like a Geographer

QUESTIONS TO GUIDE INQUIRY

1. How do Geographers Study Our World?



Geography

Geography is the study of the Earth's surface, how it changes over time, and how humans interact with the environment. It includes the study of place, landforms, bodies of water, and both physical and human characteristics of all regions on the Earth. Geographers use tools like maps, globes, and Global Information Systems, such as satellites.



Image source: http://upload.wikimedia.org/wikipedia/commons/3/3a/Two_girls_reading_map_of_NYC.jpg

You already know that maps are very important to geographers when it comes to interpreting the world. There is also a really good chance that you have some experience with maps already. It could be that you or someone you know needed a map for

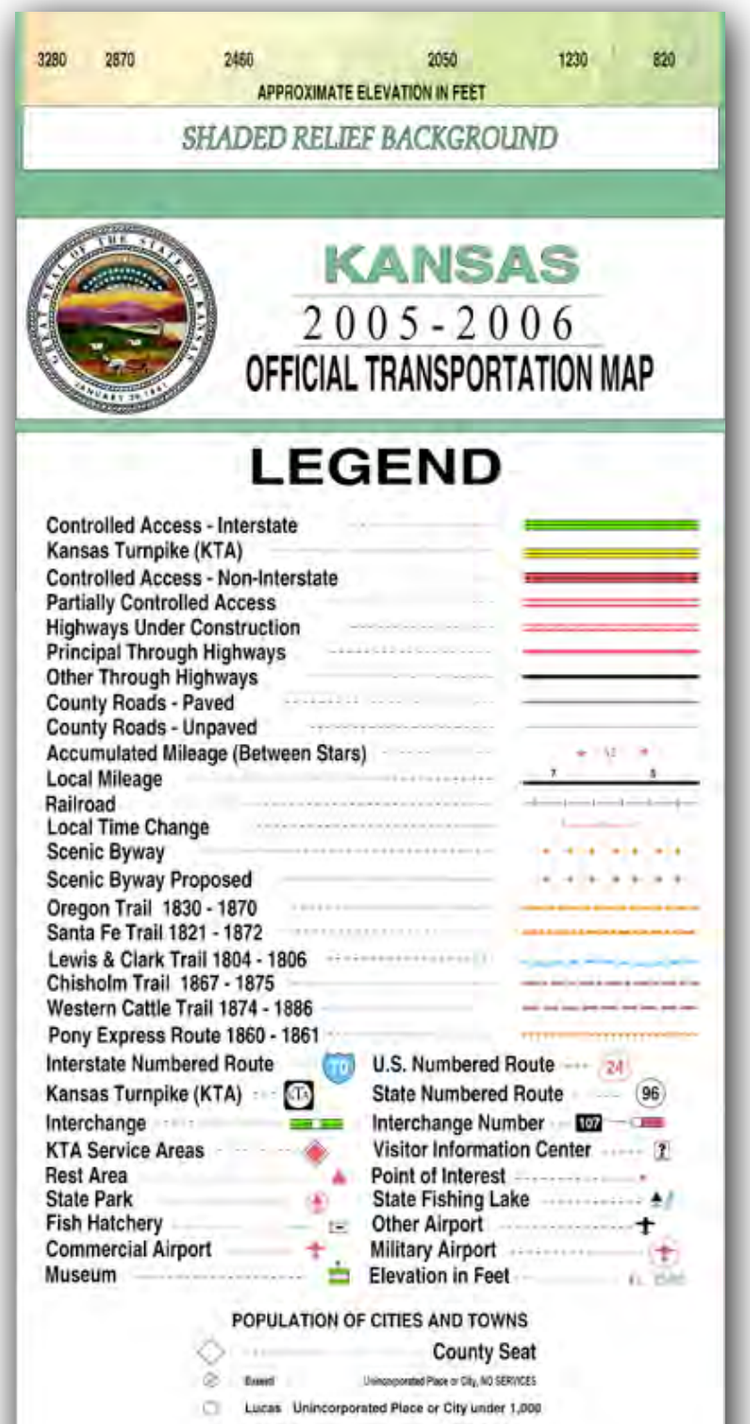
directions to a location, you may have seen them in a class, or you may have even used them to find your way around a place like an amusement park. No matter what you use them for, maps are very handy tools!

There are some basic things everyone needs to know about maps. The first thing is that not all maps are the same. There are actually many different types of maps like **physical**, climate, economic/resource, **political**, road, and topographical. You are probably most familiar with physical and political maps, but many maps have their place in social studies. You may have used some of the more specialized maps as well when studying the resources, the economic development, or the types of vegetation of an area.



Physical Map Political Map

There are some things that most maps have in common. For instance, most have something on them called a legend or a key. In the legend, you will find some basic information about the map. It will show you what different symbols mean and what different colors represent. The legend may also contain a scale. This tool helps you see how far



distances are in real life. It is the tool that allows us to see the picture of a large place on a small map.

There will also often be a compass on the map. This helps orient the reader to the cardinal directions on the map: north, south, east, and west. It is important to line up a map correctly. Turning a map does not change the actual directions on the earth. North is still north, no matter which way the paper copy is facing.

The last big thing you will see on some maps is a type of grid system. These lines are called the lines of **latitude** and **longitude**. If you have ever used a Global Positioning System (GPS) device you have made good use of these lines, probably without knowing it. These lines are imaginary in that you can't physically see them, but we do use them to locate places on Earth. Two of these lines, the Prime Meridian and International Date Line (longitude) and the Equator (latitude) split the globe into four main hemispheres. They are the North, South, East, and West Hemispheres.

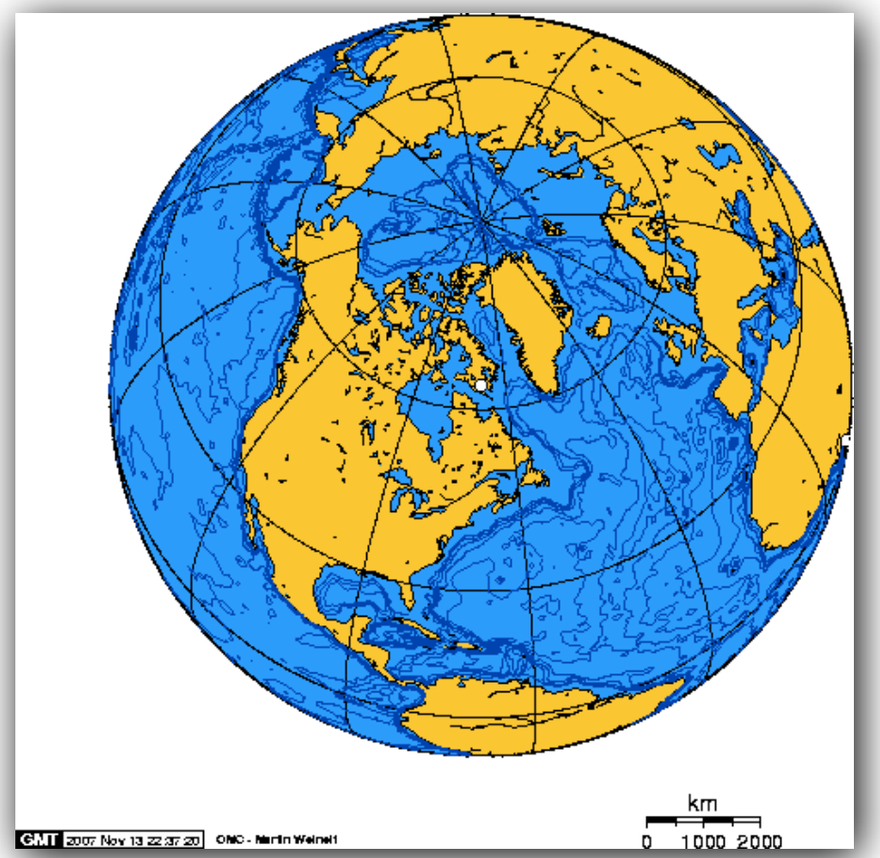
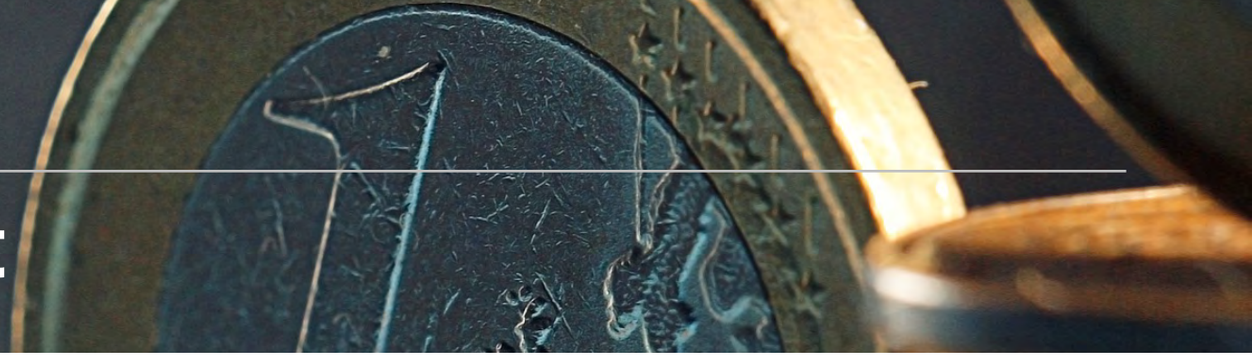


Image source: http://jeremyrenners.blogspot.com/2009/06/world-map-latitude-and-longitude.html

There are some very important lines of latitude and longitude that you may have heard of. The main line of latitude is the Equator. This line runs along the very middle of the Earth. There is also a line of longitude called the Prime Meridian. It goes through Greenwich, England. This line helps us with our global time system. It is the reason that times make sense as

humans travel around the world. If you have ever tried to call someone in another country or somewhere else in the United States, you have probably had to work with this system.

Activity: Use a globe and variety of maps: (state road map, amusement park, vacation spot, etc.) to locate and describe the characteristics of maps. Even an amusement park map may contain many of these characteristics. Use a blank outline map of the world to identify the locations of the Prime Meridian/ International Date Line and the Equator as well as the Hemispheres.



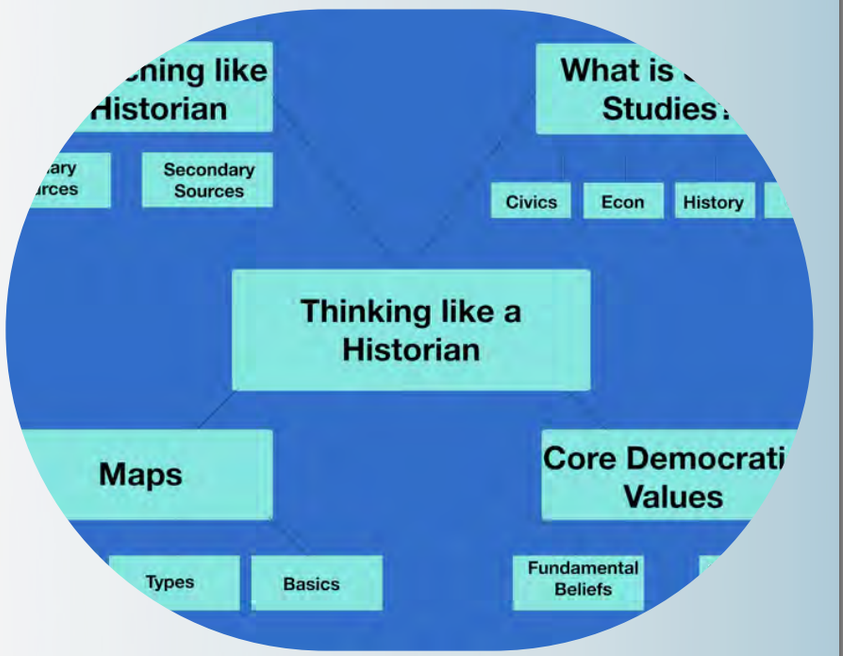
Section 5

Thinking Like An Economist

QUESTIONS TO GUIDE INQUIRY

1. How do economists study choices?

Gallery 1.5 Chapter Organizer





Economics is a subject we live with every day of our lives. If we get up in the morning at 7 o'clock and go to bed again at 9 o'clock, we have about 14 hours of time. How we use that time, a resource in our lives, is based on the economic idea of **choice**. If we are given a $20 bill for a birthday gift, how we spend that money is also an economic decision. Time and money are resources we have. The amount of time and money we have is limited. That is called **scarcity**. How we use that time and money are decisions we make based on our **wants** and **needs**. We make choices with both our time and money. Every time we do, we choose one thing over another. For example, if we decide to go to a movie with friends, we have chosen not to do something else, like stay home and read or go to the park with family. The one thing you would have done instead of the movie is called your opportunity cost. So, if you would have gone to the park with your family if you hadn't gone to the movie, the park is your **opportunity cost**.

You have learned about many economic ideas in earlier grades, so this year, you might want to ask economic questions as you read about the earliest beginnings of the United States. Why did people decide to travel across the oceans to North and South America? What did they expect to gain? What did they give up to do this? Ask yourself, what are the costs in pursuing the paths that people took throughout our history? How did these decisions cause scarcity? How do events from history relate to the decisions people made about time and money?

Activity: As you read about each event in history this year, ask those same questions: What did the person or group do? They had a choice, just like you, so what was one thing they might have done if they didn't do the thing you're reading about?

Activity: Think about your activities last night after school. What did you do? What was the one thing you would have done if you didn't do that? Talk with classmates about the choices you make with your time and money, needs, your wants, and opportunity costs.

Chapter 2

Three Worlds Meet

Questions to Guide Inquiry

How did physical characteristics of place impact the lives of Indigenous Peoples in various regions?

How did the location of three West African empires impact the cultural and economic development of each?

How did European exploration change the world?



Section 1

The First People of North America - Pacific Northwest

QUESTIONS TO GUIDE INQUIRY

1. **How did physical characteristics of place impact the lives of Indigenous Peoples in various regions?**
2. **How was the culture of the Pacific Northwest Native Americans influenced by the way the people adapted to and used the climate and natural resources of the area?**

Vocabulary:

migrate

human/environment interaction

region

natural resources

culture

Coming to North America

Have you ever wondered about the first people who lived on our continent? How did they get here? It is believed by many historians that thousands of years ago, hunters following herds of animals like woolly mammoths and bison **migrated** (or moved) to the Americas on foot from Asia. This belief assumes that they crossed over a frozen land bridge caused by the Ice Age.



The Ice Age was when most of the Earth's water was frozen, which resulted in more land being exposed, forming land bridges. One land bridge was a narrow strip joining where Russia and Alaska are located today. After the Ice Age, when the ice was melted and the water level rose, the land was once again

flooded. Over many thousands of years, these original hunters migrated south and throughout the rest of North and South America. We now call the descendants of these hunters and travelers Indigenous Peoples.* There were many small groups of these people and they developed unique cultures based on where they settled and the resources available in those places.

* When the Museum of the American Indian was developing a name for itself, it polled many native tribes and tribal leaders to find out what name was acceptable to most of them. Most of the leadership chose the name American Indians. In this text we're using Indigenous Peoples based on the revised (2019) Michigan State Standards

Settling in a Region

Among the many Indigenous civilizations that settled in North America over thousands of years, many tribes settled in the Pacific Northwest region. A **region** is an area that has one or more features in common. If you look at the map on this page, what defining characteristics would have impacted the lives and culture of the Pacific Northwest? The present day states that would encompass this region are: Northern California, Oregon, Washington, and Southern Alaska.



In order to understand the Pacific Northwest Indigenous Peoples, we need to learn about how they interacted with the environment. The geographic theme of **human and environment interaction** deals with ways in which people use, adapt to, or modify their environment.

Because of the location along the Pacific coast, there were many natural resources available to them. The **natural resources** of a region are the natural materials (timber, fresh water, minerals, etc.) that people use in different ways to meet their needs.

What do you think might have been some of the most valuable **natural resources** of the area?

How do you think the people of the Pacific Northwest interacted with their environment?

How did this interaction influence their culture?

Resources such as trees, wildlife, rivers, and the Pacific Ocean all played an important part in the development of the culture of Pacific Northwest tribal groups. One product used from trees is the lumber that was used to build canoes for traveling and plank houses or long wooden homes. The bark of trees was also useful to craft baskets, as well as blankets, shoes, and clothing. Tall vertical poles made from trees, called “Totem poles,” were carved with the images of familiar animals from the Pacific region to represent their families and their beliefs. The plentiful wildlife in the rivers, ocean (fish, seals, whales, sea otters), and forests (deer, rabbits) gave the Pacific Northwest Indigenous People a steady source of food. This wealth allowed these tribes to be very generous during their many celebrations, which usually included a potlatch. The purpose of a potlatch is to give the most gifts to a visitor. It showed the visitor that the giver had wealth enough to give away and great social standing in the community. It also allowed the community to benefit from the wealth of others.

Figure 2.1 Extension Activities

Extension Activities

- **To learn more about the people of the Pacific Northwest, click on the following link: http://www.warpaths2peacepipes.com/native-american-indians/northwest-native-americans.htm**
- **Print off and color in the Pacific Northwest region on a blank map, like the one available here: https://commons.wikimedia.org/wiki/File:Blank_US_Map_48states.svg**
- **Writing Assignment: How did the Pacific Northwest American people adapt to their environment? What resources played an important part in their culture and why?**



Section 2

The First People of North America -Southwest

QUESTIONS TO GUIDE INQUIRY

1. **How did physical characteristics of place impact the lives of Indigenous Peoples in various regions?**
2. **How was the culture of the Southwest people influenced by the way they adapted to and used the climate and natural resources of the area?**

Vocabulary:

drought

irrigation

pueblo

adobe

The Conditions of the Southwest

Indigenous Peoples in the Southwest needed to be resourceful due to the climate and landscape of the region. One Indigenous group from the Southwest are the Pueblo. Their name comes from the structures in which they lived among dry, rock canyons, in the present day states of southern California, Arizona, Nevada, Colorado, Utah, New Mexico, and Texas. **Pueblos** were structures built for multiple family dwellings. These dwellings were made from **adobe**, a type of clay that is formed and hardened into bricks when dried in the sun. Compared to the people of the Pacific Northwest, people of the Southwest had very different resources available to them that could be used for food, clothing, and shelter.

The region was hot and dry with few trees and plants and only a few rivers flowing throughout. **Droughts,** or long periods of dry weather with very little precipitation, were a real threat to this area. Because there wasn't much variety or abundance of plant life, there weren't many animals in the area, either. Occasionally there were wild turkeys, coyotes, rodents, and other small game, but meat was not readily

How do you think the Southwest Indigenous People were able to grow crops if it was so dry?

available to eat and the Southwest people had to find alternate food sources. So, they became farmers and grew what they needed.

Again, the Southwest Indigenous groups needed to be resourceful. They used **irrigation**, which is a method of moving water to crops on dry land. They dug ditches to help transfer water and built reservoirs to catch water whenever it rained. This allowed them to grow crops like corn, beans, squash, melons, and others. Pottery, made from the clay of the area and baskets, made from grasses, were used as storage containers.

While pottery and baskets had functional purposes, they were also pieces of art. Along with pottery and baskets, Southwest people made kachina dolls (pictured on the right and below), which represented spirits who controlled many aspects of their world. They sang songs and performed dances to these spirits as part of their culture.





Additional Student Activities

Student Activities:

- To learn more about the Indigenous People of the Southwest region, click on the following link: http://nativeamericanadventures.weebly.com/southwest.html or http://www.warpaths2peacepipes.com/native-american-indians/southwest-native-americans.htm
- Color in the Southwest region on a blank map, like the one You started in the last section
- Writing Assignment: How did the Southwest American Indigenous People adapt to their environment? What resources played an important part in their culture and why?
- Create an account on https://quizlet.com/. Then, generate a study guide for the information learned about the Pacific Northwest and their culture.



The First People of North America - Eastern Woodlands

QUESTIONS TO GUIDE INQUIRY

1. **How did physical characteristics of place impact the lives of Indigenous Peoples in various regions?**
2. **How was the culture of the Eastern Woodland Indigenous groups influenced by the way people adapted to and used the climate and natural resources of the area?**

Vocabulary:

trade: buying, selling, or exchanging goods

woodlands: areas of land covered with many trees (forests)

boundary: a line that separates the land of one group from the land of another

confederacy: an alliance of groups that come together for a purpose

Dividing the Region

A large area of evergreen and deciduous trees and forests, known as woodlands, was home to many Indigenous Peoples. These groups had many differences: they spoke different languages, had different customs, houses, and government systems. They did, however, have some similarities; they lived in a region filled with many rivers, lakes, animals, and an abundant supply of trees. How they lived depended on where they settled in this region.

Because this region encompasses a large amount of land, there are many differences between the civilizations that settled there. So, to better understand the settlements, the Eastern Woodlands have been divided into two sub-regions: the Northeast and the Southeast.

How do you think living in the Northeast would be different from living in the Southeast?

Interactive 2.1 Eastern Woodland Tribes



Image source: http://en.wikipedia.org/wiki/Indigenous_peoples_of_the_Southeastern_Woodlands#/media/File:Nordamerikanische_Kulturareale_en.png

Living in the Northeast meant that the people experienced all four seasons. This region also offers a wide variety of physical features. The Indigenous People who lived along the Atlantic sea coast lived differently from those in the Appalachian mountains or those who lived in the river valleys of a large river, or along the banks of the many lakes. The most common characteristic throughout this region, and arguably the most valuable, were the forests.

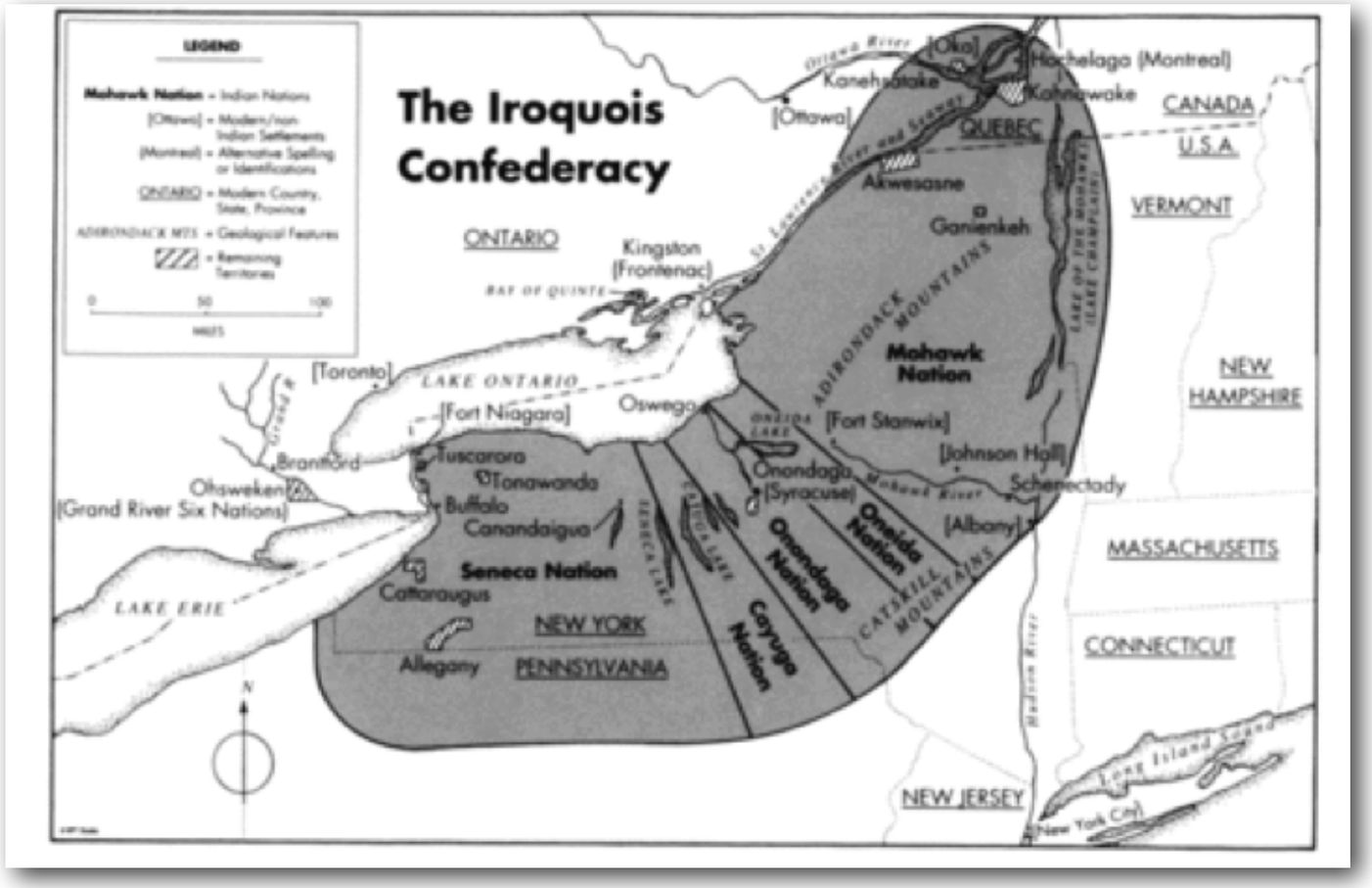
How do you think people of this region used the forests?

One way the people used the forest was to build houses. One group in particular, the Haudensaunee, or Iroquois, used trees to build **longhouses**, which were long wooden homes that held more than one family. Longhouses were like the apartments of today. Other types of woodland homes included the wigwam, or birchbark home. Trees were also used to make boats, clothing, and tools. The boats would be used on the rivers and lakes as a form of transportation. These rivers and lakes became important for the establishment of trade between groups. Trade is the buying, selling, or exchanging of goods. This allowed goods to be moved to areas where they were not common or could not be found. An example would be that one group traded corn products like ground meal for birchbark baskets, which came from birch trees (only available in other areas).

The people fished the many rivers and lakes and hunted in the woodlands for their food. Deer was commonly hunted and the hide was used for clothing. Rabbits and turkey were other animal food sources. Farming was also a common way to get food, but growing seasons weren't very long due to the climate. Because

they had all four seasons and cold winters, Indigenous groups in the Northeast had to use their resources differently than the tribes of the Southeast.

The Southeast provided a different landscape for tribes who lived there. While much of the land was woodland, there were also coastal plains with saltwater marshes, river valleys, mountains, and the Everglades. The climate in the Southeast was milder, which allowed growing seasons for crops to be longer. Trees played an important role in the lives of people in the Southeast. They were used to make tools, houses, and boats for transportation and trading. Forests were used to hunt game and gather nuts and berries; rivers and coasts were also a source for fish and seafood. For shelter, these people built chickees, covered with palm leaves. as well as shelters on stilts to protect them from high water, snakes, and crawling insects.



The Iroquois

As mentioned earlier, the Haudenosaunee or Iroquois were a tribe of the Northeast. They were an important group that established a confederacy, which is an alliance of groups that come together for a purpose. It is a kind of government. There were originally five tribes that were a part of the Iroquois Confederacy. The tribes included were: the Mohawk, Seneca, Oneida, Onondaga, and Cayuga. The Tuscarora later joined the confederation, bringing confederacy to six tribes or nations. Land was communally used between these nations, but boundaries, lines that separates the land of one group from the land of another, were used for hunting and farming. It is important to note, though, that the Iroquois nations believed that no one person owned the land.

In order to come together and agree on issues, these nations were governed by The Great Council, which was made up of between eight and fourteen representatives. The representatives

were chosen by the clan mothers and they would meet to discuss and come to a consensus on political topics.

The Creek

The Creek, also known as the Muskogee, were a group that lived along rivers of the Southeast in North America. They, too, had a confederacy. Each town chose a leader and the leaders would meet with townspeople to make decisions. These meetings were typically carried out in the round house, which was a key structure in the central plaza of a Creek village.

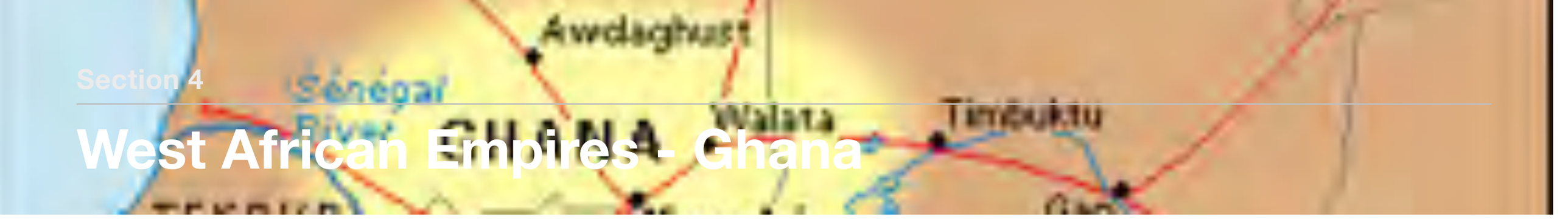


Creek villages had a central plaza where they would have religious ceremonies, festivals, dances, and meetings. Beyond the central plaza were homes made with mud and a thatched roof and beyond the homes was land used for farming.

Additional Student Activities

Student Activities:

- **Color in the Northeast and Southeast (Eastern Woodlands) region on a blank map, like the** one you started in the last section
- **Writing Assignment: How did the Eastern Woodland people adapt to their environment? What resources played an important part in their culture and why?**
- **Go to https://quizlet.com/ (hopefully you've created an account) to create a study guide for the information learned about the Eastern Woodland and their culture. Include information about men's and women's roles, as well as how they used their natural resources.**



Section 4

West African Empires - Ghana

QUESTIONS TO GUIDE INQUIRY

1. **How did the location of the three empires impact the cultural and economic development of each?**
2. **What led to Ghana's growth and demise as an empire?**

Vocabulary:

tropical rainforest

savanna

drought

Islam

Muslim

empire

oral history

griot

interdependence

Introduction to Africa

The continent of Africa is far away from North America. How the lives of the North American Indigenous Peoples, Africans, and Europeans came together in the 17th century is a very important part of United States history. It is important to learn about each of these groups and how they lived before interacting with one another in the Western Hemisphere.

Interactive 2.2 How Big Is Africa?



To give you an idea of how big Africa is, follow this link to see how many countries can fit inside of it.

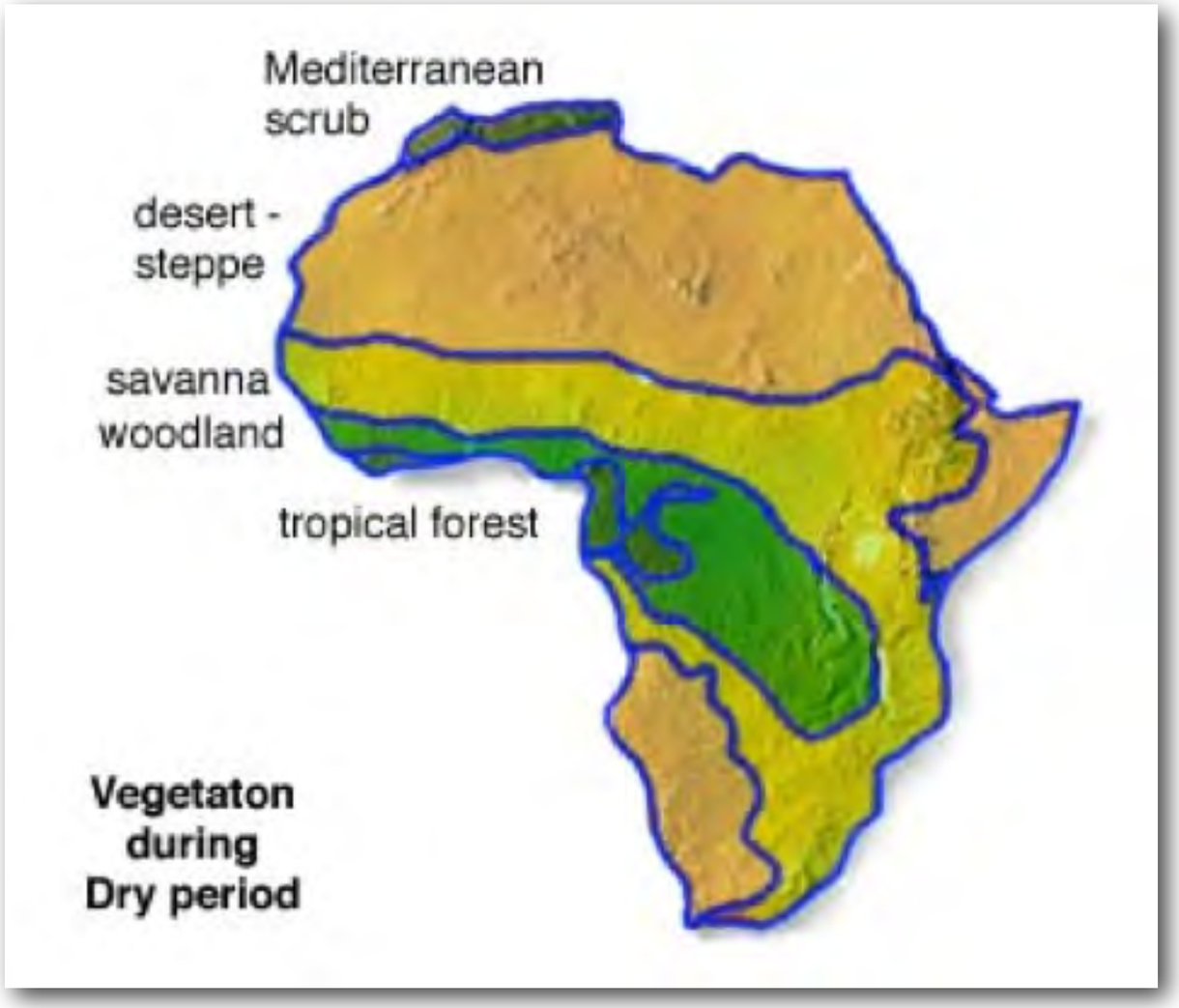
If you and a friend could trade with each other for something you both wanted and the other person had, what would you trade? Is the value of those products similar? Would you ever consider trading gold for salt? Why or why not? Well, in ancient African **empires**, which were a variety of territories and groups controlled by one government, that is exactly what they did.

Africa is a huge continent, the second largest of the seven. Today, Africa contains over fifty countries and hundreds of cultures. There are also more than 2,000 languages that

are spoken there now. Africa has a deep history with evidence of the earliest humans being found there. There are five regions in Africa, but Western Africa is going to be our focus.

Western Africa is home to three different major vegetation regions. These regions all played an important role in the development of early African empires. The northern vegetation region of West Africa is the Sahara desert, the world's largest hot desert. The southern part of West Africa is quite the opposite. There lies the **tropical rainforest**, which is a forest in a tropical area that has lots of rain and is very hot from being near the equator. In between the Sahara desert and the tropical rainforest is the **savanna**, a region with tall grasses and a few trees. Savannas have a short rainy season, and therefore often experience droughts. Droughts occur when there is a lack of rain (dry weather) that is harmful to crops. These diverse vegetation regions led to the rise of three empires.





The Rise and Fall of an Empire

Remember one of the initial questions about trade - would you think that anyone would ever trade salt for gold? People of Western Africa would and they did. Salt was an abundant resource in the Sahara desert. It was used to preserve food, which was necessary for those who lived in the rainforest of southern West Africa.

Gold, on the other hand, was an abundant resource in the tropical rainforest. It was a valuable resource because it was desired in Europe and Asia. There was so much gold in the rainforest that it wasn't very valuable to those who lived there. Since these people needed salt to preserve their food and had a lot of gold, they could trade what they had for what they needed. This trade of goods built an **interdependence**, the quality of mutually relying on others, among groups in Western Africa.

How do you imagine that people were able to trade resources? They had to cross vast expanses of land to be able to trade with each other. Crossing the Sahara Desert presented challenges, because of the extreme heat and lack of water. That kind of travel became easier using camels. Regular trade routes grew and at the center of those trade routes was Ghana. Look on the map of Africa to see where the empire of Ghana developed.



Ghana rose in power around the year 700 C.E. (A.D.) and was located between the desert and rainforest in the savanna region. It was directly between the two sought-after resources: gold and salt. The early kingdom (not to be confused with the current country, Ghana), had started long before year 700. The people there traded goods and farmed in their small villages made up of family compounds. These families would join together to listen to **griots**, storytellers responsible for remembering and telling about an area's history. Because there was no written language, **oral history** was important. Oral history is information that is passed down by speaking and is not always written down.

Within these villages, Africans mined iron ore and used it to build tools for farming and weapons for fighting. These weapons, along with its location, gave Ghana an upper edge in defeating smaller, weaker groups in its rise to power.

Because they were located near two valuable resources, they soon began to control the trade. They taxed traders that came into Ghana with goods to trade. In exchange, Ghana offered traders a safe environment. Ghana soon became wealthy from these taxes and used the money to strengthen their army.

As traders from different areas came to Ghana, they brought with them new ideas and beliefs. Most traders that came across the Sahara desert were Muslims. A **Muslim** is someone who follows and believes the **Islamic** religion. Islam is a major religion of the world, with the belief that there is only one god and that Muhammad was his most important prophet. Ghana started to use and incorporate some of these religious beliefs and ideas into their culture.

Around the year 1100, Ghana started to decline. It was hurt by a severe drought, coupled with an attack from an outside force. A new leader came to power in Ghana, but was easily defeated by the ruler of Mali, who was called Sundiata. Mali soon took over the empire that was once Ghana.

Suggested Extension Activities

Student Activities:

- **Visit the following websites to learn more about Ghana:**
  - **http://africa.mrdonn.org/ghana.html**
  - **http://www.ducksters.com/history/africa/empire_of_ancient_ghana.php**
- **Create a classroom timeline of important events that tells the story of Ghana. Be sure to give not only dates, but also the important things that happened. Draw pictures to go with these events. You could also create an interactive one by going here: http://www.readwritethink.org/files/resources/interactives/timeline_2/.**

Western African Empires - Mali



QUESTIONS TO GUIDE INQUIRY

1. **How did the location of the three empires impact the cultural and economic development of each?**
2. **What led to Mali's growth and demise as an empire?**

Vocabulary:

pilgrimage

A New Empire Rises

As Ghana fell, a new empire, Mali, came to power. Mali rose as a powerful empire around the year 1200. It began as a small city-state of Ghana, but when Mali's leader, Sundiata, led a rebellion against Ghana, they took over the territory and power that was once Ghana's. Once Mali (under Sundiata's rule) came into power, they acquired even more land and took over the gold and salt trade that Ghana once controlled. Trading was expanded to include Egypt. This helped increase Mali's wealth and this wealth helped them to strengthen their army. Look at the map below to see how Ghana and Mali together became the single empire of Mali.

The most famous ruler of Mali was Mansa Musa. Mansa Musa was a strong ruler who used Mali's money wisely. He built up the army, but also built up the empire. The popular city, Timbuktu, was enhanced and became a place to learn. People would come to study medicine, astronomy, or mathematics. He also adopted Islam and went on a pilgrimage to the city of Mecca in Southwestern Asia. A **pilgrimage** is a journey to a sacred place. Mansa Musa's pilgrimage brought a lot of attention and trade money to Mali.

After Mansa Musa died, Mali struggled. Weaker rulers came into power and the empire began to decline in the year 1400. This presented the opportunity for smaller kingdoms to attack and rebel, thus weakening the empire further.

Eventually, Mali lost control of the trade routes and fell out of power.



The map above shows the ancient empire, Mali. What do you notice when you compare and contrast the map of Ghana with the one from Mali in the previous section?

Suggested Student Activities

Student Activities:

- **To explore more about Mali, visit the following websites:**
  - **http://www.ducksters.com/history/africa/empire_of_ancient_mali.php**
  - **http://africa.mrdonn.org/mali.html**
  - **http://www.livebinders.com/play/play?id=787442**
- **Create a classroom timeline of important events that tells the story of Mali. Be sure to give not only dates, but also the important things that happened. Draw pictures to go with these events. You could also create an interactive one by going here: http://www.readwritethink.org/files/resources/interactives/timeline_2/.**



Section 6

Western African Empires - Songhai

QUESTIONS TO GUIDE INQUIRY

1. **How did the location of the three empires impact the cultural and economic development of each?**
2. **What led to Songhai's growth and demise as an empire?**

Another Power Comes into Control

The decline of Mali led to the rise of Songhai. Songhai was a small kingdom that had been ruled by Mali. After Mansa Musa's death, the people of Songhai were not happy with the new rule. Under their leader, Sonni Ali, they took over what was once Mali around 1400. Sonni Ali took over the trade routes and created a huge army for Songhai. He expanded the territory and Songhai became much larger than Mali.

Songhai thrived for many years - expanding territory, encouraging learning, and continuing to offer a place of study for Muslim scholars. However, once Sonni Ali died, his son became ruler and he was quickly overthrown by Askia Muhammad, a military leader. After this, Songhai struggled with poor leadership. The poor leadership led to a civil war among kingdoms within the empire and Songhai became difficult to manage and control. Once weakened by fighting and drought, an army from North Africa came in and invaded Songhai. Like the two previous empires, Songhai fell apart.

Interactive 2.3 Sonni Ali

Learn more about Songhai leader Sonni Ali at this website. (Requires internet connection)



The map above shows the once powerful empire, Songhai.

Suggested Student Activities

Student Activities:

- **Visit the following websites to learn more about Songhai:**
  - **http://africa.mrdonn.org/songhay.html**
  - **http://www.ducksters.com/history/africa/songhai_empire.php**
- **Create an analogy comparing the fall of Ghana to the fall of Mali and the rise of the next empires.**
- **Create a classroom timeline of important events that tells the story of Songhai. Be sure to give not only dates, but also the important things that happened. Draw pictures to go with these events. You could also create an interactive one by going here: http://www.readwritethink.org/files/resources/interactives/timeline_2/.**



Section 7

Europe - Explorers Take to the Sea

QUESTIONS TO GUIDE INQUIRY

1. **How did exploration change the world?**
2. **What led Europeans to explore new areas?**

Vocabulary:

astrolabe

circumnavigate

navigation

Reasons to Explore

Have you ever wondered what sparked exploration? What do you think explorers were looking for when they went on their journeys? There were several reasons for European exploration. One resource that encouraged exploration was peppercorn. We call it pepper when we have it on our tables at dinnertime. Did you ever think about where it comes from? Peppercorn was very important because it was thought to be medicinal and it also seasoned and preserved meats. Many Europeans desired spices like pepper and these were found in Asian countries, like China.



Peppercorn, pictured above.

To get peppercorn, Europeans had to travel across Europe and Asia, which was very time consuming and difficult to do because of mountains and large bodies of water they had to go around or across. An overland trade system was set up that connected Europe to Asia. Imagine the following scenario:

Peppercorn started in Asia and at the first checkpoint, a single peppercorn cost one gold piece. It was then taken to the next

checkpoint closer to Europe where it was traded for three gold pieces. At the next checkpoint, it cost four gold pieces, and so on.

With this overland system, it is easy to see why spices were so expensive by the time they reached Europe. The journey to get the spices was long and dangerous. This led to European countries trying to find alternate routes to reach Asia for resources, such as spices.

Finding new routes was challenging, though, because maps at this time were very inaccurate. People could not view places from above (an aerial view) like we can today to get an accurate picture of the world around us. In order for maps to improve, people needed to explore their surroundings. As explorers took to the sea around them, other technologies began to be used and **navigation** improved for explorers. Navigation is the science of controlling the direction and location of a ship. One device that aided navigation was the **astrolabe**, which is a navigational instrument used by sailors to help them determine their location from the equator. The improvement of navigational technology allowed explorers to venture further away from what was known.This advancement in technology and exploration was very beneficial to the rulers of nations. With more people willing to explore the world around them, they had much to gain. Think about the overland trade problem from earlier in the text; if explorers discovered a new route to Asia by sea, goods would be

Development	Description
Lateen Sail 	Allowed ships to sail into the wind. The sail had a triangular shape.
Compass 	Sailors used the compass for navigation to show the direction they were travelling.
Astrolabe 	Sailors used this tool to measure how high the sun or a star was above the horizon. They then consulted tables to determine their location in the ocean.
Accurate maps and charts 	Recorded the shapes of coastlines and distances between ports.
Rise of nation states	Small land areas once controlled by nobles joined together to form countries led by kings or queens.
Ability to fund 	Nations like Spain, England, and France were able to afford to pay for sea exploration.

The Astrolabe was not the only innovation that helped spark exploration.

Image source: Performance Assessments of Social Studies Thinking (PASST)

cheaper and they would have more access to more resources. This created competition between countries to try and be the first to explore something new. This push eventually led to many new and wonderful discoveries, as well as an explorer being able to **circumnavigate** or to sail all the way around the world.

Suggested Student Activities

Student Activities:

- **Watch the short video on Christopher Columbus to get a better idea of North America's discovery. https://www.youtube.com/watch?v=aF_unlvjccA**
- **Choose one of the explorers from the following list to create a poster and written report. Be sure to use multiple sources and have citations with your report. After the reports are created, have a class celebration where students present their information as their explorer. http://www.famous-explorers.com/european-explorers/**

Section 8

The Columbian Exchange

QUESTIONS TO GUIDE INQUIRY

1. **How did exploration change the world?**
2. **How did the Columbian Exchange impact the Europeans, Africans, and Indigenous Peoples, in both positive and negative ways?**

Vocabulary:

convergence

Columbian Exchange

slavery

Patent given to John Cabot from King Henry VII



Image Source: http://www.heritage.nf.ca/articles/exploration/1496-cabot-patent.php

Interactive 2.4 Patent given to John Cabot from King Henry VII

Before you begin, read the patent above (primary source) given to John Cabot from King Henry VII. Try to decipher its meaning. What do you think the King was allowing John Cabot and his sons to do?

New Lands and Discoveries

After using the widget above to decode the document, what predictions can you make about European explorers and their rulers? What were their attitudes towards other people and places that they "discovered?"

Interactive 2.5 Encounter Trailer



The video above (Internet Connection Required) is a trailer for Jane Yolen's book, Encounter which tells the story of Columbus' arrival from the perspective of the native people.

As Europeans continued to explore, they encountered new and exciting places, but also new people. The patent on the previous page shows an example of the Europeans' perspective on these new people and places, but what about the thoughts of the natives that the Europeans encountered? How did they feel about these newcomers that came to explore, and in some cases, take their land and their resources?

The Voyages of Columbus

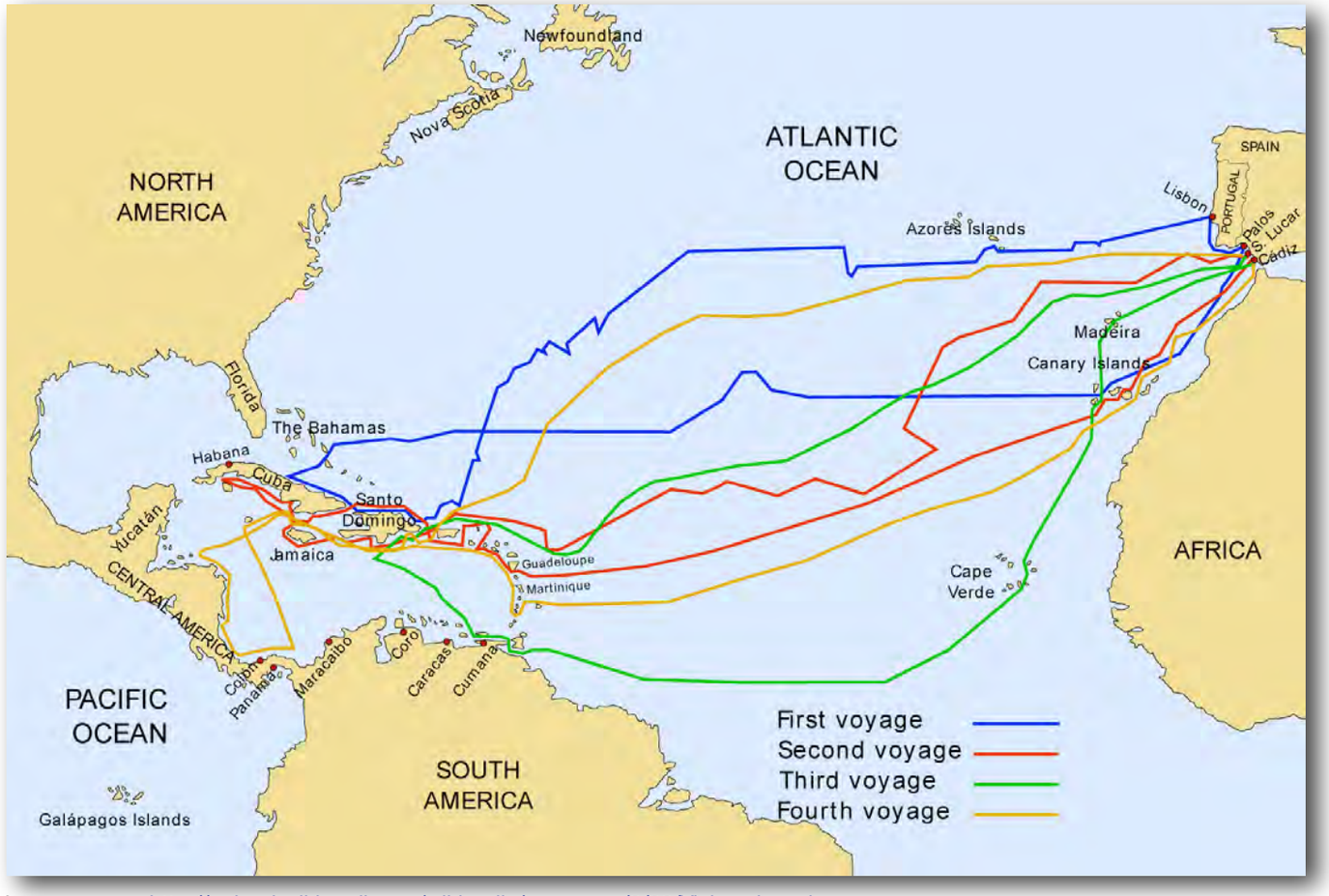


Image source: http://upload.wikimedia.org/wikipedia/commons/3/38/Viajes_de_colon_en.svg

Columbus's travels to the western hemisphere had a profound impact on the world; the **convergence**, which is the process of two or more things coming together, of the new world and old world eventually changed the lives of the Indigenous Peoples, Europeans, and Africans in profound ways.

Columbus made four trips to the western hemisphere between 1492 and 1506. During his first trip, there was only a little contact between the Europeans and the island natives called Tainos; some goods were traded and six Tainos were kidnapped, enslaved, and taken back to Spain.

On Columbus's next voyage, however, he had much more of an agenda. He searched for gold and other treasured goods, but he didn't find much. This led to the enslavement of about 1,600 Indigenous Peoples, who he believed were hiding the riches. 500 more were taken back with him to Spain to be put into slavery there. Only about 300 made it to Spain. Slavery is a system in which powerful people buy and sell other human beings who are then forced to work without pay or human rights. As more

exploration and discoveries happened in the Americas, Europeans began to demand the resources available to make their own lives better. This sparked the transfer of people, plants, and animals, between both Eastern and Western Hemispheres, across the Atlantic Ocean. This transfer was known as the Columbian Exchange.

Image 2.1 The Colombian Exchange

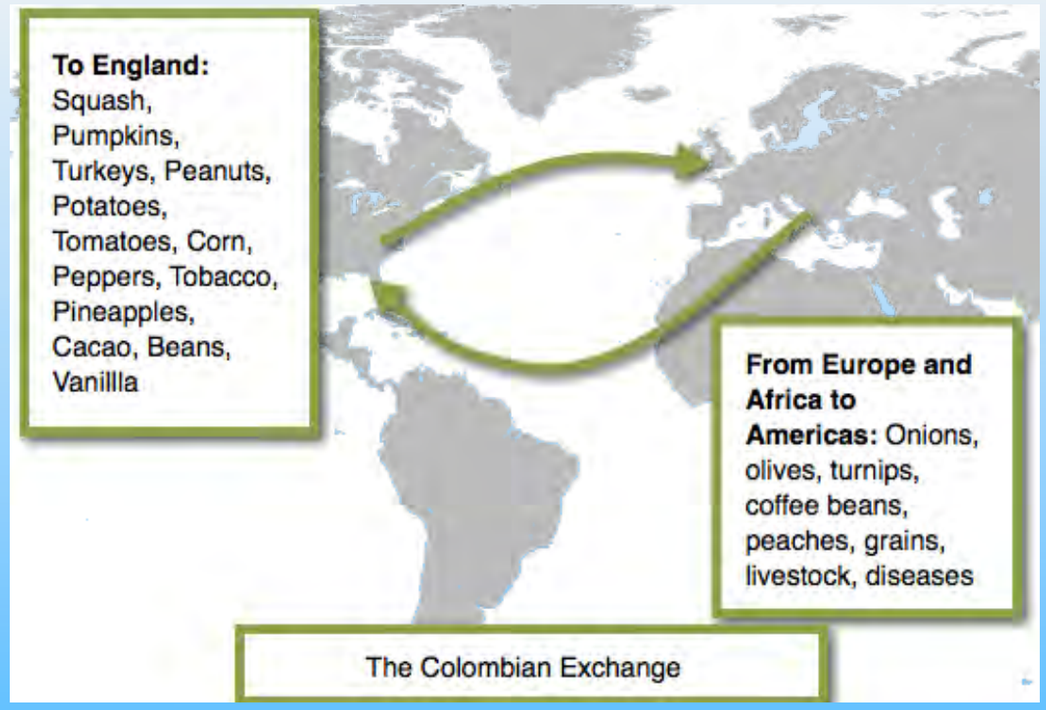
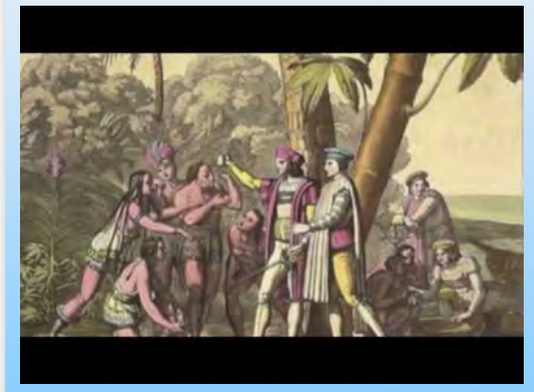


Image source: Performance Assessments of Social Studies Thinking (PASST)

Eventually, many more Indigenous Peoples were forced into slavery and were made to collect gold. If they did not collect enough, they were punished, often by getting their hands cut off. When sugar cane was brought to the islands of the Caribbean from Europe, the Indigenous People were made to work on the large farms that raised it. Sugar grew in popularity in Europe, so the Europeans had to find a way to make enough to meet the growing demand.

As more sugar cane was planted and grown in the Americas, more workers were needed to harvest the crop. Indigenous People suffered greatly from enslavement. They were forced to perform long hours of grueling work in the hot sun. They contracted and died from European diseases, for which they had no immunities. This led Europeans to search for a new workforce. Slavery had existed for thousands of years around the world, but not on such a massive scale. The Europeans traveled to west Africa, enslaved many people, and took them to North, Central and South America, forcing them to work on the plantations that provided those products (sugar cane, rice, cotton, indigo) grown in the western hemisphere. This was not merely an economic exchange between continents but a tragedy that exacted a huge toll on human cultures.

Interactive 2.6 The Colombian Exchange



To gain a deeper understanding of the Columbian Exchange and what was transferred among the continents, watch this video (Requires internet connection)

Suggested Student Activities

Student Activities:

- **Write diary entries about the Columbian Exchange portraying three different perspectives of people (Example: Indigenous Peoples, European Explorer, enslaved African, European Ruler, etc.)**
- **Describe positive and negative effects of the Columbian Exchange. How did it impact the world?**

Chapter 3

Colonization and Settlement

Questions to Guide Inquiry:

Why did different colonial regions develop?

How did regions impact life in the emerging nation?

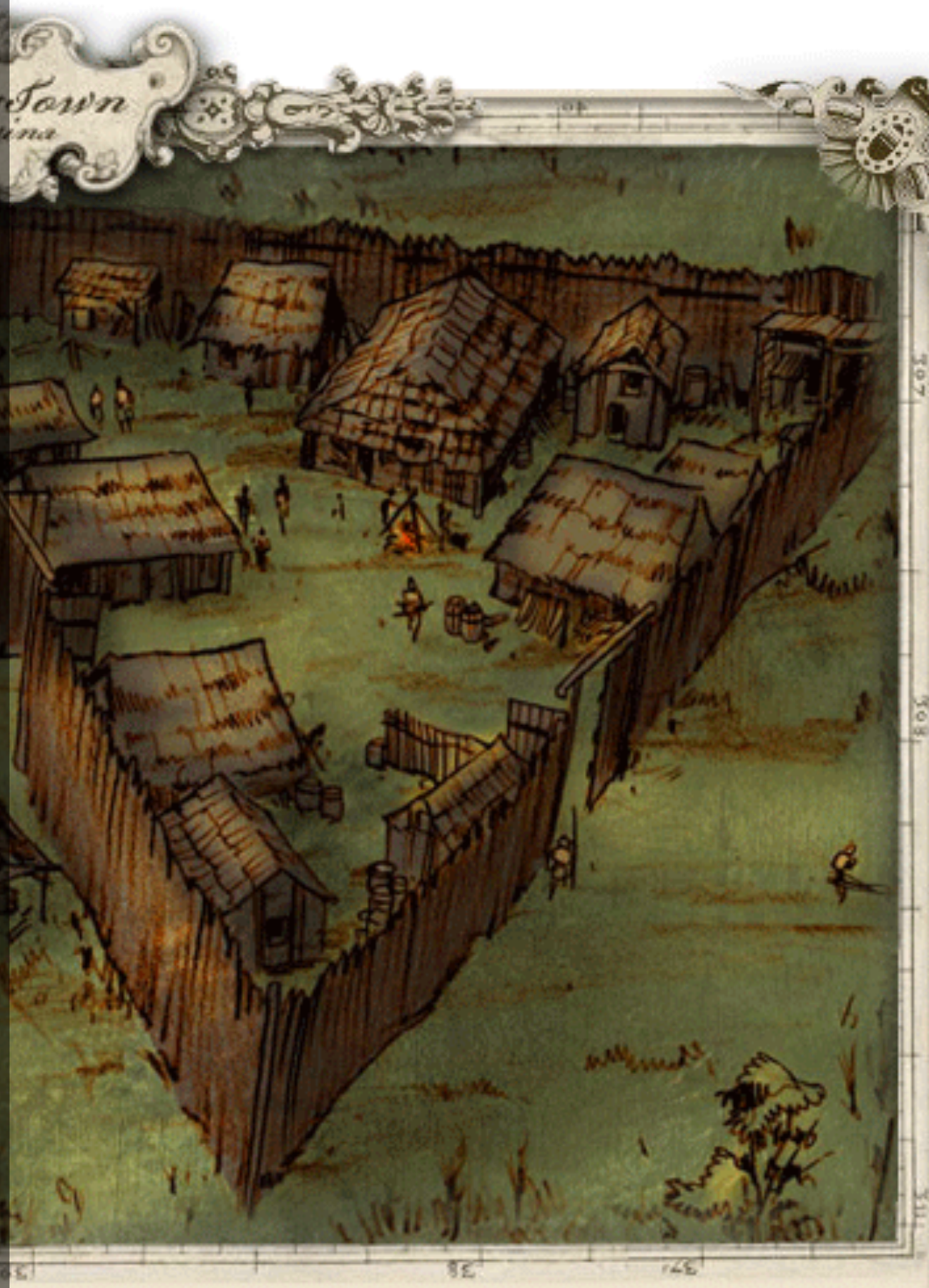


Image source: http://upload.wikimedia.org/wikipedia/commons/1/15/Treaty_of_Penn_with_Indians_by_Benjamin_West.jpg



Section 1

Beginning of Colonization

QUESTIONS TO GUIDE INQUIRY

1. **Why did different colonial regions develop?**
2. **How did regions impact life in the emerging nation?**

Vocabulary:

Patents

The Northwest Passage

You, your classmates, and your community are diverse whether you realize it or not. You probably come from different heritages, have differing religious beliefs, and have different family backgrounds. This is no different than both the Indigenous Peoples already living in America, as well as the first colonists who came here. How did so many nationalities, cultural backgrounds, ethnic origins, and religious beliefs all end up in one country?

This unit will guide you to understand how European, Indigenous Peoples, Asian, and African people all came to live together in the Western Hemisphere.

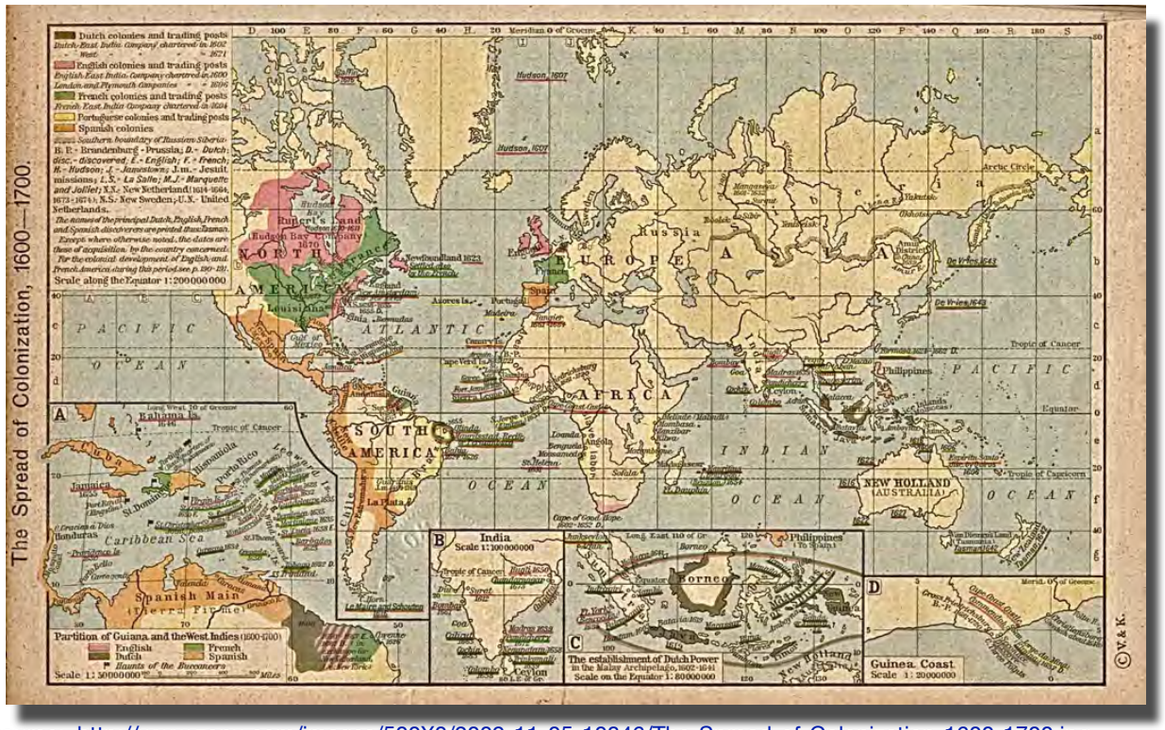


Image Source: http://www.zonu.com/images/500X0/2009-11-05-10846/The-Spread-of-Colonization-1600-1700.jpg

In the late 15th century, Christopher Columbus established the foundation for later exploration of the Western Hemisphere. His idea that there existed a western water route between Europe and Asia began a century of exploration and discovery of the "New World". Although Columbus never fully realized that he was in an area of the world most Europeans had no knowledge of, his travels eventually led to the founding of the United States. His confusion over the East and West Indies led to many misunderstandings; one of the greatest was that he thought he was in Asia and interacting with the people there. In actuality, he was in the islands of the Caribbean Sea and interacting with the Indigenous Peoples of the Western Hemisphere.

Interactive 3.1 Columbus Voyage Map

After completing this activity, compare where Columbus landed to where he intended to travel.

Amerigo Vespucci, who explored after Columbus, was honored with the discovery of the Americas on a 1507 German map.

Throughout the 16th century, European explorers from many countries continued searching for a water route to Asia. This exploration would leave many indigenous people enslaved, their lands and resources taken, and their lives forever changed.

Gold was a resource that for centuries had been traded throughout the continents of Europe, Africa, and Asia. People from those places had been traveling the Silk Road routes by both land and water, trading gold, silk, gunpowder, salt, spices, and a wide variety of other goods. It was a dangerous and time-consuming journey, but traders and travelers willing to risk everything could become very wealthy. Exploration in the Western Hemisphere provided them new places to look for trade goods.



Image source: https://upload.wikimedia.org/wikipedia/commons/b/b5/PietroCoppo.jpg

Spanish And French Colonization in the New World

The Western Hemisphere was called the “New World” by the occupants of Europe, Asia and Africa because it was ‘new’ to them. There were already many inhabitants on the continents of both North and South America, but to call it the “New World” was a simple term from the perspective of people in the Eastern Hemisphere.

How do economic concepts like Needs, Wants, Goods, and Trade relate to the travels of Columbus.

What were the Explorers looking for?

Opportunities in the “New World” included the resources that abounded in this land. Gold was not the only treasure. There were trees, plants, birds, fish, insects, and other animals not seen before in the Eastern Hemisphere. Much of the land was fertile for farming.

Juan Ponce de Leon began his quest motivated by rumors of a “Fountain of Youth” north of the Caribbean Sea. “La Florida” or “a place of flowers” was the name he gave to this land and it eventually became the state of Florida. In 1513, he claimed this land for Spain. Explorers such as Francisco Vasquez de Coronado led expeditions in 1540 into the southwest region of what would become the United States. His group included Spaniards, Indigenous Peoples, and Africans. The purpose of many of the Spanish expeditions was to explore for “God, Gold, and Glory.”

In the South, the Spanish would continue their exploration and expansion in the new lands of the Western Hemisphere. The first permanent European settlement at St. Augustine was established in 1565. This was the northernmost outpost for Spain’s expanding “New World” empire, St. Augustine: This settlement gave Spain a foothold in the southeast corner of North America. This area became a region of intense conflict and later led to the establishment of the colony of Georgia by the English, but that story comes later in English colonial history.

In the meantime, the French were also exploring. They, too, had been looking for a waterway, called **the Northwest Passage**, from the Atlantic to the Pacific Ocean. In this exploration to the north, France was able to claim territory along the St. Lawrence River, and the Great Lakes. To the south, they claimed land in and around what became

Interactive 3.2 New France



Learn more about New France in this video (Requires Internet Connection)

Georgia and the Carolinas. Fear of a French invasion into the lands claimed by Spain, though, led the Spanish to destroy the first of the French settlements that were built within this southern region. We don't often read about this dispute between the Spanish and French in North America. Because of this dispute, the French relocated North to Quebec, a province/city in modern-day Canada.

As you may recall, Spain had financed Columbus's travels. Thus, Spain had been claiming the newly discovered lands for themselves. "Newly discovered" and "occupied by Indigenous Peoples" would seem to be conflicting ideas. During this time period though, Europeans did not see things this way. They relied on the Christian religion of the 14th and 15th century as the guideline for determining who and what they could claim, such as "regions or provinces of heathens and infidels."

Classroom Activity: Study a map of the western hemisphere. Where might students think the discovery of a Northwest Passage might have been a possibility? Why was this waterway difficult to travel at that time? Why do we not use this waterway today?

Analyzing a Primary Document

Interactive 3.3 Patent Granted by King Henry VII to John Cabot



The **patents**, documents provided by the kings and queens of Europe, allowed European explorers to take many liberties over other human beings. Native people were seen by Europeans as "less than human" and "uncivilized." This meant that the lands, goods, and lives of natives could be taken with no regard for their humanity and no consequences to the explorers.

How do you think the wording of these patents would affect the thinking and interaction of those coming to the "New World"?

Europe was crowded, dirty, and the opportunities for a prosperous life were minimal. With this in mind, once the Europeans were aware of the vast lands in the Western Hemisphere, they began to think about moving. Also, many countries in Europe saw the opportunity to colonize the "newly discovered" landmasses and take advantage of the resources there. This takes us to the beginnings of many countries in the western hemisphere, including the United States.



Section 2

The Southern Colonies

QUESTIONS TO GUIDE INQUIRY

1. **Why did different colonial regions develop?**
2. **How did regions impact life in the emerging nation?**

Vocabulary:

Charter
Joint Venture Company
Indentured Servants
Proprietary Colony

How would the geographic features and economic activities of the southern region lead to the development of slavery in this region of America?

The English wanted to capitalize on all of the new-found wealth that was coming out of the new lands. Queen Elizabeth I gave Sir Walter Raleigh a **charter**. This document granted him the right to establish a colony in North America, to find gold and other resources. This colony, Virginia, was named in honor of the queen.

Funding for the travel and development would be left to Raleigh. He gathered up 100 men, who had little to no experience in surviving off any land or region and they set sail. Raleigh decided to establish this first English settlement on Roanoke Island, in what is now the state of North Carolina.



The Lost Colony of Roanoke

Roanoke Map, circa 1590-Library of Congress

Although groups coming to the western hemisphere were sailing on the Atlantic Ocean with water all around, it was salt water and thus not usable for drinking or bathing. Space was limited, and there was nowhere to go for privacy. Using all of your senses, think about what even just one day on the voyage would be like.

What would it take to survive in the wilderness?

An area on Roanoke Island was decided on for settling. Unfortunately, it was too late in the season to plant crops. The local native people assisted the settlers and helped in providing food. In spite of their generosity, Ralph Lane, who was the leader, had little respect for the tribe. His conflicts with them led to his death. Following this, the tribe then refused to assist the settlers, leaving them with only the supplies they had brought from England. Thus, when Sir Francis Drake, another explorer, arrived in the area in 1586, the settlers begged him to take them home. The first English attempt at settling the "New World" was a failure.

In the summer of 1587 Sir Walter Raleigh made a second attempt at settling at Roanoke. He financed a voyage of 150 persons. They arrived in late July. John White was in charge as governor. He had been accompanied on the voyage by his daughter Eleanor Dare and her husband. Shortly after their arrival, Eleanor gave birth to the first English child born on new world soil. Her parents named her Virginia.

The colonists went to work fixing up the abandoned settlement, repairing the houses they found and preparing a home. This group was different from the first, as it included women and children. So, life in the colony began to take shape. Near the end of summer it was decided that more supplies would be needed before winter. John White set sail for England and the much needed supplies.

When White arrived back in England, he found the country at war with Spain. This prevented his return to Roanoke with the supplies. It took nearly three years before he managed to make it back. What he found was curious and would, to this day, leave historians asking the question, "What became of the settlers of Roanoke?" Very few clues to their fate were discovered. Two carvings in trees were found. One read "CRO" and the other "CROATOAN."

The Croatoan were a local Indigenous tribe. Had the settlers been attacked? Was the decision made to join this tribe? These questions remain unanswered today. Another clue was the discovery of some family treasures White had left buried at the settlement. The maps and drawings were destroyed, and the books were missing their covers. White returned to England.

Neither he nor Raleigh had the funding to make a third attempt. The Roanoke settlement was abandoned.



Image source: https://upload.wikimedia.org/wikipedia/commons/8/81/Croatoan.jpg

Jamestown and The Virginia Company

Private funding for development into the "New World" led to the establishment of **joint venture companies**. In a joint venture the risk is shared among multiple investors. One group created The Virginia Company, a for-profit business, and a charter was granted in 1606 by the English King James. Three directions were given to the company. First they were to establish a trading post, second, search for gold, and finally look for a water route to Asia.

By December of 1606, three ships were loaded with supplies and 100 men set sail for the colony. Upon arriving, they had to make a decision as to where to place the colony. Many factors went into the decision of where to build.

Interactive 3.4 Historic Jamestown



Learn more about Historic Jamestown at this interactive website (Requires Flash and Internet Connectivity)

Think about the things that people need to survive. What are some of the factors that contribute to life in a successful colony? Why would one area be favored over another?

The first year was difficult because the settlers arrived during the winter. Jamestown was the name given to the settlement. This location was swampy, the water was poor, and insects caused problems. Of the 100 settlers, 29 were listed as "gentlemen." These were wealthy men, who were used to a comfortable lifestyle. In Jamestown they were carving out a life in the wilderness, altogether different from the one they'd been raised to live.

Over 30 tribes of Indigenous Peoples, most belonging to the Powhatan Confederacy, lived in the area. They were united under a leader who was given the name Powhatan by the settlers. Conflicts began almost instantly. The colonists, themselves, created trouble when they began stealing crops from the local natives. Powhatan's daughter, Pocahontas, assisted the settlers. With her help, the colony struggled to survive.

At first, Jamestown lacked effective leadership. Not enough of the work was being done by the 'gentlemen' and thus, not enough food could be grown. It appeared as if the colony would fail, but in 1608, John Smith became President of the Council. His leadership appeared to turn things around. His new policy was "You don't work, you don't eat". Under his guidance the colony went back to the job of establishing a working settlement.

Interactive 3.5 John Smith Biography

Learn more about John Smith at this website.

How do you think a law such as "You don't work, you don't eat" could benefit a new, developing colony?

Smith was injured severely when his gunpowder bag ignited in 1609. He returned to England. While he was gone, the "gentlemen" returned to their old ways. This time was known as the "starving time". That winter, without Smith leading the colony, over half of the settlers died. The 60 survivors decided to abandon the settlement in the Spring. They traveled down the James River and were met at the mouth of the river by a group of 150 new settlers with supplies. They agreed to return and help reestablish the colony.

John Rolfe began experimenting with tobacco growing. It is believed that he was assisted by Pocahontas, whom he later married. Tobacco became the "gold" that Jamestown needed to show a profit. This cash crop was very successful, and by 1613 Rolfe was growing a plant called tobacco that was well liked by the people of England, and throughout Europe.

Interactive 3.6 The Value of Tobacco

Learn more about Tobacco in the early colonies at this video.



Image source: https://upload.wikimedia.org/wikipedia/commons/d/d7/Pocahontas_Rolfe_crop.jpg

Men were coming to Jamestown, but after making some money, they left and returned to England. It was an adventure to them. Jamestown wanted and needed more permanent residents. In 1619, three major events occurred in

Jamestown. Women, slaves, and self-rule appeared in the colony.

The Virginia Company established the House of Burgesses, the first elected legislative body (government) in the colonies. This group was created in an effort to encourage craftsmen from England to move to and settle in the colonies. With the promise of a stable government, people might be more interested in moving to the colonies. Craftsmen and their wives and families arrived and made the colonies their permanent home. Finally, as agriculture started to develop, a cheap labor force was needed and slavery was established in the southern colonies.

How would life in the colony change when women, craftsmen, and slaves arrived to live there?

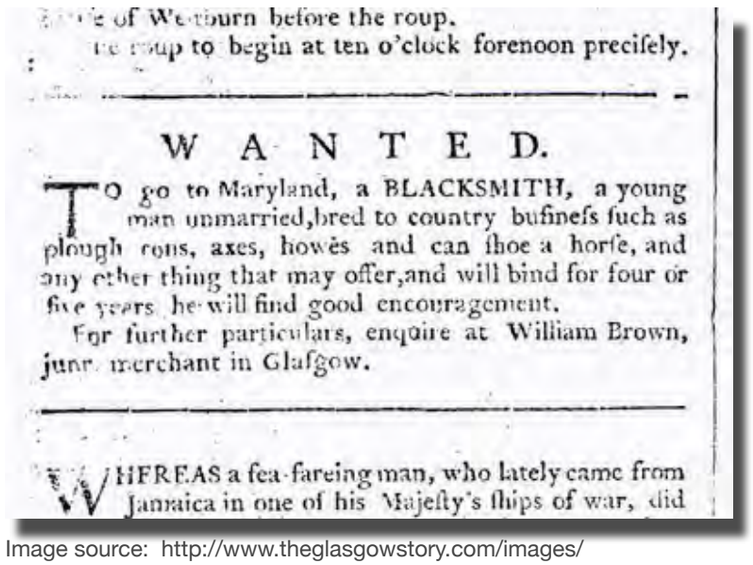
Maryland and the Calverts

A wealthy Catholic family called the Calverts lived in England. They felt that the Church of England was persecuting them for their religious practices. George Calvert, the head of the family, obtained a charter in 1632 to establish a for-profit, **proprietary colony** in the "New World". Lord Baltimore, as Calvert was known, was given instructions to name the colony in honor of King Charles I's wife, Henrietta Maria, so it was named Maryland. The colony would also allow them to freely and safely practice their faith. With prior knowledge of the difficulties that Roanoke and the Virginia Company had faced, the family planned well for their colony.

By 1633, under the leadership of one of Calvert's sons, the expedition began. Many of the settlers on the voyage came as **indentured servants**. These people were given transportation and housing in exchange for their labor once they arrived. They were contractually bound for a set number of years, usually seven, to live and work in the colony to pay off their debt.

What would make someone willing to give up everything they knew to travel to an unknown place to work for 5-7 years?

Advertisements were placed looking for people who had the skills needed and desired for a new life in the colonies.



e of Westburn before the roup.
The roup to begin at ten o'clock forenoon precisely.

W A N T E D.

TO go to Maryland, a BLACKSMITH, a young man unmarried, bred to country business such as plough irons, axes, howes and can shoe a horse, and any other thing that may offer, and will bind for four or five years he will find good encouragement.
For further particulars, enquire at William Brown, junr. merchant in Glasgow.

WHEREAS a sea-faring man, who lately came from Jamaica in one of his Majesty's ships of war, did

Image source: http://www.theglasgowstory.com/images/TGSE00607_m.jpg

North and South Carolina Split

Although Roanoke, the lost colony, was situated on an island that today is part of North Carolina, it was not part of the establishment of the Carolina colony. King Charles of England had provided a land grant in 1663 for the establishment of a colony between Virginia and Spanish Florida. This was to be a **proprietary colony**. Eight wealthy gentlemen were assigned to run the colony as a business, and they were looking to make a profit in this new land. As the proprietors, or owners, they created a constitution for the settlement that gave some self-governing power to the colonists, but most of the power was retained by the King Charles.

In the southern area of Carolina, a town called Charlestown was established in 1680. (Where do you think they came up with this name?) A deep water harbor at this location allowed ships to move easily, so Charlestown became a major trade center for this region.

Many of the earliest settlers to this region had come from the Caribbean island of Barbados. They had experience in growing cash crops on large farms, called plantations. They also brought slaves from Africa with them to work these new super-farms. Indigo, a plant used to make blue dye, and rice, were perfectly suited for the geography of this area. These two cash crops led to larger numbers of enslaved Africans being brought into the colony. Slavery contributed to the economic success of these kinds of farms.

In the northern part of the Carolina region, many indentured servants from the Virginia colony moved and settled there. The terms of their service had offered them land in exchange for years of service. They developed many small tobacco farms. Later, lumber became a major economic activity. Smaller farms and harvesting trees for lumber did not call for a larger labor force. Thus, slavery did not expand in the northern part of Carolina. Also, without a deep water harbor in the north, they did not have the ability to ship large amounts of goods back to Europe. The population swelled as people continued to move into the Carolinas, making it difficult to monitor and govern. The differences in economic activities between the north and south also added to these difficulties. By 1712 the settlement divided into two separate colonies, South Carolina and North Carolina.



Image source: http://www.georgiaencyclopedia.org/articles/history-archaeology/james-oglethorpe-1696-1785

Georgia

Protection from Spanish and French invasion into the English colonies was one of the main factors that led to the development of the most southern of the 13 original colonies. It was noted earlier in the chapter that Spain had established its presence in Florida, and the French had been in the present day Carolinas and Georgia. As England extended its colonization southward, it became necessary to protect its colonists and growing assets in the New World. To facilitate this defensive measure, a military man was recruited. James Oglethorpe received a charter to establish the colony of Georgia from King George II in 1732.

Oglethorpe was not only a military leader, he was also a social reformer. This meant that he wanted to help change how people were treated and lived in society. He had an idea that this new colony at the southern edge of England's claimed lands should be populated with debtors. Debtors were people who owed money, and found themselves jailed because of their inability to pay the money back. By moving to the new colony, debtors could be released from debtors' prison, and they could begin again fresh in Georgia. Oglethorpe believed that these debtors would work hard at a second chance in life and slavery would not be necessary.

Although no debtors ever ended up going to Georgia, careful consideration was given to the selection of colonists. With over 100 years in North America, England had learned a lot about building successful colonies. Potential colonists were interviewed, and 116 men, women and children, with a variety of skills and abilities were selected for travel to Georgia.

The Creek was an Indegnous group in the area. To succeed in the region, Oglethorpe knew that he had to interact positively with them. Tomochichi was the leader of the Yamacraw group, who were part of the Creek tribe. The two became friends. Oglethorpe eventually invited Tomochichi to England so that he could meet King George II. Tomochichi told the Creek that they should remember the kindness of the king and he hoped that a friendly relationship would continue to exist between the colonists and the native people.

Originally Oglethorpe had a plan to raise silkworms. Unfortunately, the industry did not succeed. So an alternative economic activity was sought. It was found that tobacco also grew well in the area, and colonists began growing it. Eventually rice was also planted in the colony. Slavery had originally been banned in Georgia, and as the need for workers increased, some settlers began to smuggle slaves into the area. This ban was lifted in 1750, and some of the South Carolina growers brought slaves with them, as they began expanding into Georgia. By the 1760's, slaves were being brought directly to this English colony from Africa.



Section 3

The Establishment of New England

QUESTIONS TO GUIDE INQUIRY

1. **Why did different colonial regions develop?**
2. **How did regions impact life in the emerging nation?**

Vocabulary:

Pilgrims
Mayflower Compact

How did the Church of England influence the founding of the New England colonies?

Plymouth Colony

The traditions of Thanksgiving and this celebration of thanks, can trace its origins to the Pilgrims. Separatists, who had left the Church of England, had been persecuted for their religious beliefs. Early in the 1600's, many of those that had refused to join the church of England had moved to Holland, a neighboring country in Europe. The Separatists were referred to as **Pilgrims** because they traveled for their religious freedom.



https://upload.wikimedia.org/wikipedia/commons/6/6e/The_First_Thanksgiving_cph.3g04961.jpg

Unfortunately, in Holland, many Separatists began to worry that their children were taking on too much of the Dutch culture. The decision was made by the group to travel to North America to establish a

settlement. The original choice for a settlement was in the area of Virginia, so in 1620 the Separatists petitioned the Virginia Company for a charter to build a colony.

By traveling to the Virginia region, how might the need for English culture for their children be encouraged?

By mid-summer of 1620, a group of settlers, of both Separatists and those looking for new opportunities in the “new world”, planned to set sail with supplies and two ships, The Speedwell and The Mayflower. The Speedwell began to leak and turned back, so all of the people and supplies were moved to the remaining ship, the Mayflower, and in September of 1620, it set sail.

How could the decision to take just one ship jeopardize the success of this colony? How could it help?

The voyage was long, cramped, and difficult. Their plans were changed when a storm blew them north and off course. Land was sighted in November of 1620, in an area that today is in Massachusetts. Because of the time of year, they made a decision to remain in this area instead of continuing south to find the land in Virginia. Before the colonists were allowed to leave the ship, they created and signed an agreement, or compact. This document, known as the **Mayflower Compact**, was meant to prevent disagreements between the Separatists and the outsiders who had traveled with them. It has been used as a model document for free people to live together as a community without a supreme leader, such as a king. That was a new idea that would grow throughout the establishment of colonies in North America.

Interactive 3.7 The Mayflower Compact



Learn more about the Mayflower Compact on this website.

What made the Mayflower Compact such an important document to future groups and communities of people who lived together in the colonies?

A small group stepped foot on land and began searching for a spot to establish their new colony.

What characteristics would make an area most suitable for settling?

The Pilgrims first landed on Cape Cod and scouted around. They found deposits of corn seed and took them. They also took some items from Native grave sites. They left when shot at by local Wampanoag. When they landed in the area later known as Plymouth it was abandoned because it had been the former site of a Wampanoag village known as Patuxet. The members of this village had been wiped out by a disease brought by Europeans. That is why the area appeared abandoned.

How might being hundreds of miles away from any other English settlement affect the colony?

With only the supplies they had brought, and no other settlers in the area, the Plymouth colony suffered many hardships and illnesses that first winter. When spring arrived, about half of the settlers had died.

Spring brought hope to the colony. The first event that o offered them hope, was the arrival of Samoset, an Abenaki who spoke English and could communicate with them
He had developed this skill by interacting with English sailors who fished along the coast.

The local Wampanoag people who were led by a leader named Massasoit, came to the aid of the pilgrims. Living amongst them was Tisquantum, a Pawtuxet.
The Pilgrims called him Squanto. He had been sold into slavery in Spain. Upon escaping, he had traveled to England and spent years living there before returning to his home in North America. The settlers received assistance from him, as he shared farming technologies of the Wampanoag with them. He showed them how to fish and plant crops such as squash, beans, and corn. In the Autumn of 1621 the Pilgrims gathered for their first harvest celebration. The 53 English colonists were joined by 90 Wampanoag men. It was a three day event that included feasting. This became known as the “First Thanksgiving”.

Interactive 3.8 Plymouth Plantation



Explore the plantation at this website.

Massachusetts Bay Colony

The Puritans obtained a charter in 1629 for the Massachusetts Bay Company which claimed land in New England. This group had wanted to make changes to the Church of England, angering King James and many leaders of the church. They jailed many of the Puritans. Once the Puritans were released, they chose to leave for New England.

In the summer of 1630, a small fleet of eleven ships with about 1,000 passengers arrived in Massachusetts Bay. They had heard about the hardships that the Pilgrims had suffered in Plymouth, and brought additional supplies, which included livestock like cows and horses.

How would arriving in summer help the colony to prepare for winter?

Their charter allowed the Puritans to govern themselves. White men who owned property in the colony met and elected their governor, a man by the name of John Winthrop. As their leader, Winthrop planned to build a city upon a hill that would show people how God had meant for people to live. They named this settlement Boston. Within 10 years nearly 20,000 colonists occupied the Boston settlement that rested along the shores of the Mystic and Charles Rivers.

As the Puritans expanded their population, many economic activities developed in the region. Farming sustained the families in the area, but not on a large scale, due to the rocky soil. Lumber and fishing were important to the economic development and growth of the colony.

Interactive 3.9 John Winthrop

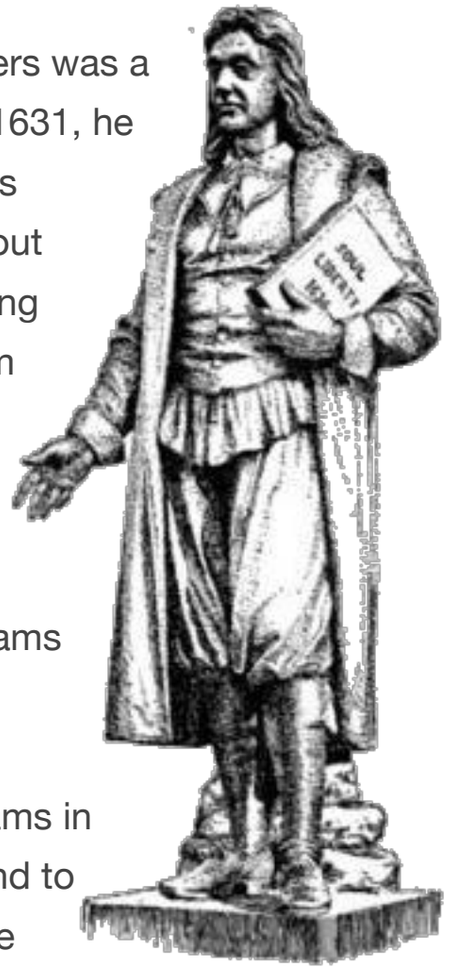


Learn more about John Winthrop at this biography.com page.

Community decisions were made at town hall meetings, where white male landowners held discussions about matters that affected the whole town. Votes were taken and the majority ruled. This ability to govern themselves would make these colonists independent-minded. Later they would be among the first to resist acts of Parliament and the English King.

Rhode Island

The irony of the Puritans' beliefs were that even though they had come to Massachusetts for religious freedom, others who did not practice religion the way the Puritans did were persecuted and expected to leave.



One of those who clashed with Puritan leaders was a minister by the name of Roger Williams. In 1631, he arrived in the Massachusetts Bay Colony. His followers were devoted to him as he spoke out against Puritan practices. He felt it was wrong to punish people for beliefs that differed from those of the Puritan leaders. By 1635, the leaders, along with Governor Winthrop, had voted to force Williams to leave.

In Salem, an area by Narragansett Bay, Williams found safety and assistance from the Narragansett. Many of Williams's followers left Boston to join Williams in 1636. The local Indigenous Peoples sold land to Williams, and he created a settlement that he named Providence. The government that was established was agreed upon by the settlers and they allowed religious freedom.

Williams was not the only person to disagree with Puritan leaders. Anne Hutchinson had been holding meetings in her home. She spoke out against Puritan ministers and was tried in 1637. At her trial she was found guilty. As a result, Hutchinson, her family, and many of those that followed her teachings moved to the Narragansett Bay area, where they developed a settlement near Providence and Roger Williams. Eventually, the two settlements joined together to become the Rhode Island Colony.

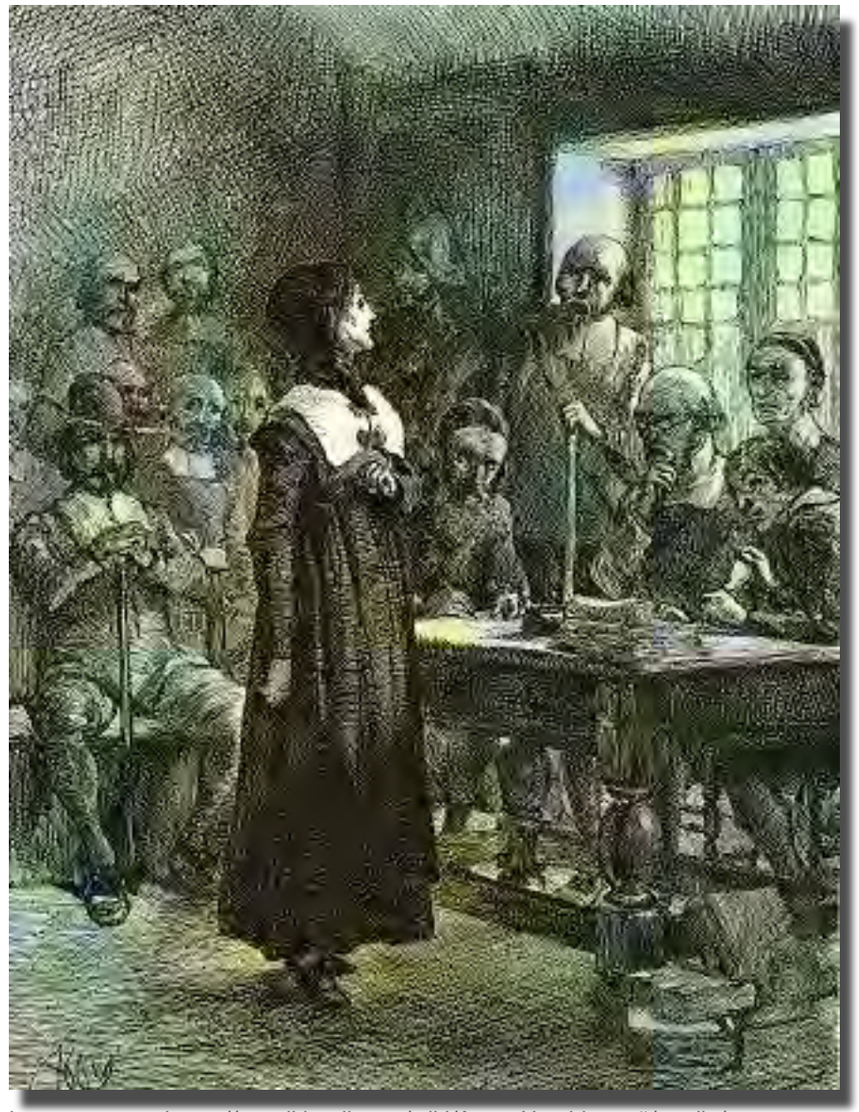


Image source: https://en.wikipedia.org/wiki/Anne_Hutchinson#/media/File:Anne_Hutchinson_on_Trial.jpg

Connecticut and New Hampshire

As more and more people began traveling to the northeast region, the need for usable farmland arose. The rocky soil of the New England coast forced settlers to look for better farmland inland. The Connecticut River Valley just west of Rhode Island, provided that land. The valley has rich soil, and in 1633, Windsor became the first of the permanent English settlements here.

Another Puritan minister, by the name of Reverend Thomas Hooker, began to look for other opportunities to practice religious freedom away from the Massachusetts Bay Colony. Hooker, along with his wife and around 60 followers, walked through the wilderness. They, along with their livestock, arrived at the Connecticut River where they founded the settlement of Hartford. Other settlements in the area united with Hartford by 1636 to form the Connecticut Colony.

The strict Puritan ways forced others to seek relief. Some traveled north of the Massachusetts Bay Colony. In 1623 David Thomson started the first settlement in this northern area. By 1630 the settlement was shipping lumber to England. They had moved the settlement to the area that is now Portsmouth, New Hampshire

How does the name of this settlement (Portsmouth) have any relationship to the economic activity of the area?

A fishing colony was also established in the region, when John Mason was granted land in the area. Eventually, by 1679, the king of England united them under a charter as the royal colony of New Hampshire.

Conflicts with Indigenous Peoples

In the New England area, the Wampanoag were not the only indigenous peoples. The Pequot also lived here. Unrest between the Pequot and the settlers led to the Pequot War in 1637. A Pequot village in Mystic, Connecticut was surrounded in a surprise attack. Settlers set fire to the homes, and as hundreds of men, women, and children fled the fires, they were killed. Those who survived the attack were sold into slavery.



Image source: https://upload.wikimedia.org/wikipedia/commons/b/b1/Wampanoag2.jpg

The Pequot had been a very powerful group, but by 1638 they had lost so many people, that they admitted defeat and gave away all rights to their lands in the area. They moved to live with other native people in the region. This left the areas of present day New Hampshire, Vermont, and Maine open to the expansion of English settlements.

In 1661, Massasoit died. As the leader of the Wampanoag, he had secured peace with the Pilgrims and other English colonists within the region for 40 years. As more and more settlers arrived in the area, the need for land began to cause conflict. These new colonists seized growing stretches of Wampanoag lands.

How would this land-grab affect relationships between Indigenous Peoples and settlers?

Following his death, Massasoit's son Metacomet became the new leader of the Wampanoag. The English colonial governor called him Phillip, and the colonists began to refer to him as King Philip. Metacomet (King Philip) felt that the taking of Wampanoag land needed to be stopped. He sent a message to another native group in the area, the Narragansett. He asked for their assistance, but they refused to help. Other groups though, did join the Wampanoag.

In 1675 King Philip's War began. This was one of the bloodiest conflicts ever fought in North America. In their attacks, Metacomet's warriors attacked 52 towns, destroying crops and killing more than 600 settlers. Settlers began to adopt the native way of fighting and retaliated. By hiding in forests, they launched surprise attacks, and burned native villages.

By August of 1676, scouts helped to trap Metacomet in a swampy area in Rhode Island. He was killed by Indigenous People who were assisting the English settlers. With Metacomet dead, the war came to an end. Metacomet's wife and son were among many who were sold into slavery; more than 4,000 Native Americans had lost their lives, and their strength in New England never returned.



Section 4

The Middle Colonies

QUESTIONS TO GUIDE INQUIRY

1. **Why did different colonial regions develop?**
2. **How did regions impact life in the emerging nation?**

What would motivate other European nations to colonize in the New World?

New Netherland

In 1624, the Dutch who were from the country of Netherlands in Europe, joined the English in the colonization of the western hemisphere. The Netherlands is also referred to as Holland. This country is located just across the North Sea from England and the British Isles. In North America, their colony came to be called New Netherlands. The area included Long Island, Manhattan Island, land along the Delaware River, and the Hudson River Valley. Today this region is part of the state of New York.

A man named Peter Minuit is credited with founding New Netherland. He purchased Manhattan Island in 1626 from the local Native Americans. This purchase cost him 60 guilders which is valued today at about $24, although many historians feel the real value of this trade is nearly impossible to accurately calculate. Construction of a fort, as well as a town, began. The town was named New Amsterdam after a city in the European country of the Netherlands, and would eventually become the capital of New Netherland.



Image Source: https://upload.wikimedia.org/wikipedia/commons/3/37/New_Netherland_-_smoking_the_peace_pipe.jpg

Dutch settlers were needed in New Netherland. There was little to motivate people to leave the Netherlands and move across the Atlantic Ocean. So, the Dutch opened their colony up to settlers from many countries throughout Europe. It was a religiously and ethnically diverse settlement and included the first Jewish settlers in North America. Large farms developed in the Hudson River Valley's rich soil, and enslaved Africans began to arrive in the colony to work these farms.

The Hudson River empties into a large deep water harbor. Dutch trade developed in the region. Ships from throughout the world began arriving in the region, adding to the diversity.

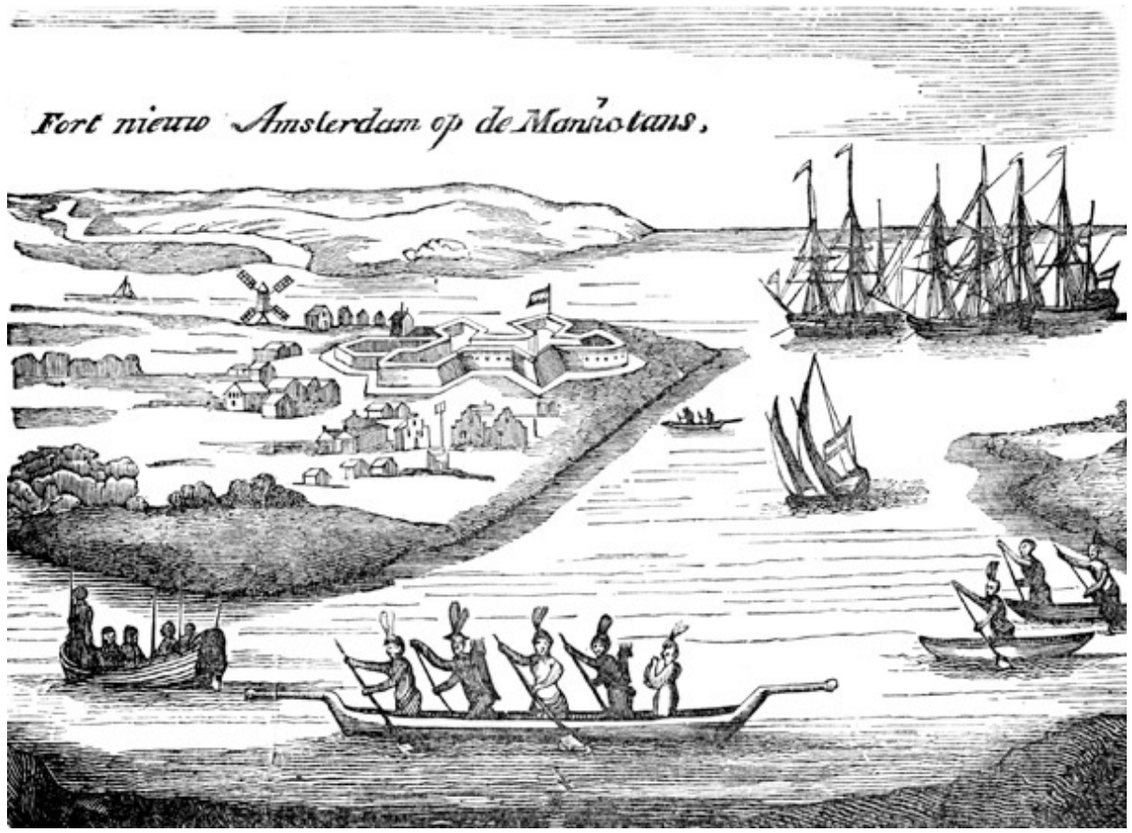


Image source: http://ushistoryimages.com/new-amsterdam.shtm

Peter Stuyvesant became the director general of all Dutch possesions in North America and the Carribbean in 1645. He created the first municipal government for New Amsterdam. It was under his leadership that the colony expanded. He took over a small colony called New Sweden and parts of what

Interactive 3.10 Peter Stuyvesant Biography

Learn more about Peter Stuyvesant at this website.

would later become New Jersey and Delaware. Difficulties began to grow within the colony. Growing controversy over Stuyvesant's leadership began to create dissent amongst the people.

New York and New Jersey

Meanwhile, the king of England, Charles II, began feeling threatened by the growth and development of New Netherland. Fear grew over the expansion. In response to the growth, King Charles II declared war on the Dutch. He then "gifted" New Netherland to his brother, James, the Duke of York in 1664.

A letter was sent to Stuyvesant that asked for the surrender of New Amsterdam. As James arrived in the harbor with four war ships, it was reported that Stuyvesant tore up the letter and then refused. Unfortunately for him, the residents were so angry with him that they did not support his refusal, and begged him to give up. The Duke of York took over New Amsterdam without firing a shot.

What was the matter with King Charles' gift to his brother? If you give something to another person, what do you need first?

How did the controversy over Stuyvesant's leadership play into the surrender?



Image source: https://en.wikipedia.org/wiki/New_Amsterdam#/media/File:The_fall_of_New_Amsterdam_cph.3g12217.jpg

James renamed the settlement New "York". He further gave two friends, Sir George Carteret and Lord Berkeley, a grant for a proprietary colony in an area between the Delaware River and the Hudson River Valley. They renamed it New Jersey after the island of Jersey in England, and divided it into east and west. Religious freedom, land, and a representative government were offered to new settlers moving into the colony. East Jersey and West Jersey began to grow rapidly. By 1702 the colonies were reunited as a royal colony that was being governed by New York. By 1738 it had become its own independent colony.



Image source: https://upload.wikimedia.org/wikipedia/commons/1/15/Treaty_of_Penn_with_Indians_by_Benjamin_West.jpg

Using Benjamin West's painting "William Penn's treaty with the Indians" above, do a 10 x 10 activity. Individually, in pairs or in small groups, study the painting and answer the the questions, "What are 10 things you see in the painting?" "What are 10 questions you have about the painting?" Use these observations and questions as you study the founding of Pennsylvania.

Pennsylvania

In 1681, the king of England granted a charter to a man named William Penn to pay off a debt. King Charles II owed a debt to Penn's father. Penn belonged to a religious group known as the Quakers. The Quakers, also called "the Society of Friends", were being persecuted in England and throughout the colonies for their beliefs.

Penn began by paying the Indigenous Peoples for the land that the king had granted him. This was seen as a step to prevent conflicts with the locals, and it maintained these friendly relations for years. He developed an area he called Philadelphia, "the city of brotherly love". These English Quakers moved into the southeastern counties, which became a very prosperous region. Farming and trade grew. Grains such as oats, wheat, and corn grew well in the Pennsylvania soil and helped feed the population.

Within the next 50 years the colony grew. Diverse groups from Europe arrived. The Germans began arriving after 1727. Many belonged to the religious group called the Mennonites, or "plain people". Dressing very simply, they became known as the Pennsylvania Dutch. One theory offered for this was that the word for German in their language is Deutsch. Others arrived to escape wars happening in their European homeland.

How does the diversity in the Pennsylvania colony reflect the eventual nation?

The Scots-Irish were also attracted to the colony of Pennsylvania. These Scots had settled in Ireland in the early 1600's. They left Ireland in hope of finding land and jobs. This was seen as an opportunity for a better life.

Delaware

The colony of Delaware, one of the Middle Colonies, was founded in 1638 by Peter Minuit, a former governor of New Amsterdam, and the New Sweden Company. It was first a Swedish and Finnish colony, when settlers farmed along the Delaware River, and then an English colony until 1776, with a short time under the control of the Dutch (1655). At one time, 1761, it was considered part of the Pennsylvania Colony, "the lower three counties," under the control of William Penn. It was run as a proprietary county for trade and profit. It later became the first colony to become a state in the United States of America.

With its mild summers and winters, Delaware was a center of agriculture, trade, and profits. They sent their surplus food to England for sale.

All thirteen original colonies had been created in North America between 1607 (Virginia) and 1732 (Georgia). As you've read, some of the colonies had disagreements and wars with the Indigenous Peoples and others bought the land from them. There were troubles among European nations for control of these colonies and this caused turbulence and difficulties for the settlers who lived here, but the stage was set for the independent spirit of the people who worked to make this land their home and the establishment of the United States of America.

Possible Individual Culminating Activities:

1. **Use the information you have gathered on the three regions to create a report on how the economics, geography, and push/pull factors influence the development of the three regional areas of the 13 original colonies.**

2. **Create a travel brochure to invite Europeans to visit the 13 colonies. Introduce the highlights of each including; economic activities, political/ government ideas, geographic features, and resources available.**

3. **Create a chart with information about the 13 original colonies. Include dates, leaders, purpose, location, and type.**

Chapter 4

Life in the Colonies

Questions to Guide Inquiry

How did society, religion, finances, and geography shape the colonists?

What effect did the colonists choices have on the colonies?

Image Source: http://upload.wikimedia.org/wikipedia/commons/6/62/Brooklyn_Museum_-_Embarkation_of_the_Pilgrims_-_Robert_Walter_Weir_-_overall.jpg



Section 1

Geography of Colonial America

QUESTIONS TO GUIDE INQUIRY

1. **How did the geographic, financial, and religious status of the colonists affect where and how they lived?**
2. **What motivated each colony to form?**
3. **What geographical features forced certain colonies to take their shape?**

Vocabulary:

Political Map
Physical Map
Terrain
Surveyor

You recently learned that the 13 colonies did not form overnight. Instead, they started out as small settlements that expanded into colonies. In this Chapter, you will see exactly how those colonies developed into the states they are today.

1. How do the colonies compare physically (climate, geography, etc.)?
2. What is something different about each region?
3. What is something the regions had in common?
4. What were the three main places colonists live and what was a reason to live in each?

Have you ever wondered why the original colonies of the United States are shaped like they are? Their borders are oddly shaped and don't seem to make a lot of sense. Wouldn't it have been easier to make the borders square and give everyone the same size colony?

To answer those questions, we first have to look at the landforms in and around the 13 original colonies. Take a look at the physical map of the United States. Then take a look at the political map of the 13 original colonies on the next page. What, if anything, do you see that would force the colonies to take a certain shape?



The Eastern edge of our country has some very important landforms. Those landforms influenced the way the colonies took their shape. For example, look at Virginia on the colonies map and then look at the same area on the physical map. That area was defined by three major landforms; a mountain chain, two rivers, and the Atlantic Ocean.

What do you think the colonies would have looked like if there were no landforms in the way?

Would it have been one big colony or even more small colonies?

Would the colony borders be straighter instead of lumpy and bumpy?

Interactive 4.1 13 Colonies Blank Map

Use this blank outline map to draw what the colonial borders may have looked like without geographic landforms in the way.

The Role of Water

> Come up with a list of at least 10 things for which the colonists would have needed water.

If you were moving to a new town, what would be the first thing you would hope to see? At the time of the colonists, one thing they really wanted to find was a water source, specifically a fresh water source! Why would the colonists have cared so much about fresh water?

Water was a source of transportation, business, nutrients, food, and life for the colonists. Since water was so important, many colonies settled along water routes; primarily rivers. Think back to political and physical maps you looked at at the beginning of this section. Every colony has some sort of water source going through it. Some even have boundaries formed by them.

A Mountain of a Problem

Another big landform that helped shape the colonies is the Appalachian Mountain Chain. The original 13 colonies did not go past the mountain chain. Why do you think the original colonists would have stopped, at the Appalachian Mountains?

Imagine this: You have been on a cramped and smelly boat for several months. You land in a new area that few people have ever been to. You are seasick, hungry, and a little crabby. You get on the shore and your leader says you have to build a house now. Fast forward - It has been a few months now, but you have worked really hard the whole time you have been in America. You had to build a home, create farmland, figure out the new terrain, and survive a long winter. Now that winter is over, your leader says it is time to investigate the new country a little further. You walked for several days and you came upon a large mountain chain. Would you really have the energy to go through the mountains, or would you just want to stop there, especially since you have no idea what is on the other side?

Gallery 4.1 The Appalachian Mountains

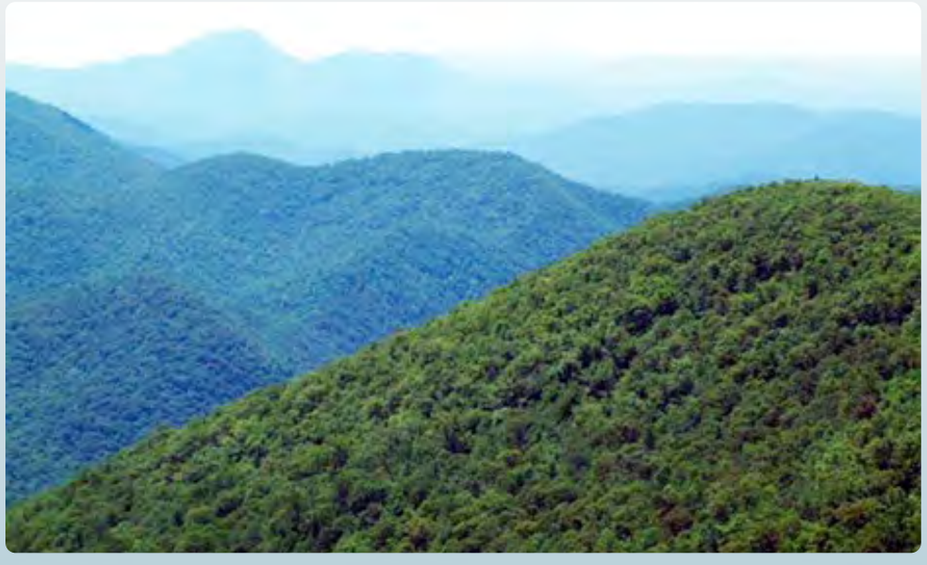


Image source: http://theresilientearth.com/files/images/appalachian_mtns-usgs.jpg

Like you, the colonists did not take the time to explore the mountains or what was on the other side of them. Instead, they used the mountains as a border for some of the colonies. Look at the pictures of the Appalachian Mountains on the previous page. Can you see why it would have been difficult to get through the mountain chain?

Marking Out the Land

The job of marking out the colonies was not an easy one. A group of people called surveyors had the job of marking out borders based on the King's orders.

The original surveyors of the colonies had their work cut out for them. The king would send a drawing of what the colonies should look like, but it was up to the surveyors to establish those boundaries. At the time, most of the area was covered in forest and untamed wilderness. These surveyors would follow the king's line and using some basic tools, like a compass and chain, they would mark out the new borders.

Remember, the tools they had were not very good. There were no planes to fly overhead, there were no trains or cars to get places quickly, and there definitely weren't cell phones to share information quickly. Their tools were very basic. In fact, the chains that measured America were only 33 ft long, so the colonies were only measured 33 feet at a time!

DO THE MATH

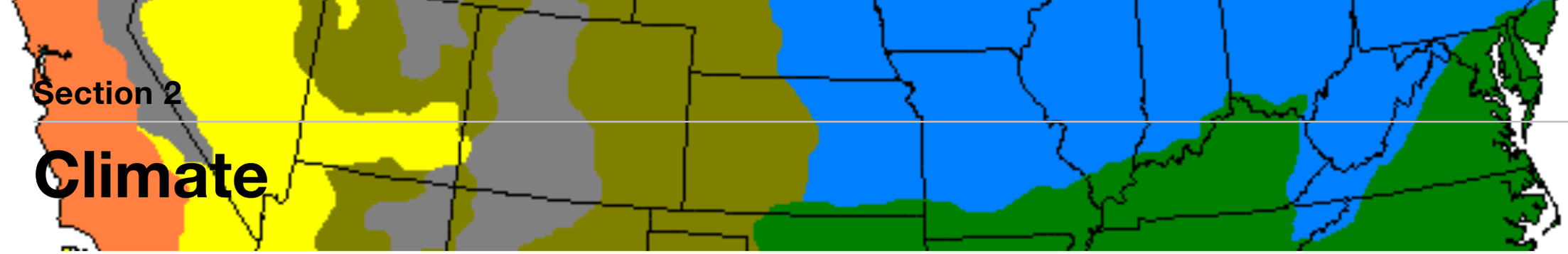
The current perimeter of Rhode Island measures 160 miles. Figure out how many times the surveyors would have had to reset their chains just to measure Rhode Island. (Remember, 1 mile = 5,280 feet)

Suggested Student Activities

Suggested Student Activities:

Get a piece of yarn measuring 33 feet. Find a few friends and try to work your way around your playground. Keep track of a few things while you work:

1. **keep track of how many times you have to reset your string (every 33 feet).**
2. **Keep track of how long it takes you to complete this activity.**
3. **Decide what the perimeter of your playground is based on your measurements.**



Section 2

Climate

QUESTIONS TO GUIDE INQUIRY

1. **How did the geographical, financial, and religious status of the colonists affect where and how they lived?**
2. **What motivated each colony to form?**
3. **How did climate affect the development of three regions in the United States?**

Interactive 4.2 Graphic Organizer

Come back to this Graphic Organizer as you read through this section of the text.

You recently learned about some of the main physical features of the colonies. Even though the 13 colonies are fairly close together and have many similarities, they have some very distinct physical differences. Throughout this section, fill in the graphic organizer in the widget to the left to help you keep track of these similarities and differences.

Vocabulary:

Climate

Latitude

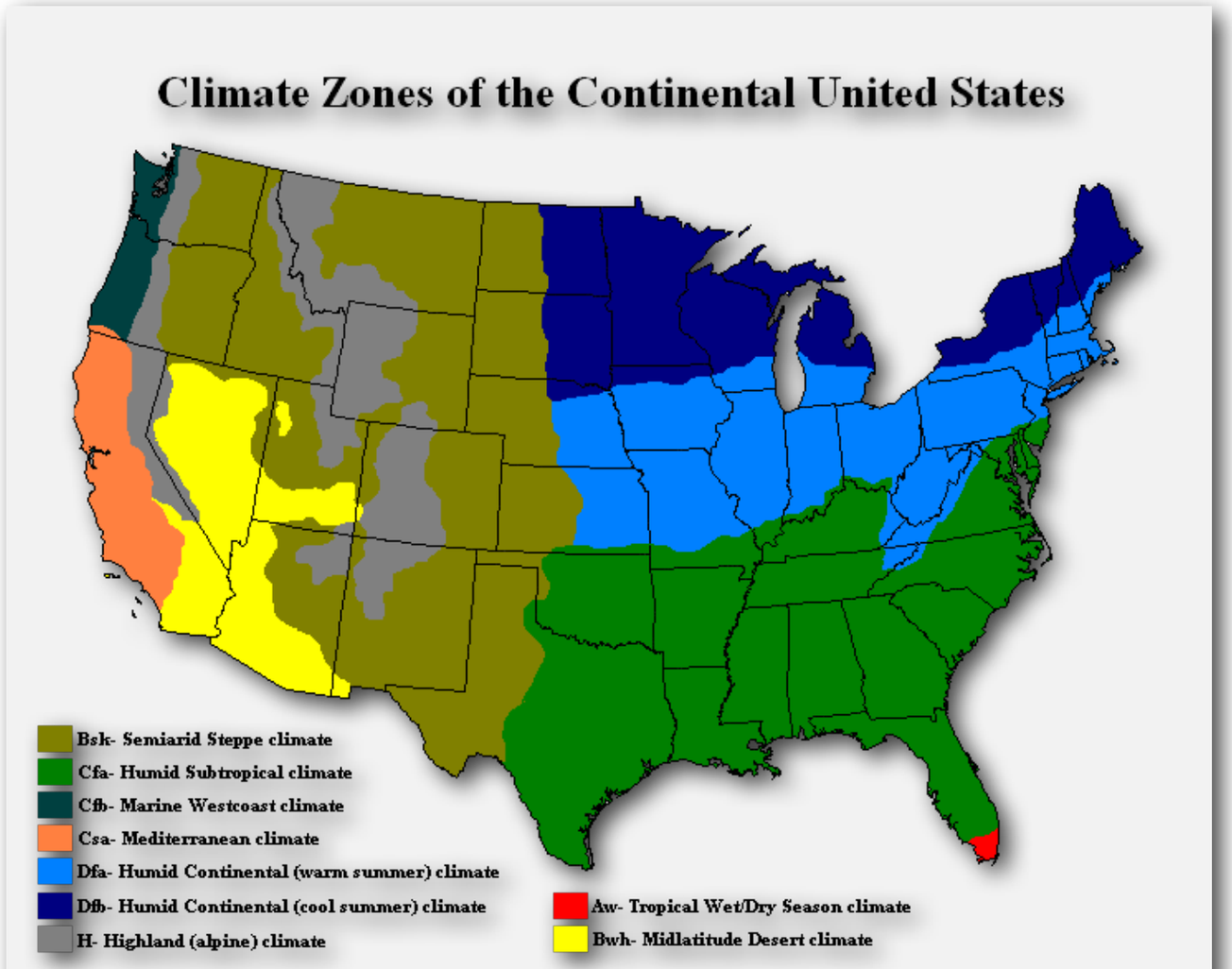


Image Source: http://upload.wikimedia.org/wikipedia/commons/5/57/Climatemapusa2.PNG

Climate

The three regions of the colonies (North, Middle, and South) all have VERY different **climate** zones. This is because they span many lines of latitude. As you learned in the first chapter, lines of latitude show how far north or south a location is from the Equator. That location has a very serious impact on the climate of an area. For example, the Northern colonies (Massachusetts, Rhode Island, Connecticut, and New Hampshire) have very cold winters, while the Southern Colonies (Maryland, Virginia, North Carolina, South Carolina, and Georgia) have a much milder winter.

The Northern/New England Colonies are known for their cold winters. They are often hit with severe blizzards and the northern-most states (like Maine) generally get around 100 inches of snow each year! New England is also known for having four distinct seasons. The spring, summer, and fall are fairly mild. However, there is a lot of precipitation throughout the year.

The Southern Colonies have almost the opposite climate. They stay fairly warm all year with temperatures often measuring around 70 degrees Fahrenheit. Since they are farther south, these colonies don't have a very harsh winter. Though a mild winter may sound like fun, the summers there can be almost unbearable. In fact, several days in the summer the temperature are likely to be over 100 degrees and very humid!

The Middle colonies (Pennsylvania, Delaware, New York, and New Jersey) are generally known for their moderate climates. They tend to have mild summers and mild winters. This doesn't mean they didn't get some serious storms too, but all in all, they tend to have fairly constant temperatures (normally around 54 degrees). This area does get around 45 inches of precipitation annually.

Student Activity

Go to www.weather.com and see what the weather is currently like in each region. While you are there, see if there is any extreme weather (blizzards, hurricanes, tornadoes, etc) heading for any of the regions.

Geography

The colonies do have some similarities when it comes to geography. For instance, all the regions have access to the Atlantic Ocean at some point. They also have several rivers that flow through them. Forests can also be found in every region. Finally, all the regions are affected, at least in part, by the Appalachian Mountains. Despite all of these similarities, each region has uniqueness when it comes to its geography.

The Southern Colonies are marked by very hilly coastal plains. They also have several swampy zones that the other colonial regions do not have. The area is also filled with large, wide rivers. This region also has very good, fertile soil because of the tides that come in from the ocean. Those tides deposited soil that is perfect for farming.

The New England Colonies, however, are very mountainous. Those mountains are covered with thick forests. Though there are several rivers in the area, the land is rocky and not very good for farming. The region originally had decent farm land, but the glaciers that once covered the area carried most of the good soil into the Middle Colonies.

The Middle Colonies were a nice blend of features from the Northern and Southern Colonies. While there are some forests, the area is also well suited to farming. It is fairly flat and has very fertile soil. This area also has some river systems, like the Hudson River in New York and the Delaware River.

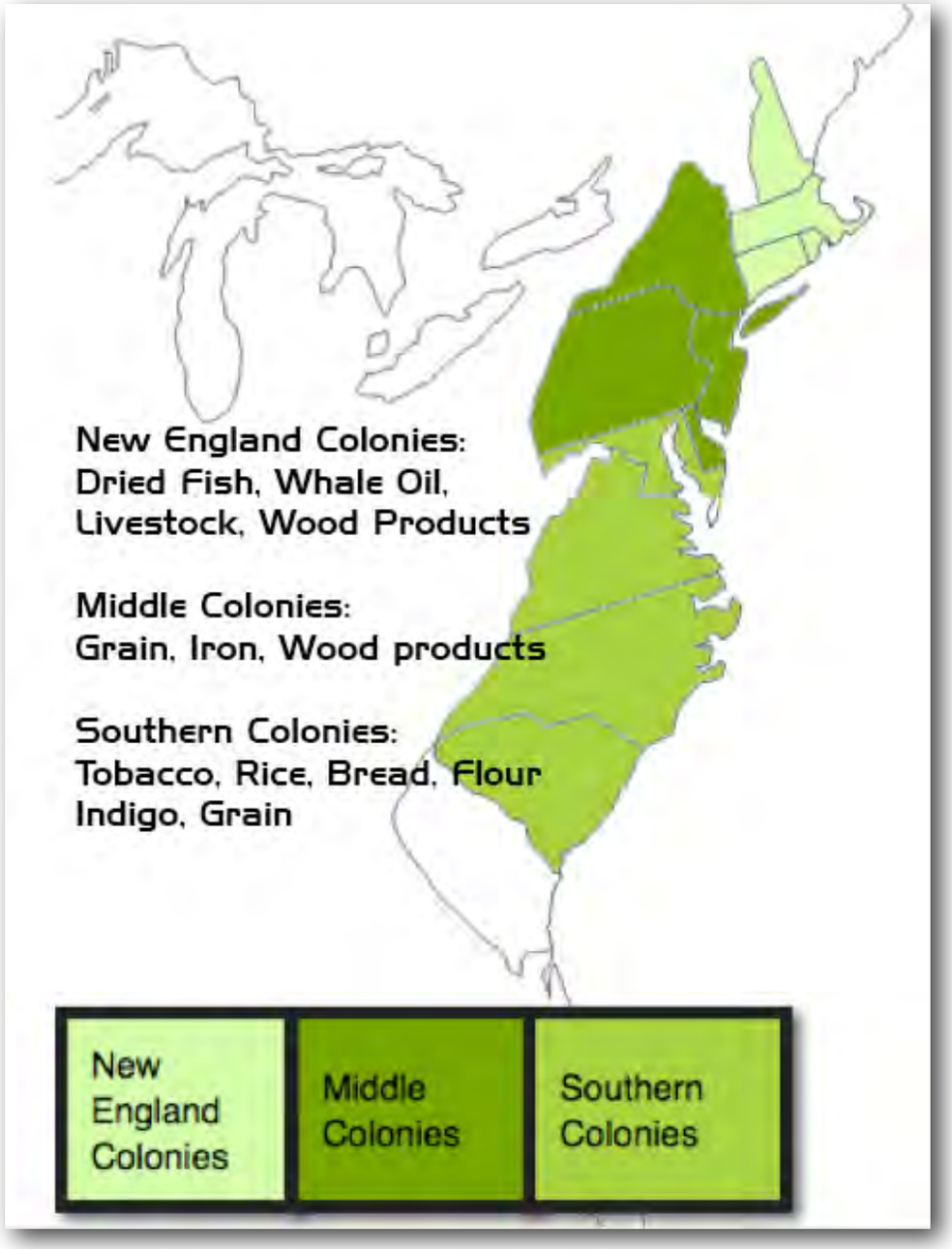


Image source: Performance Assessments of Social Studies Thinking

Resources

Each region benefited greatly from the resources that could be found within them. For instance, one of the best resources in New England are the dense forests. Many trees were cut down for lumber. The forests also housed many animals that were hunted for their pelts and food. The oceans and river systems also offered access to fish and whales.

The Southern Colonies also had access to lots of fish in the ocean and rivers. Several of the colonies made use of their pine forests and sold lumber. However, the most important resource to them was the fertile soil and warm climate. That combination allowed them to become a leader in farming.

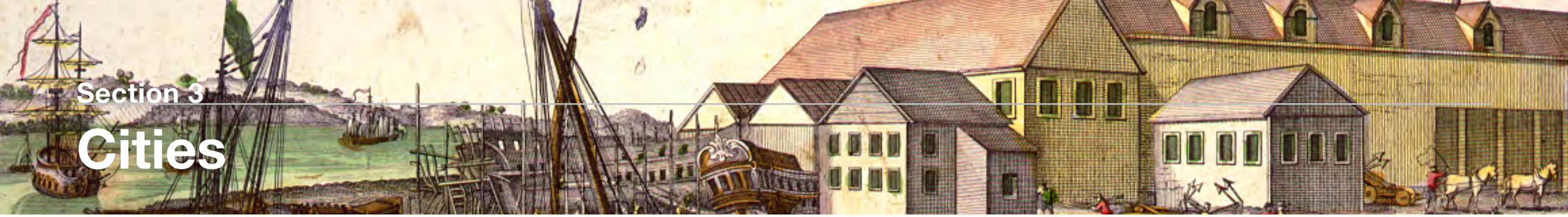
The Middle Colonies had all the benefits of the Northern and Southern colonies. They had forests to get lumber from and to hunt in.

They had rivers and the ocean for fishing. The Middle Colonies had a wonderful farming system. However, they had some additional resources the other two regions didn't have. They were able to mine for coal and iron ore. Those two things were some of their most important resources.

Interactive 4.3 Graphic Organizer



Now that you have finished this section, take a look back at the graphic organizer you began. Fill in any other notes and determine what similarities the regions have.



Section 3

Cities

QUESTIONS TO GUIDE INQUIRY

1. **How did the geographical, financial, and religious status of the colonists affect where and how they lived?**
2. **What motivated each colony to form?**
3. **How did climate affect the development of three regions in the United States?**

Vocabulary:

Commerce
Self-sufficient
Plantations
Indigo

Have you ever wondered why a lot of big businesses are based in the city? Or perhaps you have wondered why there are so many small towns instead of a few big cities? Stranger still, have you ever wondered why the bulk of the land available is used for farming, while people live cramped in the city? This system of living is not new. Even back in colonial times people lived in one of three areas: cities, towns, or farms.

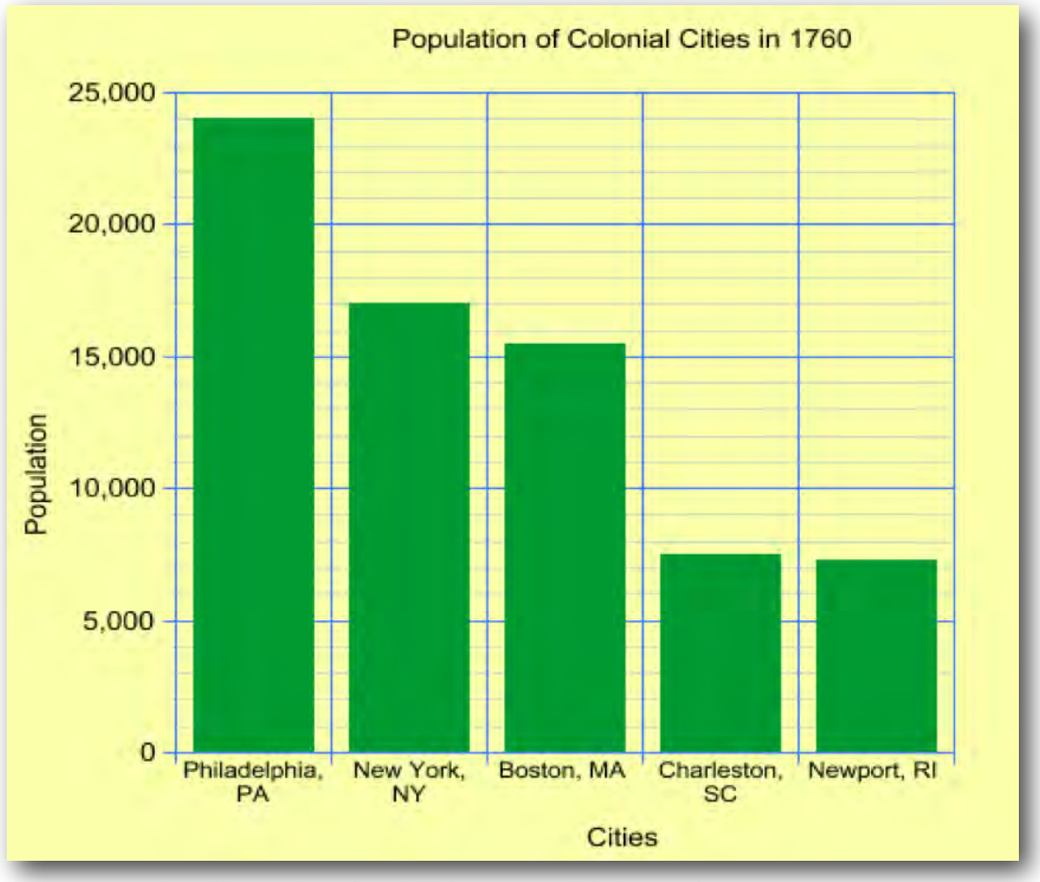


Image source: http://nces.ed.gov/nceskids/createagraph/index.asp?ID=371d2a38f98844f19164d03b759fcec7

Cities

During colonial times, only about 5 percent of the people living in the colonies lived in cities. The five main cities at the time were Boston (MA), New York (NY), Newport (RI), Philadelphia (PA), and Charleston (SC). These cities were all located at a major ocean port. Why would the largest cities at the time be near a port?

Look at the chart on the left. Take a few minutes and figure out about how many people each city held at the time.

Then look up the current population of each of these cities. Are they still ranked the same in population (Philadelphia being the largest and Newport the smallest) or have things changed? Why do you think that is?

As mentioned, most of the cities in colonial America formed along ports. This allowed the cities to become centers for **commerce** and defense. Cities quickly became places where people could find work, trade their goods, get an education or learn a trade. Below is a picture of Elfreth's Alley in Pennsylvania. It is considered one of the oldest continuously inhabited places in America. Most of the homes were built in the 1700s by Jeremiah Elfreth, a local blacksmith. The street still looks like it did in the 1700s and can be visited today.



Image source: https://farm5.staticflickr.com/4042/4353709000_011ab531de_o.jpg

Colonial Towns

Towns were incredibly important in the colonies. They were primarily **self-sufficient**. In other words, they were capable of taking care of themselves. Towns were very common in New England and the Middle Colonies. Most families had their own small plot of land where they grew the food they needed and could raise animals for meat. They had a church, school, blacksmith, and any other necessary businesses to keep their town surviving.

The town also had a town common, or green, which was basically a large, open space in the center of town where people could meet and cattle and sheep could graze. One of the most important places in town was the meeting house. Here, people would meet to discuss town business. They would also use the building as a site for their church. As you learned in previous chapters, religion was very important to the colonists, so the place they met for church was very important to them.

Student Activity

Take a tour of the historic town of Williamsburg. It is a town in Virginia that has been around since colonial times. Use the widget to see what the town would have looked like at the time. The map does include some modern structures and technology, so think logically while you are taking your tour.

Interactive 4.4
Williamsburg Historic Tour



Follow this link (requires internet connection) to take a virtual tour of historic Williamsburg.

Southern Plantations/Farming

Even though there were many small towns and small farms in the Southern Colonies, some of the wealthiest farmers lived on plantations. This is a special type of very large farm where single cash crops like tobacco and indigo and later cotton were grown. Most of the work on the plantation was done by slaves. A plantation was really like its own small town and was almost totally self-sufficient. Each plantation had a Planter's House, where the owner's family lived. It also had barns, storage, stables, and specialized work spaces a town would need, such as a blacksmith shop or carpentry shop. On top of that, the **plantation** would have enough shacks to house all of its workers.

Each plantation was normally run by the owner. He was usually referred to as the master or planter. These men were usually wealthy and owned large amounts of land. Even though plantations were usually run by men, there were a few cases where women would take over the plantation. One very successful woman was Eliza Lucas Pinckney. She took over the family plantation when she was just a teenager (only a few years older than you!). She was also the first person in the colonies to successfully grow **indigo**.

Another important person on the plantation, after the master, was the plantation manager, or overseer. The overseer would give the slaves their work orders. It was his job to make sure the work got done and he had the power to treat the slaves as he saw fit. Most overseers made the slaves work from dawn to dark doing the work of the plantation and beat them if they did not work hard enough. This work ranged from fieldwork, working with farm animals, or making or repairing farm tools, to cooking and cleaning or laundry.



Section 4

Government

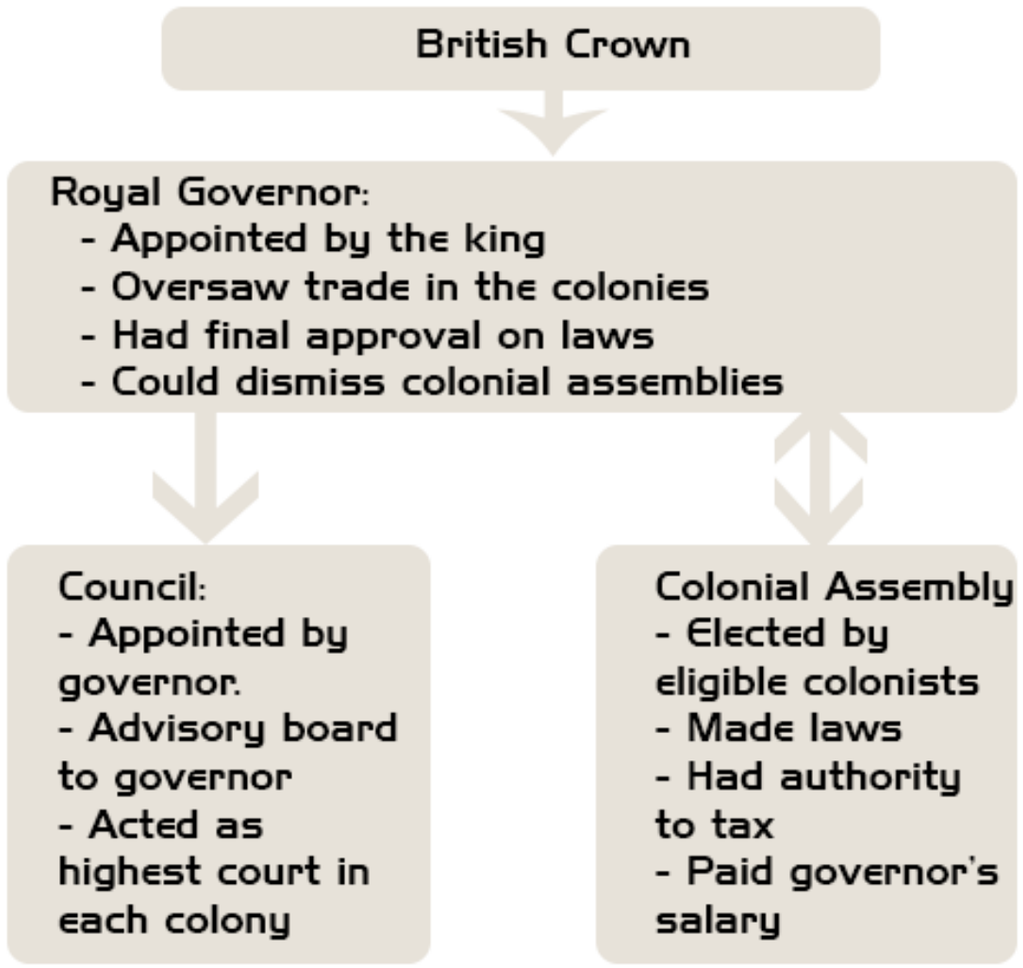
QUESTIONS TO GUIDE INQUIRY

1. **How did the geographical, financial, and religious status of the colonists affect where and how they lived?**
2. **What motivated each colony to form?**
3. **What effect did the colonists choices have on the colonies?**

Vocabulary:

Royal colony
Proprietary colony
Joint Stock Company

Three Types of Government



As the colonies developed, it became clear that a type of government was needed in the new world. The first colonies were run under something called "English Common Law". This meant they followed all the same rules as the English did. A court system was created to help maintain order under this system. However, as more colonies were formed, this type of system did not fit everyone's needs. To solve this problem, three types of government were introduced.

The most common form of government in the new world was the Royal Colony, owned by the king and run by the king through a governor he appointed. That governor would

carry out any orders or demands that the king decreed. This type of system could be seen in North and South Carolina, Virginia, Massachusetts, New Jersey, New Hampshire, and New York.

Another type of government used in the colonies was a system known as Proprietary Colonies. In a proprietary colony, an individual, or a small group of individuals would own the colony. They still had to report to the king, but they ultimately made a lot of the decisions for the colony. They controlled everything it did from business to government. They could, and would, receive financial gifts or favors to encourage them to make choices the king liked. The colonies that fell under this category were Delaware, Maryland, and Pennsylvania.

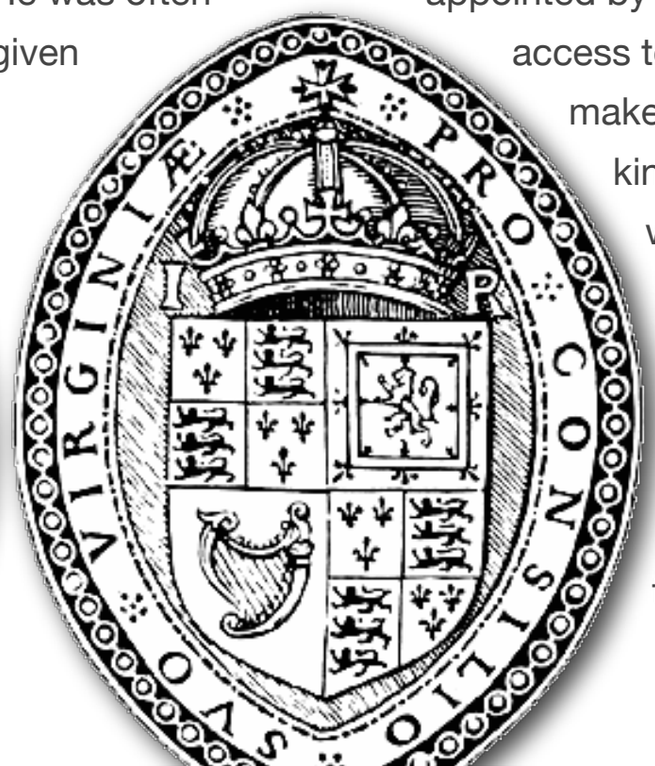
The last type of colonial government was the Charter Colony. These colonies were generally self-governing. They were created by a joint-stock company. Joint-stock companies were created to help investors raise money. Men would create these companies together, create a business (like a colony) under it, work with it until it was making money, and then split the profits between the business owners. These companies would get permission to start a colony from the king. He would grant permission and give them some basic guidelines for their laws and structure. However, he did allow them a lot of freedom within those rules. Colonies that operated in this manner were Connecticut, Rhode Island, and Massachusetts (notice there were two systems in Massachusetts).



Important Government Roles

Even though there were three separate types of governments in the colonies, they all operated similarly. All the systems of government had three main parts: a governor, a governor's court (legislature), and a court system. They also all elected their own legislature (parliament). The colonial government in America represented the English government the citizens had left behind.

The governor had a very important role in the colonies. The governor was responsible for carrying out the wishes of the king. He was often appointed by the King directly and was given access to a council to help him make decisions based on the king's wishes. The governor was in charge of creating laws, monitoring taxes, and making all decisions that affected the colonies. He could also bring the legislature together or send them



away. The governor also had the right to veto any new law he didn't like, and had complete control of the militia. This allowed him to control the government and its people.

The colonies also had a legislature to help run them. The people in the legislature were elected by the people. Though it may sound fair to say people were elected to the council, it wasn't entirely true. To be able to vote, you had to be a white man who owned land, paid taxes, had an annual income, and was a member of the Christian church. If you did not meet these conditions you were not allowed to vote or be a part of the legislature. That was common practice in England, as well as in many European countries.

The legislature had two branches. It was divided into the lower house and the upper house. The lower house was made up of the officials elected by the people. The governor himself appointed those in the upper house. The legislature did have some power, but it was fairly limited. For example, they could create laws, but those were subject to review and could be vetoed by the governor. They could not break the laws of England. Also, after they created a law, the King could veto it for up to three years.

The legislature was smart though. Once they learned the king could veto their laws within three years, they started to change the way they wrote laws. Instead of making long term laws, they would make laws that lasted only two years. That way the king had a hard time vetoing them in time (remember, these decisions had to cross an ocean twice before a King could do anything about them). After two years, they would just recreate the law and start the whole process over again. Pretty tricky!

Student Activity

Take on the role of court system. Play this version of colonial hangman (to the right). If you get 10 words in a row correct, you will be given the right to pardon, or forgive, a prisoner. If you do not, your person will be subject to pillory, or public mocking. Good luck!

Interactive 4.5 Pardon or Pillory



Play this interactive game (requires internet connection)

Important Laws and Acts

You just learned that there were three major types of government in the colonies. However, even though the colonies had a lot of freedom, they were still stuck with whatever decisions the English king made. Sometimes these decisions were a good thing, but other times, he really wasn't on their side. You can't forget that the king's main goal in creating the colonies was to make money. He originally hoped to do that by finding gold, like the

Spanish did, but when that failed, the colonies started to make money through trade of other natural resources.

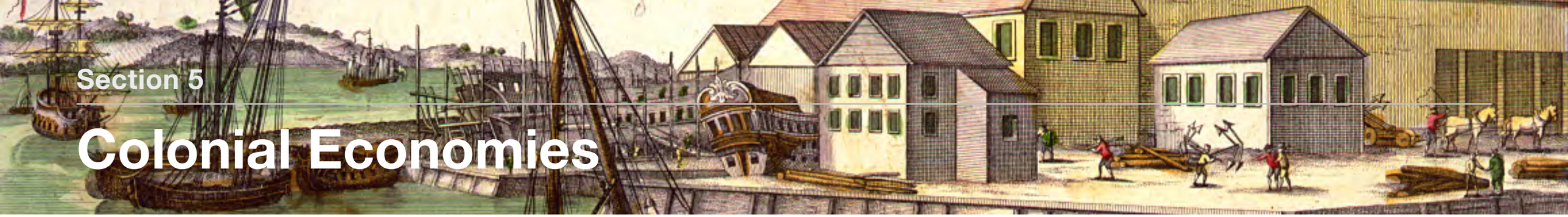
As time went on, the colonies became very profitable. They had wonderful resources and people willing to work. Based on an order in 1642, all boats coming in and out of the colonies did not have to pay a duty, or tax, no matter where they were coming from. This made the colonists really happy because it encouraged many countries to trade with them. The king knew he had something good in his hands, and he wanted to keep it that way. In 1651, the king started to worry that the Dutch were doing too much trade with the colonies. This extra trade was taking profit from him, so in an effort to protect his own pocketbook, he created a new set of laws called the Navigation Acts.

These acts controlled taxation on boats coming in and out of the colonies. The new laws said, “No goods of the growth, production, or manufacture of Asia, Africa, or America shall be imported except on ships that belong to the people of the British Commonwealth.” You are probably thinking that sounds really complicated, but it is a really just fancy way of saying that the king wanted the colonies to only trade with him. The colonists and the Dutch were really unhappy about this. The Dutch were so angry, in fact, that they fought a war with England over it.

This act was repealed in 1660 by a new king, King Charles II. As time went on, however, there would be six different Navigation Acts. They were all slightly different, but the goal was always the same: to limit colonial trade with anyone but Britain. This was the first little thing the king did, that would eventually lead to a big upset in the colonies.



Image source: http://upload.wikimedia.org/wikipedia/commons/8/8c/A_British_Man_of_War_before_the_Rock_of_Gibraltar_by_Thomas_Whitcombe.jpg



Section 5

Colonial Economies

QUESTIONS TO GUIDE INQUIRY

1. **How did the geographical, financial, and religious status of the colonists affect where and how they lived?**
2. **What motivated each colony to form?**
3. **What effect did the colonists choices have on the colonies?**

Vocabulary:

Export
Excess
Textiles

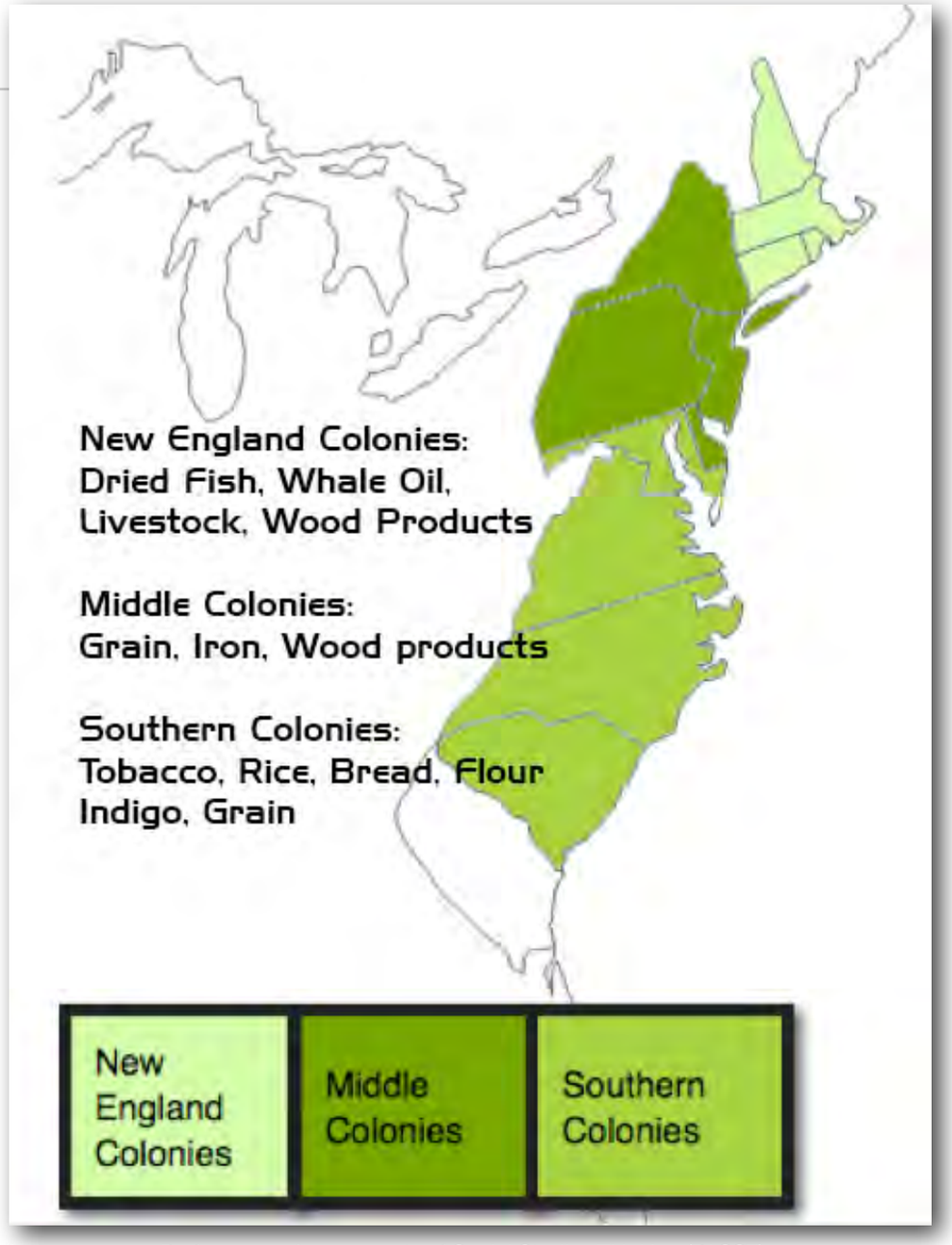


Image source: Performance Assessments of Social Studies Thinking (PASST)

The colonists were not lazy people. They had to work very hard for everything they had. They all depended on each other to do certain jobs, and if someone did not do their job many people were affected. As you read, try to decide which jobs were the most important. There is no right answer to this question, so your opinion is important.

Regional Economies

Before looking at this section, take a minute to review what economics is. If you can't remember, look back at Chapter 1. Look at the map. What products seem to be the most important to the Northern colonies? Remember, the Northern colonies are: Massachusetts, Rhode Island, Connecticut, and New Hampshire.

As you probably noticed from the map, the New England colonies did not do a lot of

farming. Instead, many New Englanders worked in the lumber or fishing industry. Lumber from the forests became a primary **export** for them. They also used the lumber to make items like houses, barrels, and ships. It may seem odd to us to make barrels, but then they were used to store just about everything. Barrels held grain, fish, and other important resources. The New Englanders were also very well known for their ability to build ships. This made New England important in the trade industry. The problem with exporting was that the colonists did not get to decide on the value of their goods. Those decisions were all dictated by the King and the colonists had to live with whatever he said.

Look at the product map again. Do you see any big differences between the primary products in the Northern Colonies and the Middle Colonies? Remember, the Middle Colonies are: Pennsylvania, Delaware, New York, and New Jersey.



Image source: Performance Assessments of Social Studies Thinking (PASST)

The middle colonies focused a lot on farming to keep their economy moving. Because of the farmable land, the Middle Colonies were very successful at growing crops. In fact, they got so good at growing crops like grains (wheat, barley, oats, etc.) they were often called the “Breadbasket Colonies”. They grew so much food they often had an **excess**, so they would ship their extra food to other colonies and even England.

The Middle Colonies had a few other exports, aside from their agricultural exports. They also had a large amount of iron ore, lumber, **textiles**, fur, lumber. Of all of those products, they made a significant amount of money from their iron ore products. They were able to manufacture many useful products from their iron ore, including plows, tools, kettles, and nails. These products were sold amongst the colonies and the remainders were sent to England.

The economy of the Southern Colonies was based mostly on farming. Many

families operated small farms. However, the south is known for their plantation style farming which called for a large workforce. This is where slavery was most often used, because it was a way to have that large workforce for less cost. While slavery is an economic institution, it is a cruel and inhuman system. The main crops grown in the south were tobacco, rice, and indigo. Of those products, tobacco was by far the most profitable. In fact, tobacco became known as black gold in the south.

Suggested Student Activities

Student Activity
Use the links below to look at some of the primary jobs the colonists held. Choose one career to research and teach to your class.

http://mrnussbaum.com/13trades/

Interactive Map
http://mrnussbaum.com/13int/

http://mrnussbaum.com/13-colonies/



Section 6

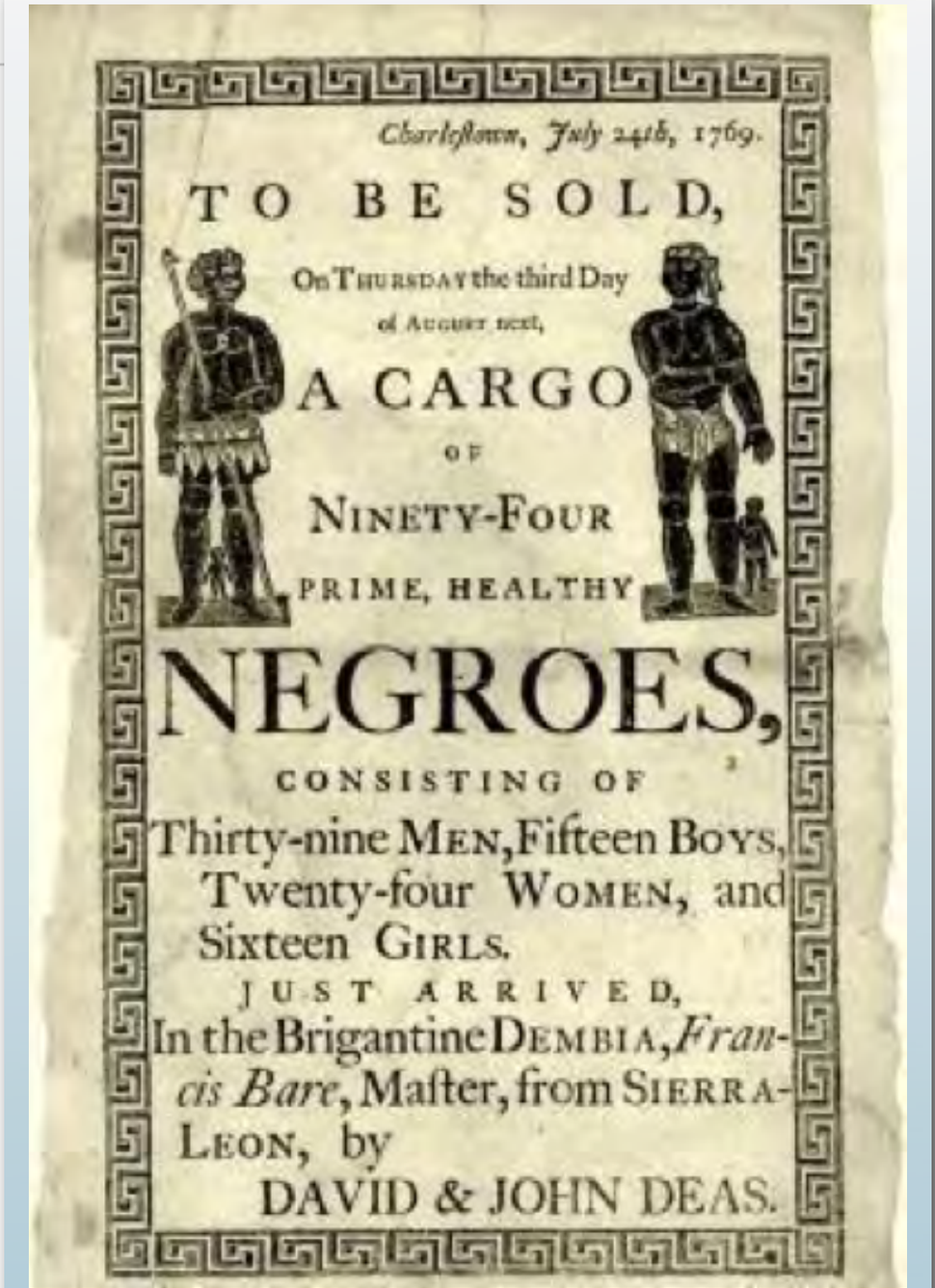
Class in the Colonies

QUESTIONS TO GUIDE INQUIRY

1. **How did the geographical, financial, and religious status of the colonists affect where and how they lived?**
2. **What motivated each colony to form?**
3. **What effect did the colonists choices have on the colonies?**

Vocabulary:

class
merchants
apprentices


Charlestown, July 24th, 1769.

TO BE SOLD,

On THURSDAY the third Day of AUGUST next,

A CARGO OF

NINETY-FOUR

PRIME, HEALTHY

NEGROES,

CONSISTING OF

Thirty-nine MEN, Fifteen BOYS, Twenty-four WOMEN, and Sixteen GIRLS.

JUST ARRIVED,

In the Brigantine DEMBIA, *Francis Bare*, Master, from SIERRA-LEON, by

DAVID & JOHN DEAS.

image source: http://hitchcock.itc.virginia.edu/SlaveTrade/collection/large/tobesold.JPG

Slaves

You are currently studying a time in history when slavery was allowed and used in all the British colonies. Many slaves had to work in the fields from sun up to sun down, and they only got Sunday off. This was especially true of Southern slaves because the weather was nice enough to work nearly year round. It was very difficult work and they were often treated poorly. Slaves were considered the lowest **class** of the population living in the colonies.

Some slaves did have the opportunity to work as house servants. These slaves worked on household duties, serving the plantation owner's family, rather than work in the fields. They did jobs like cooking, laundry, coopers, blacksmiths, and other skilled jobs. While they were still slaves,

these slaves were considered a slightly higher class than slaves who worked in the fields.

Free Blacks

Some Africans managed to buy their freedom. However, the number of free blacks in the colonies was very low. It took a lot of effort to earn one's freedom, and very few accomplished it. Though these people did not have the same rights as the white people around them, their lives were somewhat better than enslaved blacks. They were allowed to buy property. They also held jobs that required some level of skill and were allowed to participate in the community.

Farmers

Even though the majority of the colonists were farmers, it was considered a lower working class. Most farmers worked with their own families, parents and any children they had. Occasionally, a farmer might hire a person or purchase one or two slaves to help them, but this was fairly rare.

Middlings

As the colonies matured, a new class started to rise. This group was called the middlings. Like their name suggests, they were the middle class. People in this group tended to work at some sort of trade. They learned to do skilled work like blacksmiths, silversmiths, and printers. They also educated for professional jobs like lawyers, doctors, and **merchants**.

People in these positions often started their training at a young age. They would start off as **apprentices** and train with a skilled worker. They worked very long hours, sometimes more than 12 hours a day. Even though the training was hard, the reward was great. It was the only way to attain one of the careers that lead to a lifestyle other than farming.

Gentry

The gentry was the highest class in the colonies. They were very wealthy. Most were large landowners, financial businessmen, or successful merchants. These men usually owned several slaves as well. These men, commonly called gentlemen, thought it was their job to govern others. They would serve as churchmen, councilmen, and local judges. Ladies of the gentry, or gentlewomen, were often seen as the height of society. They were at the top of their social class and were often up to date on fashion and manners.



Section 7

Food, Clothing and Shelter

QUESTIONS TO GUIDE INQUIRY

1. **How did the geographical, financial, and religious status of the colonists affect where and how they lived?**
2. **What motivated each colony to form?**
3. **What effect did the colonists choices have on the colonies?**

Vocabulary:

maize
preserve
fasting

Food

The colonists had brought some plants and animals with them from England to get started like cattle, pigs, sheep, and chickens. By the time the colonies were up and running, they had also developed a varied and sufficient diet. After arriving, the colonists also added several kinds of fish, wild game, and new plants to their diet. Many of these new foods were sent back to England for trade. Some of the new plants that were sent include: tomatoes, potatoes, **maize**, and pumpkins.



Image source: http://commons.wikimedia.org/wiki/File:Maize.JPG

One big problem the colonists had with food was the lack of refrigeration. This meant that food had to be eaten as soon as it became available. Certain crops were only available in certain

seasons, and hunting was difficult in the winter; meat that was ready had to be used immediately. Imagine trying to eat a whole cow in one sitting! The real problem came during winter. Since there was not a great way to set food aside, the winter months were often difficult for the colonists.

As time went on, the colonists discovered several ways to **preserve** their food more efficiently. One of the most common methods of meat preservation was salting. Since it was difficult economically to feed animals in the winter, the colonists would slaughter several animals in the autumn and then salt them for the winter months. Some other common forms of food preservation were smoking, pickling, and making preserves like jam and jelly.

The colonists tried to eat three meals a day when food was available and religious traditions did not require fasting. In fact, it is believed the colonists did not eat about half of the days of the year between abstaining from eating and **fasting** for religious reasons. On the days the colonists did eat, their meal times would likely be similar to what you do now, but portions were smaller because it was considered sinful to overeat. Some common meals for the colonists were stews, breads, pudding, and pancakes. They also learned about to make several desserts, including pies.



Image source: http://img.costumecraze.com/images/vendors/rgcostumes/80330-Colonial-Man-Costume-

Quote from a Swedish man in Delaware “House-pie, in country places, is made of apples neither peeled nor freed from their cores, and its crust is not broken if a wagon wheel goes over it.”

Clothing

In England, the clothing people wore was very fancy during the colonial era. It was often made from expensive cloth like velvet or satin, and would have been decorated with lace or buttons. The colonists, however, did not approve of those styles and many thought everything should be very plain. The dress of the English reminded them of the rules and beliefs that they came to the new world to avoid. On top of that, the colonists had to make their own clothes, so clothing was designed for warmth, sturdiness, and ease.

Most of the clothing was made from wool, leather, or linen. Men’s clothing was very plain. They would wear loose linen shirts and pants that went to their knees. The rest of their legs would be covered in long, wool stockings. On top of their shirts, they would add a sleeveless jacket. In the cold of winter, they may have traded this piece out for a padded jacket with sleeves. They also wore leather shoes and a wide brimmed hat for protection from the sun.



Image source: http://images.halloweencostumes.com/products/19097/1-1/pilgrim-woman-costume.jpg

Women's clothing came in many layers. They would first put on a long, loose dress. On top of that, they added a long dress made of linen or wool (depending on the season). Finally, they added an apron to the top of the outfit. Everything they wore was held in place by tying it there. There were no zippers and few buttons. They would pull their hair up into a coif, or close fitting fabric hat. They also wore long, wool stockings and shoes made of thick leather. If the weather was poor, they also added a coat or cape to the ensemble.

Interactive 4.6 Children's Clothing

Learn more about the clothing during this era at this website. (Requires internet connection)

After the age of 7, colonial children wore clothing very similar to their parents. Before that time, they wore a large gown called a shift. This was true for both boys and girls. This bodice tied in the back, so the strings could be used to help guide children learning to walk or to restrain poorly behaved children. Some toddlers also wore padded caps to prevent injury if they fell.





Some colonists were also fortunate enough to have servants. Servants also had a particular type of dress in the American colonies. While colonists tended to wear white, black, and brown, servants normally wore blue. This made it easier to distinguish between servants and colonists.

Shelter

Colonial homes varied with the materials available in each area. The original settlers tended to build log cabin style homes. This was mainly due to the fact that they had a large amount of timber available to them. As time went on, different home styles started to show up. The types of homes built varied with location, materials available, and wealth.

In New England, homes were typically built as townhouses or rowhouses. They also had colonial style homes that were a symmetrical design with a fireplace in every room. People in the Middle Colonies usually lived in farmhouses, one or two stories tall, with four bedrooms. The South is famous for their plantation manors. While most southern colonists did not live on a plantation, they are by far the most recognizable style of home there. Plantations were very extravagant and showed great wealth.

Suggested Student Activities

Student Activity

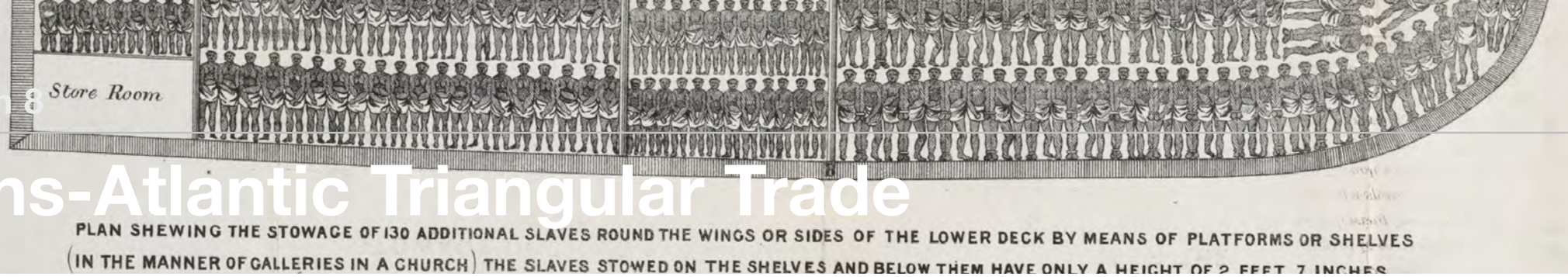
Use this website to tour some common homes from the colonial era.

http://www.pbs.org/wnet/colonialhouse/history/panoramas.html

Use the site to take a walk through time. Take a tour of one home and all its previous residents.

http://amhistory.si.edu/house/default.asp

Trans-Atlantic Triangular Trade



QUESTIONS TO GUIDE INQUIRY

1. **How did the geographical, financial, and religious status of the colonists affect where and how they lived?**
2. **What motivated each colony to form?**
3. **What effect did the colonists choices have on the colonies?**
4. **Why did the Southern Colonies choose to utilize the practice of slavery more than the other colonial regions?**

Vocabulary:

trans-atlantic

surplus

mercantilism

import

As you saw in other chapters, Africa was far away from the colonies and traveling took a long time! So why would the British head all the way to Africa for slaves? As you read, think about why West Africa became a primary center in the global trade in human beings, and why West Africans were the main ones who were kidnapped and sold into slavery.

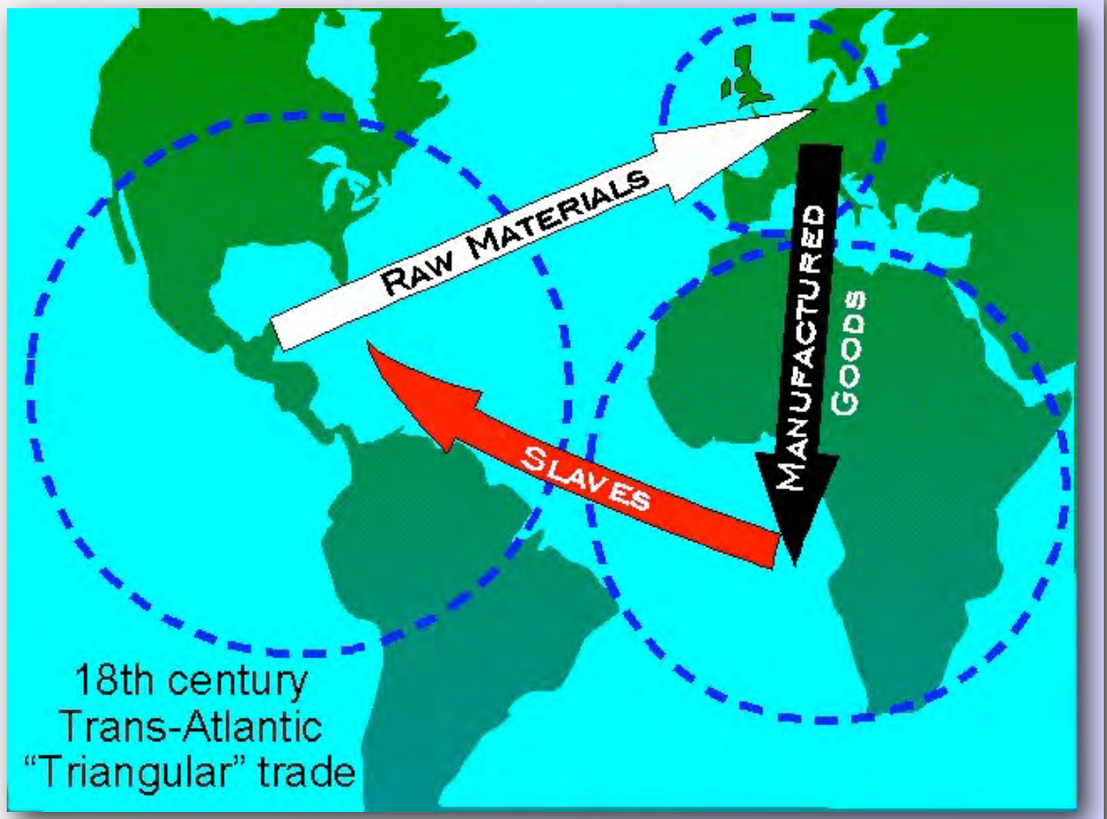


Image source: http://mtviewmirror.com/wp-content/uploads/triangular-trade-1.jpg

Triangular Trade Route

Trade among the continents developed in a triangular pattern. The map below shows the basic pattern of material movement throughout the Trans-Atlantic "Triangular" Trade.

As you can see from the map, both goods and people were moved around the world. The route the slave trade took varied slightly depending on

what labor was needed, but the stops were the Western Hemisphere, Europe, and Africa. The main purpose of the Triangular Trade was to make the parent country (England) money. This system of profitable, government controlled trade is called mercantilism. The plan was for the colonies to trade the goods of which they had a surplus. The colonists would **export** these surplus goods to England. England would then use these goods to help themselves make money. They would, in turn, create products with those goods that would later be imported by the colonies.

The colonies had to import from England far more than they could export. By combining this with the duties (taxes) that England established through laws like the Navigation Acts, England was able to make a significant profit from the Triangular Trade.

The first leg of the Triangular Trade was from England to Africa. Ships left England full of tradable goods. Some of these things included: beads, guns, ammunition, cloth, and iron products. Sailors used these goods once they got to Africa to trade for slaves, gold, and spices like pepper. The ships from England stopped at one of 8 main locations in Africa. The map shows where those locations were.

Once the trades between England and Africa had been made, it was time for the second leg of the journey. This part involved a trip between Africa and the Western Hemisphere across the Atlantic Ocean, and was often called the Middle Passage. Once

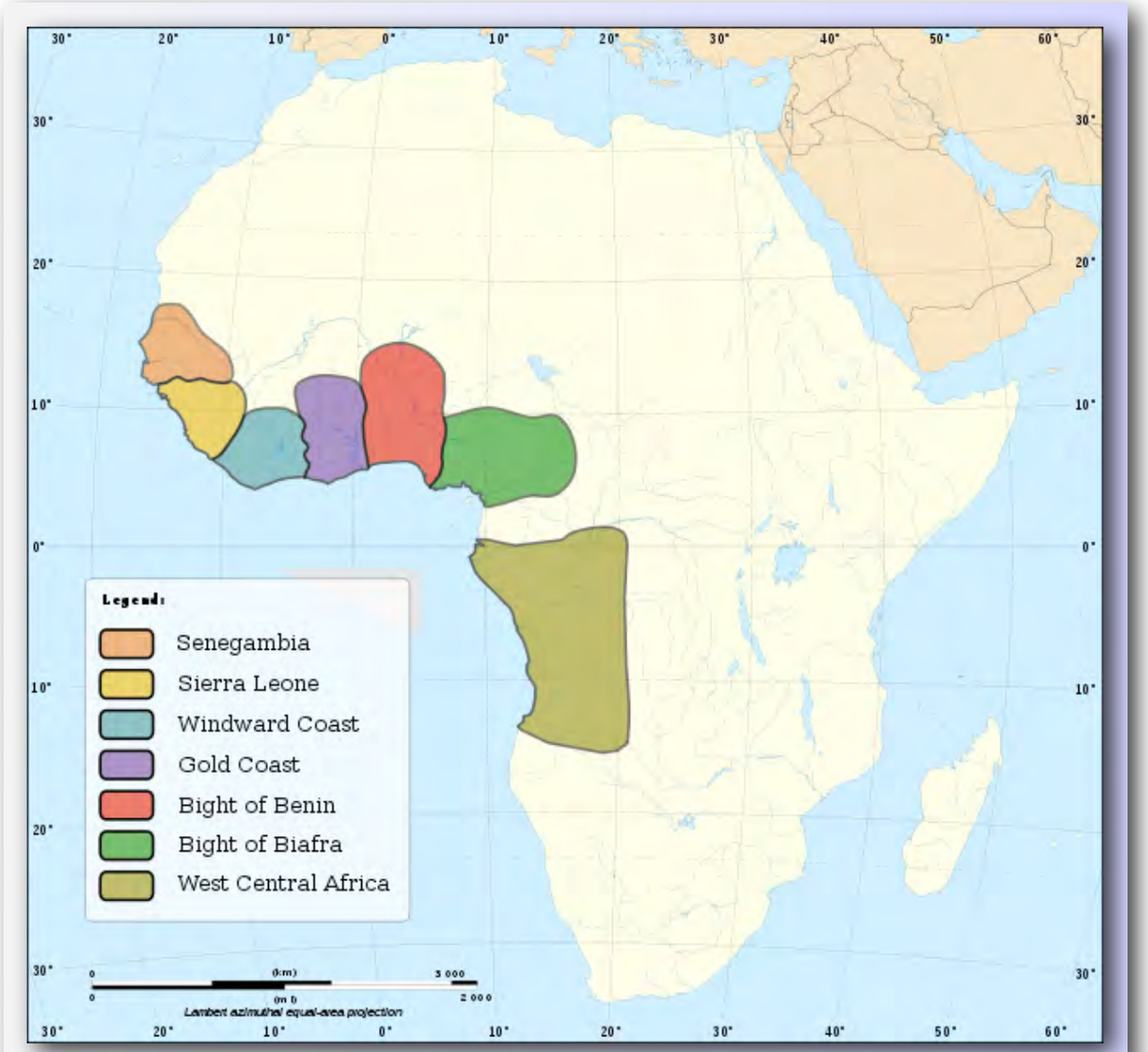


Image source: http://2.bp.blogspot.com/-weSubw4zSJc/UuBXkH2T6WI/AAAAAAAAAP0/eboqee0nHz0/s1600/635px-Africa_slave_Regions_svg.png

the ships left Africa they would stop in one of three main locations in the Western Hemisphere, the West Indies, Brazil, or the American Colonies. Once they arrived at their desired location, goods and slaves from Africa were traded for raw materials like food, iron, fur, and lumber. Once the ships were loaded with these raw materials, they sailed back to England where the whole process would start again.

Interactive 4.7 Interactive map of the Triangular Trade

Use this link to view an interactive map of the Transatlantic Triangular Trade. It should help you see some of the routes sailors would have taken. (Requires internet connection)

The Triangular Trade eventually came to an end, but that would not happen until the 1800s. It only ended because of things like the invention of the cotton gin and steam-powered ships, the Civil War, and the abolition (ending by law) of slavery.

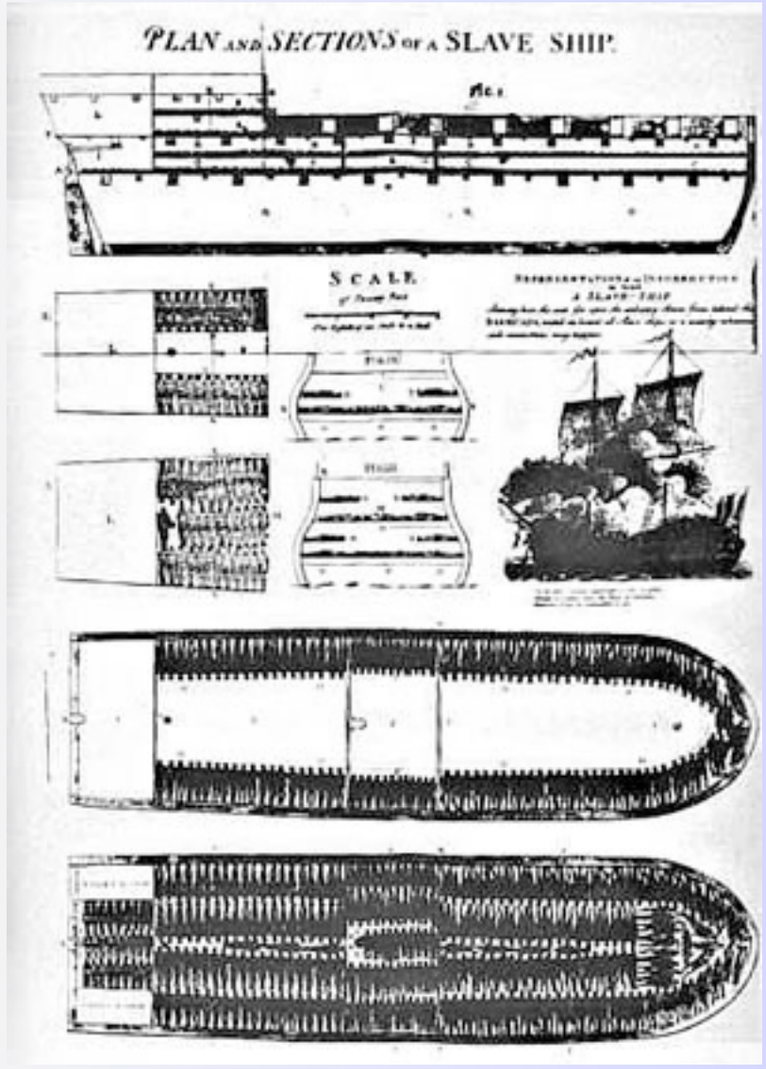


Image source: http://www.garstangfairtrade.org.uk/johns_images/slave_ship.jpg

The Middle Passage

You may recall that the journey from Africa to the Western Hemisphere is called the Middle Passage. This part of the Triangular Trade was the most difficult part to endure as a slave. The trip took about 2 months on a ship that rocked and rolled on the ocean waves. The captive Africans suffered greatly during this part of the trip. In fact, the trip was so difficult that many of the slaves died. Slaves that died enroute were thrown overboard.

Enslaved Africans were separated from everything they knew and understood, including family. They were often denied food and water. Disease among the captives was also very high. This was because these enslaved people were 'stored' very tightly on the ship. They had to stay there whether awake or asleep. There was no relief for their condition. Look at the picture to see what a typical arrangement of slaves would have looked like on a ship. Why do you think they would have been restricted in this way?

Part of the reason the enslaved people were treated very poorly was fear. The sailors running the ship were constantly afraid that the slaves would attempt to overtake the ship. The sailors decided to keep the slaves on the ship from rebelling by tightly controling their movements and interactions with one another. They were kept in small confined spaces and not allowed fresh air, water, or nutritious food. They were placed on the lower level of the boat and were rarely allowed above deck. In the cabins, men were separated from women and children by a

large wooden wall. To help maintain order and to ensure contact was not made, slaves were chained and shackled at all times. Despite this, once in a while slaves did manage to overtake a ship.

People Involved

There were three main groups of people involved in the triangular trade. They were the sailors, the buyers, and the slaves themselves. The sailors aboard slave ships had a very busy life. On top of maintaining order on the ship, they also had to make sure the ship survived the difficult journey on the open ocean. Storms were a real and ever present danger. Fire was also a constant concern because the ships were made of wood and fire spread quickly. The sailors also had to make sure the slaves not only stayed in line, but also stayed alive. When they arrived in the Western Hemisphere, they were paid for the amount of living slaves delivered.

Once the ship landed, the slaves were either taken to a holding cell or were taken to auction. Before the sale, slaves were often oiled down, cleaned, and fed to prepare them for the sale. Why would the sailors do this after they had just treated them so poorly during the Middle Passage?

Once the slaves looked like they would fetch a good profit, they were taken to an auction in front of several buyers. The buyers, especially in the Caribbean and Southern colonies, were usually the farm/plantation owner or someone sent on the farmer's/master's behalf, like the overseer. The slaves were placed one by one in front of the buyers, like animals or livestock. Each slave would be sold to the highest bidder. This meant that families were separated and destroyed, including husbands and wives and their children. People who engaged in this economic system of 'free' or 'resident' labor looked at the slaves as less-than-human.

The last group of people involved in the slave trade was the slaves themselves. You can see already that this was not a life that anyone would choose. 10-15 million Africans were brought to the Western hemisphere as enslaved people. Most were taken to the Caribbean and South America, but about 400,000 were brought to North America. The work was very difficult and the path to freedom almost non-existent. There was no consideration given to the humanity of those who were enslaved.

Interactive 4.8 A Day in the Life



Use this website to look into a day in the life of a sailor, a plantation owner, a field slave, and a house slave. (Requires internet connection)



Section 9

Slave Life in America

QUESTIONS TO GUIDE INQUIRY

1. **How did the geographical, financial, and religious status of the colonists affect where and how they lived?**
2. **What motivated each colony to form?**
3. **What effect did the colonists choices have on the colonies?**
4. **Why did the Southern Colonies choose to utilize the practice of slavery more than the other colonial regions?**

If someone asked you to describe the life of an enslaved person, what would you say? List a few characteristics that you think describe their lives. As you read this section, compare the lives of slaves in the Southern colonies with those in the Northern and Middle colonies. How are their lives similar or different? Use a Venn Diagram to help you with this. In the modern age we know how terrible slavery is. As you read, try to decide why the south moved toward the institution of slavery.



Image source: http://upload.wikimedia.org/wikipedia/commons/3/31/SlaveDanceand_Music.jpg

Slave Life in the South

The life of a southern slave is likely what you described in the introduction paragraph. Slaves in the colonies were of African descent. A similarity between Northern and Southern slaves is that there were some slaves that worked on small farms or in the

cities. However, the majority of Southern slaves lived and worked on plantations. Remember, plantations are a special type of farm where specialty crops are grown by resident labor (slaves in this case). These large plantations held hundreds of slaves.

Plantation life was very difficult. Slave owners in the South knew the slaves were the key to their plantation surviving and for them to make money. Because of this, they often forced the slaves to work long hours. Some slave owners even admitted to making their slaves work by candle and moonlight.

Some slaves came to America with special skills because of where they grew up. Remember, slaves came from one of eight primary locations in Africa. Based on that location, a slave could have a special skill to contribute to the plantation. For example, some slaves from West Africa were skilled at growing rice since they grew up in their home villages. These slaves were specifically used to help build the rice production of the Carolinas along the Atlantic coast.

No matter what skills they had when they came to the colonies, slaves were immediately put to work. Due to the harsh lifestyle of the plantations, enslaved people in the South had no say about whether they could keep their families together. Mothers and their children could be sold to different owners. Slave owners also had the right to sell a slave at any time. It often happened that slave owners would sell the children of slaves to make some extra money. This was very hard on Southern slaves.

Despite, or maybe because of, their hard lives, Southern slaves did their best to maintain their African culture. They would reconstruct instruments they would have had in Africa like banjos and drums. Their African heritage became infused into colonial ways of life. For example, the colonists tried to force the slaves to adopt Christianity. The slaves didn't have a lot of choice in the matter, but their African songs, dances, and customs became part of their religious practices.

Life in the Northern and Middle Colonies

In total, the New England colonies had about 15,000 enslaved persons. The life of slaves in the Northern and Middle colonies are most likely not the kind of life you described above. They were from Africa, but their working life was different from their Southern counterparts. While some slaves in this area worked on farms, the majority of them did not. The Middle and New England colonies had harsher winters than the Southern colonies and nobody could work in the fields year round, so there was some variety in their work schedules.

Many worked in stores, inns, and as skilled laborers. They also worked in people's homes as cooks and personal servants. Slaves in these two regions also had occasional chances to improve their lives. For example, slaves in this area sometimes had the opportunity to earn extra money by working extra jobs at night and on weekends. On occasion, an enslaved person could earn enough money to buy his own freedom.

While slaves in the Northern and Middle Colonies did often have more freedom than Southern slaves, their lives were not easy. Colonies passed very strict laws that severely limited their movement. For example, in this area, they were not allowed to travel or go on boats without written permission from their owners. These laws were intended to make it very difficult for slaves to escape.

Student Activity

With the help of your teacher, search on youtube for Slave work songs. See if there are any titles that you recognize. With your teacher's permission, listen to a few of the songs.



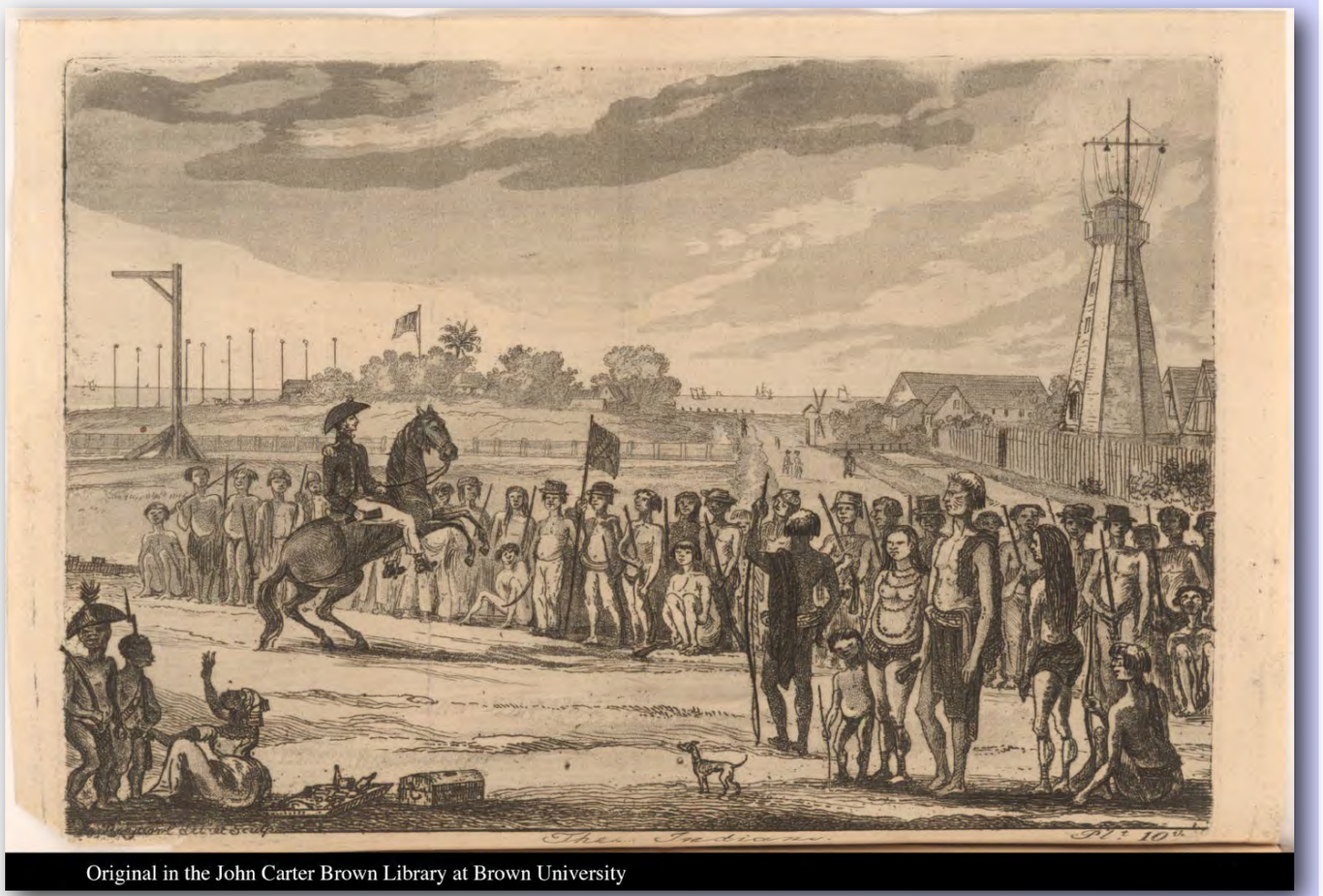
Section 10

Fighting Back

QUESTIONS TO GUIDE INQUIRY

1. **How did the geographical, financial, and religious status of the colonists affect where and how they lived?**
2. **What motivated each colony to form?**
3. **What effect did the colonists choices have on the colonies?**
4. **Why did the Southern Colonies choose to utilize the practice of slavery more than the other colonial regions?**

As time went on, many of the slaves fought back against the unfair and inhumane treatment. As you read, consider why the slaves would try to fight back when the cost was so high.



Original in the John Carter Brown Library at Brown University

Image source: http://upload.wikimedia.org/wikipedia/commons/c/cb/Plate_10_The_Indians.jpg

Peaceful Protest

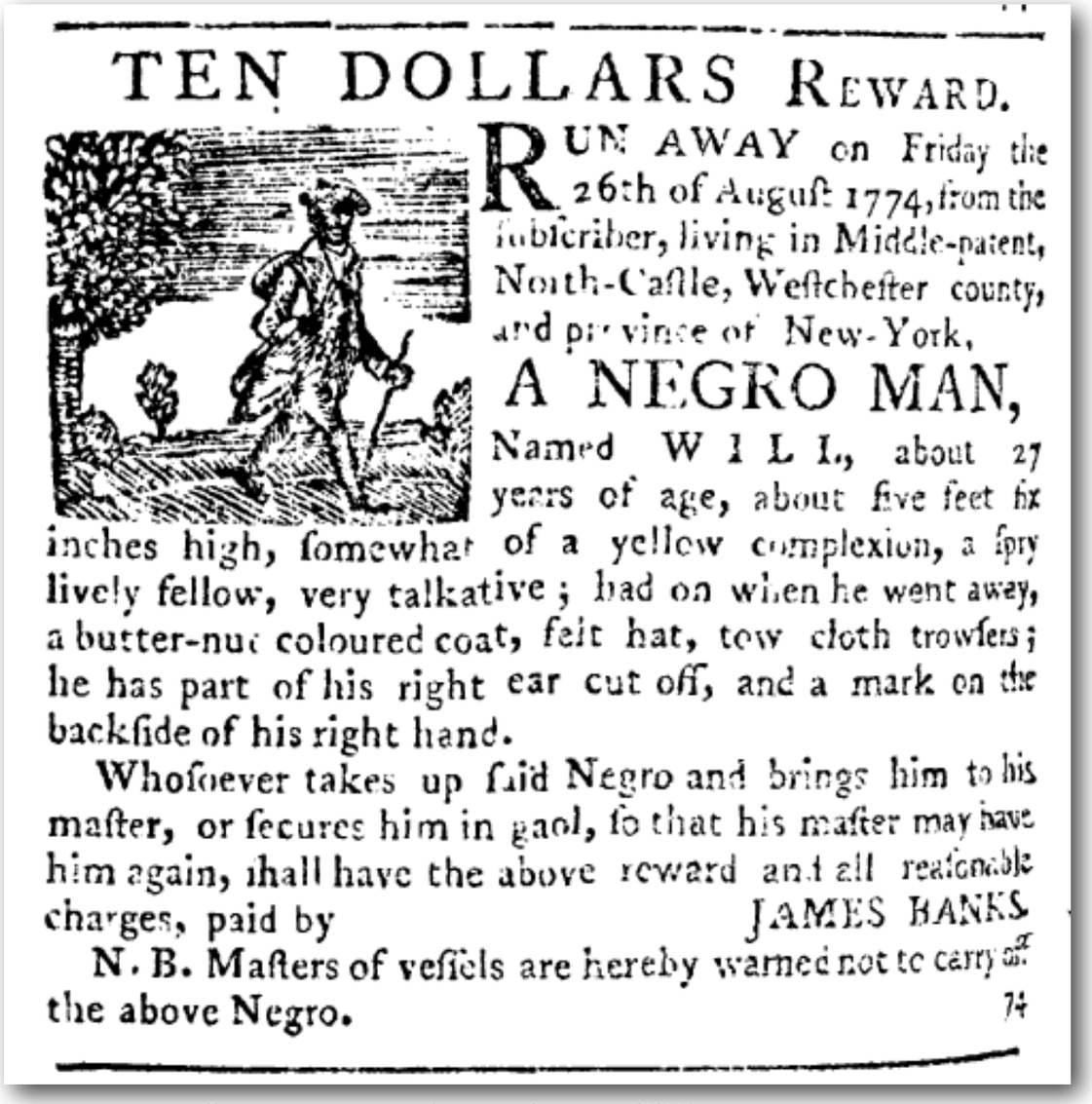
Enslaved people found a lot of ways to resist their enslavement. For example, they would do the work they were asked to do, but they would take a long time doing it. If they were asked to work in a field, they might “accidentally” break the tool they were supposed to be using. Once it was broken, they would have to have it fixed, and would therefore have to take some time out of the workday. Others would pretend to be sick to avoid work.

Things like this worked on occasion, but slave owners were aware of the things that were happening. If they started to sense that a slave was trying to trick them out of doing work they would get very angry. Since slaves didn't have a lot of rights, slave owners could punish them in any way they saw fit. They would have their overseer keep a close eye on the slaves to make sure no trickery was happening on their plantation. If an overseer thought a slave was acting up, they often had the permission to deal with the situation in any way they chose. Slaves were whipped, beaten, and hurt physically and mentally in many ways.

Running Away

One common form of escaping slavery was to run away. Slaves used their dark complexion to their advantage and tried to escape at night. They used the thick forests of the south and their knowledge of natural navigation (like following stars) to help them find the way north. They were helped along the way by other colonists as well as free African men and women. These helpers gave runaways money or helped them hide out. This type of support system was later be called the "**Underground Railroad**." (It was not under ground and it was not a train or railway.)

The slave owners did not like it when slaves ran away. To lose a slave meant to lose a lot of money, so the slave owners worked really hard to keep this from happening. They would often send out search crews to bring back runaways, post reward notes, or search for missing slaves themselves. If runaway slaves


TEN DOLLARS REWARD.

RUN AWAY on Friday the 26th of Auguſt 1774, from the ſubſcriber, living in Middle-patent, North-Caſtle, Weſtcheſter county, and province of New-York,

A NEGRO MAN,

Named WILL, about 27 years of age, about five feet ſix inches high, ſomewhat of a yellow complexion, a ſpry lively fellow, very talkative; had on when he went away, a butter-nut coloured coat, felt hat, tow cloth trowſers; he has part of his right ear cut off, and a mark on the backſide of his right hand.

Whoſoever takes up ſaid Negro and brings him to his maſter, or ſecures him in gaol, ſo that his maſter may have him again, ſhall have the above reward and all reaſonable charges, paid by JAMES BANKS.

N. B. Maſters of veſſels are hereby warned not to carry off the above Negro. 74

Image source: http://upload.wikimedia.org/wikipedia/commons/4/41/Runaway_slave_advertisement_9-15-1774-NY.gif

were found and captured, they were often punished severely when they returned. They could be given more difficult work, put in chains, whipped, or they could be sold to another plantation away from their friends and family. Slaves knew this was a risk when they chose to run away.

Buying Freedom

Sometimes a slave was allowed to buy back their freedom. Remember, the slave owners paid a lot of money to "own" these people. The slaves also earned them a lot of money, so slave owners were not very likely to allow this to happen. However, on occasion, a slave was given this chance. The owners did not make it easy on slaves trying to buy their freedom though. Slaves did not make any personal money for their weekly work, so they would have to do extra chores to earn money. They were often underpaid for their efforts, but some very determined slaves were able to succeed at this.

One slave famous for doing this was named Venture Smith. Venture came to the colonies at the age of 6. He had been captured from his home in Africa and was brought to the colonies to be sold as a slave. He spent the next 30 years working as a slave in New England. In 1765, at the age of 36, Venture was able to buy his freedom. After he was free, he worked nonstop to buy the freedom of his wife and children. He eventually also paid for the freedom of several other African slaves.

Rebellion

Often enough, slaves felt like they had no other way out of slavery except to fight their way out. One example of this is the Stono Rebellion. This event happened on September 9, 1739. On that day, 20 black slaves met at a secret location near the Stono River in South Carolina. They planned to find a way to escape to freedom. Shortly after the meeting, they broke in to a local store, stole guns and powder, and killed the two workers there.

The 20 men started to march, and as they marched, other slaves joined them. This led to one of the largest slave uprisings in the colonies, though many more occurred after the Revolutionary War. By the time the slave owners caught up with these slaves, they confronted 60-100 angry men. Approximately 20 white colonists and about 40 slaves were killed in the battle. As a result, South Carolina's lawmakers created an even more restrictive slave code. The new codes limited the privileges of all slaves. They could no longer grow their own food. They were not allowed to meet in groups, earn money, or learn to read. Some of these codes had already existed, but after the Stono Rebellion, Southern leaders strictly enforced those laws.

Stono's Rebellion was not the only case of this kind of reaction to slavery. In fact, there are about 250 documented rebellions throughout the colonies. Some other good examples of this type of reaction are Vesey's Rebellion in 1822 and Nat Turner's Rebellion in 1831.

Student Activities

Research another rebellion of slaves that happened in the colonies and write a news article or blog about what happened, who was involved, when it happened, and the results of the rebellion.

Research the lives of another slave who purchased his or her own freedom and write a short story about the life that that person lived and how freedom was gained.

Chapter 5

The Road to Revolution

Questions to Guide Inquiry:

How did the attitudes and beliefs of the Colonial American people change toward Great Britain and why?

Image Source: http://upload.wikimedia.org/wikipedia/commons/a/a5/Tv_7_Boston_Tea_Party.jpg

Section 1

The French and Indian War

QUESTIONS TO GUIDE INQUIRY

1. **How did the attitudes and beliefs of the Colonial American people change toward Great Britain and why?**
2. **What impact did the French and Indian war have on the beliefs and attitudes of the British and the colonists?**

Vocabulary:

allies
militias
prime minister
empire
Treaty of Paris

In the 1700s England fought several wars with France over control of Europe. Conflicts over land ownership caused the hostilities between these two dominant countries to spread to North America. In 1754 the French and Indian War began. It got its name from the people that the British colonists and their American Indian allies were fighting – the French and their American Indian allies. The French and Indian war lasted from 1754 to 1763. It was also called the Seven Years War.



Image source: http://upload.wikimedia.org/wikipedia/commons/d/d1/The_Victory_of_Montcalms_Troops_at_Carillon_by_Henry_Alexander_Ogden.JPG

By 1750 the English and French settlements in North America had expanded. There were about 2 million English colonists living in North America. There were only about 60,000 French settlers. The French settlers lived in forts and remote areas claimed by France. These areas were in Canada and along the Ohio River Valley.

The French forts stopped English colonists from moving westward. More and more English colonists came to practice freedom of religion and to make a better life than they had in England, so they needed more land. They began to move farther and farther west. Trouble began when English colonists moved into lands claimed by the French.

Remember from previous chapters that the French and many Indigenous tribes had a good relationship. They lived and worked together in the fur trade. When English colonists began to move onto lands claimed by the French, the French called upon their Indigenous allies to help. They joined the French in the battle against the British. At the same time, some tribes knew that the population of English was greater and the army was powerful, so it was in their best interests to side with the British.

The Ohio River Valley

The Ohio River Valley is located in present day Midwestern United States. Both Britain and France claimed this land. The French built a fort called Fort Duquesne (doo KAIN) in present day Pittsburgh, Pennsylvania. The British colony of Virginia also claimed this land. Many generations of Indigenous Peoples had lived here and hunted and fished this land. The land was becoming crowded with competing ideas of property and land ownership among all of these groups. This argument over who owned the land is what began the French and Indian War.

In 1754 George Washington, a 21 year old lieutenant in the British army, was asked to help relieve the growing tensions between the French and the British. When he arrived, his troops attacked and defeated a small group of French soldiers near the fort. This battle was the beginning of the French and Indian War.



Image source: http://upload.wikimedia.org/wikipedia/commons/f/f1/Rembrandt_Peale_-_George_Washington_-_Google_Art_Project_(721252).jpg

Washington and his soldiers quickly built a temporary fort and called it Fort Necessity. A larger French army came and attacked

Fort Necessity, defeating Washington's troops. The British tried again to capture Fort Duquesne. This time General Edward Braddock led the troops. As Braddock's soldiers neared the fort, the French fired upon them and they were forced to retreat.

For the first three years of the war the French won battle after battle. Even though they were outnumbered by the British, the French were successful in defeating them with help from the Indigenous Peoples. The tide turned when the British began to change their war strategies and received help from the colonists themselves.

Fighting the French and their Indigenous allies was the first time the thirteen British colonies had to work together. The colonies had to cooperate with the British and amongst themselves to protect their homes and to bring the war to an end. They now knew that they could be successful in creating colonial militias to defend themselves.

The Tide Turns

Meanwhile, in England, William Pitt became the new prime minister. Pitt felt that the conflicts between the British colonists and the French could be a step towards building a bigger British empire. He sent more troops, military leaders, food, and weapons. This cost the British government a lot of money.

In July 1758 the British won their first victory. This victory led to a string of victories by the British. By 1760, the war between the two countries was over. In 1763 the Treaty of Paris was signed. Great Britain gained almost all of France's land in North America. Britain also got the Spanish colony of Florida.

Pontiac's Rebellion



As a result of the victory over the French, British colonists began to move westward into the Ohio River valley. However, they failed to consider another group of people who lived on the land, the Indigenous Peoples. A Chief named Pontiac (PAHN tee ak) helped unite other natives to drive the British off the land. In 1763 they captured and burned British settlements, but they were ultimately no match for the British army and were soon

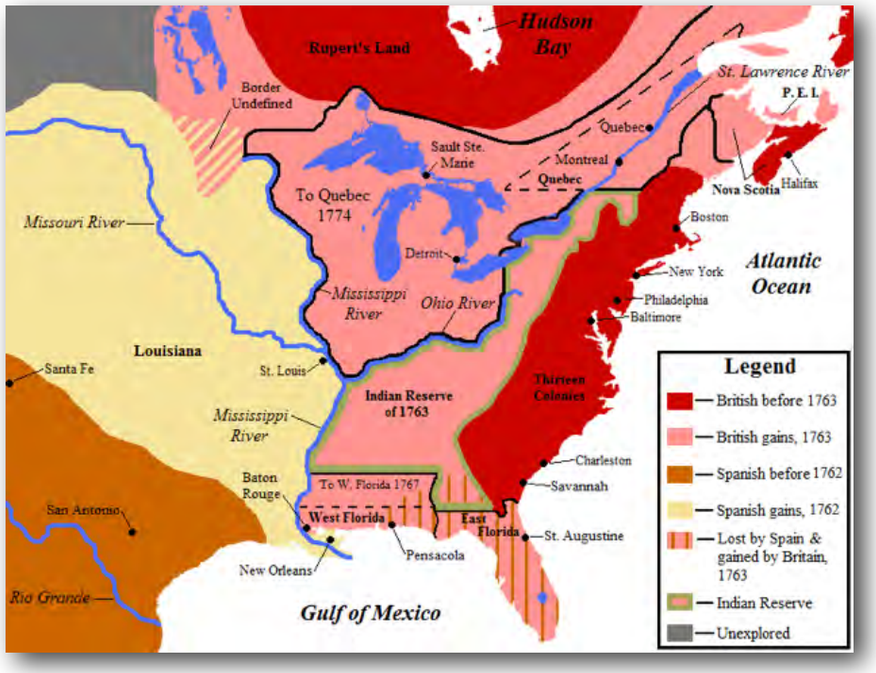


Image source: http://upload.wikimedia.org/wikipedia/commons/f/f1/NorthAmerica1762-83.png

defeated.

After the French and Indian War was won by the British, the French lost claims to their lands in America. Look at the map and notice the amount of land gained by the British. They went from owning what is highlighted in red, to owning all of the region that is highlighted in red, pink, and striped! That's a lot of land – everything East of the Mississippi River and North to Hudson Bay! The Colonists were very excited about this gain. They believed they would finally be able to settle in the back country. The backcountry is what they called the land to the west of the Appalachian mountains. This land was rich in natural resources.

You will learn why the colonists' joy was short-lived in the next

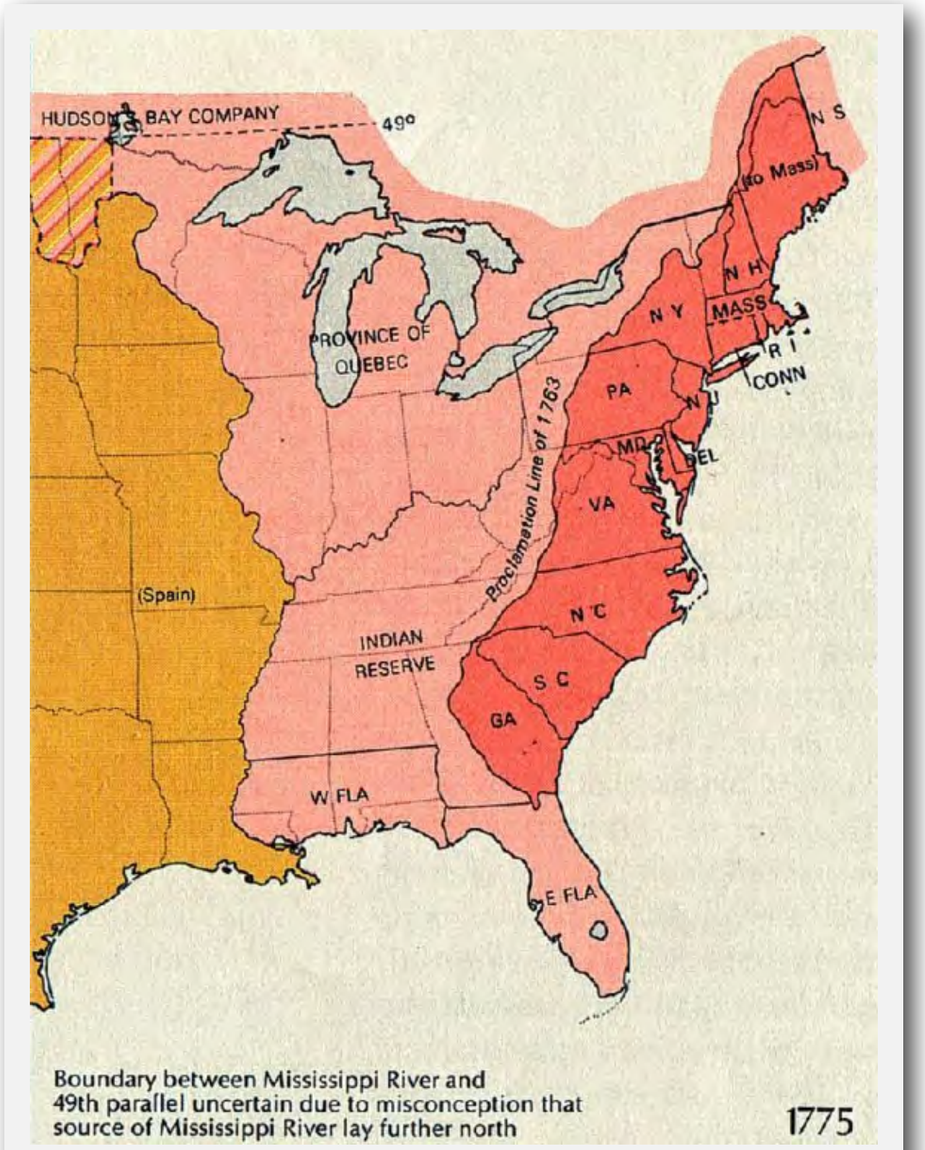


Image source: http://upload.wikimedia.org/wikipedia/commons/8/86/Map_of_territorial_growth_1775.jpg

section.

The map below shows the Proclamation of 1763 line.

Growing Tensions

After the French and Indian War, King George began to realize how expensive it would be to protect the colonists against the Indigenous Peoples. It cost the British government a lot of money to fight the French in America. The British decided they didn't want the colonists to continue to move westward because they knew it would create more conflicts with the Native Peoples. Because of this the Proclamation of 1763 was issued. This was an official announcement that gave the colonists all of the land east of the Appalachian Mountains to settle. The lands west of the mountains were to be set aside for Indigenous Peoples. This meant that colonists could not spread their frontier westward, which made them very angry. They thought that since they helped fight the French and Indian war, they should be allowed to settle on the land that the British had gained. The Proclamation of 1763 prevented this. After fighting for the land for several years, they were still forced to live in the small area of land they already owned.

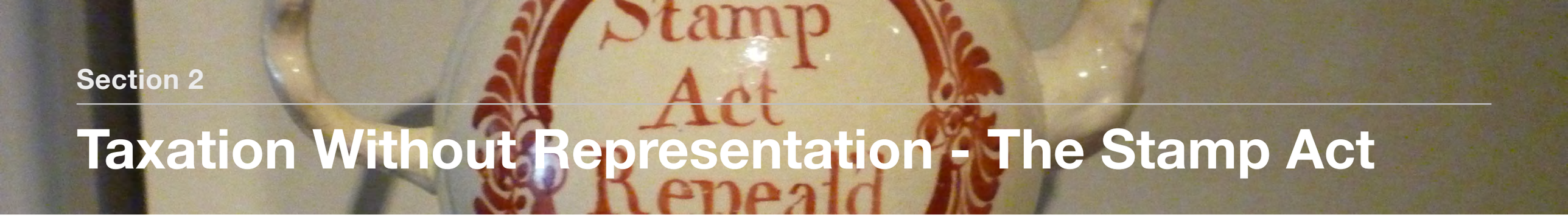
Why it Matters

The map on the previous page shows the land the British acquired as a result of the French and Indian War. Many colonists fought for the British, thinking they were protecting their way of life and their lands in the colonies. The war had been very costly for the British. They felt that the colonists should help pay for the expenses, while limiting the colonists' ability to spread out on lands they had helped to gain from the French. This led to growing tension between the colonists and the British government that eventually led to the Revolutionary War.

Suggested Student Activities

Student Activities:

Pretend you are a 10-year-old boy or girl living in one of the colonies during the French and Indian War. Write a journal entry explaining what your life is like. Explain your feelings and thoughts toward the French and the Indigenous Peoples. How do you think the war affects your life?



Section 2

Taxation Without Representation - The Stamp Act

QUESTIONS TO GUIDE INQUIRY

1. **How did the attitudes and beliefs of the Colonial American people change toward Great Britain and why?**

Vocabulary

Stamp Act
Tyranny

Interactive 5.1 Taxation without Representation



The video clip here (Requires internet connection) will give you a brief overview of this and following sections.

As you learned in the previous section, the French and Indian War cost Britain a lot of money. The British felt that the colonists should help pay for the war. King George III decided to begin to make the colonists pay more in taxes. The taxes would help pay for the expense of the war.

The colonists felt that if they should have to pay the taxes, they should be able to have representatives in the British Parliament. "Taxation without representation is **tyranny**" was a phrase used by many colonists to describe their thought that King George was being unfair.

The Stamp Act

The first tax was called the **Stamp Act**. It was issued in 1765. The colonists had to pay extra money to Britain every time they bought printed materials or legal documents. These printed materials were legal documents like marriage licenses, sales of property, etc., magazines,



Image source: http://upload.wikimedia.org/wikipedia/commons/4/4d/O!_the_fatal_Stamp.jpg


AMERICA
SIXPENCE
SIXPENCE
SIXPENCE



Section 3

Taxation without Representation - The Colonists Fight Back

QUESTIONS TO GUIDE INQUIRY

1. **How did the attitudes and beliefs of the Colonial American people change toward Great Britain and why?**

Vocabulary

Tyranny
Treason
Boycott



Image Source: http://upload.wikimedia.org/wikipedia/commons/e/ea/Patrick_henry.JPG

The Colonists Fight Back

Patrick Henry spoke out against the Stamp Act. He made several speeches that helped inspire the colonists to protest against the tax. Henry was accused of **treason** by the British government for his strong opinions and inspirational speeches.

The colonists banned together to protest. They refused to pay the tax. Tax collectors were threatened. They burned the stamped paper in the streets. The colonists also **boycotted** British products.

A group of colonists called the Sons of Liberty formed to protest against the Stamp Act. The Sons of Liberty were groups of colonists that organized protests against the British Government.

They used intimidation to get tax collectors to quit their jobs. Samuel Adams was a member of the Sons of Liberty in Boston. Adams wrote articles for Boston newspapers. He played a key role in rallying the colonists to oppose British taxation. He believed that the Stamp Act was a plot by the British to destroy the colonists' liberty.

Samuel Adams

The Colonists felt so angry about the stamp tax that they gathered together representatives from nine colonies and formed the Stamp Act Congress. They made a unified protest to Britain. They demanded that the tax be repealed. A year later Parliament repealed the Stamp Act. The Stamp Act Congress gave the colonists a model for the Continental Congress.

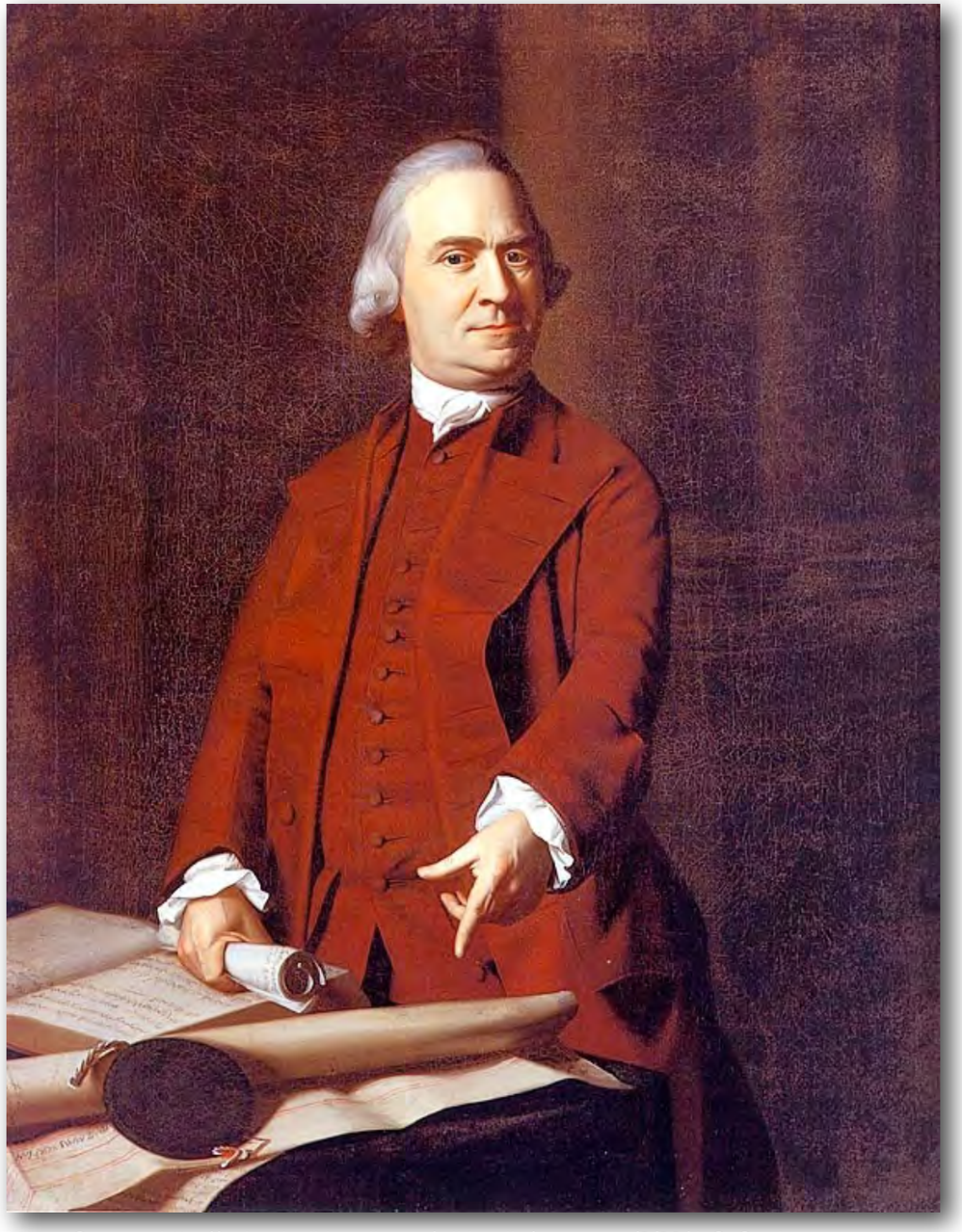


Image Source: http://upload.wikimedia.org/wikipedia/commons/8/89/J_S_Copley_-_Samuel_Adams.jpg

Practice Reading Political Cartoons

As you learned in the first chapter, political cartoons are cartoons that relate to political decisions, events and ideas. They are an artist's way of expressing his/her opinion about a political situation. Political cartoons have played an important part in the history of the United States.

Remember political cartoons have five elements. The artist uses symbolism, exaggeration, labeling, analogy, and irony. The goal of a political cartoon is to send a clear message, using images that will be familiar to all people. The artist uses simple images that symbolize complex political concepts.

Using the skill

On this page is a political cartoon drawn by Benjamin Wilson in 1776. The title of the drawing is The Repeal, Or the Funeral of Miss Ame-Stamp.

This cartoon includes a funeral procession with people who supported the Stamp Act. They are carrying a small coffin that they are preparing to throw into an open vault. The vault has been prepared for the burial. Notice the setting of the funeral. There is a dock in the background. By placing a dock in the background, the artist is able to show the boycotted British goods that were supposed to go to colonies in America. They were not shipped and left in their crates during the time period when the act was in force.

The Prime Minister of Britain had a difficult time convincing Parliament that repealing, or getting rid of, the Stamp Act would be a good thing for the British government. To help sway public opinion, he asked the artist to make the cartoon.



Section 4

Taxation Without Representation - The Townshend Acts

QUESTIONS TO GUIDE INQUIRY

1. **How did the attitudes and beliefs of the Colonial American people change toward Great Britain and why?**

Vocabulary:

finances



Image source: http://upload.wikimedia.org/wikipedia/commons/a/a6/Boston_1768.jpg

The Townshend Acts

British Parliament still needed money after the Stamp Act was repealed. They passed another law taxing the colonies.

The man who was in charge of King George's **finances**, Charles Townshend, suggested some new laws that might benefit England. These laws became known as the Townshend Acts. Remember, when England made all of these laws that affected the colonists, the colonists had no say. They had nobody representing them. Again, "taxation without representation" occurred. This is an important thing to remember when learning about the events that led to the American Revolution.

Here is a list of the Townshend Acts:

- Colonists had to house British troops in their private homes, and provide food as well as shelter.
- Taxes were placed on some goods brought into the colonies.
- To enforce the taxes, Parliament issued writs of assistance. These were search warrants British officers could use to enter homes or businesses in search of smuggled goods.

Interactive 5.2 The Townshend Acts



Learn more about the Townshend Acts with this YouTube video (requires Internet Connection)

The first law meant that British soldiers could come into your house at any time. Can you imagine sitting at home eating dinner with your family and having a group of British soldiers arrive and decide they want to stay at your house? You would have to let them. They could also eat your food.

The second law placed taxes on several items that were imported, or brought, from Britain. Colonists now had to pay taxes on all of the tea, paper, glass, lead, and paint that they got from Britain. Colonists in Boston made a list of all of the items from Britain that they would boycott, or refuse to buy.

The third law in the Townshend Acts meant that British officers could go into colonists' houses or businesses and search for anything for which they did not pay taxes.



Section 5

The Boston Massacre

QUESTIONS TO GUIDE INQUIRY

1. How did the attitudes and beliefs of the Colonial American people change toward Great Britain and why?



Image source: http://upload.wikimedia.org/wikipedia/commons/d/df/Boston_Massacre.jpg

The Boston Massacre

In October 1768, British troops marched into Boston. They were sent to control the colonists. The soldiers set up posts around the city. This made the colonists even angrier. Colonists began to harass the soldiers. They poked fun at them and called them “Lobster Backs” because of their red uniforms.

On March 5, 1770 the tensions between the British soldiers and the colonists came to a head. An angry mob of colonists began to threaten a small group of British soldiers. They threw ice, snowballs, and sticks at the soldiers. The soldiers retaliated, firing shots into the mob of colonists, killing 5 of them. Crispus Attucks, a former slave, was among the 5 colonists who were killed.

The British soldiers were arrested. John Adams and Josiah Quincy agreed to defend the British soldiers. Two of the soldiers were found guilty and were branded on the hand. The others were found not guilty.

The Boston Massacre, called the “Boston Rebellion” in Britain, was really a street fight between a group of colonists and a small group of British soldiers. This fight led to the removal of British troops from Boston by the Royal Governor. It also resulted in the removal of all but one of the import taxes, the tax on tea.

Special Skill: Understanding Different Perspectives

Every person has different perspectives, or points of view. The way we view events, or our perspective, is based on our own personal experiences. People view things differently because no two people have had the same experiences.

The colonists’ perspective of the Boston Massacre was that the British were bullies who opened fire on a group of innocent colonists. The British, however, felt that they were the ones being bullied. In their perspectives, they had to fire in order to defend themselves.

Interactive 5.3
Understanding Different Perspectives Video A



Click on the link above to view one of the perspectives of the two groups. (Requires internet connection)

Do you think the video was made from the perspective of the colonists, or the British? Why? Support your answer with specific details from the video. You might have to replay the video in order to gather your information.

Interactive 5.4
Understanding Different Perspectives Video B



Click on the link above to view one of the perspectives of the two groups. (Requires internet connection)

Do you think this clip was made from the perspective of the colonists or the British? Why? Support your answer with specific details from the video. You might have to replay it in order to gather your information.



Image source: http://upload.wikimedia.org/wikipedia/commons/2/25/US_Navy_031029-N-6236G-001_A_painting_of_President_John_Adams_(1735-1826),_2nd_president_of_the_United_States,_by_Asher_B._Durand_(1767-1845)-crop.jpg

The Committees of Correspondence

The colonists knew they needed to unite. They formed Committees of Correspondence in each colony. These committees consisted of groups of men who communicated important political events by letter. Men on horses delivered these letters to the thirteen colonial governments down the Atlantic coastline to share with the people. John Adams was one of the founders of the Committees of Correspondence. He realized that the people needed to be informed if they were going to make good decisions.



Section 6

The Boston Tea Party

QUESTIONS TO GUIDE INQUIRY

1. **How did the attitudes and beliefs of the Colonial American people change toward Great Britain and why?**

Vocabulary:

repealed
intolerable acts

The Boston Tea Party

Even though the British **repealed** the Townshend Acts, they refused to give up the tax on tea. In colonial times almost everybody drank tea. It was a popular drink like coffee is today.



Image source: http://upload.wikimedia.org/wikipedia/commons/5/52/Boston_Tea_Party_Currier_colored.jpg

Interactive 5.5 Liberty's Kids - the Boston Tea Party



To learn more about the Boston Tea Party view this episode of Liberty's Kids off of YouTube (requires internet connection)

The colonists began to unite in order to fight the tea tax. In 1773 British ships carrying tea sailed into Boston Harbor and other colonial ports. The colonists had prevented the tea from being unloaded in three other colonies,

but in Boston the royal governor refused to allow the tea to be returned to Britain. On a cold December night Samuel Adams and the Sons of Liberty dressed as Mohawk, went on board the ships and threw 342 chests of tea overboard. This became known as the Boston Tea Party.

The royal governor didn't know who to blame for the crime because the men were disguised. When King George found out about the tea party he wanted Boston to be punished. The British government closed the port of Boston until the colonists paid for the tea. They also banned town meetings and ordered colonists to give food and shelter to British soldiers. The angry colonists called these new laws the **Intolerable Acts**.

Intolerable Acts

The Intolerable Acts were a series of laws that the British made in 1774 in response to the Boston Tea Party.

The laws were:

- Impartial Administration of Justice Act: This law allowed the royal governor of a colony to move trials to other colonies or even to England if he feared that juries in those colonies wouldn't judge a case fairly.

- Massachusetts Bay Regulating Act: This law made all law officers subject to appointment by the royal governor and banned all town meetings that didn't have approval of the royal governor.

- Boston Port Act: This law closed the port of Boston until the price of the dumped tea was recovered, moved the capital of Massachusetts to Salem, and made Marblehead the official port of entry for the Massachusetts colony.

- Quartering Act: This law allowed royal troops to stay in houses or empty buildings if barracks were not available.

- Quebec Act: This law granted civil government and religious freedom to Catholics living in Quebec.

Read each act and describe in your own words what it would mean to the colonists. Be sure to look at a map to understand the Boston Port Act.

These Acts were the cruelest so far of all the Acts passed by the British. Closing Boston's port would cost the colonists a lot of money. Banning town meetings made it so colonists could not meet and discuss political problems. The Quartering Act made colonists angry because they didn't want soldiers in their houses. And the Quebec Act was insulting to colonists who had been denied the same rights that Quebec residents now got.

Rather than keep the colonists down, the Intolerable Acts stirred the revolutionary spirit to a fever pitch.

Read the following primary source regarding the Intolerable Acts written by John Andrews.

John Andrews, a Boston merchant, writes to his brother-in-law in Philadelphia, May 1774.

Yes, Bill, nothing will save us but an entire stopping of trade, to both England and the West Indies, throughout the continent, and that must be determined both speedily and absolutely. The least hesitation by you to the south and all is over. . . . I sincerely believe they [the British Parliament] intend to carry out their threats, which are to make the town a desolate wilderness and the grass to grow in our streets.

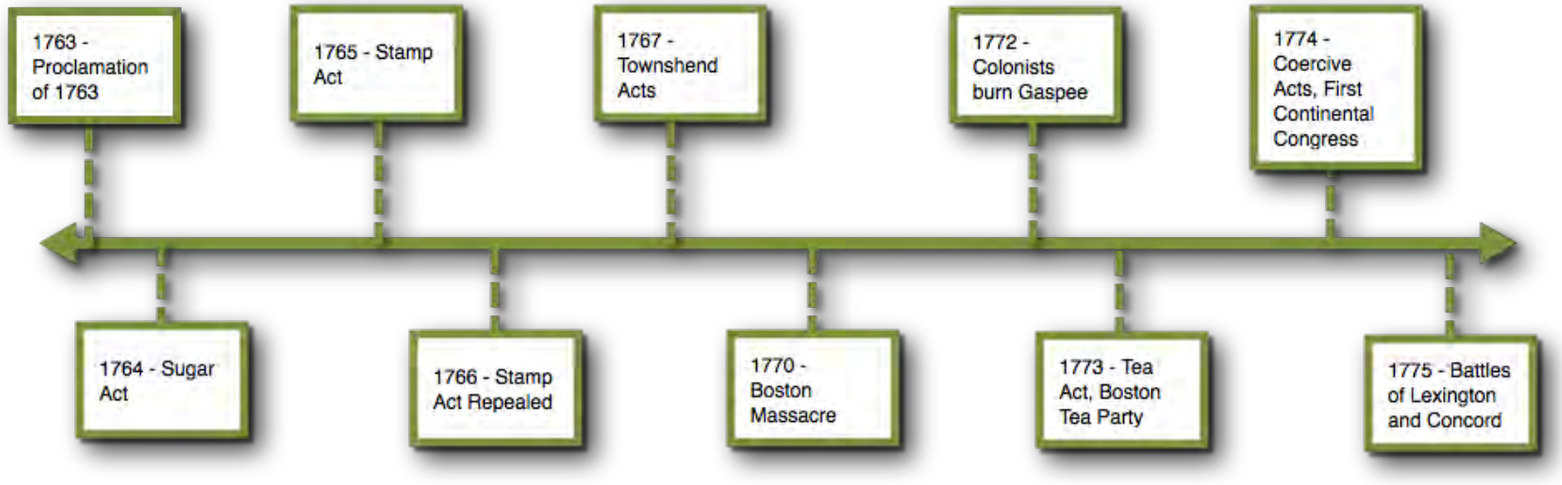
What is Mr. Andrews' perspective about the Intolerable Acts?

Interactive 5.6 A Declaration of Revolution



In the next chapter you'll learn more about the final steps the colonists took to declare independence. This video is a "teaser" of what you'll learn about then. (Requires internet connection)

Using the timeline below, explain how British policy toward the colonies changed from 1763 to 1775. Use specific examples.



Chapter 6

The American Revolution

Questions to Guide Inquiry:

How did a small group of revolutionaries persuade a large group of colonists to give up their British citizenship for an unknown future?

How did different groups come together to overcome the most powerful nation in the world at the time?

Image source: http://upload.wikimedia.org/wikipedia/commons/9/95/Washington_Crossing_the_Delaware_by_Emanuel_Leutze,_MMA-NYC,_1851.jpg



Section 1

No Choice But To Fight

QUESTIONS TO GUIDE INQUIRY

1. **How did a small group of revolutionaries persuade a large group of colonists to give up their British citizenship for an unknown future?**
2. **How did different groups come together to overcome the most powerful nation in the world at the time?**
3. **How did the colonists justify their right to rebel against England?**

Vocabulary:

Committees of Correspondence,

delegate,

militia,

Minutemen,

casualty,

Throughout this chapter, you will learn why the colonists felt that they had no choice but to fight the British! The Intolerable Acts from Parliament & King George were the "last straw"! As you read about the "Shot Heard 'Round the World" as well as the Battle of Bunker Hill you will see how the Patriots gained confidence by standing up against the greatest army in the world. They lost the early battles, but they had the heart to keep going and fighting for their dream of why they and many of their ancestors came to this new country...Freedom!!!



Image source: http://upload.wikimedia.org/wikipedia/commons/5/5a/Yorktown80.JPG

HISTORY & YOU: Remember the Intolerable Acts from Chapter 5? What does the word "intolerable" mean? Talk about that word with someone else in your class, or a family member. Have you ever experienced something "intolerable" at home or at school? How did you react? Watch the two short Liberty Kids videos below to review the Intolerable Acts and read on to find out how the colonists reacted to these "punishments" from Parliament.

Interactive 6.1 The Intolerable Acts



View this video on the Intolerable Acts (requires internet connection)

Interactive 6.2 The Intolerable Acts



Watch this Liberty's Kids video on the Intolerable Acts (requires internet connection)

Student Activity: After viewing the short videos discuss and/or record your thoughts about these Acts. What would you have done? Also, in Video 2 what did Ben Franklin mean when he said, "The heart of a fool is in his mouth, but the mouth of the wise man is in his heart."?

As you saw in the videos, Patriots throughout the Boston colonies were shocked by the Intolerable Acts. Now that the port was closed, how would they get supplies such as food? They would have to hold meetings using the King's agenda and Parliament would even choose the town leaders. The Quartering part of this act would require unfamiliar British soldiers to live in colonists' homes.



Image source: http://commons.wikimedia.org/wiki/File:CarpentersHall01.jpg

These acts led to action by the Patriots to discuss what the British were doing. They met as the First Continental Congress in September, 1774. This meeting was the first time the

colonists met to discuss how to band together to resist the British acts. They wrote a letter to the King and to Parliament protesting the Intolerable Acts and asking for them to be repealed. They really wanted a peaceful solution but before the Continental Congress would meet again, it would be too late!

Tensions ran high in the colonies especially in Boston where more and more British soldiers arrived daily. The colonists began forming militias (an army of ordinary citizens) made of minutemen (men ready to fight at a minute's notice) who collected weapons. British spies discovered this and sent more than 800 soldiers to seize the weapons from small communities throughout the Massachusetts countryside. The Patriot spies learned of the British plans and sent two men, Paul Revere and William Dawes, out on horseback to warn the colonists that the British were coming! By midnight, every minuteman for miles knew that the British were on their way!



Image source: http://upload.wikimedia.org/wikipedia/commons/6/6e/J_S_Copley_-_Paul_Revere.jpg

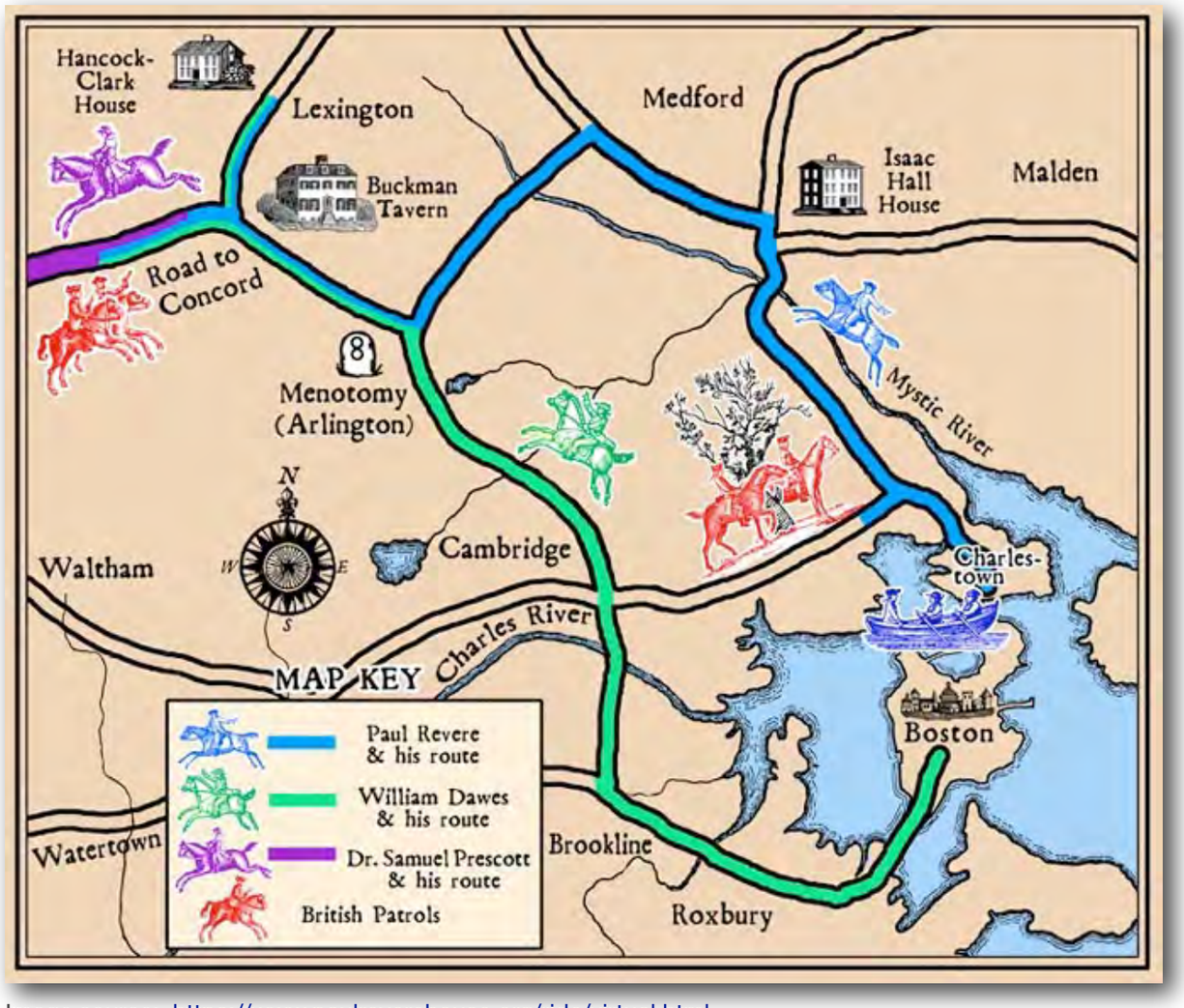


Image source: https://www.paulreverehouse.org/ride/virtual.html

Courtesy, Paul Revere House

Interactive 6.3 More About the Midnight Rides



Use this link to read more about the Midnight Rides of Revere and Dawes. (Requires internet connection)

Student Activity: Compare /contrast the rides of Paul Revere & William Dawes. Who actually warned more colonists and who received more credit? Record and/or share your thoughts and what you think about what the history books recorded about these famous rides. Use evidence to support your claim.

Interactive 6.4 The Midnight Ride of Paul Revere



Listen to the famous poem by Longfellow. (Requires internet connection)

Section 2

The First Battles

QUESTIONS TO GUIDE INQUIRY

1. **How did a small group of revolutionaries persuade a large group of colonists to give up their British citizenship for an unknown future?**
2. **How did different groups come together to overcome the most powerful nation in the world at the time?**
3. **How did the colonists justify their right to rebel against England?**

History and You: How do you think the colonists felt as they made the decision to reject Parliament's demands? Read on to learn why the first battle of the War is known as the "Shot Heard Round the World". Were these shots necessary for the colonists to "stand up" to the British?



Image source: https://www.flickr.com/photos/thenationalguard/4101089346

The Battle of Lexington was hardly a battle at all. When the British arrived, there were only about 80 Patriot militiamen in town. Neither side expected to actually fight, but in the midst of the confusion a gunshot went off forcing the British to attack. There were some casualties (people wounded, killed, or missing) among the colonists and many fled. This battle was important because it is where the Revolutionary War started. The first gunshot is known as the "Shot Heard Round the World". No

one is actually sure if the first shot was fired by the British or the Patriots.

After the Americans fled from Lexington, the British marched to the city of Concord. They were sent to secure the bridges and to destroy the supply of weapons. They never found the weapons, but instead found about 500-1000 Minutemen ready to fight. These Patriots defeated the British troops at the North Bridge and the British troops retreated, giving the Americans renewed confidence!

Watch the videos below and read some additional information from Mr. Donn's website about these battles. Be prepared to discuss and answer the question, "In your opinion, were these battles necessary for the colonists to "stand up"?

Interactive 6.5 The Shot Heard Round the World



Watch this Schoolhouse Rock video on the Shot Heard Round the World (Requires internet connection) NOTE: The video claims the British fired first...is this true?

Interactive 6.6 The Battle of Lexington and Concord

Read this page for more information on early skirmishes in the Revolutionary War.

Interactive 6.7 The Battle of Lexington and Concord



View this short video (requires internet connection) to learn more about the battle of Lexington and Concord.

Student Activity: Share your reactions in writing, artwork, or discussion about the significance of the "Shot Heard Round the World"--Did you expect the war to continue after these first Battles...Why or why not? Use evidence to support your opinion.

History and You: What happened at this meeting that kept the war going?? What were these men thinking when they arrived in Philadelphia after the first Battle of Lexington and Concord?

The Second Continental Congress Meets in Philadelphia,PA

In May of 1775, important delegates from the thirteen colonies met in Philadelphia, Pennsylvania for the Second Continental Congress. Some of the more well-known delegates are as follows: from Massachusetts came John Adams and his cousin, Samuel Adams; Pennsylvania sent Benjamin Franklin and John Hancock. Virginia sent George Washington, Patrick Henry, and Richard Henry Lee.



Image source: http://upload.wikimedia.org/wikipedia/commons/4/41/General_George_Washington_at_Trenton_by_John_Trumbull.jpeg

Much had happened in the previous months since the end of the First Continental Congress, including the start of the Revolutionary War with the Battle of Lexington & Concord. This Congress had some serious business to take care of immediately, including forming an army to fight the British. These men and this Congress agreed to support the Patriots and renamed the militia the "Army of the United Colonies." (The Continental Army). They appointed George Washington as their leader. You will learn more about Washington and his leadership in the next section.

Interactive 6.8 Delegates to the Second Continental Congress

Use this website (requires internet connection) to learn more about the delegates to the Second Continental Congress.

Student Activity: In small groups form a "Continental Congress Meeting including some of the important people linked above and "perform" a classroom discussion. Record your reactions on a Padlet or similar media board. Discuss what you thought of the first battles and what you think should happen now? Would you have agreed with appointing George Washington as the new leader? Why or why not? Be sure to support your opinion with evidence. (What evidence do they have from this text?)



Section 3

The Battle of Bunker Hill

QUESTIONS TO GUIDE INQUIRY

1. **How did a small group of revolutionaries persuade a large group of colonists to give up their British citizenship for an unknown future?**
2. **How did different groups come together to overcome the most powerful nation in the world at the time?**
3. **How did the colonists justify their right to rebel against England?**

History and You:

How do you feel after losing a game? Read on to find out why the Patriots were happy after LOSING the next battle of the Revolutionary War known as the Battle of Bunker Hill.



Image source: http://upload.wikimedia.org/wikipedia/commons/e/ea/Bunker_Hill_by_Pyle.jpg

The new leader, Washington headed to Boston to take command of his new army. On his way he learned that the Battle of Bunker Hill had been fought. It had taken place on June 17, 1775, just a few months after the start of the American Revolutionary War.

The American forces learned that the British were planning to take over the hills around Boston in order to gain a geographic advantage. As a result of this information, the Americans secretly moved their troops onto Bunker and Breeds Hill, two unoccupied hills just outside of Boston in Charlestown, Massachusetts. The Patriot

commander, William Prescott decided at the last minute to go to Breed's Hill and fortify (strengthen) it because it was closer to Boston. The next morning the British saw what they were up to and started bombarding the hill with cannon fire. The Patriots watched and waited, repeating to themselves the order Colonel Prescott had given them: "Don't one of you fire until you see the whites of their eyes."

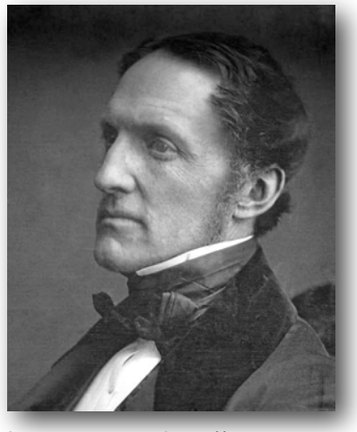


Image source: http://upload.wikimedia.org/wikipedia/commons/8/80/William_Hickling_Prescott_by_Southworth_%26_Hawes,_c1850-9-crop.jpg

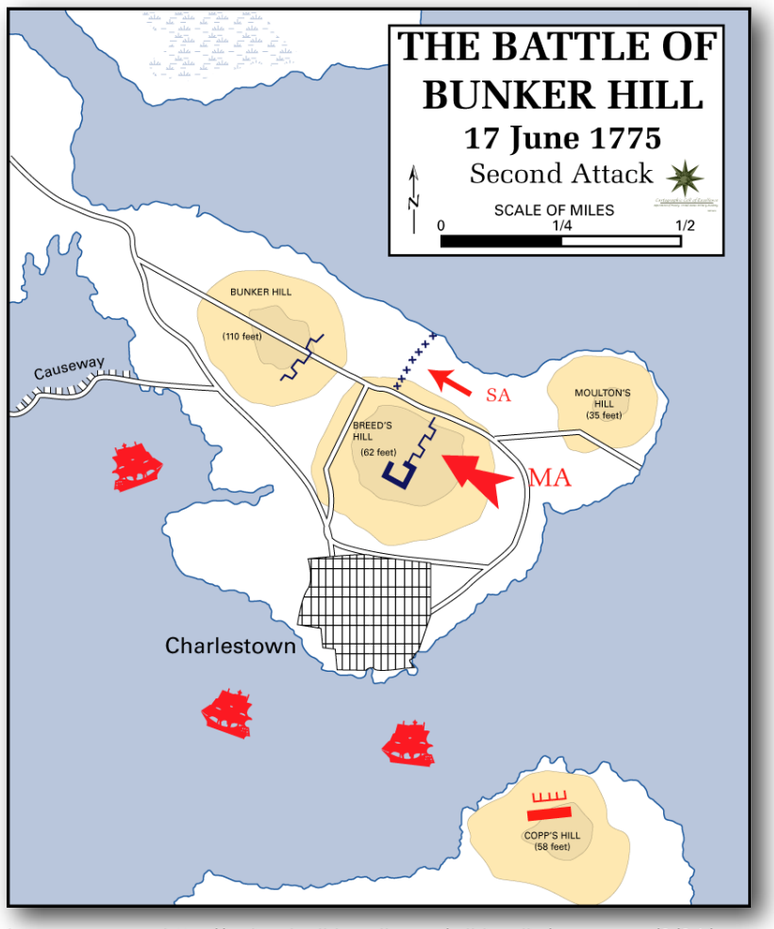


Image source: http://upload.wikimedia.org/wikipedia/commons/0/04/Bunker_hill_second_attack.png

The order came and Patriot shots sent the British soldiers reeling. The British were forced to retreat (turn around and go back). Most fighting took place on Breed's Hill but this battle became known as the Battle of Bunker Hill.

Though it was a British victory, this battle cost them many casualties!

Patriots in this early battle had stood up to the greatest army in the world! They had taken a stand.

Interactive 6.9 The Battle of Bunker Hill



Watch the video (requires internet connection) to watch and review the facts of the Battle of Bunker Hill (mainly fought on Breed's Hill).

Student Activity: After viewing this video can you understand why the Patriots were happy about this battle, even though they actually lost? What did Colonel Prescott mean by "Don't one of you fire until you see the whites of their eyes."? Did the video give you any clues about this quote? How do you feel about historical videos that use humor as a "vehicle" to help you learn the facts?



Section 4

Declaring Independence

QUESTIONS TO GUIDE INQUIRY

1. **How did a small group of revolutionaries persuade a large group of colonists to give up their British citizenship for an unknown future?**
2. **How did different groups come together to overcome the most powerful nation in the world at the time?**
3. **How did the colonists justify their right to rebel against England?**

Vocabulary:

petition
declaration
treason

History and You: Have you ever read something so powerful that it changed your mind? Have you ever felt frustrated that others did not understand your viewpoint?

Throughout the next few sections, you will read about some very important documents that played an important role in history after the first battles of the Revolutionary War. The colonists did not want this war to continue and sent a petition to King George as well as writing what we now know as the "Declaration of Independence." You will learn about a document called "Common Sense," by Thomas Paine. It convinced many that were still "loyal" to King George to join the Patriots' cause and "wise up" to whom the Loyalists really were. Finally, you will read about how the words Thomas Jefferson wrote in the Declaration about "all men are created equal" did not apply to the role of African Americans, women, and



Image source: http://upload.wikimedia.org/wikipedia/commons/1/15/Declaration_independence.jpg

Indigenous Peoples, but was an ideal of human life.

The Olive Branch Petition:

On July 5, 1775 Congress sent a petition (a written request) to King George III. This was shortly after the Battle of Bunker Hill and a way to "patch" things up with him. It was called the Olive Branch Petition. (An olive branch is a symbol of peace.) It begged the King for a "happy and permanent reconciliation". The King refused, calling the colonists "Rebels" and making him more determined than before to continue to punish the colonists.

Common Sense:

A few months after the Olive Branch Petition, an Englishman, Thomas Paine, who had recently arrived in the American Colonies, wrote a powerful pamphlet titled Common Sense. He wrote that gaining Independence from Great Britain was the only way to prevent and stop Britain from abusing the colonists' rights. His pamphlet sold over 100,000 copies, an astonishing number in the 1700s. Many believe that this pamphlet convinced many colonists that independence was best. Listen to and read some of the words that Thomas Paine wrote… What do YOU think? How do you think he changed the minds of so many who remained loyal to King George?



Image source: http://upload.wikimedia.org/wikipedia/commons/a/aa/Thomas_Paine_rev1.jpg

To see the original Common Sense pamphlet, go to the Library of Congress:

Interactive 6.10 The Library of Congress

Our national archives have an original copy of Common Sense. Click here to view it digitally. (Requires internet connection)

Interactive 6.11 Common Sense



Click on this brief clip to learn more about Common Sense.

History and You: Why do you think the colonists felt that it was time for them to declare (make a statement) their independence? What would you do if you knew signing the Declaration would get you in trouble? Read on to find out what the colonists signed and what their punishment could be?

The DECLARATION of INDEPENDENCE:

" We hold these truths to be self-evident, that all men are created equal……"

Thomas Jefferson spent about two weeks writing & rewriting this document. The first part of the Declaration explains why the colonies had the right to separate from Britain. The second part listed violations that Britain had committed against the colonies and the third and final part stated that the colonists' only choice was to be free from Britain.

On July 2, 1776, the delegates voted the 13 colonies to be "free and independent states." Two days later, they voted to approve the Declaration of Independence. The first part of the Declaration contains beliefs on which our country was founded:

1) People are born with certain rights, which include life, liberty, and the right to seek happiness.

2) People have the right to form their own government, which they should choose, and its purpose should be to protect the rights of the citizens.

3) If government fails to protect people's rights, people have the right to change it.

On July 4, 1776 (does the date ring a bell?), Congress officially approved the Declaration of Independence. Two months later, in total silence, the signers gathered, knowing they were committing treason (a revolt against their government). The penalty for this crime was death by hanging. John Hancock famously signed the document first. What is unique about his signature below?

Interactive 6.12 The Declaration of Independence



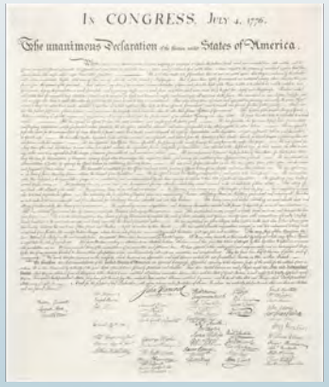
The Declaration of Independence is one of our most important historical primary sources. Watch it read dramatically by celebrities. (Requires internet connection)

He also said, “There! His Majesty can now read my name without glasses. And he can double the reward on my head!”

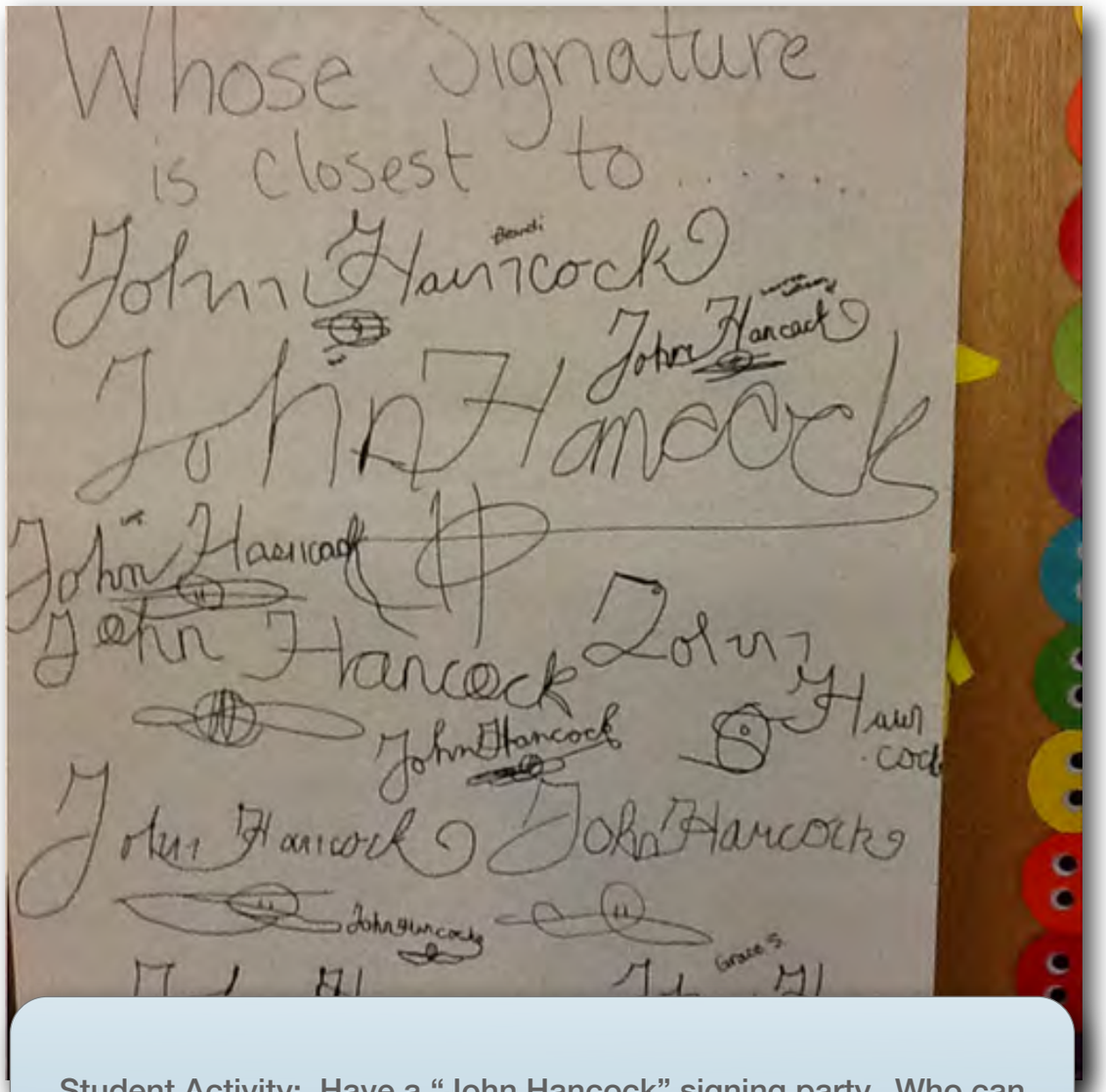
Benjamin Franklin was also one of the committee of five which wrote what is known as the ‘Declaration of Independence.’ When about to sign it, Hancock, one of his colleagues, is reported to have said, “We must be unanimous; there must be no pulling different ways; we must all hang together.”

“Yes, replied Franklin, “We must hang together, or we will be pretty sure to hang separately.”

Interactive 6.13 The Declaration of Independence


IN CONGRESS, July 4, 1776.
The unanimous Declaration

Watch this Schoolhouse Rock video to review the Declaration. (Requires internet connection)



Student Activity: Have a “John Hancock” signing party. Who can sign their name like his? How did his large, flourishing signature stand for bravery and courage?

Section 5

The Role of African Americans, Women, and Indigenous Peoples

QUESTIONS TO GUIDE INQUIRY

1. **How did a small group of revolutionaries persuade a large group of colonists to give up their British citizenship for an unknown future?**
2. **How did different groups come together to overcome the most powerful nation in the world at the time?**
3. **How did the colonists justify their right to rebel against England?**

Thomas Jefferson wrote the words in the Declaration of Independence that stated "all men are created equal". This was in 1776 - a very different time than ours. Only white men who owned property could vote and after the Declaration was written many continued to debate the meaning and intent of those words.



Image source: http://en.wikipedia.org/wiki/Molly_Pitcher#/media/File:Molly_Pitcher_engraving.jpg

History and You: Imagine being an African American, woman, or Indigenous Person during this time period. As you place yourself in each of these roles, imagine what your life would have been like? How could you, as that person, change the outcome of the war? Or could you?

African Americans: For the African Americans, the first battles had a complicated meaning. Some fought on the side of the colonists against the British and became Patriots. They became members of the Sons of Liberty and joined the local militias. Others fought for the British early in the war. The British offered freedom to any black slaves as an incentive to join them and their army. The Continental Army originally did not accept black soldiers but eventually started to in 1776. However, the African-Americans were treated quite differently and did not have any of the same freedoms or privileges of either the British or Patriot soldiers. It would be about 90 years later that any significant changes came about for these people.

Women: Women and girls took part in the war taking care of the soldiers. They cooked for them and sewed their uniforms. They also acted as nurses taking care of the wounded. A few women, called Molly Pitchers (named after the famous Molly Pitcher Ludwig), even took part in the fighting. There were many who spied for the side they believed in. Women were expected to do whatever was needed with no questions asked. Some women like Abigail Adams, wife of John Adams, actually spoke up and wrote letters during this time to question their limited roles. She became a hero for women's rights long after the Revolution.

Interactive 6.14 Women in the Revolution



Read more about the Women of the Revolution here (requires Internet Connection)

Student Activity: Break into one of three groups representing each of the above groups of people. Do more "research" into each of the three groups of people including fact-finding of more individuals within each group. Share the information you learn with the entire class.

Indigenous Peoples: Most supported the British troops because the British could trade goods with them from across the ocean. The Indigenous Peoples saw most colonists as the ones who "pushed" them from their lands. Some were on friendly terms but they were not about to become involved in this war. Even the ones who originally sided with the British did not remain on their side very long; They felt the British would mistreat them or expect more in return from them than what was fair.



Section 6

Fighting for Independence

QUESTIONS TO GUIDE INQUIRY

1. **How did a small group of revolutionaries persuade a large group of colonists to give up their British citizenship for an unknown future?**
2. **How did the Patriots overcome the most powerful nation in the world at the time?**

Vocabulary:

surrender
strategy

In the next few sections you will first read and learn about how very different the two armies (British and Continental) were and how the new Patriot **strategies** kept the Continental Army going. Next, you will read about a very brutal winter at Valley Forge and how the Patriots received great news that kept them fighting for their cause. Finally, you will learn about the final battles and a famous **surrender** at Yorktown. This surrender resulted in the creation of a very important treaty that would officially end the war.



Image source: http://upload.wikimedia.org/wikipedia/commons/8/86/Couder_Yorktown_Versailles.JPG

Can you think of an event when a weaker opponent defeated a more powerful one? How did the Patriots overcome the most powerful nation in the world at the time?

History and You: Has your team ever been an “underdog” in a game, match, or competition? Read on to see how much of an “underdog” the Patriots were to the British army.

The British laughed at many of the Patriots' weapons because they looked as if they had been made out of farm tools, which many had! They even called the Patriots “Yankee Doodles”.

Interactive 6.15 Yankee Doodle



How could these “beginners” ever hope to beat the well-trained professional army and navy of the wealthy Great Britain? King George said, ”Once these rebels have felt a smart blow, they will submit.”

The King learned that sending supplies and men over 3,000 miles of ocean became very expensive. He also discovered that British fighting methods did not work as well on the landscape in America. Because of this, the King had to hire paid soldiers, or mercenaries, to get enough men to fight. Finally, the King totally overlooked the greatest strength of the Patriots: they were fighting for their own freedom - with enthusiasm! They were fighting a revolution, which is an attempt to overthrow an unfair tyrannical government and replace it with one of their own design. The Patriots were fighting for their homes, their businesses, and their American way of life. They wanted the right and freedom to govern themselves.



Section 7

Turning Points

QUESTIONS TO GUIDE INQUIRY

1. **How did a small group of revolutionaries persuade a large group of colonists to give up their British citizenship for an unknown future?**
2. **How did the Patriots overcome the most powerful nation in the world at the time?**

Victories at Trenton and Saratoga

It was a very cold winter day with heavy snow and the wind was blowing hard. On one side of the ice-choked Delaware River, George Washington and the Continental Army camped. On the other side, an army of Hessian soldiers camped in the town of Trenton, New Jersey. It was Christmas Day and, with an icy and dangerous river between the two armies, it did not look to be a day for fighting. The Hessian soldiers probably thought the last thing the Continental Army would do was attack in these terrible conditions. That's what made the attack so impressive!

When George Washington and the army arrived in Trenton, the Hessians were not prepared for such an attack. Most were sleeping soundly after a festive Christmas Day and surrendered quickly as they were not ready or expecting this attack. The casualties were low on both sides and the Patriots captured about 900 mercenaries in this battle and another 200 in a second victory in Princeton.

History and YOU: 200 years ago Christmas was celebrated many places around the world, including by the American colonists, the British, and the mercenary soldiers. Why was General George Washington's strategic plan such a SURPRISE to the British on Christmas night? Read on to find why this event/ battle was so important.



Image source: http://upload.wikimedia.org/wikipedia/commons/9/95/Washington_Crossing_the_Delaware_by_Emanuel_Leutze,_MMA-NYC,_1851.jpg

Crossing the Delaware

The American forces were feeling broken down before the Christmas crossing of the Delaware River. The British strategy (or plan of action) was to stop the rebellion before the colonists could get France or Spain to join them. The British had pushed the Patriots back all the way from New York to Pennsylvania. Look at a map to see the distance that would be to travel. Many of General Washington's men were injured or ready to leave the army. The number of troops were dwindling as men went home, mostly on foot as winter was approaching. The army desperately needed a victory. The Christmas victory gave a huge boost in morale to the American soldiers.

Interactive 6.16 Victories of Trenton and Saratoga

Learn more at History.com (requires internet connection)

The 10 Days that Changed the World

Student Activity: You can reenact this event in your classroom! Create "boats" and describe the journey over the ice-choked Delaware or build "posters/multi-media presentations to depict this event.

Interactive 6.17 10 Days that Changed the World



Learn more about the 10 Days that Changed the World here. (Requires internet connection)

Battle of Saratoga: The TURNING POINT

The Battle of Saratoga, known as the "Turning Point of the War," happened in October of 1777. The Battles of Saratoga were a series of battles that ended in Saratoga, New York with the surrender of British General John Burgoyne and approximately 6,000 men. The Americans were led by Major General Horatio Gates as well as Generals Benedict Arnold and Benjamin Lincoln. Other key commanders included Colonel Daniel Morgan and General Enoch Poor. This decisive victory by the Americans was a turning point of the Revolutionary War.



Image source: http://upload.wikimedia.org/wikipedia/commons/4/4b/BurgoyneByReynolds.jpg

Student Activity: How and why is this Battle called the Turning Point of the Revolutionary? Predict what the FRENCH will do to help the Patriots win this war? What did they have to offer?

Interactive 6.18 Battles Leading to Saratoga



After viewing this video you should be able to explain how and why this battle is known as the turning point of the war.



Section 8

Winter at Valley Forge

QUESTIONS TO GUIDE INQUIRY

1. **How did a small group of revolutionaries persuade a large group of colonists to give up their British citizenship for an unknown future?**
2. **How did the Patriots overcome the most powerful nation in the world at the time?**

History and You: Imagine an outdoor camp where there is not enough food, extremely cold weather, no warm clothing or shoes, and sickness. How did the Continental soldiers ever endure this winter or did they? Read on to find out how terrible this winter camp was and how the news of the Battles of Saratoga gave the Patriots just what they needed to continue...HOPE!



Student Activity: Use the painting to begin learning about Valley Forge. As individuals, in pairs, or in small groups, list 10 things you see in the painting. Then list 10 questions you have about what you see in the painting. Share with the class and gather the questions to be answered as you study more about this time in history.

Valley Forge was where the American Continental Army made camp during the winter of 1777-1778. It was here that the American forces became a true fighting unit. In spite of the living conditions, soldiers learned and practiced fighting methods and shooting techniques, and became hardened soldiers. Valley Forge is often called the birthplace of the American Army. Valley Forge is located in the southeastern corner of Pennsylvania.

George Washington chose Valley Forge as the site for winter camp for several reasons. First, it was close to Philadelphia where the British were camping for the winter. He could keep an eye on the British by using his network of spies and protect the people of Pennsylvania. At the same time it was far enough from Philadelphia so that the Continental Army would have plenty of warning if the British decided to attack. Also, Valley Forge was a good place to defend if the army was attacked.

The conditions that the soldiers had to endure at Valley Forge were horrible. It was winter, so the weather was cold, wet, and snowy. Soldiers were often hungry because food was scarce. Many of the soldiers didn't have warm clothing; their shoes had worn out on the long march to the valley. Living in the cold, damp, and crowded log cabins with very few blankets caused sickness and disease to spread quickly throughout the camp. Of the 10,000 men who began the winter at Valley Forge, approximately 25% (2,500) of the men died before the spring.

Read the following description of the winter at Valley Forge and record your reaction to what the soldiers endured:

The Story of Valley Forge

"An army of skeletons appeared before our eyes naked, starved, sick and discouraged," wrote New York's Gouverneur Morris of the Continental Congress. The Marquis de Lafayette wrote: "The unfortunate soldiers were in want of everything; they had neither coats nor hats, nor shirts, nor shoes. Their feet and their legs froze until they were black, and it was often necessary to amputate them."

A bitter George Washington — whose first concern was always his soldiers — would accuse the Congress of "little feeling for the naked and distressed soldiers. I feel superabundantly for them, and from my soul pity those miseries, which it is neither in my power to relieve or prevent."

The suffering and sacrifices of the American soldiers at Valley Forge are familiar, iconic [well known] images, but there is another side of the picture. Valley Forge was where a new, confident, professional American army was born. Three months of shortage and hardship were followed by three months of relative abundance that led to wonderful changes in the morale and fighting capabilities of the Continental Army.

France would enter the war on the side of the new nation. Valuable foreign volunteers and fresh replacements would trickle into camp.
Most important, it was at Valley Forge that a vigorous, systematic training regime transformed ragged amateur troops into a confident 18th century military organization capable of beating the Red Coats in the open field of battle.

It was at Valley Forge where the Continental Army turned into a trained fighting force. There were three leaders in particular who played a key role in building the army.

General George Washington - As commander-in-chief of the Continental Army his leadership played a big part in the colonies gaining their independence from Britain. He stayed with the forces much of the time and even his wife, Martha Custis, joined him some of the time to give her support to her husband and to the young soldiers.



Image source: http://upload.wikimedia.org/wikipedia/commons/8/88/Portrait_of_George_Washington.jpeg

General Marquis de Lafayette - Marquis de Lafayette was a French military leader who joined Washington's staff at Valley Forge. He worked for no pay and didn't ask for special quarters or treatment. Lafayette would later become an important commander at several key battles.



Image source: http://upload.wikimedia.org/wikipedia/commons/3/3f/Gilbert_du_Motier_Marquis_de_Lafayette.PNG



Image source: http://upload.wikimedia.org/wikipedia/commons/d/da/Major_General_Friedrich_Wilhelm_Augustus_Baron_von_Steuben_by_Ralph_Earl.jpeg

General Friedrich von Steuben - Friedrich von Steuben was a Prussian-born military leader who served under Washington. He took on the task of training the Continental Army. It was through von Steuben's daily drills, even in the cold of winter at Valley Forge, that the soldiers of the Continental Army learned the tactics and discipline of a true fighting force.

Section 9

Winning the Revolution

QUESTIONS TO GUIDE INQUIRY

1. **How did a small group of revolutionaries persuade a large group of colonists to give up their British citizenship for an unknown future?**

2. **How did the Patriots overcome the most powerful nation in the world at the time?**

History and YOU: Have you experienced a time in your life when the odds were against you? If so, what kept you going? Did you get help from someone else? What changes did you make to succeed? Read on to find how the Patriots finally won this war and why General Cornwallis surrendered.



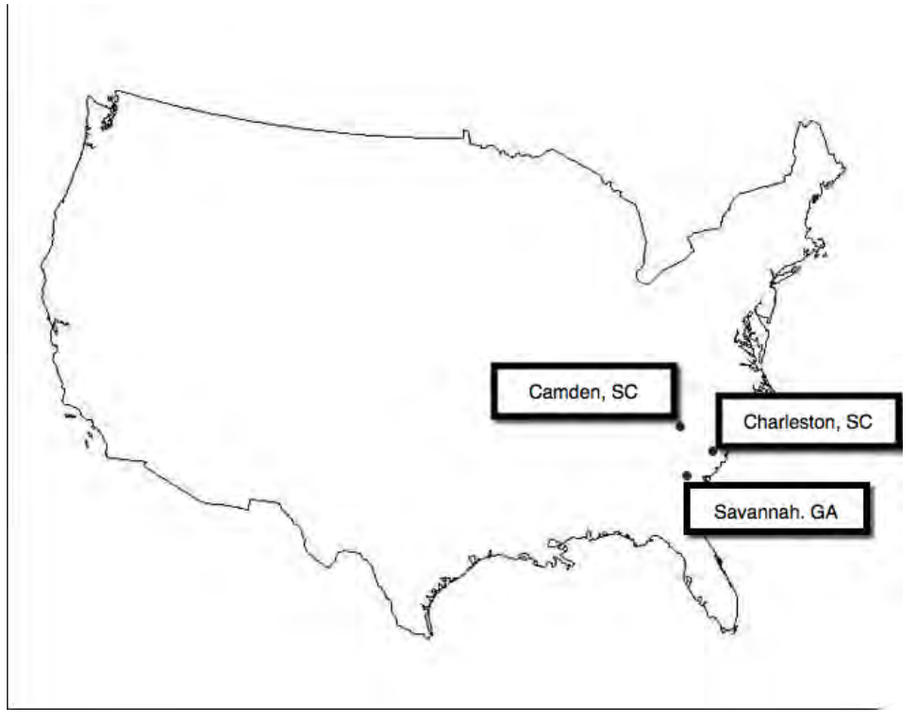
Image source: http://upload.wikimedia.org/wikipedia/commons/7/71/Surrender_of_General_Burgoyne.jpg

After the long, tough winter at Valley Forge, and the formal intervention of the French in February of 1778, the soldiers who survived had received new training and assistance from the new military leaders that joined the Patriots' cause. French intervention (when one nation enters the affairs of another) changed the war. Now Britain had two battles to fight - one against the colonists and one against the French. Britain sent thousands of troops to the Caribbean to attack the French colonies and this left fewer troops to fight in North

America. Also, Washington had gained the assistance of many skilled European soldiers who helped him train the inexperienced Continental troops.

Most of the first battles of the War had been fought in the Northeast. The battles that decided the outcome of the war took place in Georgia and the Carolinas. The British wanted the battles to move to the South because they believed the areas were full of Loyalists ready to fight for the British. They were wrong! Most Loyalists were too afraid of their Patriot neighbors to fight and many still remained neutral, or chose to stay out of the war.

Still, the British seemed to win important battles in such places shown below:



Even though the British won in the cities, they were losing in the countryside because of Patriot fighters like Francis Marion. His nickname was the Swamp Fox because he was as clever and quick as a fox. He and his small band of men knew the Carolina countryside well and attacked the British with hit and run raids.

General Nathaniel Greene had taken over command of the American Continental Army in the South. Prior to General Greene's command, the war in the South had not been going very well, but Greene put in some of these new hit and run tactics that Marion and his men were using. That resulted in American victories and caused the British Army to retreat to the East Coast. Of all the battles in the Carolinas, Greene said, ”We fight, get beat, rise, and fight again.” These new fighting methods left the British at a loss. They liked to fight the traditional battles in which two armies stood still, faced each other, and shot. These battles showed that the most powerful army in the



Image source: http://upload.wikimedia.org/wikipedia/commons/7/7f/Greene_portrait.jpg

world was no longer winning!

“ We fight, get beat, rise and fight again.”

Surrender at Yorktown

British General Cornwallis retreated to Yorktown, Virginia where he thought his troops would be safe. Washington marched south from New York with thousands of French and Patriot soldiers. The French navy sailed north from the Caribbean to meet him. The British Army was now surrounded at Yorktown. They were greatly outnumbered by the French and American troops. For eleven days the American forces bombarded (bombed) the British. Finally Cornwallis sent out the white flag for surrender. He originally made a lot of demands to George Washington for his surrender, but Washington didn't agree. When the American troops started to prepare for another attack, Cornwallis agreed to Washington's terms and the battle was over. On October 19, 1781, he was forced to surrender. He gave up and admitted he was defeated.

History and You: Do you believe the Patriots could have won the war without intervention from France? Take a stand and support your opinion with information from what you have read and learned about the Revolutionary War.

Suggested Student Activities

STUDENT ACTIVITY:

Put the following events below on a timeline in chronological order:

- **Battle of Bunker Hill**
- **Washington Crosses the Delaware**
- **Olive Branch Petition**
- **Common Sense**
- **Shot Heard Round the World (Battle of Lexington & Concord)**
- **Winter at Valley Forge**
- **Declaration of Independence**
- **Surrender at Yorktown**
- **British take Long Island & NYC**
- **Battles of Trenton & Saratoga**
- **Battles in the South (Charleston)**

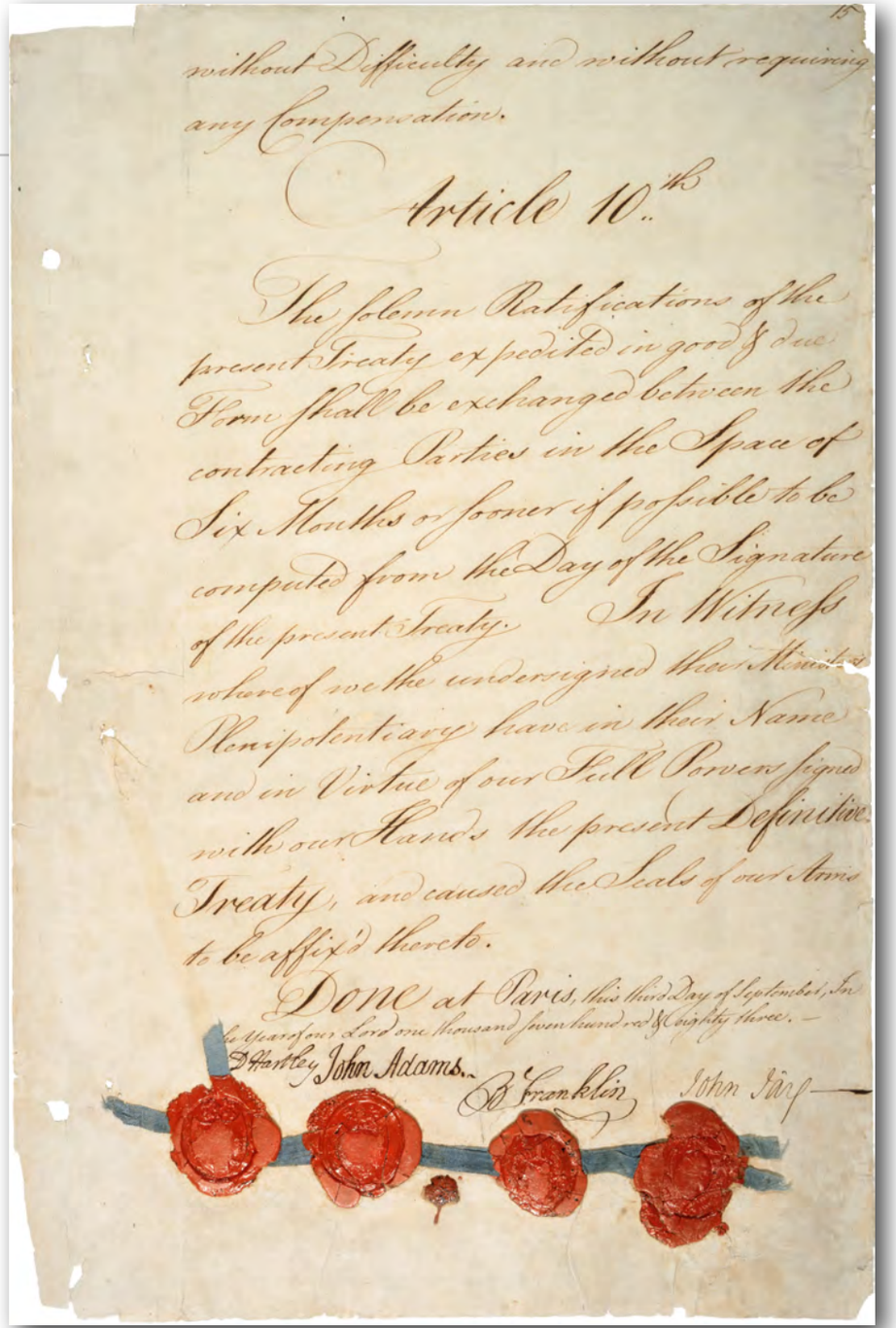


Section 10

The Treaty of Paris

QUESTIONS TO GUIDE INQUIRY

1. **How did a small group of revolutionaries persuade a large group of colonists to give up their British citizenship for an unknown future?**
2. **How did the Treaty of Paris change and impact the lives in a new America? How did it affect the Loyalists, African Americans & Indigenous Peoples**



without Difficulty and without requiring any Compensation.

Article 10th.

The solemn Ratifications of the present Treaty expedited in good & due Form shall be exchanged between the contracting Parties in the Space of Six Months or sooner if possible to be computed from the Day of the Signature of the present Treaty. In Witness whereof we the undersigned their Ministers Plenipotentiary have in their Name and in Virtue of our Full Powers signed with our Hands the present Definitive Treaty, and caused the Seals of our Arms to be affixed thereto.

Done at Paris, this third Day of September, in the Year of our Lord one thousand seven hundred & eighty three. —

D. Hartley John Adams. B. Franklin John Jay

Image Source: http://upload.wikimedia.org/wikipedia/commons/a/a6/Treaty_of_Paris_1783_-_last_page_(hi-res).jpg

The War ended in Yorktown but the British and Americans needed to end it officially. Both countries sent diplomats (officials to represent the government) to Paris, France to negotiate, talk over issues and reach an agreement this treaty.

That is why it is called the Treaty of Paris. It took them about 2 months to reach an agreement and the chart on the next page shows the impact of the treaty.

Interactive 6.19 The Treaty of Paris

Learn more about some of the specifics by visiting this website (requires internet connection)

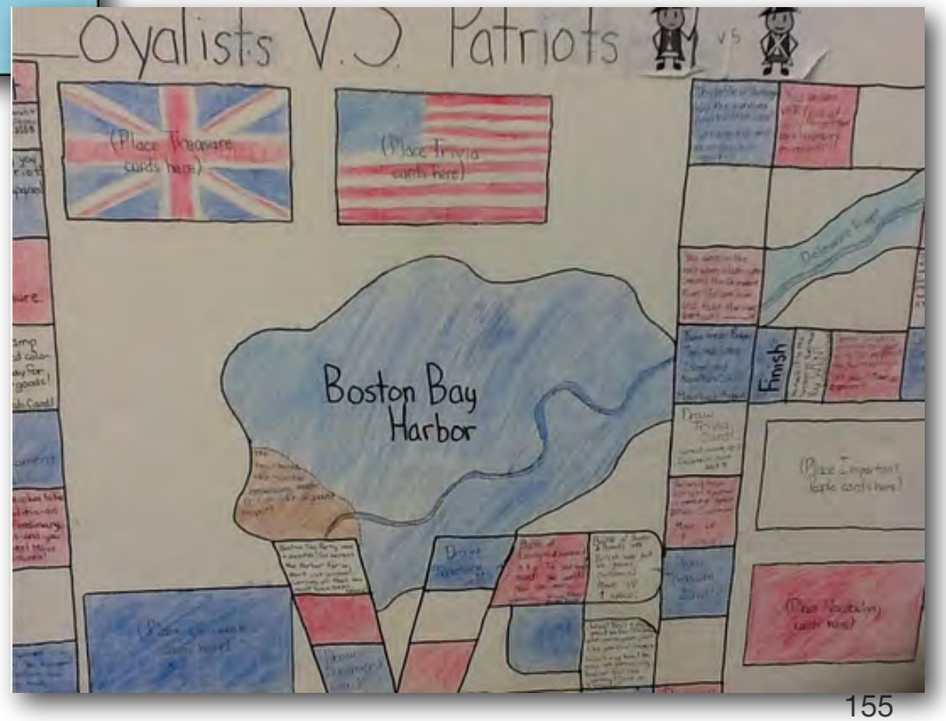
Below is a summary on how the end of the Revolution and the Treaty of Paris impacted the groups of Loyalists, Native Americans, and African Americans.

LOYALISTS	AMERICAN INDIANS	AFRICAN AMERICANS
Most Loyalists fled to other countries at the end of the Revolution.	• None were invited to the Paris of Treaty talks about the land that they claimed and had lived on for many years.	• Most remain enslaved and this will continue for about another 80 years.
Loyalists who stayed in the new America	• Continued to lose millions of acres of tribal land to the new Government.	• Some in the North were freed but this took years to happen.
		• Began standing up by bringing their "culture" to America.

Furthermore, most of the African Americans found out after the war that the "freedom and equality" they had fought for did not apply to them. Slavery continued in the United States for over 80 years after the Revolutionary War ended.

STUDENT ACTIVITY:

Suggested Culminating Activity for the Revolutionary War: Develop and create a Revolutionary War Game board. Find a way to include all parts of the war including the causes, battles, events and outcomes. Add technology to the game boards with QR codes, videos, etc. should you so choose.



Chapter 7

A New Nation

Questions to Guide Inquiry:

How did the changing nation come together to create a unified government?

How did so many different ideas become one government?

Image Source: http://upload.wikimedia.org/wikipedia/commons/9/9d/Scene_at_the_Signing_of_the_Constitution_of_the_United_States.jpg

Section 1

The Declaration of Independence

QUESTIONS TO GUIDE INQUIRY

1. **How did the changing nation come together to create a unified government?**
2. **How did so many different ideas become one government?**

The Declaration of Independence was just the beginning. The colonists kept this document in mind as they fought for independence and created their own government. This Declaration has inspired, and continues to inspire, the promise of freedom around the world.

Why do we need rules in school? In our classroom? Why do we need a government? If something seems unfair, what can you do to change it?



Image source: https://upload.wikimedia.org/wikipedia/commons/8/8f/United_States_Declaration_of_Independence.jpg

At the time the Declaration of Independence was written, 1776, many people didn't believe that everyone should be treated equally or that everyone should have equal rights and freedoms.

The Declaration set the tone for the colonists to deal with an unfair government in England. It also set some guiding principles and established a set of rules that preserved their freedom. As written in the Declaration, they wanted, “ Life, Liberty and the pursuit of happiness.”

The writers of the Declaration of Independence understood that since people create governments and agree to live by their rules, people also have the power to end or change a government that tries to take away anyone’s freedom.



Section 2

The Articles of Confederation

QUESTIONS TO GUIDE INQUIRY

1. **How did the changing nation come together to create a unified government?**
2. **How did so many different ideas become one government?**

Vocabulary

Articles of Confederation

limited government

"Knowledge will forever govern ignorance, and a people who mean to be their own governors, must arm themselves with the power knowledge gives."





Image source: https://upload.wikimedia.org/wikipedia/commons/a/aa/Articles_of_Confederation_1977_Issue-13c.jpg

Interactive 7.1 The Articles of Confederation



Watch the video as an introduction to the Articles of Confederation.

Creating a New Nation

It's hard to imagine the United States of America without a national government. That's how our country began! While the War of Independence was being fought against Britain, the colonists were using the Declaration of Independence to establish smaller "state governments" with their legislators, governors, and their own constitutions.

In 1777 the Continental Congress proposed a plan for a new government called **The Articles of Confederation**. This plan was ratified in 1781. A Confederation is a group of states that become united for one or more reasons. In the document, the new government called itself a 'league of friendship'. It provided for a central government that was weaker than the state governments. This led to problems and arguments between and among the new states.

The colonists did not want a strong central government because of their experience with the unlimited power under British rule and the King. Because of this fear, the Articles of Confederation were written and ratified as a national government as long as power was limited. It was set up as republic, or a system where people elect representatives to run the country.

In a republican system of government, birthright or heredity do not decide who leads or rules the country. Instead, the new republic was based on the core democratic value of popular sovereignty, which meant the people held the power. The people elected representatives to make decisions for the running of the government, maintaining everyone's voice as they served the people. If the representatives didn't listen to the people, they would be voted out of office.

What ideas from the state governments were used to write the Articles of Confederation?

The Articles of Confederation:The first National Government

As this new American Government under the Articles of Confederation began to grow there were some advantages, but there were many more disadvantages. The new government consisted of all thirteen states. The Continental Congress sent delegates to the government and each state had one vote. To pass, major laws needed nine of the thirteen states to agree. There was neither a king nor a president. The Confederation lasted eight years, from 1781-1789. It was an uncommon government for its time because it had a written constitution and no ruler. That in itself was a new idea!

What if there was no such thing as a president of the country?

What if the government had no money to pay soldiers?

What if every state had a different kind of money and you had to change money when you crossed a state border?

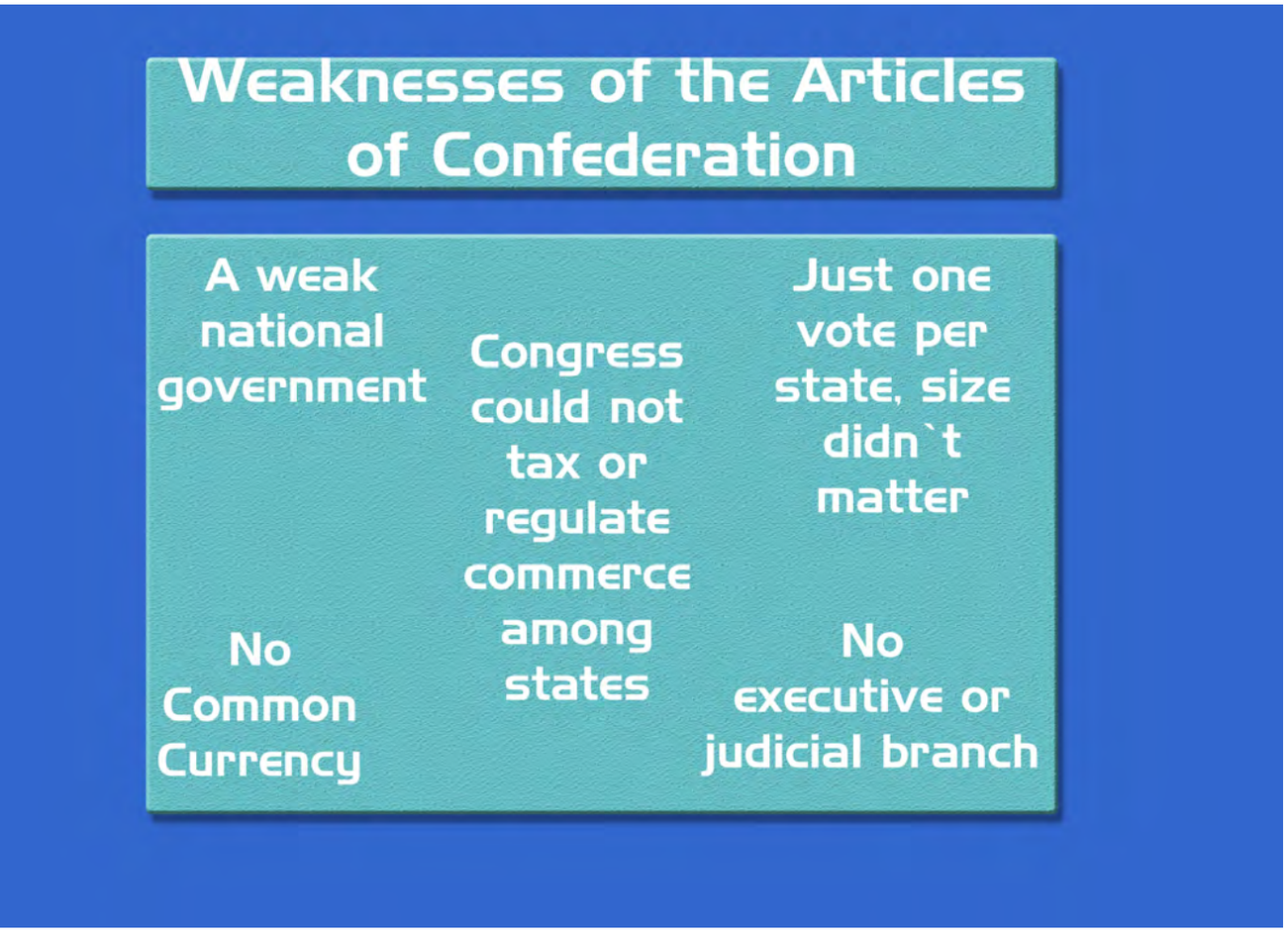
The 13 states had loose ties under the Articles of Confederation. But, in general, each state ruled itself. There was a Congress, where each state had one vote. There was a President of Congress, John Hanson, who led that group. But there was no president in an executive branch to enforce the decisions made by Congress. And there were no national courts to interpret the laws. Congress had limited powers. It could declare war, make treaties, settle serious disagreements between states. It It did not have the power to tax the people. It could ask the states for money to pay national debts, but it could not force the states to pay. And many states did not pay. Congress could pass a law if nine out of the thirteen states agreed, but it had no power over the state or its citizens to enforce the laws. The new congress could print money, but so could each state. And as far as a national defense, Congress could not raise an army without permission from the states.



Image source: https://upload.wikimedia.org/wikipedia/en/5/57/Articles_Of_Confederation_Mural.jpg

Activity: In a small group decide on one aspect or one part of the Articles of Confederation to research and report to the class (see Articles of Confederation at pppst.com for ideas). The challenge is for you and your group to summarize one small part of the Articles of Confederation so your classmates can understand the concept and/or idea you are reporting on. You may use the link below or find your own sources for the report. One person might investigate John Hanson, who was the President of the Congress under the Articles of Confederation. Consider the questions on the next page as you research.

Activity: As your group reports on your Articles of Confederation, what advantages and disadvantages do you see it having on the country? Would the Articles of Confederation work today? What parts would not work? Are there any aspects of the Articles of Confederation that you can see working today?



Class activity - Make a large poster of the weaknesses or write the weaknesses on a white board. In small groups determine the greatest weaknesses and write a reason for your choice.

The land north of the Ohio River Valley was called the Northwest Territory. In 1787 the Northwest Ordinance set a plan for new states to form and join the union. The new states had freedom of religion, the right a fair trial, but could not own slaves.

Despite the fact that Northwest Ordinance set up a governing plan for the new Territory and the formation of new states to the union, the Articles of Confederation were not the best plan for the new Nation.

Shays's Rebellion, Another Effect of the Articles

After the Revolutionary War, many Americans could not pay their bills unless they had gold. Most farmers borrowed money to farm and pay taxes. Many could not pay their debts and went to jail or lost their farms. Many of these farmers were Revolutionary War veterans who were never paid for their service. The farmers in Massachusetts started a rebellion against their state government because they could



Image source: https://upload.wikimedia.org/wikipedia/commons/d/d7/Unidentified_Daniel_Shays_and_Job_Shattuck_-_Google_Art_Project.jpg

not get a fair price for their crops. Their leader was Daniel Shays, a Revolutionary War captain. He asked the Massachusetts government to “go easy” on the the farmers until they could pay their debts. When the state government ignored his request, his troops conducted raids all over the state. Since there was no national assistance, the Massachusetts state government had to put down the rebellion alone. Shay's Rebellion showed the leaders of the new states that they needed a stronger national government than was provided for by the Articles of Confederation.

By 1787, many leaders feared that the new country would fall apart without a stronger central government. They called for a meeting of delegates from all of the states. The goal of this group of delegates was to make changes to improve the Articles of Confederation. But once they had gathered in Philadelphia, they realized that a bigger change was needed. They wrote a brand-new document called the Constitution of the United States and it became the supreme law of the land, then and now. Let’s look at this important document that you and I live by.



Section 3

Writing the Constitution

QUESTIONS TO GUIDE INQUIRY

1. **How did the changing nation come together to create a unified government?**
2. **How did so many different ideas become one government?**

Vocabulary:

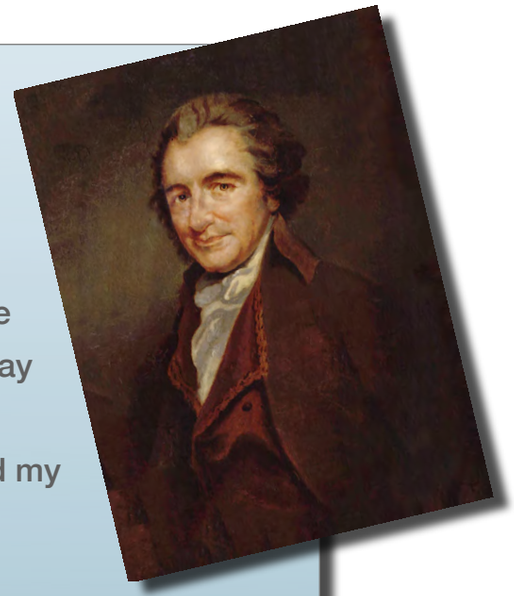
amendment

Constitutional Convention

Framers

"When it can be said by any country in the world, my poor are happy, neither ignorance nor distress is to be found among them, my jails are empty of prisoners, my streets of beggars, the aged are not in want, the taxes are not oppressive, the rational world is my friend because I am the friend of happiness. When these things can be said, then may that country boast its constitution and government. Independence is my happiness, the world is my country and my religion is to do good."

— Thomas Paine



What do you think Thomas Paine meant when he wrote these lines in his manuscript, the Rights of Man in 1791?

Can you make any connections with Thomas Paine's statement with our current government or society?

The Constitutional Convention occurred in May, 1787 when 55 delegates from 12 states met in Philadelphia. Rhode Island was the only state that did not attend the meeting. Some of the most famous names in America were there. Benjamin Franklin, at 80, was the oldest. George Washington served as chair. John Adams and Thomas Jefferson were absent. Both were in Europe as ambassadors for the new country. Others did not attend because they did not want a stronger central government. Patrick Henry, John Hancock, and Samuel Adams fell into this category.

All delegates agreed:

- That the national government should remain a republic.
- That the government should have three parts, a congress to make the laws, a president to make sure the laws are followed, and courts to try cases of national law.
- That the country should have a written constitution.
- That the national government should be allowed to collect taxes.
- That the national government should be allowed to control trade between and among the states and with other countries.

Issues the delegates **did not** agree on:

- The number of votes each state should have.
- How to divide the power between the State and national government.
- How much power the president should have.
- How the president should be chosen.

For several weeks during that long hot summer, the delegates debated and argued about many issues. In the end, they decided there were too many problems with the Articles and the best course would be to write a new constitution. Four months later, the document was completed and history was made! This was not what they were sent to do, so they did not share their work as they went along. They kept their discussions and decisions private from the rest of the world.

That sounds as if it was easy, doesn't it? Well, there was a lot of discussion and disagreement among the delegates. First, they had to decide on the structure of the new government. They wanted to keep the freedoms they had earned through fighting and winning the Revolutionary War. Although it was in the past, people were still fearful of a powerful government that could tell

them what to do at every turn in their everyday lives. They were independent and resourceful people and wanted to keep their individual rights.

Next, there was the serious issue of slavery and how enslaved people would be counted and included in the new country. Northerners were concerned that the Southern states would have more power because they had more population, even though their total population included many enslaved people. Read below to see how those two big problems were handled.

James Madison was well prepared for the convention. He enjoyed studying different types of governments. He had a good understanding of many governments throughout history, from ancient Greece to that of Great Britain. Madison was helpful in settling the many disagreements among the delegates. When arguments emerged and became heated, Madison suggested compromise and he had ideas to help them make these compromises! The Constitution grew out of compromise. There were many small compromises made by all the delegates during the creation of the Constitution. There were two notable compromises that were made in order for the constitution to become the law of the land.

1. Great Compromise: How many votes each state would have in Congress. The compromise was to have two houses in congress, the House of Representatives, based on the population of each state where the people themselves would be represented, and the Senate with two members from each state regardless of the population, where smaller states' votes were equal to those of larger states.

2. Three-Fifths Compromise: Three Fifths of the slaves would count in the population of a state. (5 enslaved people = 3 people counted for the census) This meant that the Southern states had less power in the House of Representatives than their 'real' population would suggest, eventually leading to more conflict (and the Civil War).

How did compromise solve problems or issues at the Constitutional Convention?

How did the use of compromise make the Constitution stronger? How did the Three-fifths Compromise lead to more conflict later?

The next two videos will give you a good idea of how the framers created the Constitution of the United States.

Interactive 7.2 Shhhhh! We're Writing the Constitution



Interactive 7.3 The Preamble



The Constitution was signed on September 17, 1787, so September 17, 2015 marked the 228th anniversary of this remarkable document. We celebrate September 17 as Constitution Day, but notable events took place throughout 1787 leading up to the historic signing. See the timeline in the widget to the right.

Interactive 7.4 Constitution Timeline





Section 4

The Ratification of the Constitution

QUESTIONS TO GUIDE INQUIRY

1. **How did the changing nation come together to create a unified government?**
2. **How did so many different ideas become one government?**

Vocabulary:

Federalists

Anti-Federalist

Can Federalists and Anti-Federalist be found in today's government? In today's modern society?

Can you research and find a current government where there is no central power?

What issues facing America today would be supported by the Federalists or the Anti-Federalists?

Activity: Find a current event or national political issue today and decide whether it would be supported by a Federalist or Anti-Federalist.

Approving the Constitution

The delegates finished their work and was the Constitution was signed by the delegates in September 17, 1787. In order for the Constitution to become the law of the land it had to be approved (ratified) by at least nine of the thirteen states. The new Constitution was sent to the 13 states for approval. Representatives from within each state were elected by the people to represent them at the state level of government.

Their job was to read, discuss and vote to approve or ratify the new Constitution. There was great debate at these state conventions because the delegates had varying opinions on how the constitution should be written. Those who supported the constitution were called **Federalists**. (Federal refers to a central government that shares power with the states.) They thought the country would do better with a stronger central government, so they were satisfied with the Constitution as it was written. Those who opposed this idea, and were more interested in maintaining the rights of each individual, were called Anti-Federalists. This was the strongest argument against the US Constitution; it did not address the individual rights of the citizens and spell out these rights. The **Anti-Federalists** did not want to ratify it without a strong, clear statement of these rights. These states would not ratify until they were promised that the first task of the first Congress would be to craft a Bill of Rights. You will read about that important part of the Constitution in the next section.

Pennsylvania, New Jersey, Delaware, and Georgia quickly ratified the Constitution. The leaders in the other states debated the issues for months. Near the end of the year in

1788, nine states had voted to approve the Constitution. It was then that it officially became the law of the land. By the summer of 1788, all of the states except North Carolina and Rhode Island had voted for **ratification**. These two states ratified the constitution after the government was already in operation.

Activity: Research some of the famous Federalists and Anti-Federalists during the ratification of the US Constitution. Set up a debate in your classroom and provide each side a chance to report and make their arguments for their beliefs. See if you and your classmates could create a compromise.

Why is the federal government organized to give and limit power?

The Constitution the framers created is still the highest law in the United States today! It provides for citizens to elect the officials who govern them. We call them our representatives. It also established the shared power between the state and the national government, called federalism. Each level of our government has its own responsibilities, carefully spelled out, or enumerated, in the Constitution. The national, or federal government consists of three components or branches:

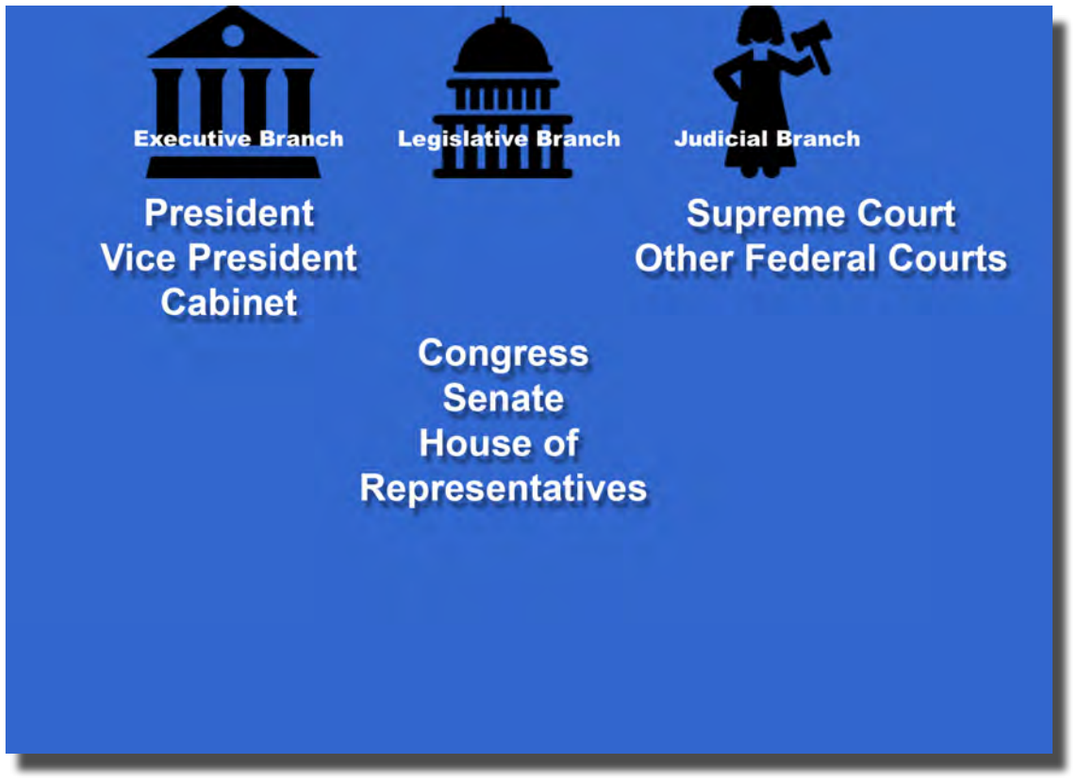
1. The Legislative Branch or Congress, which makes the laws.

2. The Executive Branch headed by the President, which carries out and enforces the laws.

3. The Judicial Branch, headed by the Supreme Court, which decides if the laws are constitutional or not.

The powers of each of these branches can be controlled or checked by the other two. This is called the system of Checks and Balances.

Activity: Think about how your classroom, school, and community are organized. How do the beliefs and principles in the US Constitution show up in your everyday life in these places? Who, in these places, have similar responsibilities as the representatives, the legislative, executive, and judicial branches?



Section 5

The Bill of Rights

QUESTIONS TO GUIDE INQUIRY

1. **How did the changing nation come together to create a unified government?**
2. **How did so many different ideas become one government?**

Vocabulary:

Bill of Rights

A Bill of Rights is what the people are entitled to against every government, and what no just government should refuse, or rest on inference.

Thomas Jefferson



Why were the Bill of the Rights so important to the American People?

Do we still need the Bill of Rights today? Which Amendment do you consider the most important?

Activities: After reading this section, choose one of the Amendments in the Bill of Rights that you feel is most important to you personally. Make a small advertisement promoting the idea of that amendment and why it is so important to you. Please provide a drawing and a short description in your advertisement.

The Bill of Rights

Even after the Constitution was authorized, many people still thought the central government would have too much power. The Bill of Rights was added to the Constitution to guarantee the people of the United States that a strong central government was not a danger to their liberty.

Some states insisted that a Bill of Rights be added to the Constitution. They proposed more than 200 amendments. James Madison weeded out the duplicates. Then he wrote up the most important ideas in 17 proposals. Congress sent 12 of these proposals to the states. In the end, ten were approved. In 1791, they became the first ten amendments to the Constitution. They are called the Bill of Rights. They outline some basic rights of citizens, such as freedom of speech, freedom of the press, and freedom of religion.

This “Bill of Rights” addition was ratified in 1791, three years after the Constitution went into effect, and remains, to this day, one of the most important documents we live by. Study the simple list below and get to know the importance of each one and how it affects your own life.

Bill of Rights

1. Freedom of Speech and Religion.
2. Right to possess arms.
3. Quartering of soldiers prohibited during peacetime.
4. Freedom from arrest without a warrant.
5. Prohibits punishment without legal procedures.
6. Right to a public and speedy trial.
7. Right to a trial by a jury.
8. Prohibits cruel and unusual punishment.
9. Assures recognition of rights that people may have but not listed in the Bill of Rights.
10. The powers not given to the United States are reserved for the states or to the people.

Interactive 7.5 Bill of Rights Rap



Activity: Now that you are familiar with your Constitution of the United States, in groups of two-three, think about how your life as a student is related or unrelated to that document. As a minor, do you have all of the same rights as an adult? What rights do you have as a student in school, a member of your family, a younger citizen of the community? Come up with some amendments to your classroom constitution. Write/post all the Amendments on large sheets of paper or poster boards around the room. Just as James Madison did, weed out the duplicates. As a class vote or compromise on the top 10 Amendments or the Bill of Rights for your classroom. Record and post as the Rights of the Students.

Activity: Your Classroom should have its own Constitution and Bill of Rights to live by for this school year. How does your classroom Constitution and Bill of Rights compare to the US Constitution and Bill of Rights. Record your similarities and differences as a class.

Activity: Each article of the Constitution lays out how our government works. Break into groups and study each one. As you make sense of each article, re-state it to teach it to other students.



Section 6

The New Government

QUESTIONS TO GUIDE INQUIRY

1. How did the changing nation come together to create a unified government?
2. How did so many different ideas become one government?

"Liberty, when it begins to take root, is a plant of rapid growth."

George Washington



What does liberty mean?

What freedoms do you have today that you feel are most important?

How does the Constitution support your freedom today?

How does your freedom relate to others?

Activities: Describe some specific ways that the freedoms protected in the Constitution are important in your life today.

List/brainstorm some public issues facing the United States today.

Suggest an amendment to the Constitution.

The formation of our government happened over many years of planning, brave actions and written documents. This new government, created step-by-step from the Declaration of Independence to the Article of Confederation to the Constitution, was now ready to be tested. The next step was to put the words of the documents into action. This new government of the United States needed to elect a president, write laws, raise taxes, and create a military. Since its beginning we Americans have tested and amended our Constitution many times over the decades but the original plan is still in full use. The Constitution of the United States today is a system that works well despite the fact that it is the oldest framework of government in the world!

The first Presidential election under the constitution was held on January 7, 1789. George Washington was elected President and John Adams as Vice President. None of the Presidential electors voted against Washington. The government met for the first time in New York in March 1789, and Washington was inaugurated (sworn into office) on April 30, 1789.

First Acts of the New Government

1. The Congress passed the Judiciary Act of 1789. This law said the Supreme Court would have six judges. (We now have nine justices.) President Washington appointed John Jay as the first Chief Justice.

2. Congress wrote and approved the Bill of Rights and sent it to the states for ratification.

3. The President formed the first cabinet, the group of leaders appointed to help him run the government (Edmund Randolph [first Attorney General of the United States], Henry Knox [Secretary of War], Alexander Hamilton [Secretary of the Treasury], and Thomas Jefferson [Secretary of State].

4. Alexander Hamilton, as Secretary of the Treasury, set up a tax system that was approved by Congress and President Washington.

The duties and rights of citizens stated in the Constitution are your duties and rights. The Bill of Rights and the amendments that have been added to the Constitution protect you and your freedoms as an American citizen. While our Constitution serves as a solid foundation for our American values, there have been many issues, problems, and differences that we have settled over the course of our history as the United States of America.

Today our citizens do not agree on many public issues. Currently there are many problems facing the our state and our country and our population has very different opinions on the best solutions. It is important that our citizens are informed about public issues, able to examine different points of view and make informed decisions regarding our future.

Activity: One of the growing problems in the Southwest United States is the lack of fresh water. Research and list the states that have a water shortage. What is the climate and land like in those areas? What is the population of these areas? For what would the water be used? The states around the Great Lakes, including Michigan, have an abundance of freshwater; list these states. What is our climate, landforms and bodies of water, our population? For what do we use our water?

Should the states that surround the Great Lakes sell and ship their fresh water to other states in the Union? What might that look like? How would that be done? If sustainability is a concern across the world, can the population of areas with less water be sustained by water from those with more? Should economic and recreational needs of the desert regions of the United States be supported by those regions with more abundant water? Should the Federal/National government pass a law to force Great Lake States to send their water to the Southwest?

Activity: Make a list of pros and cons for sharing the water in the Great Lakes with other states that have little or no water. Choose from the list of pros and cons to make a decision about this issue. Take a side on the issue and be prepared to support through research, data analysis, and the core democratic valves from our US Constitution. (Teacher's note: This is a hypothetical proposition. There are social, economic, and political (as well as logistical) aspects to this issue and they have not yet taken place, so there is no current plan being discussed.)

Activity: Review the core democratic values and choose one or two to support your opinion regarding the water issues facing the Southwestern US.

The Core Democratic Values

Life: Each person has the right to the protection of his or her life.

Liberty: Liberty includes the freedom to believe what you want, freedom to choose your own friends, and to have your own ideas and opinions, to express your ideas in public, the right for people to meet in groups, the right to have any lawful job or business.

The Pursuit of Happiness: Each person can find happiness in their own way, so long as they do not step on the rights of others.

Justice: All people should be treated fairly in getting the advantages and disadvantages of our country. No group or person should be favored.

Common Good: People should work together for the good of all. The government should make laws that are good for everyone.

Equality: Everyone should get the same treatment regardless of where your parents or grandparents were born, race, religion or how much money you have. All people have political, social and economic equality.

Diversity: Differences in language, dress, food, where parents or grandparents were born, race, and religion are not only allowed but accepted as important to the strength of the United States.

Popular Sovereignty: The power of the government comes from the citizens.

Patriotism: A devotion to our country and the core democratic values in words and deeds.

Rule of Law: Both the government and the people must obey the law.

Interactive 7.6 Core Democratic Values

Activity: Make a chart of the costs of water in one of the Great Lakes states. Then, contact a citizen of the Southwest region to find out similar costs to compare them. How would the water be transported to the regions that need it in a usable form? What would it cost to ship this water to the Southwest? Consider the cost of a bottle of water at the grocery store or

the cost of water we use in our homes. What would be the benefit of this idea to the Great Lakes States? To the Southwest states?

Activity: Once you've taken a position on the water shortage issue in the Southwestern United States and determined which core democratic values you would use to support your opinion, continue your research to find factual and definitional terms related to the public issue of water.

Factual terms are important facts closely connected to the water shortage or the Great Lakes water levels. How would this be related to the needs of water (amounts, purpose) and the abundance of water (amounts, purpose)?

Definitional terms: Make sure you understand and know the meaning of all the vocabulary in the question: shortage, abundance, sustainability, bodies of water, (Great Lakes, Lake Powell, Colorado River), land forms (desert), climate, transportation, cost, benefit.

Activity: Continue your research using information and data to support your decision. Be ready to share your point of view with the class.

Activity: After hearing all the arguments for and against the Great Lake States shipping their water, as a class, take a vote on this public issue. Hopefully your class will make an informed decision, based on facts, data analysis, and the core democratic values.



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