

Chapter Overview

Although several European nations had claims in North America, it was the British who eventually dominated the continent. England's early attempts at colonizing ended in failure, but by 1750, British colonies stretched for hundreds of miles along the Atlantic Coast. The colonies were a meeting place of cultures. The Europeans who settled those colonies included Protestants, Catholics, and Jews.

CHAPTER BENCHMARKS



SS.8.A.1.4 Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.

SS.8.A.1.5 Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.

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

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

SS.8.A.2.4 Identify the impact of key colonial figures on the economic, political, and social development of the colonies.

SS.8.A.2.5 Discuss the impact of colonial settlement on Native American populations.

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

WHAT I NEED TO KNOW

TERMS

- charter
- joint-stock company
- headright
- burgess
- dissent
- persecute
- tolerance
- constitution
- patrol
- pacifist

- indentured servant
- debtor

PEOPLE, PLACES, EVENTS

- Sir Walter Raleigh
- Roanoke
- Jamestown
- John Smith
- Plymouth
- Pilgrims
- Mayflower Compact
- Puritans

- Metacomet
- William Penn
- Nathaniel Bacon
- James Oglethorpe

CHAPTER 3

Colonial America

CHAPTER BENCHMARKS, *continued*

SS.8.C.2.1 Evaluate and compare the central ideas and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.

SS.8.E.2.1 Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.

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

LAFS.68.RH.1.1 Cite specific textual evidence to support analysis of primary and secondary sources.

LAFS.68.RH.1.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

LAFS.68.RH.2.4 Determine the meaning of words and phrases as they are used in a text, including specific to domains related to history/social studies.

LAFS.68.RH.2.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

LAFS.68.WHST.1.1 Write arguments focused on discipline-specific content.

LAFS.68.WHST.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

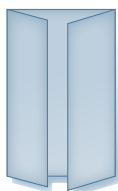


Colonial America

Make this Foldable and label the left three tabs – 1585, 1587, and 1607. Under the tabs, summarize the importance of each date and relate how geography might have led to the successes or failures of each expedition. On the right side, label the three tabs – *New England Colonies*, *Middle Colonies*, and *Southern Colonies*. Under each title, list and label important dates as they relate to colonization. Under the tabs, explain why settlers were drawn to each of the three regions. Note what made them unique geographically and describe how they differed culturally.

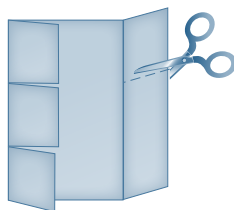
Step 1

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



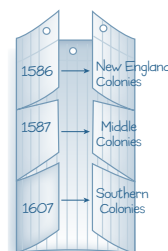
Step 2

Open and cut three equal tabs from the outer edge to the crease on each side.



Step 3

Label the tabs as shown.



LESSON 1 SUMMARY

Roanoke and Jamestown

SS.8.A.1.5, SS.8.A.2.4, SS.8.A.2.7, SS.8.C.2.1

The Mystery of Roanoke

Many European nations took notice of Spain’s success in the Americas. They too wanted to tap into the wealth and opportunities on the other side of the Atlantic. England wanted to settle people on the land it had claimed in North America. England’s Queen Elizabeth gave Sir Walter Raleigh the right to start a colony there. Raleigh’s scouts recommended starting a colony on Roanoke Island. It is just off the coast of what is now North Carolina.

The first settlers arrived in 1585. They faced a difficult winter and decided to return to England. Raleigh sent settlers back to Roanoke Island in 1587. They were led by John White. White’s daughter went with him, and she had a baby named Virginia Dare. Dare was the first English child born in North America.

The colony needed supplies, so White returned to England to get them. He hoped to return in a few months, but because his country was at war with Spain, he could not sail back to Roanoke for almost three years.

When White was able to return, all the settlers were gone. The only clue he found to indicate where they might have gone was a tree with the word *Croatoan* carved into it. White thought the colonists might have gone to Croatoan Island, about 50 miles to the south. Bad weather kept him from getting there, however, and the Roanoke colonists were never seen again.

Success at Jamestown

Because Roanoke had failed, the English waited a while before trying to start more settlements in North America. In 1606 England’s new king decided to renew England’s quest for a colony. He gave the Virginia Company a **charter**—a document that granted the right to form a colony.

The Virginia Company

The Virginia Company was a **joint-stock company**. This means that investors bought shares, or part ownership, in hopes that the company would make money, and they could share in the profits. The company hoped to find gold and set up trade in fish and furs.

1. CITING TEXT EVIDENCE

Underline and number the problems that the early English settlers encountered in Roanoke and Jamestown. Consider how colonists could have been better prepared to deal with these problems. For each of your numbers, write something that the colonists could have done before, during, or after they came to North America to help them be better prepared for what they encountered.

LESSON 1 SUMMARY, continued

2. DETERMINING CENTRAL IDEAS

Incentives are things that encourage or motivate people to do something. List four incentives that the early settlers in Roanoke and Jamestown might have had for coming to North America.

The Virginia Company sent 144 settlers in three ships to build a new colony in North America. They sailed up a river and built a tiny town on its banks in 1607. They named the river the James River and their town Jamestown in honor of King James I.



Soon after landing, the colonists at Jamestown built a fort and housing.

Jamestown Survives

Life was difficult in Jamestown. Colonists suffered from disease and hunger. Captain John Smith forced the settlers to work. He also made friends with the Powhatan—a group of Native Americans in the area. They helped the colonists to survive by giving them food.

In 1609 Smith was injured and had to return to England. The colony struggled, and the Powhatan stopped providing food. The winter of 1609–1610 was called “the starving time.” Many colonists died, but Jamestown survived. The colonists also found a way to make money for its investors. They began growing tobacco using seeds from the West Indies.

More Settlers Come to Virginia

As more settlers arrived in Jamestown, the colony of Virginia expanded. Relations with the Powhatan improved when a colonist, John Rolfe, married the chief’s daughter, Pocahontas. The Virginia Company also sent women to Jamestown to encourage marriage and children.

To attract settlers the company gave a **headright**, or land grant, of 50 acres to people who paid their own way to the colony. This attracted many new settlers.

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LESSON 1 SUMMARY, *continued*

At first, the Virginia Company and the leaders it appointed made the rules for the colonists. In 1619 the company began letting colonists make some of their own rules. Land-owning male colonists could vote for **burgesses**, or representatives. Burgesses helped make laws for the colony. The House of Burgesses was the first legislature in North America elected by the people.

The Virginia Colony was growing but not making money for the Virginia Company. As a result, in 1624 King James took away the company’s charter and declared it a royal colony. It was now under direct control of the English government.

3. IDENTIFYING POINTS OF VIEW How do you think the incentives of the colonists differed from the incentives of the Virginia Company?



REVIEW LESSON 1

1. Complete the chart below or create your own chart on a separate piece of paper to list and explain the reasons for Jamestown’s success.

REASONS FOR JAMESTOWN'S SUCCESS	
Reason	Why It Helped

2. **EVALUATING** The early colonists of Jamestown had to struggle to survive, but they did survive. Of all the reasons listed in your chart, which one do you think was most important to the survival of the Jamestown colonists? Write a brief essay to support your assertion. Explain why your reason is more important than the others that you listed.

The New England Colonies

SS.8.A.1.5, SS.8.A.2.4, SS.8.A.2.7, SS.8.C.2.1

1. MAKING INFERENCES

How do you think the first Puritans who came to America would have defined the term *religious freedom*? How did their definition of religious freedom exclude other people?

Seeking Religious Freedom

Jamestown's settlers came to America in search of wealth. The next wave of English colonists came in search of religious freedom.

England became a Protestant country when it broke away from the Roman Catholic Church and formed the Anglican Church in 1534. Many people **dissented**, or disagreed, with Anglican beliefs. Some kept their Catholic religion, and others wanted to reform the Anglican Church or break away from it altogether.

Protestants who wanted to reform the Anglican Church were called Puritans. Those who wanted to set up their own churches were known as Separatists.

Separatists were **persecuted**, or mistreated because of their beliefs. One group of Separatists fled to the Netherlands, but they were not happy there. They decided to start a colony in North America. They were known as the Pilgrims. A pilgrim is a person who makes a journey for religious reasons.

The Pilgrims Settle Plymouth

In 1620 the Pilgrims sailed to North America aboard a ship called the *Mayflower*. They landed at Cape Cod Bay in what is now Massachusetts and named their colony Plymouth.



The Pilgrims come ashore at Plymouth.

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LESSON 2 SUMMARY, *continued*

The Mayflower Compact

Before they went ashore, the Pilgrims signed an agreement to govern themselves. The agreement was called the Mayflower Compact. By signing it, they agreed in advance to obey whatever laws they passed “for the general good of the colony.” The Mayflower Compact was an important step in the development of democratic government.

The people of Plymouth governed themselves for 70 years. Later, Plymouth would become part of a nearby colony called Massachusetts.

2. DEFINING Write a sentence relating to the early colonists that includes the words **dissent**, **persecute**, and **tolerance**.

Native American Help

Almost half the Pilgrims died during their first winter from illness, hunger, and cold. In the spring, two Native Americans, Squanto and Samoset, befriended the colonists and taught them to grow corn, beans, and pumpkins. They showed them where to hunt and fish.

Squanto and Samoset also helped the Pilgrims make peace with the Wampanoag, a Native American group in the area. For a time, the two lived in harmony. In the fall of 1621, the Pilgrims included their new Wampanoag friends in a feast of thanksgiving.

New Colonies

In 1629 another colony was established nearby. The Massachusetts Bay Colony was founded by Puritans. It was led by John Winthrop.

In the 1630s, more than 15,000 Puritans left England to settle in Massachusetts. They wanted to escape religious persecution and economic hard times. This movement of people is known as the Great Migration.

At the start, Winthrop and his assistants made all the colony’s laws. In 1634 settlers demanded a larger role in government. As a result, adult male church members were allowed to vote for the governor and for representatives to the government. Later, settlers would be required to own property before they would be allowed to vote.

Although the Puritans came to America to escape religious persecution, they had little **tolerance** of other religious beliefs besides their own. As a result, some people left Massachusetts to start their own colonies.

LESSON 2 SUMMARY, *continued*

3. CITING TEXT

EVIDENCE Underline the actions that colonists took to govern themselves. What did each of these actions have in common?

4. SPECULATING Do you think the Native Americans feared the colonists when they first arrived in North America? What was the main cause of friction between the two groups?

Connecticut and Rhode Island

Thomas Hooker was a minister who decided to start his own colony. He and his followers left Massachusetts to form what is now Connecticut. In 1639 they wrote a plan for government called the Fundamental Orders of Connecticut. This was the first written **constitution** in America. It described the organization of representative government and reflected a belief in democratic principles.

Roger Williams was another minister who helped to start a colony to ensure religious freedom. He believed in treating Native Americans fairly. When the Puritans expelled him from Massachusetts, he started the colony of Rhode Island in 1644. Rhode Island was the first place in America where people of all faiths could worship freely.

In 1638 John Wheelwright also left Massachusetts with a group of religious dissenters. He led them north and founded the town of Exeter in New Hampshire. In 1679 New Hampshire became an independent colony.

Conflict With Native Americans

As colonists spread throughout New England, many traded with Native Americans. Some settled on Native American lands without their permission.

In 1675 the Wampanoag leader Metacomet waged war against settlers in the New England colonies. Known to settlers as King Philip, Metacomet enlisted the help of other Native American groups. The war lasted for 14 months and hundreds of Native Americans and colonists died. The colonists won the war and destroyed the power of the Native Americans in New England. The colonies continued to expand.

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LESSON 2 SUMMARY, *continued*



REVIEW LESSON 2

- Use the chart below to compare the founding of the colonies of Connecticut, Rhode Island, and New Hampshire.

	CONNECTICUT	RHODE ISLAND	NEW HAMPSHIRE
Date founded			
Founder			
Reason for founding			

- DETERMINING CENTRAL IDEAS** Use the information in your chart and from the lesson to write an essay discussing the importance of religious freedom in the founding of the New England Colonies. In your essay, answer the following questions: Why did the first settlers seeking religious freedom come to America? What groups of freedom seekers came to New England and in what numbers? How did the issue of religious freedom lead to the founding of several New England Colonies?

The Middle Colonies

SS.8.A.2.2, SS.8.A.2.4

1. DRAWING CONCLUSIONS

How did geography affect the development of New York City and Philadelphia?

2. DESCRIBING List three religious groups that left England and describe their beliefs.

1) _____

2) _____

New York and New Jersey

England had two groups of colonies in North America by 1660. In the north were the New England colonies. In the south were Virginia and the colony of Maryland. Between these two groups were lands controlled by the Dutch. This area was called New Netherland.

New Amsterdam, on Manhattan Island, was the largest and most important settlement in New Netherland. Because it was on the coast and at the mouth of the Hudson, it was a major transportation link to farms, forests, and furs further inland. It became a center of shipping to and from the Americas.

To attract more people to the colony, the Dutch West India Company gave land to people who promised to bring at least 50 settlers to work the land. These landowners were called **patroons**, and they ruled like kings. Settlers owed the patroons labor and a share of their crops.

New Netherland Becomes New York

Because of New Netherland's success, England wanted to take control of the Dutch colony. In 1664, the English sent warships to attack New Amsterdam. Peter Stuyvesant, governor of the colony, surrendered it to the English without a fight.

England's king gave the new colony to his brother, the Duke of York. The duke changed the name from New Netherland to New York. New Amsterdam would become New York City.

New York was a proprietary colony. In this type of colony an owner, or proprietor, owns all the land and controls the government. Not until 1691 did the English government allow citizens of New York to elect their legislature.

New York had a diverse population with Dutch, German, and Swedish people, as well as Native Americans. Its population included the first Jews to settle in North America. By 1664, it had about 8,000 residents, including at least 300 enslaved Africans. It was one of the fastest-growing colonies in North America.

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LESSON 3 SUMMARY, *continued*

Founding New Jersey

The Duke of York decided to divide his colony. He gave part of the land to other nobles. This land became the colony of New Jersey. Unlike New York, it did not have a major port or any natural harbors.

By 1702, New Jersey had become a royal colony. However, the colonists continued to make local laws.

3) _____

Pennsylvania and Delaware

The colony of Pennsylvania was founded by Quakers. Quakers were Protestants who had been persecuted in England. They believed that all people were equal and that people should follow their own “inner light” rather than a religious leader. They were also **pacifists**, or people who refuse to use force or fight in wars.

William Penn owned the colony and founded it to put his Quaker ideas into practice. Penn designed the colony’s main town of Philadelphia. The name means “city of brotherly love.” He also wrote the colony’s first constitution. Penn believed that the land belonged to the Native Americans and that settlers should pay for it. As a result, the people of Pennsylvania had better relationships with Native Americans than many other colonies.

3. COMPARING AND CONTRASTING How did the beliefs of Quakers differ from those of the Puritans? How did William Penn’s actions reflect his beliefs as a Quaker?

Image courtesy National Gallery of Art

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William Penn signs a treaty with the Native Americans.

LESSON 3 SUMMARY, *continued*

Penn took an active role in governing the colony. In 1701, he issued the Charter of Privileges. His charter was another step in establishing democracy in America. It gave colonists the right to elect representatives to a legislature.


People from Sweden had settled land in southern Pennsylvania before the Dutch and English took over the area. Penn allowed them to form their own legislature. Eventually this area became a separate colony named Delaware.



REVIEW LESSON 3

1. Create a chart like the one below to record information about the founding of each of the Middle Colonies.

COLONY	HISTORY
New York	
New Jersey	
Pennsylvania	
Delaware	

2.  **EXPLAINING** Each of the middle colonies had different histories and was founded for different reasons. If you were unhappy in Europe and were given a chance to move to one of these colonies during this time, which colony would you have chosen? Write a paragraph explaining your choice.

LESSON 4 SUMMARY

The Southern Colonies

SS.8.A.2.2, SS.8.A.2.3, SS.8.A.2.4, SS.8.A.2.7

Virginia and Maryland

The early settlement of Jamestown gradually grew into the larger colony of Virginia. Many colonists in Virginia made their living by growing tobacco. Because raising tobacco required many workers, many landowners forced enslaved Africans to do this work. The first Africans were brought to Virginia in 1619.

Some of the tobacco workers were enslaved Africans and others were **indentured servants**. These were people who agreed to work for a certain number of years for no pay. In exchange, their employers paid for their voyage to the colony.

Founding Maryland

In 1634 a new colony called Maryland was founded north of Virginia. Maryland was founded by Sir George Calvert, Lord Baltimore. He wanted to create a place where Catholics could practice their religion freely. At this time, Catholics in England were persecuted. Calvert's son, Cecilius, worked to start the colony.

Cecilius offered free land to settlers. Upper-class Englishmen were given large amounts of land, and average colonists were given less. As in Virginia, wealthy landowners used enslaved Africans and indentured servants to do their work.

Before long, more Protestants than Catholics were living in Maryland. To allow Catholics and Protestants the right to worship freely, the colony passed the Act of Toleration in 1649. However, the law did not end tension between the colony's Protestants and Catholics. When Maryland became a royal colony, it established an official Protestant church. This meant Catholics now faced the same restrictions they had in England.

Other tensions arose over Maryland's border with Pennsylvania. The two colonies argued over the exact location of the boundary between them. They finally agreed to settle the dispute by hiring Charles Mason and Jeremiah Dixon to map the border. This new boundary became known as the Mason-Dixon Line.

1. DIFFERENTIATING

What was the difference between enslaved Africans and indentured servants?

2. COMPARING How was the reason for founding Maryland similar to the reasons for the founding of other English colonies?

LESSON 4 SUMMARY, *continued*

3. SPECULATING

The actions of Virginia’s governor led to Bacon’s Rebellion. What do you think Governor Berkeley could have done differently to prevent the rebellion?

ANALYZING MAPS

4. In which colonies was rice a major product?

Rebellion in Virginia

Virginia also had to deal with conflict at this time. As the colony grew, settlers were moving west onto Native American land. Virginia Governor William Berkeley wanted to prevent a war. He made a pledge to Native Americans. In exchange for a large piece of land, he agreed to keep settlers from pushing into their territory.

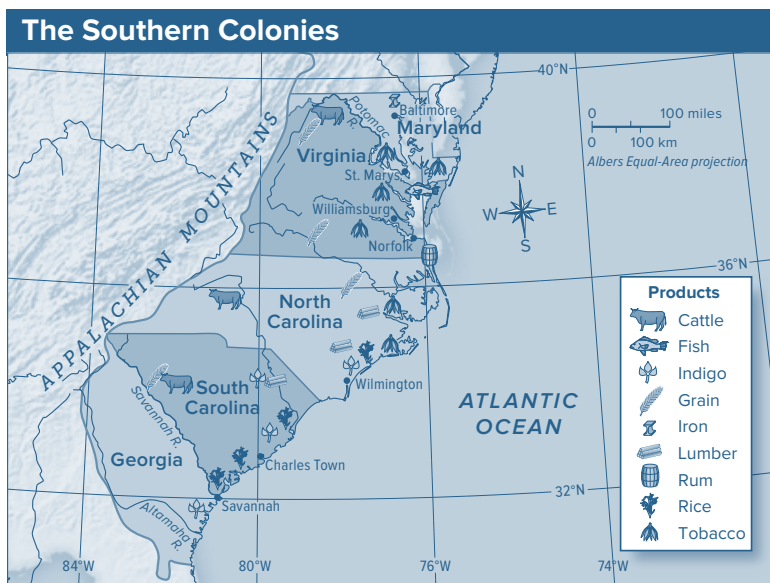
Nathaniel Bacon was a farmer in western Virginia. Like other farmers in the area, he wanted to be free to expand to the west. He did not like the promise the governor had made. He thought the government was controlled by people in eastern Virginia and did not care about problems in the west.

As a result, in 1676 Bacon led attacks on Native American villages. His army even marched to Jamestown and drove out the governor. Bacon was about to take over the colony when he died. Today, this event is called Bacon’s Rebellion. It was important because it showed that people wanted a government that listened to their demands.

The Carolinas and Georgia

In 1663 King Charles II in England created a new colony south of Virginia called Carolina. Proprietors sold or rented the land to English settlers.

An English political thinker, John Locke, wrote the constitution for the new colony. It listed the powers of the new government and set up guidelines for land divisions and social rank.



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LESSON 4 SUMMARY, *continued*

Two Carolinas

Farmers from Virginia’s backcountry settled in northern Carolina. They grew tobacco and sold timber and tar. Because northern Carolina did not have a good harbor, farmers used Virginia’s ports.

Southern Carolina was more prosperous because of the fertile land and the harbor at Charles Town (later called Charleston). Settlements spread, and the trade in deerskin, lumber, and beef flourished. Two important crops were indigo and rice. Indigo is a blue-flowering plant that is used to dye cloth. A young English woman named Eliza Lucas developed this crop in the 1740s.

The most important crop was rice. It grew well in the wet coastal lowlands. English farmers were not used to growing rice, so they often relied on enslaved Africans from rice-growing areas in Africa for their knowledge. Enslaved Africans also had to do the backbreaking work of planting and harvesting the rice. As farmers grew more rice, the demand for slave labor increased. By 1708, more than half of the people in South Carolina were enslaved Africans.

Carolina did not develop as planned. Its settlers wanted the proprietors to give them a greater role in government. In 1719 settlers in southern Carolina seized control from its proprietors. In 1729 Carolina split into North and South Carolina.

Georgia

The colony of Georgia was founded in 1733. It was the last colony set up by the English in North America.

Its founder, James Oglethorpe, wanted it to be a place where poor people and **debtors** could get a fresh start. England also hoped Georgia would protect the colonies from Spain, who had a colony in Florida. It stood between the Spanish colony and other English colonies. Oglethorpe’s colony did not work out as he had planned, so he turned Georgia over to the king in 1751.

5. CONTRASTING List the differences between North and South Carolina.

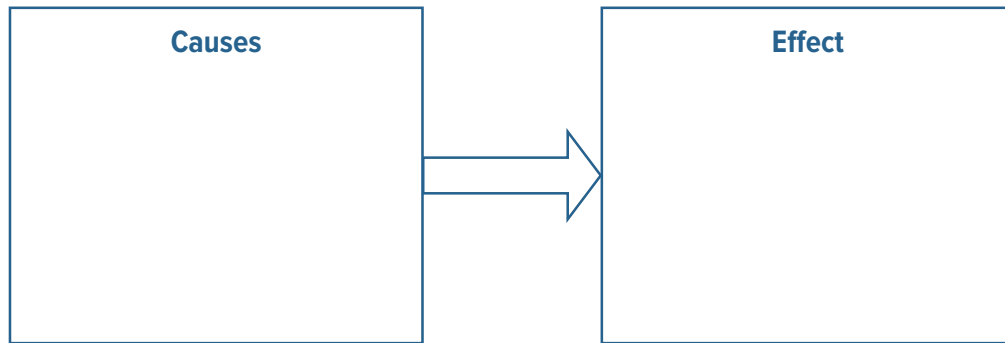
6. MAKING CONNECTIONS
How were the reasons for creating the colony of Georgia different from the reasons for creating the other English colonies?


LESSON 4 SUMMARY, *continued*



REVIEW LESSON 4

1. Create a cause-and-effect diagram like the one below to explain the causes and effect of Bacon's Rebellion.



2.  **PREDICTING** How do you think Bacon's Rebellion might have been a sign of things to come in colonial America? Write a paragraph to explain your answer.



Benchmark Skill Activities

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

LAFS.68.WHST.2.4

1. ANALYZING

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

In an essay, discuss the overall history of the colonial regions, including the patterns of settlement and developing economies. Which region would you predict to be the most successful in the future? Explain your answer.

LAFS.68.RH.2.4

2. IDENTIFYING POINTS OF VIEW

Each of the items listed below was created during the colonial period. They reveal some of the colonists' ideas about how government should work. Complete the chart by describing what each document says about the colonists' view of how a government should operate.

House of Burgesses	→	
Mayflower Compact	→	
Fundamental Orders of Connecticut	→	
Charter of Privileges	→	

BENCHMARK SKILLS ACTIVITIES, *continued*

LAFS.68.RH.1.1, LAFS.68.RH.1.2, LAFS.68.RH.2.4, LAFS.68.RH.2.6

3. ANALYZING PRIMARY SOURCES

Read the passage below taken from the First Charter of Virginia, written in 1606. It grants the Virginia Company the right to colonize Virginia. This passage describes one of the things that King James expected the Virginia Company and the colonists to do.

“We, greatly commending, and graciously accepting of, their Desires for the Furtherance of so noble a Work, which may, by the Providence of Almighty God, hereafter tend to the Glory of his Divine Majesty, in propagating of Christian Religion to such People, as yet live in Darkness and miserable Ignorance of the true Knowledge and Worship of God, and may in time bring the Infidels and Savages, living in those parts, to human Civility, and to a settled and quiet Government. . . .”

- a. What is King James telling the company and colonists to do in this passage?
- b. How does King James view the native people who lived in the Americas?
- c. What words does he use to describe them?
- d. How do you think King James’s opinions of Native Americans could affect the relationship between English colonists and Native Americans?

BENCHMARK SKILLS ACTIVITIES, *continued*

LAFS.68.RH.1.1, LAFS.68.RH.1.2, LAFS.68.RH.2.4, LAFS.68.RH.2.6, LAFS.68.WHST.2.4

4. SUMMARIZING

Use the Internet to find a copy of Nathaniel Bacon's Declaration written in 1676. In this document, Bacon demands that Governor William Berkeley take immediate actions to support the settlers in western Virginia and their claims to Native American lands. He accuses the governor of favoring his political friends and not serving the needs of the common people. Read the declaration and then answer the questions that follow.

- a. Summarize three of Bacon's complaints against Governor Berkeley.
- b. What does Bacon promise to do if the governor does not agree to his demands?
- c. Why does Bacon think it is the governor of Virginia's duty to protect the people in Western Virginia?



Benchmark Note Cards

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

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

THE THIRTEEN COLONIES

New England Colonies	Middle Colonies	Southern Colonies
Massachusetts	New York	Maryland
New Hampshire	New Jersey	Virginia
Connecticut	Pennsylvania	North Carolina
Rhode Island	Delaware	South Carolina
		Georgia

SEEKING RELIGIOUS FREEDOM

Pilgrims or Separatists	→	settled in Plymouth, Massachusetts
Puritans	→	settled in Massachusetts
Quakers	→	founded colony in Pennsylvania
Catholics	→	started colony in Maryland

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

SLAVERY IN THE COLONIES

The first enslaved Africans were brought to the English colonies in 1619. Raising tobacco required many workers, so landowners forced enslaved Africans to do this work. Some tobacco workers were slaves and others were indentured servants. These were people who agreed to work for a certain number of years for no pay. In exchange, their employers paid for their voyage to the colony.

Enslaved Africans were also forced to plant and harvest rice. Many English farmers were not used to growing rice. They relied on enslaved Africans who had been raised in West African rice-growing regions for their knowledge. As farmers grew more rice, the demand for slave labor increased. By 1708 more than half of the people in South Carolina were enslaved Africans.

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BENCHMARK NOTE CARDS, *continued*

SS.8.A.2.4 Identify the impact of key colonial figures on the economic, political, and social development of the colonies.

KEY COLONIAL FIGURES

Sir Walter Raleigh granted the right to claim land and set up colonies in North America

John Smith Jamestown leader who helped early settlers survive harsh conditions

Metacomet Wampanoag leader who was defeated in King Philip's War

William Penn Quaker who founded Pennsylvania and issued the Charter of Privileges

Nathaniel Bacon Virginia farmer who started Bacon's Rebellion to oppose the colonial government

James Oglethorpe founder of last English colony of Georgia

BACON'S REBELLION

Bacon's Rebellion challenged the colonial government of Virginia and its governor, William Berkeley. Nathaniel Bacon, a farmer from western Virginia, was angered when he thought the colonial government was not representing the interests of western farmers. He thought the government was dominated by easterners. He also resented the governor's pledge to stay out of Native American territory. Bacon was near success when he died. The rebellion demonstrated that government could not ignore the demands of the people.

BENCHMARK NOTE CARDS, *continued*

SS.8.A.2.5 Discuss the impact of colonial settlement on Native American populations.

KING PHILIP'S WAR

The competition for land resulted in this 14-month war, which pitted settlers against the Wampanoag leader Metacomet and several other Native American groups. The war would destroy the power of the Native Americans in New England and allow colonial settlement to expand.

SS.8.C.2.1 Evaluate and compare the central ideas and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.

EARLY COLONIAL GOVERNMENT

	Date Established	Key Fact
House of Burgesses	1619	first legislature in North America elected by the people
Mayflower Compact	1620	key step in development of representative, democratic government in America
Fundamental Orders of Connecticut	1639	first written constitution in America
Charter of Privileges	1701	granted colonists the right to elect representatives to the legislature

Chapter 3

VISUAL SUMMARY

DIRECTIONS: Complete the following graphic organizer.

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1550–1650

- ★ First settlers arrive in _____, 1585
- ★ Settlers build _____ on the banks of the James River, 1607



- ★ _____ is first legislature in North America to be elected by the people, 1619
- ★ First _____ are brought to Virginia, 1619
- ★ _____ sets up an organized, orderly government in Plymouth, 1620
- ★ _____ settle Massachusetts Bay Colony, 1630



- ★ _____ is first written constitution in America, 1639
- ★ _____ becomes first place in America where people of all faiths can worship freely, 1644

1650–1700

- ★ _____ takes away the power of the Native Americans in New England, 1675



- ★ _____ demonstrates that government cannot ignore the demands of its people, 1676
- ★ _____ is taken over by the English, 1664

1700–1750

- ★ _____ issues the Charter of Privileges, 1701
- ★ _____ splits into _____, 1729
- ★ Last English colony of _____ founded, 1733

USING PRIMARY SOURCES

DIRECTIONS: Read the following primary source from the First Charter of Virginia written in 1606 and then answer the questions that follow.

“ . . . Also we do, for Us, our Heirs, and Successors, DECLARE, by these Presents, that all and every the Persons being our Subjects, which shall dwell and inhabit within every or any of the said several Colonies and Plantations, and every of their children, which shall happen to be born within any of the Limits and Precincts of the said several Colonies and Plantations, shall HAVE and enjoy all Liberties, Franchises, and Immunities, within any of our other Dominions, to all Intents and Purposes, as if they had been abiding and born, within this our Realm of England, or any other of our said Dominions.

Moreover, our gracious Will and Pleasure is, and we do, by these Presents, for Us, our Heirs, and Successors, declare and set forth, that if any Person or Persons, which shall be of any of the said Colonies and Plantations, or any other, which shall trick to the said Colonies and Plantations, or any of them, shall, at any time or times hereafter, transport any Wares, Merchandises, or Commodities, out of any of our Dominions, with a Pretence to land, sell, or otherwise dispose of the same, within any the Limits and Precincts of any of the said Colonies and Plantations, and yet nevertheless, being at Sea, or after he hath landed the same within any of the said Colonies and Plantations, shall carry the same into any other Foreign Country, with a Purpose there to sell or dispose of the same, without the Licence of Us, our Heirs, and Successors, in that Behalf first had and obtained; That then, all the Goods and Chattels of such Person or Persons, so offending and transporting together with the said Ship or Vessel, wherein such Transportation was made, shall be forfeited to Us, our Heirs, and Successors. . . .”

USING PRIMARY SOURCES, *continued*

The colonists spoke and wrote quite differently than we do today, so reading primary sources from that time can be difficult. To help you understand what you are reading, make a table with two columns. In the left column, copy each line from the excerpt. In the right column, summarize what the sentence says. Use the dictionary and Internet sources to help you with words that you do not know. Then answer the questions below.

1. What protections do King James and the English government promise to colonists?
2. What restrictions does the charter place on the colonists?
3. How does the charter say that colonists will be punished if they do not comply with these restrictions?
4. If you were a colonist moving to Virginia, write three questions that you would want to ask King James about this charter before signing it.



Chapter Practice Test

DIRECTIONS: Circle the best answer for each question.

The passage below is from the Mayflower Compact.

“IN THE NAME OF GOD, AMEN. We, whose names are underwritten, the Loyal Subjects of our dread Sovereign Lord King James, by the Grace of God, of Great Britain, France, and Ireland, King, Defender of the Faith, &c. Having undertaken for the Glory of God, and Advancement of the Christian Faith, and the Honour of our King and Country, a Voyage to plant the first Colony in the northern Parts of Virginia; Do by these Presents, solemnly and mutually, in the Presence of God and one another, covenant and combine ourselves together into a civil Body Politick, for our better Ordering and Preservation, and Furtherance of the Ends aforesaid: And by Virtue hereof do enact, constitute, and frame, such just and equal Laws, Ordinances, Acts, Constitutions, and Officers, from time to time, as shall be thought most meet and convenient for the general Good of the Colony; unto which we promise all due Submission and Obedience. IN WITNESS whereof we have hereunto subscribed our names at Cape-Cod the eleventh of November, in the Reign of our Sovereign Lord King James, of England, France, and Ireland, the eighteenth, and of Scotland the fifty-fourth, Anno Domini; 1620.”

1

SS.8.C.2.1, LAFS.68.RH.2.4 (High)

What do you think the settlers at Plymouth were describing when they used the phrase “civil Body Politick”?

- A** a lawmaking body or legislature
- B** the governor of the new colony
- C** people under the same government
- D** a constitution



2

SS.8.C.2.1, LAFS.68.RH.1.1 (High)

Many historians view the Mayflower Compact as a step in the development of representative government in America. Which phrase supports this idea?

- A** “Laws, Ordinances, Acts, Constitutions, and Officers”
- B** “most meet and convenient for the general Good of the Colony”
- C** “better Ordering and Preservation”
- D** “we promise all due Submission and Obedience”

3

SS.8.A.1.5 (Moderate)

This painting depicts the signing of the Mayflower Compact by Plymouth settlers.



Which title do you think the painter would say describes the mood of the painting?

- A** “Settlers Argue About Their Future”
- B** “A Signing Celebration Begins”
- C** “Colonists Ponder Their Decision”
- D** “Sadness Settles Over the Ship”



4

SS.8.A.2.2 (High)

Why were the colonies of Connecticut, Rhode Island, and New Hampshire created?

- A because of the intolerance of the Puritans in Massachusetts
- B to replace the failed colony of Roanoke
- C to escape religious persecution in England
- D to fulfill the Charter of Privileges

5

SS.8.C.2.1 (High)

John Locke, an English philosopher, wrote the constitution for the colony of Carolina. In it he said that,

“Every man has a property in his own person . . . The labour of his body, and the work of his hands . . . are properly his.”

What statement best paraphrases Locke’s words?

- A People own the rights to what they produce.
- B Good citizens are required to work.
- C People can form governments to protect their rights.
- D All men are created equal.

6

SS.8.A.2.5 (Moderate)

What was a result of King Philip’s War for the region’s Native Americans?

- A They received a large land grant.
- B They signed a treaty giving up their land.
- C They lost their power in New England.
- D They were able to slow down colonial settlement.



Chapter Practice Test, *continued*

7

SS.8.A.2.2 (Moderate)

What were the two main reasons that colonists came to America from England and the Netherlands?

- A to convert Native Americans to Christianity and establish centers of trade
- B to make profits from trade and find religious freedom
- C to find fertile land to farm and establish a democratic government
- D to force Spain to give up its colonies and establish ties with France

8

SS.8.A.2.3 (Moderate)

*“Wanted
To go to Maryland, a blacksmith, young man unmarried, able to use a
plow, axes, and to keep a horse. Will bind for five years and will meet with
suitable encouragement.”*

Ads like this were common in the early colonies. What would someone who created an ad like this be looking for?

- A an enslaved African
- B a patroon
- C a headright
- D an indentured servant



9

SS.8.A.2.3, LAFS.68.RH.1.2, LAFS.68.RH.2.4 (High)

Read the following excerpt from the First Charter of Virginia granted by the king of England to the Virginia Company in 1606.

“And moreover, we do GRANT and agree, for Us, our Heirs and Successors; that that the said several Councils of and for the said several Colonies, shall and lawfully may, by Virtue hereof, from time to time, without any Interruption of Us, our Heirs or Successors, give and take Order, to dig, mine, and search for all Manner of Mines of Gold, Silver, and Copper, as well within any Part of their said several Colonies, as of the said main Lands on the Backside of the same Colonies; And to HAVE and enjoy the Gold, Silver, and Copper, to be gotten thereof, to the Use and Behoof of the same Colonies, and the Plantations thereof; YIELDING therefore to Us, our Heirs and Successors, the fifth Part only of all the same Gold and Silver, and the fifteenth Part of all the same Copper, so to be gotten or had, as is aforesaid, without any other Manner of Profit or Account, to be given or yielded to Us, our Heirs, or Successors, for or in Respect of the same.”

What are two things that the English government is asking the signers to agree to in this statement?

- A to establish a colony and pay taxes
- B to take gold and silver from the Native Americans and give it to England
- C to find precious metals and give a portion of them back to England
- D to work with the French to find resources and share them with the English government

10

SS.8.C.2.1 (Moderate)

Central ideas and principles of American constitutional government were expressed in colonial documents. Which document was the first written constitution in America?

- A Fundamental Orders of Connecticut
- B House of Burgesses
- C Charter of Privileges
- D Mayflower Compact