

MI OPEN BOOK PROJECT

United

Beginnings through Revolution

States

History



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Karyn Hutchinson, Denise Knapp, Sara Smith

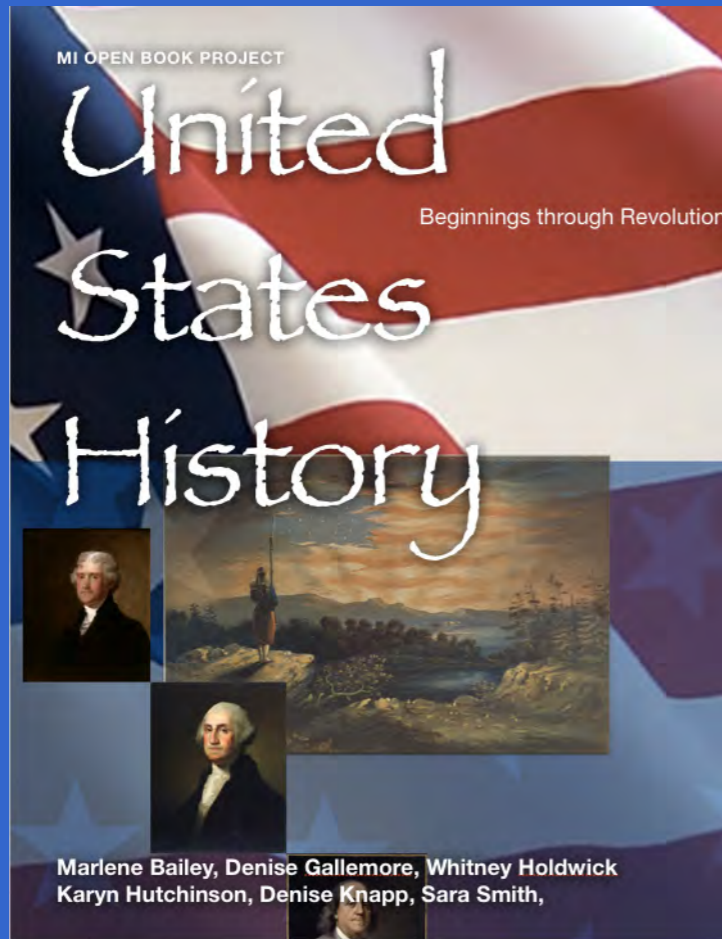


United States History - Beginnings through Revolution



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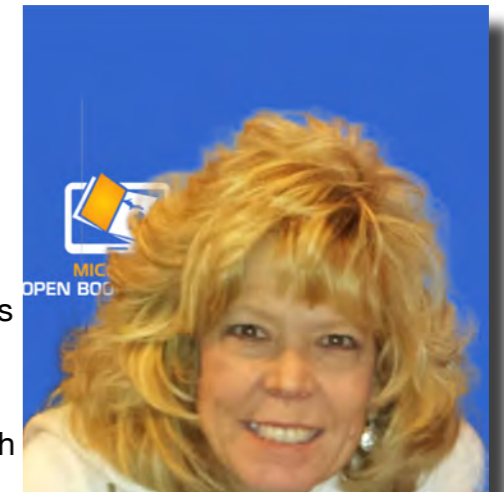
Marlene Bailey serves as an elementary social studies chair for the Elk Rapids school district Curriculum Committee. She holds a bachelor of science degree in Education from Michigan State University and a graduate degree in Curriculum and Instruction from Louis National University. Bailey has more than 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



Whitney Holdwick

Harbor Beach Community Schools

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

Lincoln Elementary School

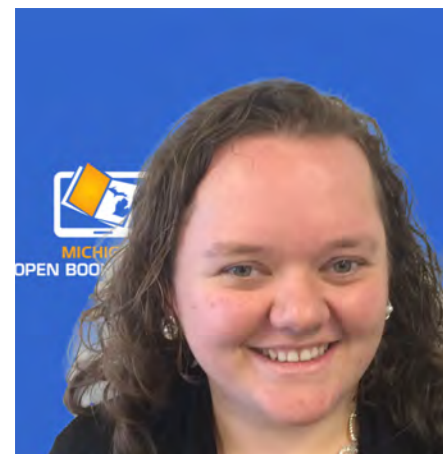
Karyn graduated summa cum laude from Lake Superior State University in 2003, where she received her bachelor degree in elementary education. She went on to earn her master's degree in curriculum and instruction from Lake Superior State University. This is Karyn's 12th year teaching in Sault Ste. Marie.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

Denise Knapp

Wyandotte Public Schools

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

Laker School District

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 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?





Section 1

Geography of Colonial 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 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?

Vocabulary:

Climate

Latitude

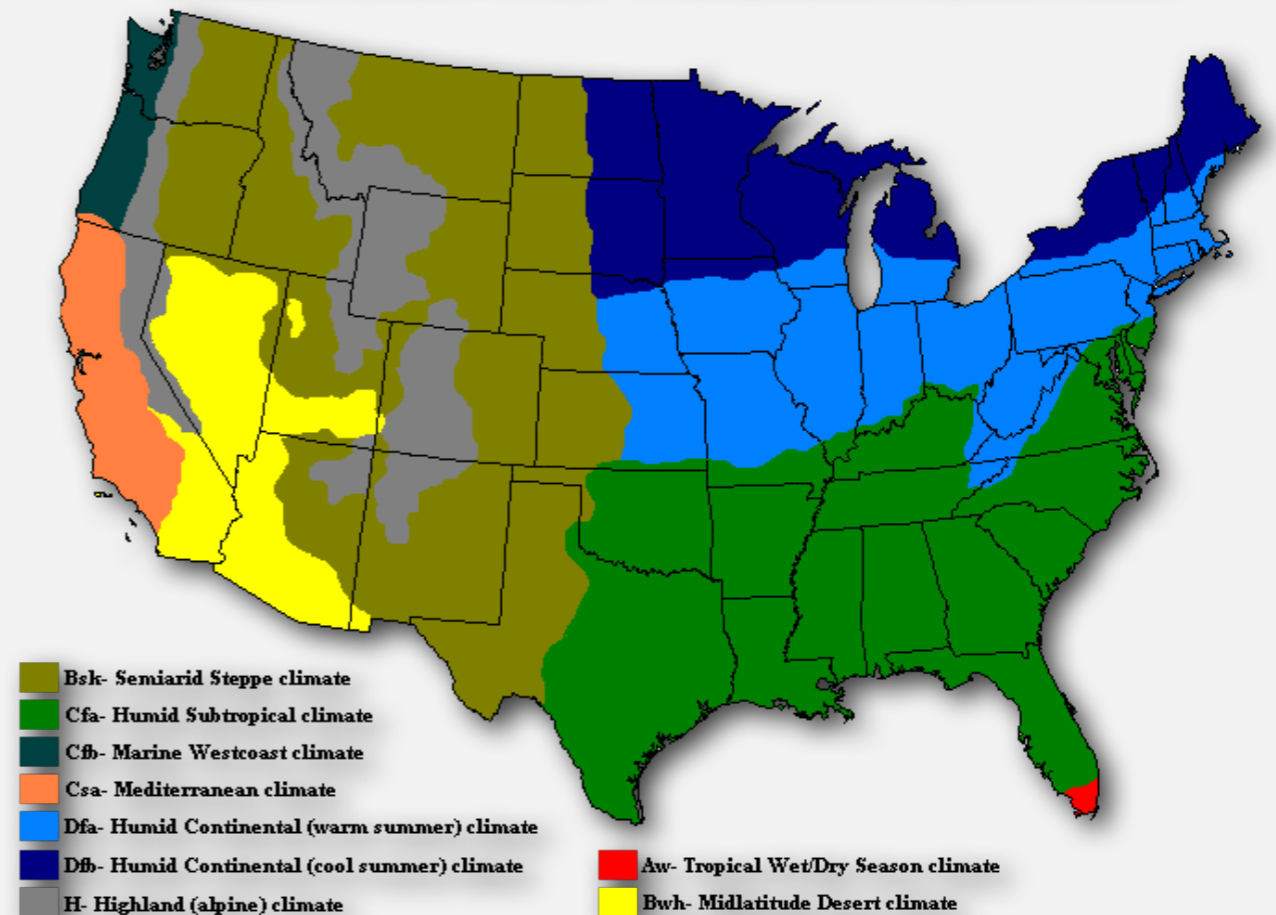
Interactive 4.2 Graphic Organizer



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.

Climate Zones of the Continental United States



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 northernmost 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

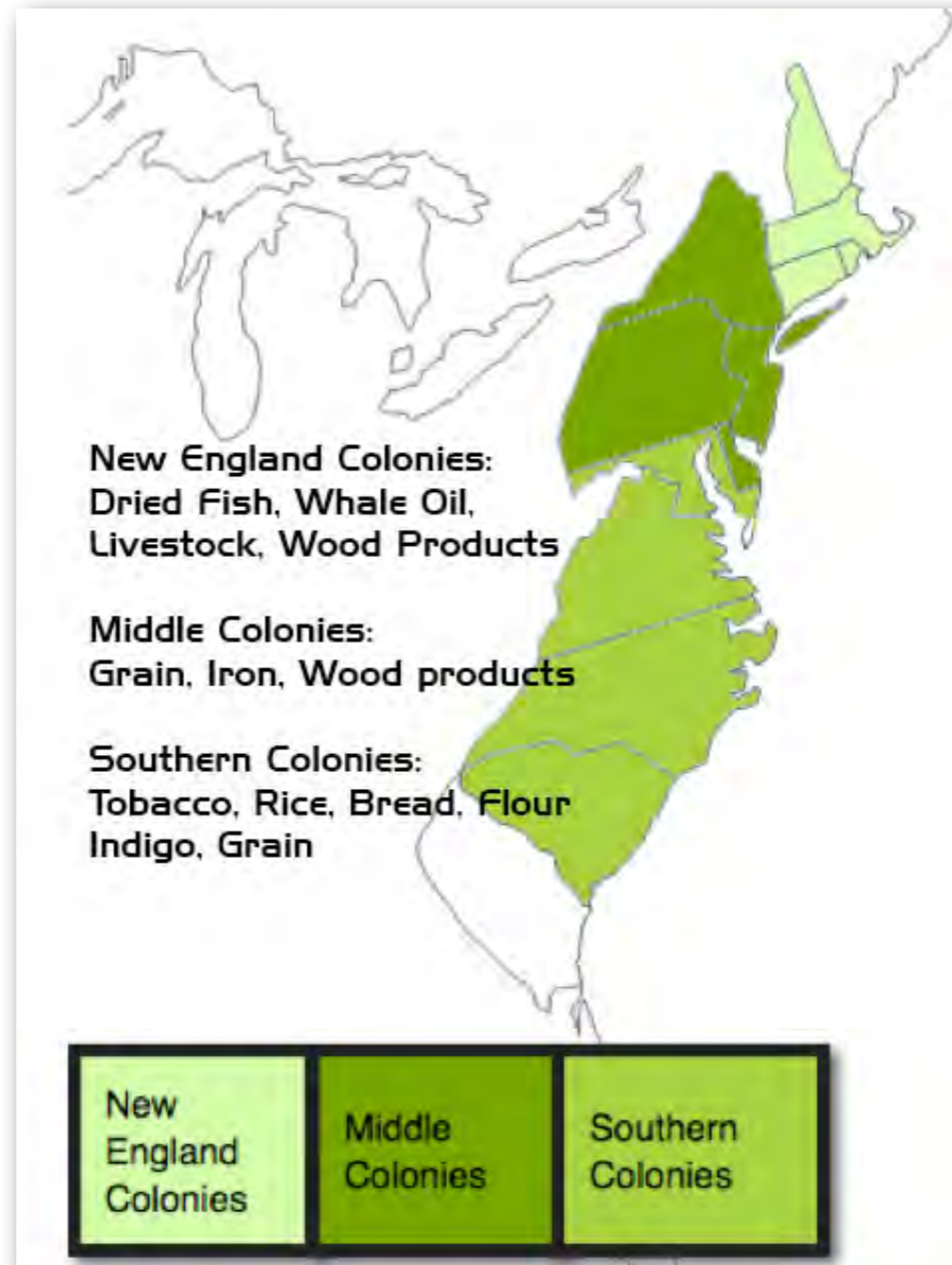
also well suited to farming. It is fairly flat and has very fertile soil. This area also has some river systems, like the Hudson River in New York and the Delaware River.

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.

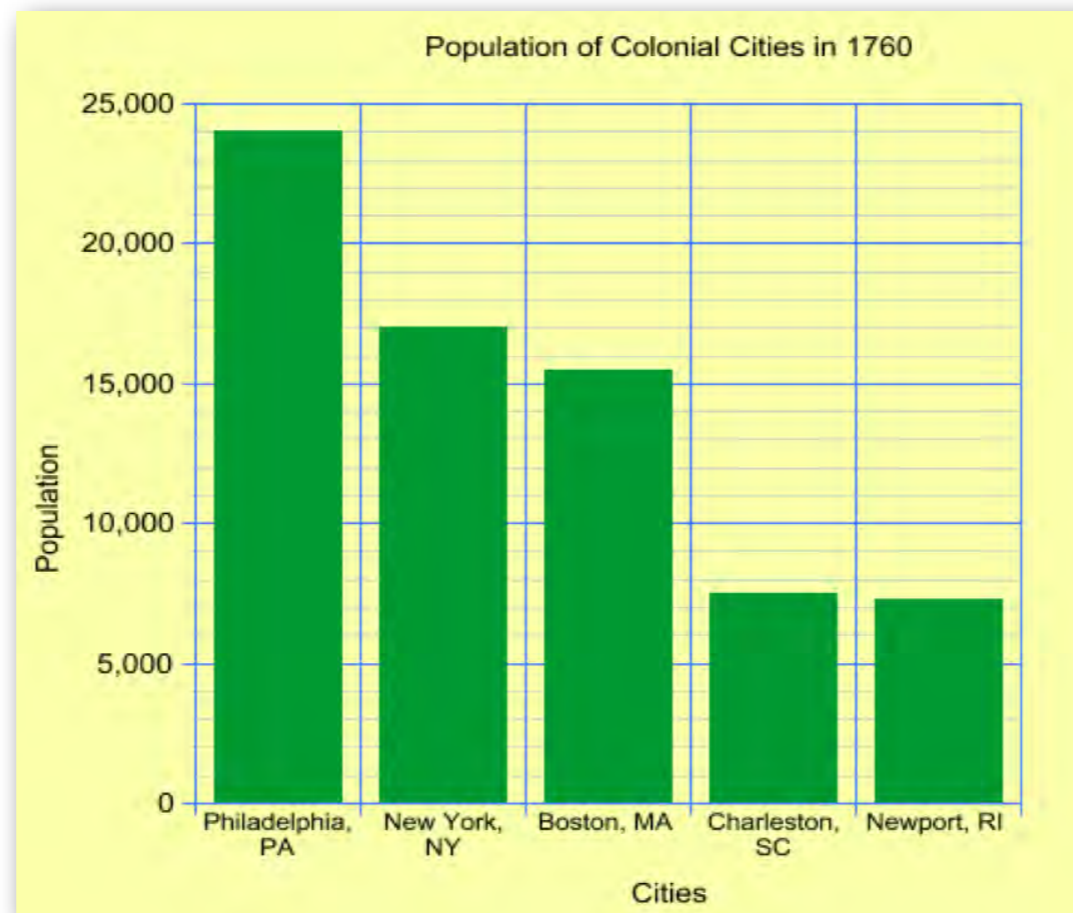


Image source: <http://nces.ed.gov/nceskids/createagraph/index.asp?ID=371d2a38f98844f19164d03b759fcec7>

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.

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.

Government

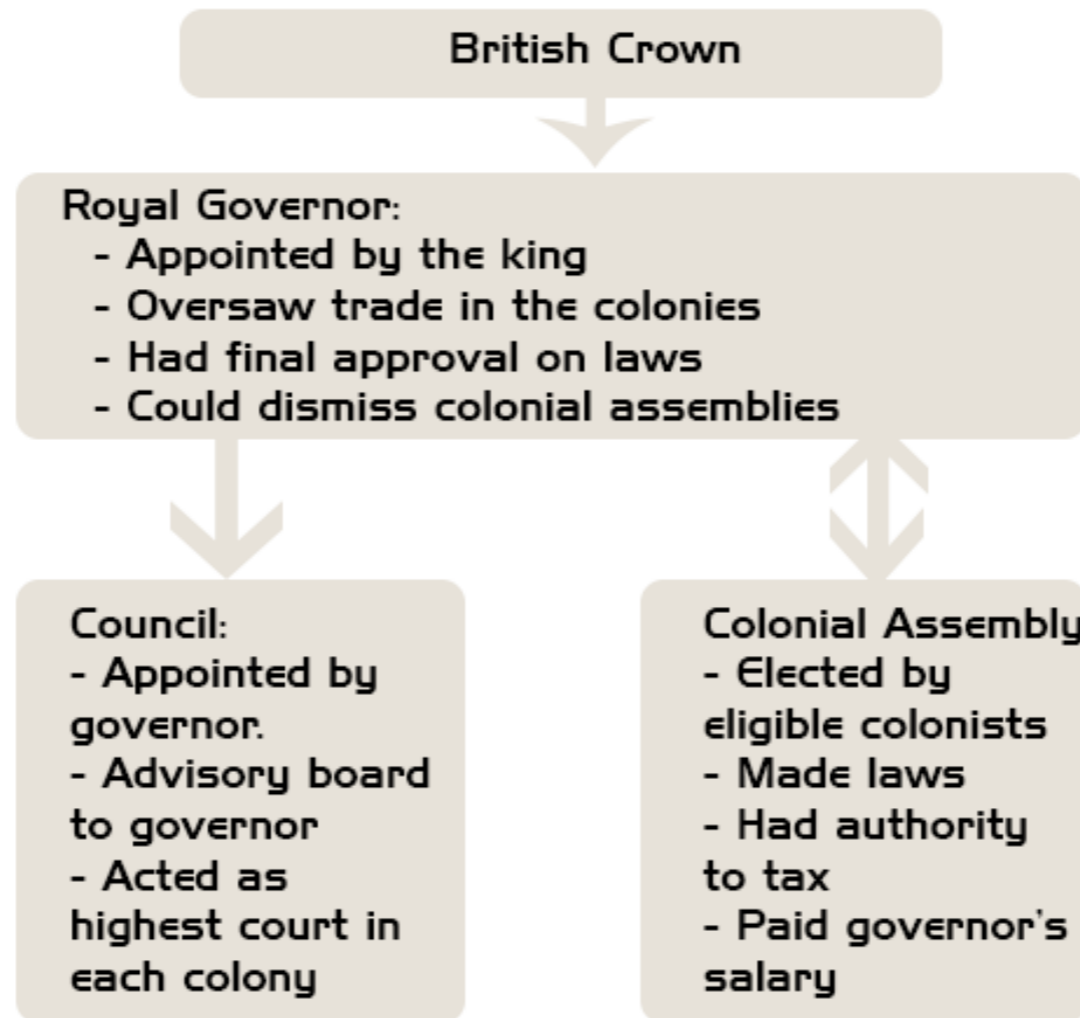
QUESTIONS TO GUIDE INQUIRY

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!

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

Interactive 4.5 Pardon or Pillory



*Play this interactive game
(requires internet connection)*

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.

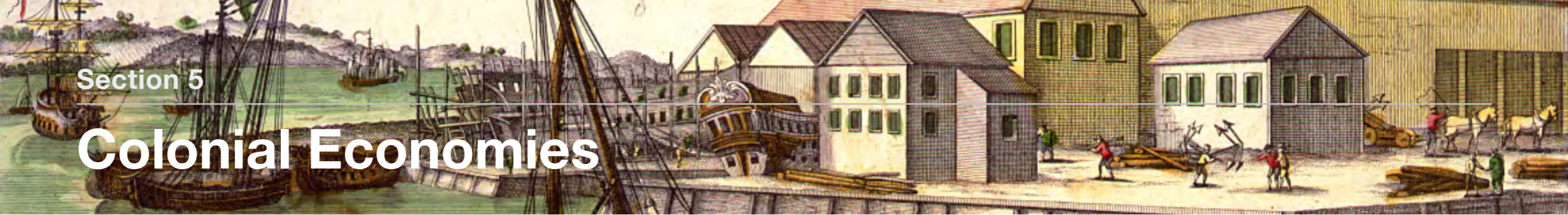
This act was repealed in 1660 by a new king, King Charles

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

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

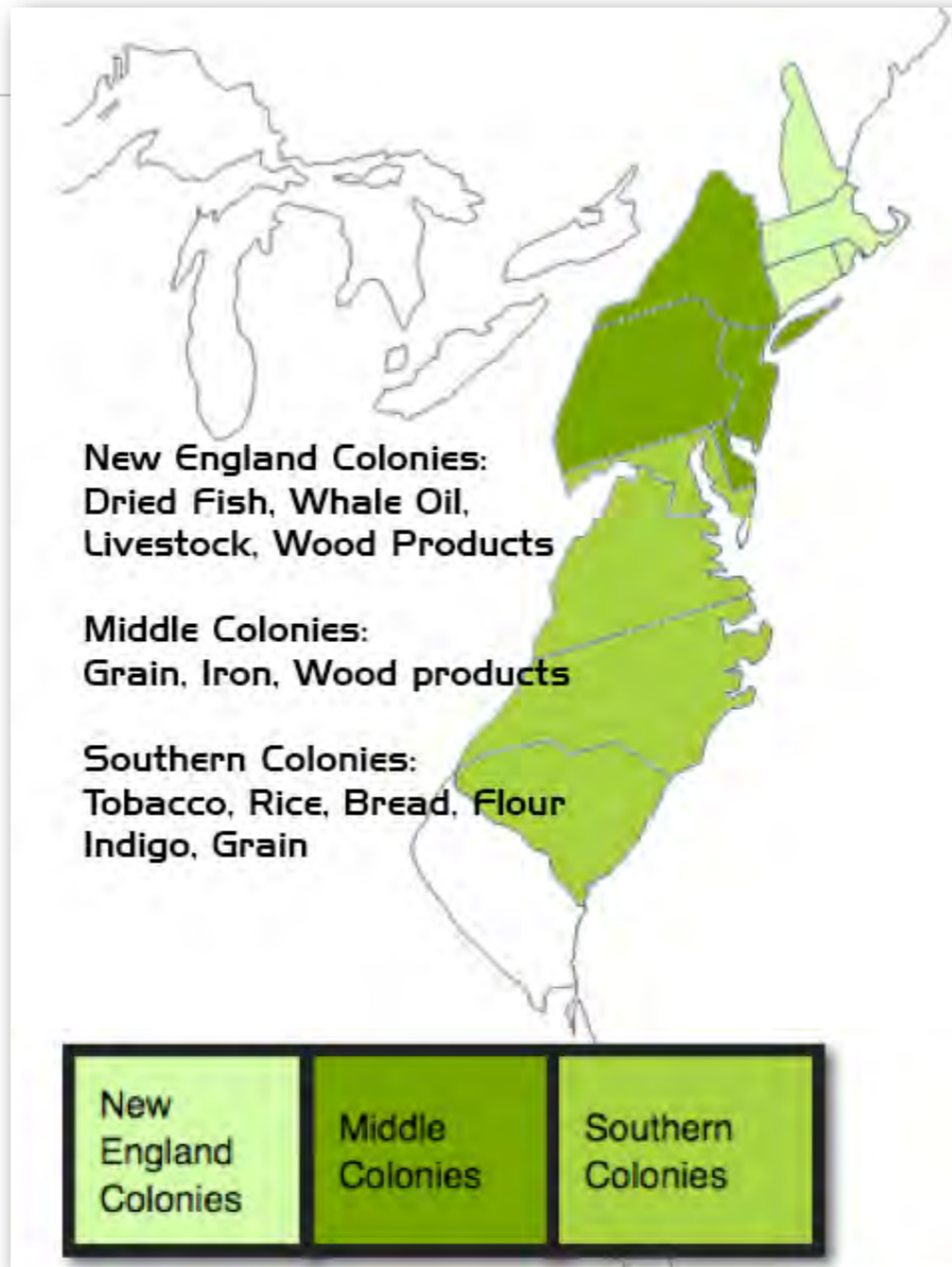


Image source: Performance Assessments of Social Studies Thinking (PASST)

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.

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

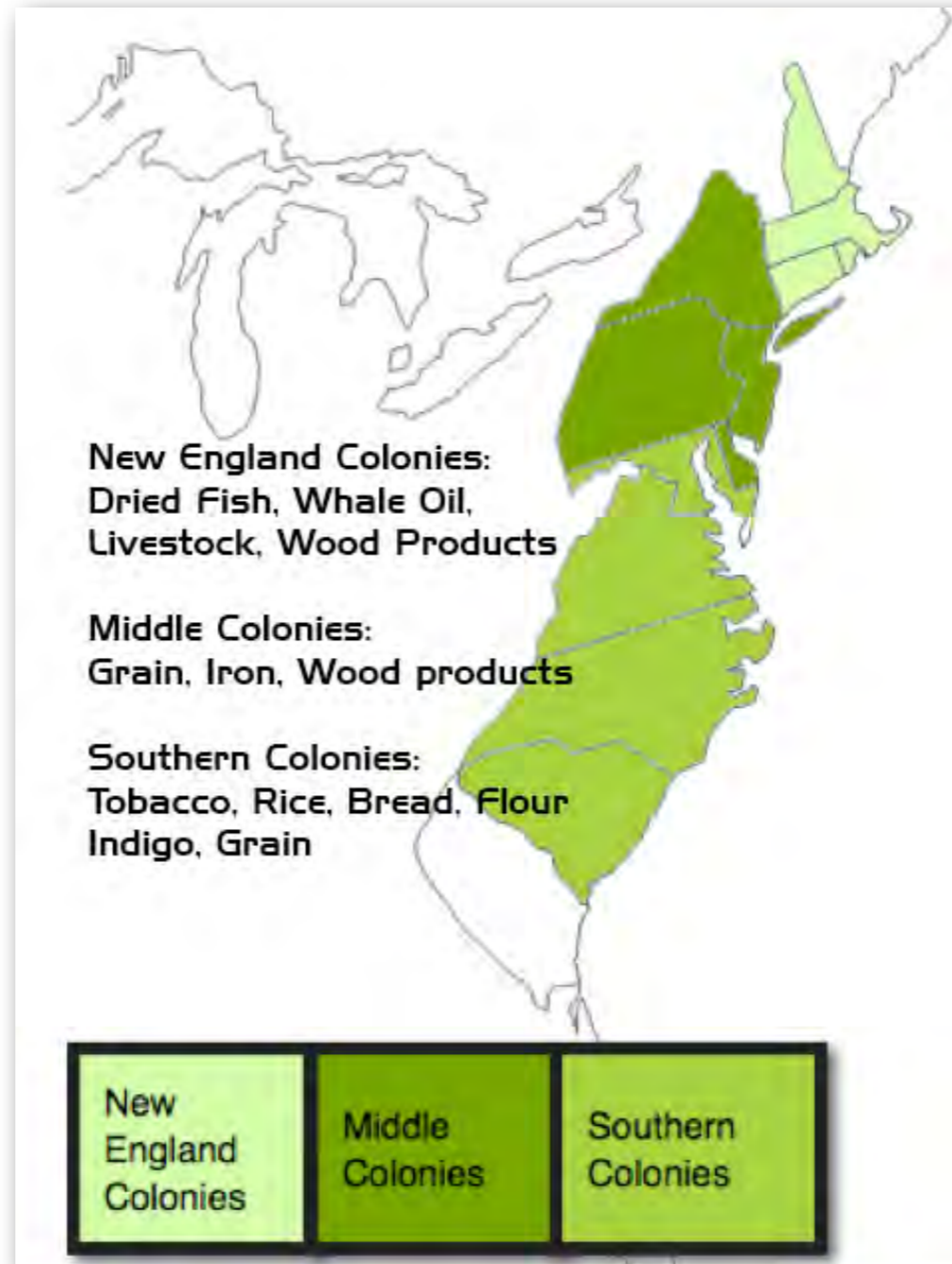


Image source: Performance Assessments of Social Studies Thinking (PASST)

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/>

<http://www.history.org/Almanack/life/trades/tradehdr.cfm>

Interactive Map

<http://mrnussbaum.com/13int/>

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

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

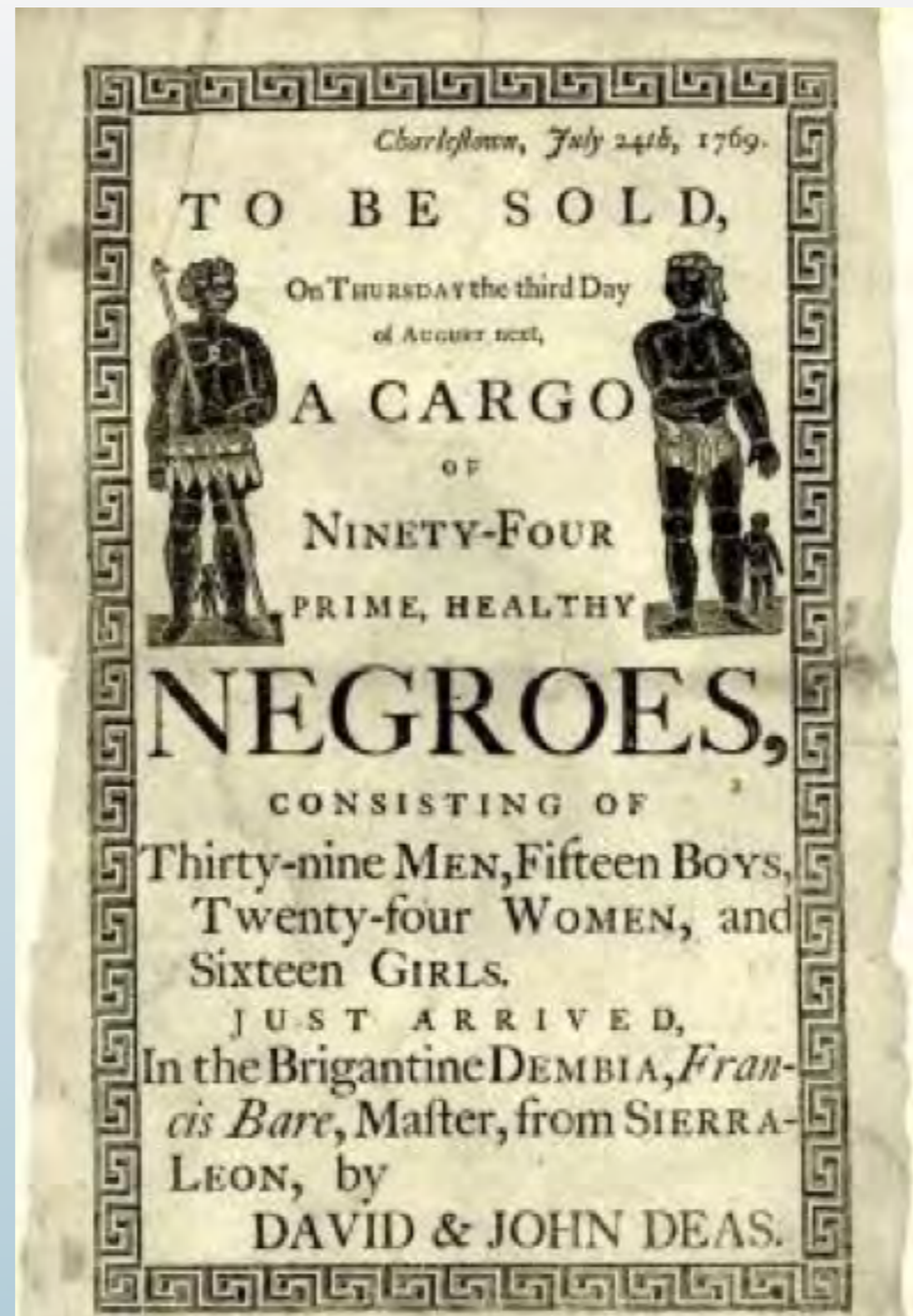


image source: <http://hitchcock.itc.virginia.edu/SlaveTrade/collection/large/tobesold.JPG>

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.

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.

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



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

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 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.

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.



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

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.

Trans-Atlantic Triangular Trade

PLAN SHEWING THE STOWAGE OF 130 ADDITIONAL SLAVES ROUND THE WINGS OR SIDES OF THE LOWER DECK BY MEANS OF PLATFORMS OR SHELVES (IN THE MANNER OF GALLERIES IN A CHURCH) THE SLAVES STOWED ON THE SHELVES AND BELOW THEM HAVE ONLY A HEIGHT OF 2 FEET 7 INCHES

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.

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

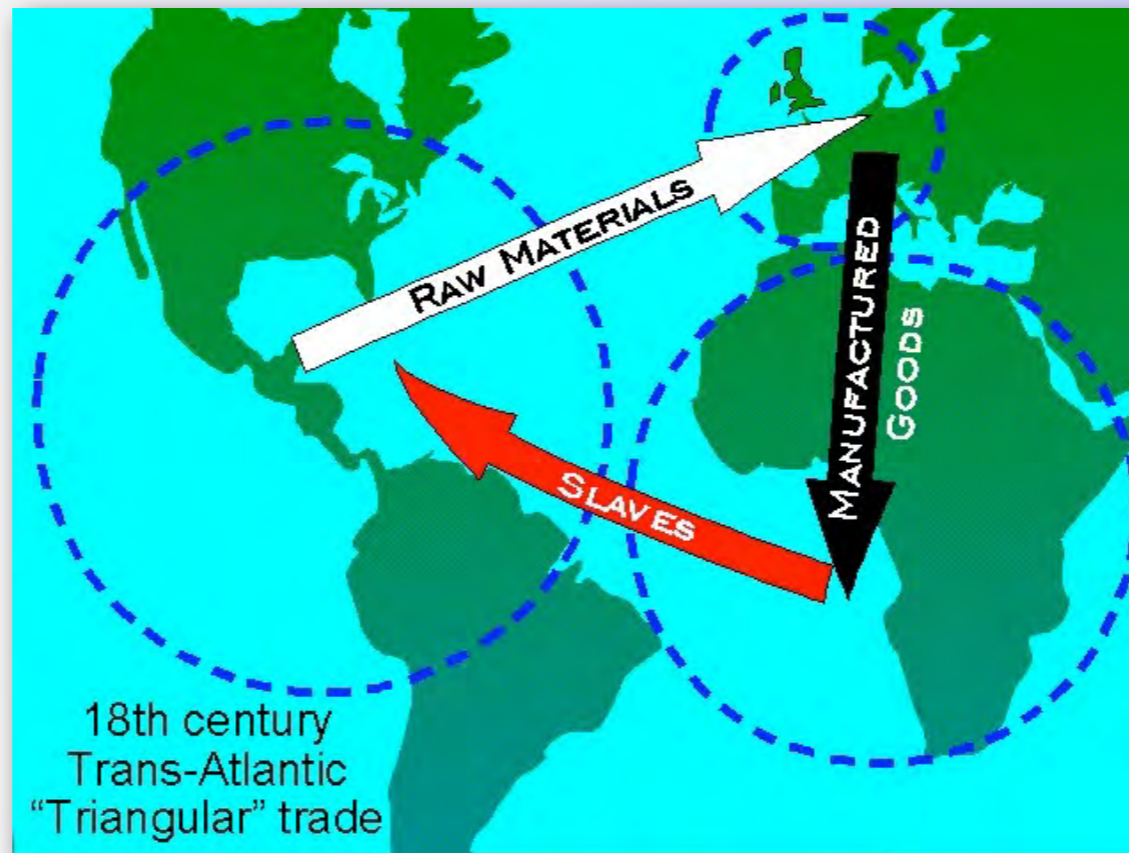


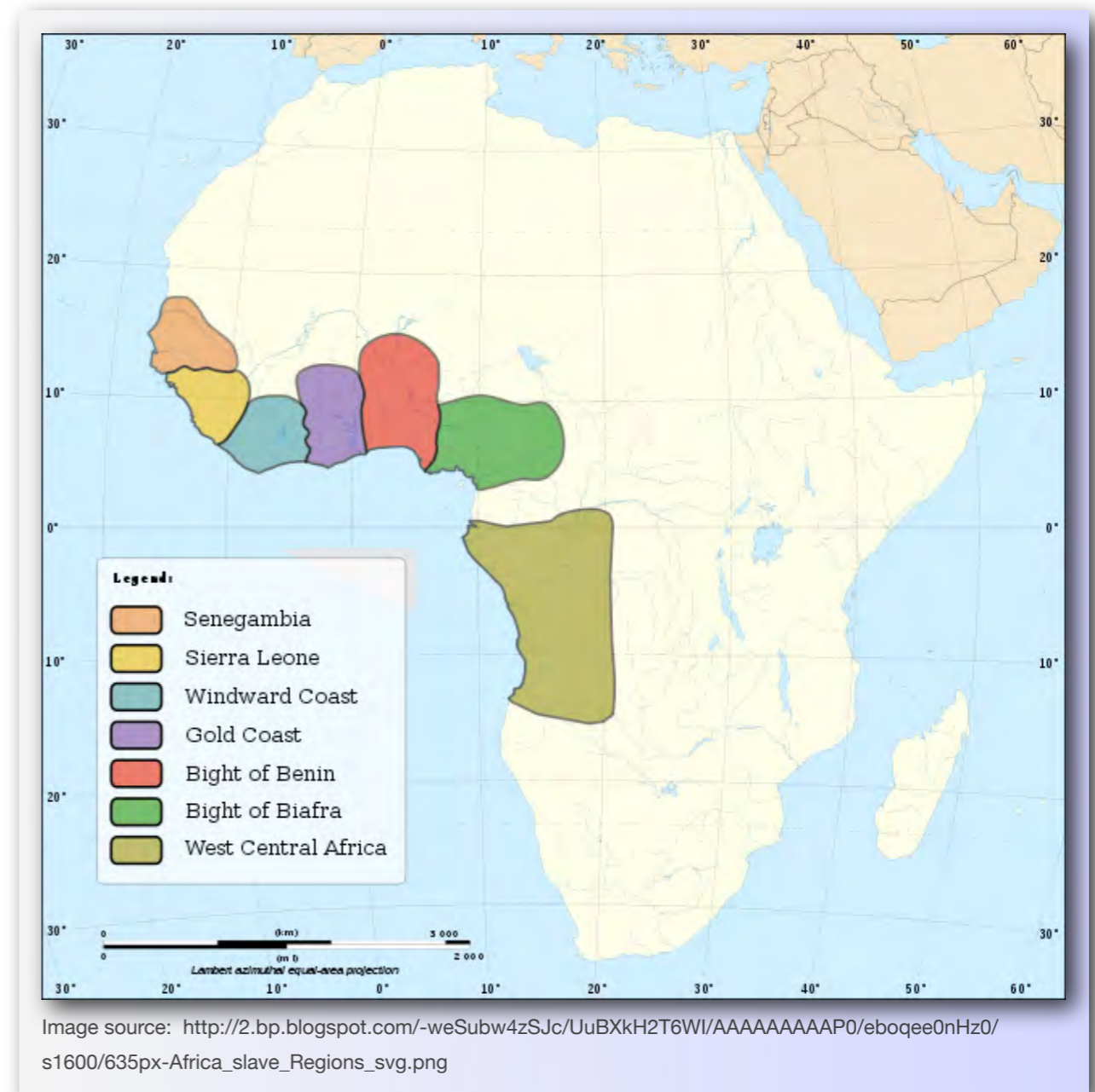
Image source: <http://mtviewmirror.com/wp-content/uploads/triangular-trade-1.jpg>

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



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.

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.

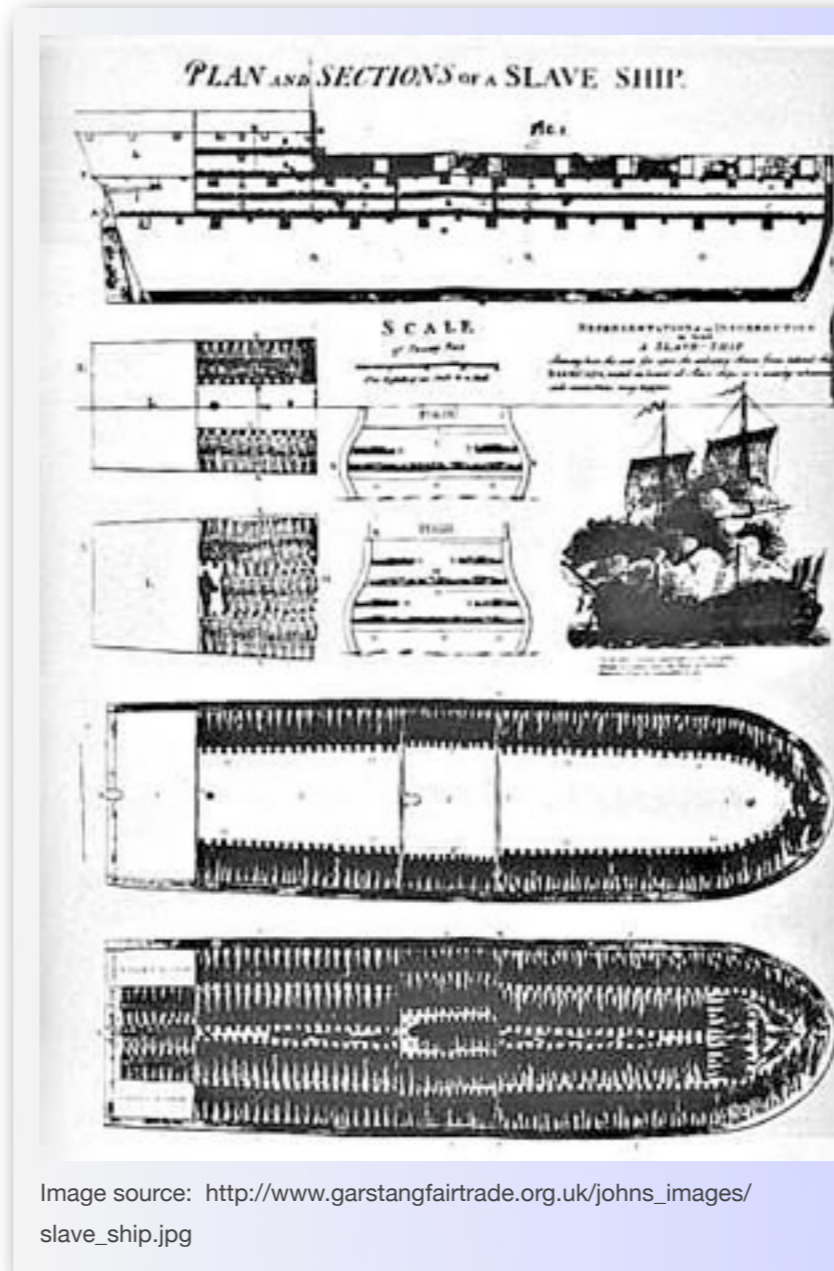


Image source: http://www.garstangfairtrade.org.uk/johns_images/slave_ship.jpg

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 control 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 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 no say about keeping 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.

Fighting Back

QUESTIONS TO GUIDE INQUIRY

1. How did the geographical, financial, and religious status of the colonists affect where and how they lived?
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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 anyway 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 try 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 **W I L I.**, 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 Stono’s 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.