

Study Guide: Sunshine State Standards



Chapter 4, Section 1

For use with textbook pages 100–106

LIFE IN THE COLONIES

KEY TERMS

subsistence farming	Farming to produce enough food to meet the needs of a family, with little left over to sell or exchange (page 101)
triangular trade	Merchant shipping routes that follow a triangle between the West Indies, New England Colonies, and West Africa (page 102)
cash crop	Crops that are sold for profit (page 103)
diversity	Cultural variety (page 104)
Tidewater	A region of flat, low-lying plains along the seacoast (page 105)
backcountry	Region of hills and forests west of the Tidewater (page 105)
overseer	Boss in charge of slaves on a plantation (page 106)

DRAWING FROM EXPERIENCE

What kinds of jobs do people have in your community? What jobs do your parents or friends' parents have? What type of work would you like to do when you are old enough?

This section focuses on how settlers in the different colonies earned a living.

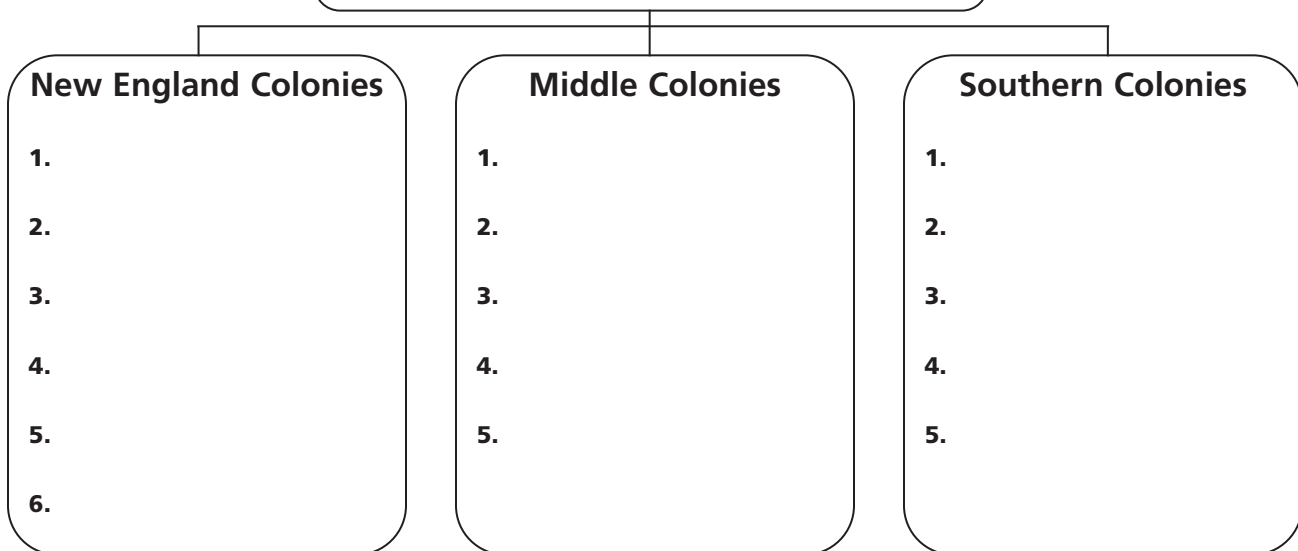
ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how the region influenced what people did for a living.

Sunshine State Standards

SS.A.1.3.1.8.1: Understands how patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference.

Characteristics of the Colonies



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Study Guide: Sunshine State Standards



Chapter 4, Section 1 (continued)

READ TO LEARN

- **New England Colonies** (pages 100–103)

Almost 1 million people immigrated to the colonies between 1670 and 1775. The African American population grew at a faster rate than the European population. Colonial cities and towns grew as a result. The main economic activities in New England were farming, small businesses, shipbuilding, fishing, and trade. Well-organized towns were built around a meeting house used for church and town meetings. Most colonists were farmers who lived in towns and farmed the land surrounding the towns. They practiced *subsistence farming*, producing just enough to feed their families with little left over. New England farms were much smaller than Southern plantations because the cool climate and rocky soil made farming difficult. Family members provided the labor.

New England became the center of the shipping trade in the colonies because of its location. The colonists traded their goods for goods made in England and Europe. Some merchant ship routes went back and forth between two ports, while others, known as the *triangular trade*, followed a triangle. In New England, the triangular trade went from the West Indies to the New England colonies and across the Atlantic Ocean to West Africa. The shipping of enslaved Africans from West Africa to the West Indies for sale to plantation owners in America was known as the Middle Passage. The living conditions were bad for these enslaved Africans. The Africans were packed tightly onto ships, and many did not survive the long trip.

1. Why was the Atlantic Ocean important to the economy of New England?

- **The Middle Colonies** (pages 103–104)

Agriculture and industry supported the Middle Colonies. A warmer climate and fertile soil made farming larger areas of land possible. The Middle Colonies grew more crops than they needed, called *cash crops*, which they sold for profit. New York and Philadelphia, the largest cities in America, became busy ports. Industries included small businesses and larger lumbering, mining, and small-scale manufacturing businesses. New Jersey and Pennsylvania had iron mills and ironworks industries. Many of the mills employed hundreds of workers, including German immigrants.

One hundred thousand German immigrants came to the colonies. Most settled in Pennsylvania and used European agricultural methods. They became successful farmers. Germans, Dutch, Swedish, and other non-English immigrants brought cultural *diversity*, or variety, to the Middle Colonies. As a result, the people of the Middle Colonies were accepting of religious and cultural differences.

Sunshine State Standards
SS.B.2.3.1: Knows examples of migration and cultural diffusion in United States history
SS.A.4.3.1: Understands factors involved in the development of cities and industries in the United States.
SS.A.4.3.2: Knows the role of physical and cultural geography in shaping events in the United States.
SS.A.4.3.3: Understands the impact of significant people, events and ideas on the development of the United States.

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Chapter 4, Section 1 (continued)

2. Who settled the Middle Colonies?

• The Southern Colonies (pages 104–105)

The main economic activity in the Southern Colonies was farming. The area’s rich soil and warm climate helped with the growth of cash crops.

South Carolina and Georgia’s main cash crop, rice, was grown in coastal regions called the *Tidewater*. Most of the Southern plantations, or large farms, were in the Tidewater region. Plantations became separate small communities of fields surrounding buildings. For example, the buildings on a plantation often included a large main house, a separate kitchen building, slave cabins, a barn, a stable, a blacksmith shop, a carpentry shop, and storerooms. Some large plantations had their own chapels and schools.

Settlers with small farms lived in the *backcountry*, which were hills and forests at the base of the Appalachian Mountains. They grew tobacco and corn on a small scale, relying on one or two enslaved Africans and family members to help with the work.

3. How was farming in the Southern Colonies different from farming in New England?

• Slavery (page 106)

Enslaved Africans worked in the fields on large plantations, while *overseers*, or bosses, watched to make sure they were working hard. Some enslaved Africans worked in the main house on the plantation, performing all of the household chores.

The slave codes, or rules, were strict, and punishments for disobeying their slaveholders were cruel. Enslaved people were not allowed to be taught how to read or write. The punishment for a minor offense was a whipping. A serious offense resulted in hanging or burning to death. Runaways were severely punished when caught.

The financial success of the Southern colonies was due, in large part, to the use of slave labor. Colonists who opposed slavery argued that no human being could own another human being. Slavery was debated and became one of the reasons why Northern and Southern states fought each other during the Civil War.

4. How were enslaved Africans treated in America?

Sunshine State Standards 
SS.A.4.3.2: Knows the role of physical and cultural geography in shaping events in the United States.
SS.A.4.3.3: Understands the impact of significant people, events and ideas on the development of the United States.

Study Guide: Sunshine State Standards



Chapter 4, Section 2

For use with textbook pages 108–113

GOVERNMENT, RELIGION, AND CULTURE

KEY TERMS

mercantilism	Theory that states that, when a nation's trade grows, its gold reserves increase, and the nation becomes more powerful (page 109)
export	To sell to another country (page 109)
import	To buy from a foreign market (page 109)
smuggling	To trade illegally (page 109)
charter colony	Colonies established by settlers who were given a grant of rights and privileges (page 110)
proprietary colony	Colonies governed by individuals or groups to whom the land had been given by England's king (page 111)
royal colony	Colonies ruled directly by Britain (page 111)
apprentice	Learning assistants to craft workers who taught them a trade (page 112)
literacy	Ability to read and write (page 113)

DRAWING FROM EXPERIENCE

What kinds of things do your parents teach you? What subjects are you taught at school? Do you practice a specific religion? How does your religion influence your daily life?

In the last section, you learned about different ways colonists earned a living. This section focuses on how religion and public education affected the colonies.

Sunshine State Standards

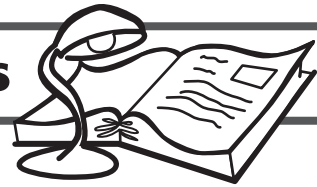
SS.A.1.3.1.8.1: Understands how patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how different movements shaped American democracy and religious freedom in the colonies.

Cause	Effects
The Great Awakening →	<ol style="list-style-type: none"> 1. 2.
The Enlightenment →	<ol style="list-style-type: none"> 1. 2.

Study Guide: Sunshine State Standards



Chapter 4, Section 2 (continued)

READ TO LEARN

- **English Colonial Rule** (pages 108–109)

When James II became king after Charles II, he wanted greater control over England and the colonies. He tried to take away the powers Parliament had been granted during the English Civil War. Parliament replaced him with his daughter Mary and her Dutch husband, William of Orange. This change, called the Glorious Revolution, proved that elected representatives of Parliament had power over the monarch. William and Mary guaranteed all citizens basic rights under the English Bill of Rights in 1689.


Mercantilism made England a powerful country. The theory of mercantilism states that the more money a country has, the more powerful it becomes. The colonies provided England with raw materials that manufacturers used to make goods sold to the colonists. To increase profits, England had to *export*, or sell abroad, more goods than it *imported*, or bought from other countries. Between 1651 and 1673, England passed the Navigation Acts, a series of laws that controlled the trade of goods between England and the colonies. The colonists had to use British ships to export goods to England. They were prevented from sending certain goods anywhere but to England. These Acts made sure England profited from colonial trade.

1. Why did England pass the Navigation Acts?

- **Colonial Government** (pages 110–111)

By the 1760s, three types of colonies existed in America.

- A. Charter colonies** were established by groups of settlers who had been granted the right and privilege to establish a colony. Voters (white male land owners) elected their own governors and members of both houses of legislature. Britain had the right to approve the governors. The governors, however, were unable to veto or cancel the acts of the legislature.
- B. Proprietary colonies** were governed by individuals or groups that had been given land by the king. Proprietors had the power to appoint the governor and members of the upper house of the legislature. Members of the lower house were elected by the colonists.
- C. Royal colonies** were ruled by the king and the Parliament. The colonists elected an assembly that often disagreed with the governor and the council, especially over tax laws and trade restrictions.

Sunshine State Standards 
SS.C.2.3.1: Understands the history of the rights, liberties, and obligations of citizenship in the United States.
SS.A.4.3.3: Understands the impact of significant people, events and ideas on the development of the United States.


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Chapter 4, Section 2 (continued)

2. What determined how the colonies were governed?

Sunshine State Standards 
SS.A.4.3.3: Understands the impact of significant people, events and ideas on the development of the United States.

• An Emerging Culture (pages 112–113)

Puritans formed their own Christian religion in America. Their towns and lifestyles were built around the church. They were required to attend services and could not play or laugh on Sundays. From the 1720s through the 1740s in New England and the Middle Colonies, there was a religious revival called the *Great Awakening*. Ministers preached about a return to the strong faith of earlier times. Many new churches were formed.

Colonial life centered around the family. Both parents cared for the children. All family members had work to do. In some areas, women worked in the fields alongside their husbands. Women did the cooking, made the clothes, and took care of the animals. Men built houses and fences and worked the fields. In most churches, women could attend church meetings but could not vote, speak, or serve as clergy. Men made the decisions on the farms, in the communities, and in the government. Boys often learned a trade by working as indentured servants or as learning assistants called *apprentices*. Some women in cities and towns had jobs. Young unmarried women would work for wealthy families as cooks, maids, and nurses. Widowed or single women could run businesses and own property. No women could vote.

Education was valued by most colonists. Children were taught to read and write at home by their parents. In 1647 the Puritans established public education in Massachusetts. The *literacy* rate, which is the number of people able to read and write, was very high. Many schools were run by unmarried or widowed women in their homes. Quakers and other religious groups ran schools in the Middle Colonies. Apprentices who worked during the day attended school at night.

The first colleges in the colonies were established to prepare ministers. In 1636 the Puritans established Harvard College in Cambridge, Massachusetts. In 1693 Anglicans founded the college of William and Mary in Virginia.

A movement called the *Enlightenment* began in Europe. This movement spread the idea that society could be improved through knowledge, reason, and science. The idea influenced many educated colonists by the mid-1700s. Some religious leaders were not in favor of the changes resulting from the Enlightenment movement. They were afraid of what might happen when people began to think independently.

3. What kinds of education and training were available in the colonies?

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Chapter 4, Section 3

For use with textbook pages 116–119

FRANCE AND BRITAIN CLASH

KEY TERMS

<i>Iroquois Confederacy</i>	A powerful group of Native Americans formed in 1570 and based in New York (page 117)
<i>militia</i>	A group of civilians trained to fight in emergencies (page 118)

DRAWING FROM EXPERIENCE

Has anyone ever tried to claim something that was yours? How did you react? How did you try to resolve the situation?

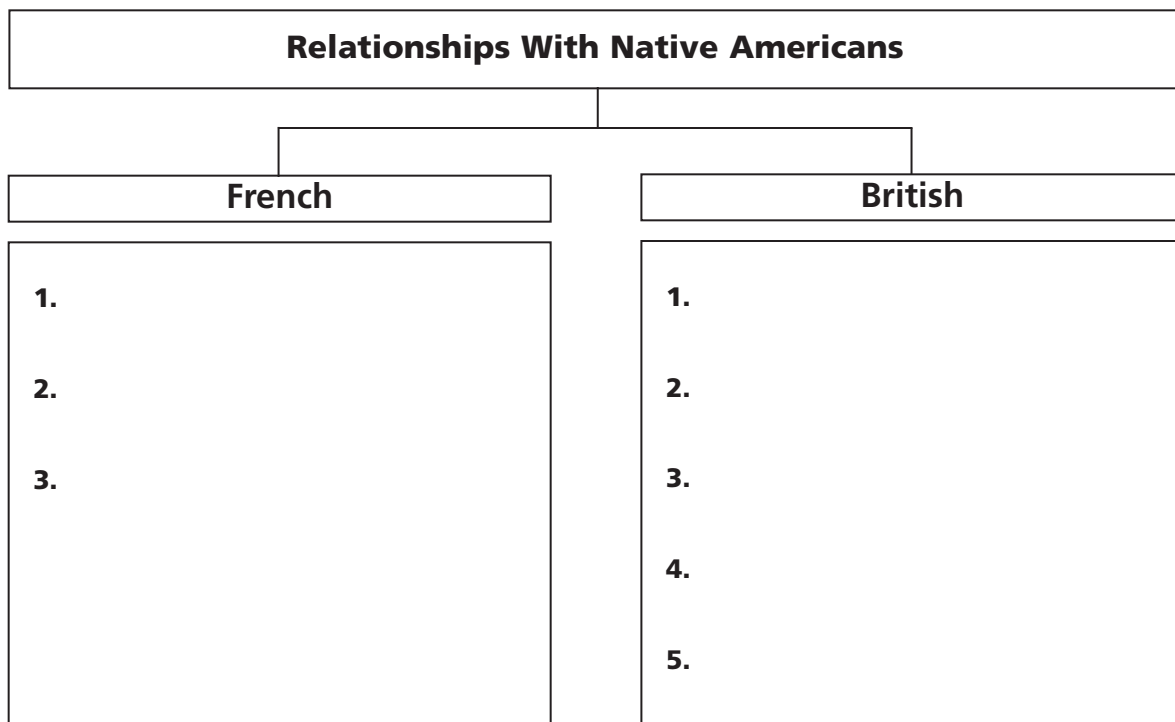
In the last section, you read about the different types of colonial government. This section focuses on how Native American groups and British colonists were drawn into the rivalry between France and Britain.

Sunshine State Standards

SS.A.1.3.1.8.1: Understands how patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how the tensions between the British and French affected the Native Americans.



Study Guide: Sunshine State Standards



Chapter 4, Section 3 (continued)

READ TO LEARN

• **British-French Rivalry** (pages 116–118)

The British and French had been rivals for centuries. As the British moved closer to French-held territories in North America, tensions between the British and French colonists increased. The French did not want British land companies or colonists to share in the profits of their fur trade in the Ohio River valley. In the 1740s, British fur traders built a fort at Pickawillany in Ohio country. The French attacked them and drove them out. The French then built forts along the rivers in the upper Ohio Valley, close to the British colonies. The French also attacked Nova Scotia in present-day Canada, which was controlled by Great Britain. New Englanders captured the French fortress, Louisbourg, on Cape Breton Island north of Nova Scotia, but Britain later returned it to France.


French fur traders and British colonists needed Native American allies to help them establish control of North America. The French had better relations with Native Americans because they did not try to take Native American land or change their way of life. Native Americans helped the French in the wars between Great Britain and France by raiding British settlements.

The *Iroquois Confederacy*, the most powerful group of Native Americans in the East, was a union of many different groups of Native Americans. They traded with both the British and French and dominated the Great Lakes region. When the British moved into the Ohio Valley, the Iroquois Confederacy became their allies and gave them trading rights. As a result, the British had more power than the French.

1. Why was the Ohio Valley important to both the French and the British?

• **American Colonists Take Action** (pages 118–119)

Virginians wanted to settle the Ohio Valley. In 1753 the governor of Virginia sent George Washington to notify the British that they were on British territory and that they must leave. When they refused, Washington was sent back with a *militia*, a volunteer group of citizen soldiers. They found the French were building a fort on the site. Washington established a small post located nearby. Washington's militia attacked a French scouting party. Because they were outnumbered and inexperienced, they lost and had to surrender. The French eventually released the soldiers and let them return to Virginia where they were regarded as heroes.


Sunshine State Standards 
SS.A.4.3.3: Understands the impact of significant people, events and ideas on the development of the United States.
SS.A.4.3.2: Knows the role of physical and cultural geography in shaping events in the United States.

Study Guide: Sunshine State Standards



Chapter 4, Section 3 (continued)

Delegates from New England, New York, Pennsylvania, and Maryland met in Albany, New York, to discuss the threat of war and plan their defense. They also wanted to sway the Iroquois to become their allies against the French. Benjamin Franklin’s plan, called the Albany Plan of Union, was adopted by the delegates. It called for a general government for the American colonies. It further proposed an elected legislature with the power to collect taxes, establish an army, and regulate trade. None of the colonies approved the plan or united to fight the French. A series of battles and a war followed, called the French and Indian War. The British were fighting the French and their Native American allies.

Sunshine State Standards 
SS.A.4.3.3: Understands the impact of significant people, events and ideas on the development of the United States.

2. What were the first steps toward the French and Indian War?

Study Guide: Sunshine State Standards



Chapter 4, Section 4

For use with textbook pages 121–125

THE FRENCH AND INDIAN WAR

KEY TERMS

- alliance** A union based on a common interest (page 122)
- speculator** An investor who buys shares of a company to make a profit (page 125)

DRAWING FROM EXPERIENCE

Have you ever wondered what caused a particular war? Do you think about the factors that caused one side to win and another side to lose?

In the last section, you read about how colonists and Native American groups became involved in the British-French rivalry. This section focuses on how leaders' actions led to victories and losses in war.

Sunshine State Standards

SS.A.1.3.1.8.1:
Understands how patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how the British gained lands in North America in the 1750s and 1760s.

Land Claims		
Country	Land Claims in North America, 1754	Land Claims in North America after the Treaty of Paris, 1763
Britain		
France		
Spain		

Study Guide: Sunshine State Standards



Chapter 4, Section 4 (continued)

READ TO LEARN

- **The British Take Action** (pages 121–124)


The French and Indian War continued in North America during the late 1750s and early 1760s. The French formed *alliances*, or unions, with Native Americans to fight the colonists. In 1754 the British Parliament decided to send troops to help the British colonists. British General Edward Braddock, with George Washington as his aide, set out with British troops and colonial militia for Fort Duquesne. British troops in red coats were easily spotted and ambushed by Native American warriors and French troops. Braddock and almost 1,000 soldiers were killed. This defeat led Britain to declare war on France, marking the beginning of the Seven Years' War. French, British, and Spanish troops fought in Cuba, the West Indies, India, the Philippines, North America, and Europe. French troops captured several British forts. Their Native American allies raided farms from New York to Pennsylvania, killed settlers, and drove many others back to the coast. British forts at Lake Ontario and Lake George were captured by the French.

William Pitt turned things around for the British forces when he became secretary of state and then prime minister of England. He chose skilled commanders and agreed to pay for all supplies. Pitt later taxed the colonists to help pay for the cost of the war. Pitt wanted both a path to the western territories and French Canada. British troops under the command of Jeffrey Amherst and James Wolfe recaptured the fortress at Louisbourg. British officers and a group of New Englanders captured Fort Frontenac at Lake Ontario. British forces made the French abandon Fort Duquesne in Pennsylvania, which was later renamed Fort Pitt.

1. How did William Pitt help the British in their war against France?

- **The Fall of New France** (page 124)

In 1759 the British captured several French islands in the West Indies and the city of Havana in Cuba. The French were defeated in India, and a French fleet of ships was destroyed. General James Wolfe surprised and defeated the French forces outside the Fortress of Quebec. Wolfe was killed in battle. General Amherst and his troops captured Montreal the next year. The victories in Quebec and Montreal ended the fighting in North America.

Sunshine State Standards 
SS.A.4.3.3: Understands the impact of significant people, events and ideas on the development of the United States.
SS.A.4.3.2: Knows the role of physical and cultural geography in shaping events in the United States.

Study Guide: Sunshine State Standards



Chapter 4, Section 4 (continued)

The Treaty of Paris was signed in 1763. Britain was given most of the Canadian and French lands east of the Mississippi River from France, and gained Florida from Spain. Spain received the Louisiana Territory west of the Mississippi River. France kept some of its sugar-producing islands in the West Indies. The continent was divided along the Mississippi River between Britain and Spain. Native Americans who lived on the lands were not covered by the Treaty of Paris.

2. What did Britain gain from the Treaty of Paris?

Sunshine State Standards

SS.A.4.3.3:
Understands the impact of significant people, events and ideas on the development of the United States.

SS.A.4.3.2:
Knows the role of physical and cultural geography in shaping events in the United States.

• Trouble on the Frontier (page 125)

Native Americans in the Ohio River valley lost their French allies and considered the British their enemies. In the spring of 1763, Chief Pontiac formed an alliance of Native American groups to fight the British who threatened their way of life. He and his allies attacked the British fort at Detroit and captured most outposts in the Great Lakes region. During raids that became known as *Pontiac's War*, Chief Pontiac's alliance killed settlers on the Pennsylvania and Virginia frontiers. The war ended after British troops defeated Pontiac's allies, the Shawnee and Delaware people. Pontiac signed a peace treaty and was excused of any punishment by the British.

With the end of the French and Indian War came peace. Then King George III signed the Proclamation of 1763 banning any westward expansion beyond the Appalachian Mountains. Hoping to avoid more fighting with Native Americans, he upset land companies and their investors, called *speculators*, who had already purchased property west of the Appalachians. Tensions between the colonists and Britain were growing.

3. What was the Proclamation of 1763?

