

Why are there competing theories about how the first people migrated to the Americas?

| Beringia Land Bridge  | Migration by Boat   |
|---|---|
| During the first Ice Age, hunter-gatherers followed prey across a land bridge of ice from Asia to North America and then south into South America 15,000 years ago. | Some scholars today theorize that the first Americans migrated from Asia, traveling along the west coast until they reached North America 40,000 years ago. |

### Reading Comprehension – Read and Annotate (CHUG)

Other Migration Theories - Bering Land Bridge National Preserve  
 Bering Land Bridge National Preserve  
[NPS.gov](http://NPS.gov)

### **Current Theories**

In today's world, the peopling of the Americas is a hotly debated topic. Evidence for competing theories continues to change the ways we understand our prehistoric roots. While evidence of animal migration is more solidified, the human story may be more complicated. As of 2008, genetic findings suggest that a single population of modern humans migrated from southern Siberia toward the land mass known as the Bering Land Bridge as early as 30,000 years ago, and crossed over to the Americas by 16,500 years ago. Archaeological evidence shows that by 15,000 years ago, humans had made it south of the Canadian ice sheets.

While this may represent the earliest migration, it was not the only one. Once the first humans made it over, it appears that multiple migrations took place over the next several millennia, not only across the ice-free corridor, but also along the coast by boat. Evidence is still sparse and often conflicting however, some theories of the "first Americans" are still largely inconclusive.

### **How we know what we know**

From 1932 to the 1990s, it was thought the first human migration to the Americas actually took place around 13,500 years ago, based on spear points discovered near Clovis, New Mexico. You may have heard of this referred to as the "Clovis-First Model." Over the last 20 years however, the discourse surrounding the story of the first Americans has come into a new light -- one that challenges the previously accepted theories and replaces them with even more shocking and exciting ones.

With these new ideas, the question regarding the story of the first Americans needed to be asked again: if those proverbial first Americans didn't populate the continent over the Bering Land Bridge, who were they, where did they come from and when, and how did they get here? It began in 1997 with the discovery of an archaeological site in Monte Verde, Chile, dating back to 14,500 years ago - a full millennium older than what was previously thought to be the first people in the new world, and indicating they settled much further south than expected.

Although there was strong debate regarding the dating of the Monte Verde findings, it brought up an interesting question: if humans settled in the Americas so much earlier than previously thought and traveled as far as South America, is it possible that these humans journeyed to the new world through a different route?

One radical theory claims it is possible that the first Americans didn't cross the Bering Land Bridge at all and didn't travel by foot, but rather by boat across the Atlantic Ocean. Though the evidence for this theory is minimal, proponents argue that the artifacts were developed by an earlier and still more ancient European group, known as the Solutrean culture. This style bears an uncanny resemblance to that of the Clovis tools found in the United States, which could suggest that humans may have entered America from the east over a route that has been dubbed the Atlantic Maritime route.

A somewhat more widely accepted maritime theory looks to modern cultural anthropology and linguistics, claiming a striking resemblance between the cultures of Australia, Southeast Asia, and South America. Support for this idea is found partially in the discovery of a 9,500 year old skeleton in Washington State. Dubbed the "Kennewick Man," the skeleton bears a strong physical resemblance to the Japanese Ainu people, suggesting that a pan-Pacific journey via boat might have brought the first Americans to our shores.

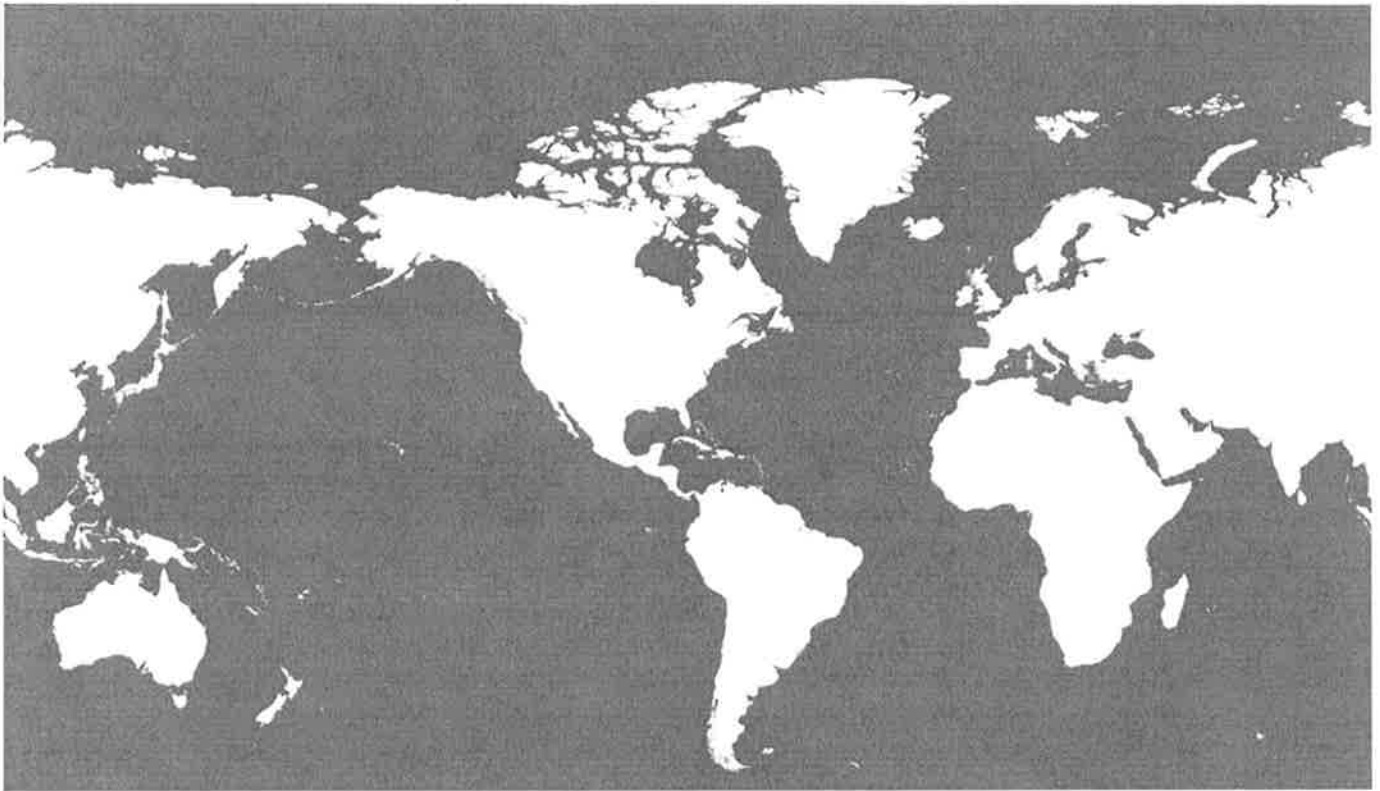
### **Most Recent Findings**

As research and dating methods improve, more credible conclusions can be derived from the evidence we now have. Sites all around the country, including the Meadowcroft Rockshelter in Pennsylvania, Page-Ladsen flake tools in Florida, and coprolites from Paisley Cave in Oregon now provide more promising indications that the earliest Americans dispersed throughout the continent at least 14,500 years ago. Currently, the oldest claim for human settlement in the Americas lies at the Topper Site in South Carolina, dating back to about 15,000 years ago, but research continues to try to uncover how people got there and from where they came.

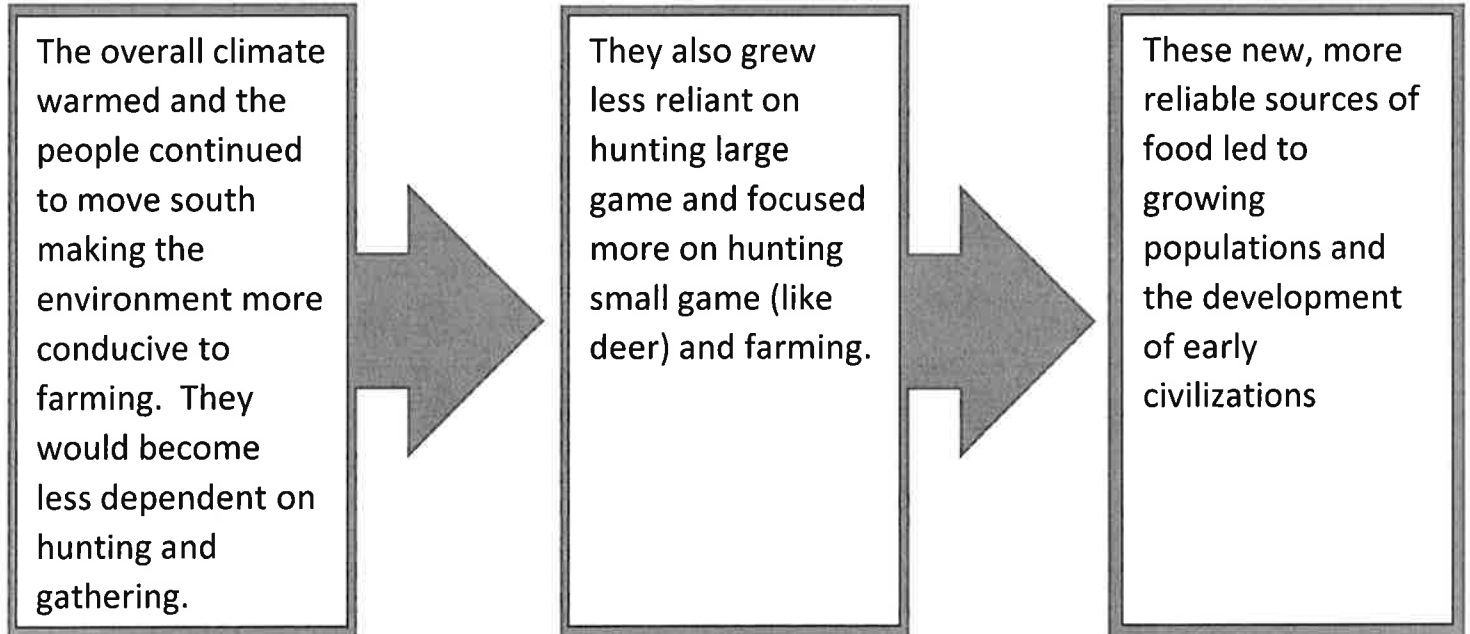
The most important thing to realize is that even the most current and modern theories we have are entirely speculative and continually evolving. Discontinuity in sparse evidence, combined with weaknesses in dating methods, discrepancies in artifacts and genetics, and our own subjective interpretations provide endless hurdles to overcome. Because of these challenges however, the study of the first Americans offers unparalleled opportunities to pioneer new discoveries in a still largely-uncharted realm of our past. The theory of the first Americans crossing over the Bering Land Bridge remains viable, thus we continue to celebrate our distant past in the ways we protect and utilize our enduring resources.

1. What is the main idea of the passage above? Summarize in 3-4 sentences.
2. What is the current theory about how the first humans came to settle the western hemisphere?
3. How do researchers know "what we know"?
4. What are the most recent findings?

5. Using the information in the document, illustrate and label the routes of the first migrations.



How did the people adapt to climate changes?



## Early Native Americans –

What impact did the variety of climates have on the civilization and the culture of the natives that settled there?

1. Natives established different languages (at least 375 distinct languages)
2. Language groups developed into ethnic groups (tribes or nations)
3. Many groups divided into smaller groups within these tribes into villages
4. Each group was headed by a chief, who was advised by the local elders

USE PAGES 6-10 IN THE RED TEXT TO FILL IN THE FOLLOWING CHART

|                   | Southwest | Mississippi River Valley | Great Plains | Eastern Woodlands |
|-------------------|-----------|--------------------------|--------------|-------------------|
| Climate           |           |                          |              |                   |
| Cultural Features |           |                          |              |                   |

## Native American Societies Around 1492 –

| TRADE NETWORKS   | LAND USE  |
|--|---|
| Trade led to cultural diffusion;<br>Traded mostly for need;<br>Traveling merchants and centers of trade were created;<br>Goods traveled over long distances along rivers and roads                         | Land was the source of life, NOT to be sold or traded;<br>Land was sacred, NOT to be abused or disturbed;<br>They respected the land – NO mistreatment;<br>There is no word in any native language which means “to own the earth” |
| RELIGIOUS BELIEFS  | SOCIAL ORGANIZATION   |
| They believed in a natural world filled with spirits – ANIMISM;<br>Some believed in one supreme being or creator (“Great Spirit”);<br>Used rituals and customs to guide their lives and appease their gods | Kinship – strong ties among family member;<br>Organized by extended family into clans & tribes;<br>Customs & rituals passed heritage and cultural roles to generations;<br>Gender defined jobs/roles within groups                |

What were some of the common characteristics among these native groups?

1. There was no centralized government -> power was spread among many local chiefs (w/ limited authority)
2. Religious beliefs in spirits, who controlled aspects of their daily lives, like the weather and other unexplained phenomenon
3. Owned little to NO private property – land was considered communal however there were land disputes with other groups or tribes
4. There was a respect amongst various groups of Native men
5. Gender determined the jobs that Native Americans did



# America Before the Europeans

- Before Columbus' explored America in 1492, North America was dominated **North American Indians**:



1. What do you notice about the map?

2. Why is the map organized in this particular way?

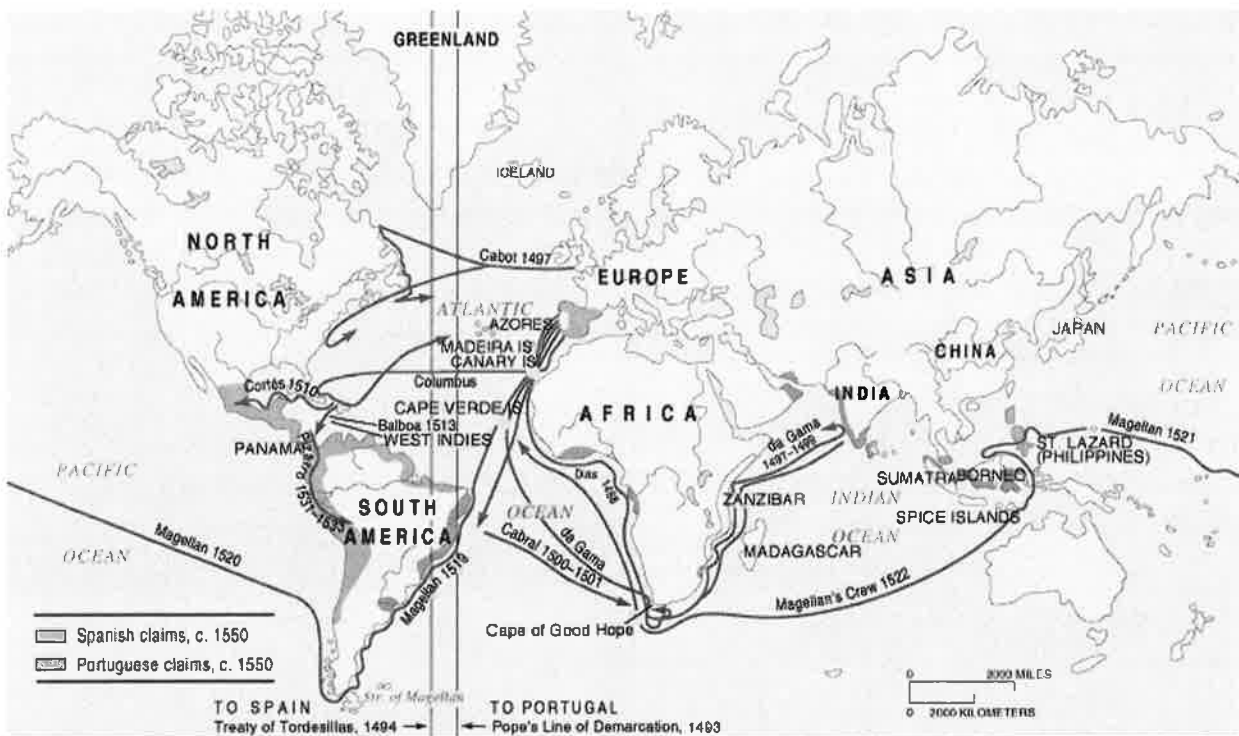
3. What can you infer based on the information provided in the map?

## European Colonization of the Americas –

Highlight the following aspects of Native civilization that might conflict with European beliefs and civilization.

| TRADE NETWORKS   | LAND USE  |
|--|---|
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Transatlantic Encounters – with the increase in trade after the Crusades and the development of science during the Renaissance, Europeans began looked outward towards the rest of the world to increase their wealth and power which would lead to the Age of Exploration.



1. What two countries led Europe during the early stages of the Age of Exploration?
2. What do you notice about where their claims are located throughout the world?

CHAPTER  
1  
Section 5

PRIMARY SOURCE *from The Journal of  
Christopher Columbus*

*Columbus kept a ship's log, or journal, of his historic voyage. When he returned to Spain in 1493, he presented the journal to King Ferdinand and Queen Isabella. The version printed here was originally copied by the missionary Bartolomé de Las Casas and refers to Columbus in the third person as "the admiral" unless quoting him directly. As you read, think about the reactions of Columbus, his crew, and the Taino when they first encountered one another.*

THURSDAY, OCTOBER 11th / . . . Two hours after midnight land appeared, at a distance of about two leagues from them. They took in all sail, remaining with the mainsail, which is the great sail without bonnets, and kept jogging, waiting for day, a Friday, on which they reached a small island of the Lucayos, which is called in the language of the Indians "Guanahani." Immediately they saw naked people, and the admiral went ashore in the armed boat, and Martin Alonso Pinzón and Vicente Yañez, his brother, who was captain of the Niña. The admiral brought out the royal standard, and the captains went with two banners of the Green Cross, which the admiral flew on all the ships as a flag, with an F [for Ferdinand] and a Y [for Isabella], and over each letter their crown, one being on one side of the  $\text{F}$  and the other on the other. When they had landed, they saw very green trees and much water and fruit of various kinds. The admiral called the two captains and the others who had landed, and Rodrigo de Escobedo, secretary of the whole fleet, and Rodrigo Sanchez de Segovia, and said that they should bear witness and testimony how he, before them all, took possession of the island, as in fact he did, for the King and Queen, his Sovereigns, making the declarations which are required, as is contained more at length in the testimonies which were there made in writing. Soon many people of the island gathered there. What follows are the actual words of the admiral, in his book of his first voyage and discovery of these Indies.

"I," he says, "in order that they might feel great amity towards us, because I knew that they were a people to be delivered and converted to our holy faith rather by love than by force, gave to some among them some red caps and some glass beads, which they hung round their necks, and many other things of little value. At this they were greatly pleased and became so entirely our friends that it

was a wonder to see. Afterwards they came swimming to the ships' boats, where we were, and brought us parrots and cotton thread in balls, and spears and many other things, and we exchanged for them other things, such as small glass beads and hawks' bells, which we gave to them. In fact, they took all and gave all, such as they had, with good will, but it seemed to me that they were a people very deficient in everything. They all go naked as their mother bore them, and the women also, although I saw only one very young girl. And all those whom I did see were youths, so that I did not see one who was over thirty years of age; they were very well built, with very handsome bodies and very good faces. Their hair is coarse almost like the hairs of a horse's tail and short; they wear their hair down over their eyebrows, except for a few strands behind, which they wear long and never cut. Some of them are painted black, and they are the colour of the people of the Canaries, neither black nor white, and some of them are painted white and some red and some in any colour that they find. Some of them paint their faces, some their whole bodies, some only the eyes, and some only the nose. They do not bear arms or know them, for I showed to them swords and they took them by the blade and cut themselves through ignorance. They have no iron. Their spears are certain reeds, without iron, and some of these have a fish tooth at the end, while others are pointed in various ways. They are all generally fairly tall, good looking and well proportioned. I saw some who bore marks of wounds on their bodies, and I made signs to them to ask how this came about, and they indicated to me that people came from other islands, which are near, and wished to capture them, and they defended themselves. And I believed and still believe that they come here from the mainland to take them for slaves. They should be good servants and of quick

intelligence, since I see that they very soon say all that is said to them, and I believe that they would easily be made Christians, for it appeared to me that they had no creed. Our Lord willing, at the time of my departure I will bring back six of them to Your Highnesses, that they may learn to talk. I saw no beast of any kind in this island, except parrots." All these are the words of the admiral.

**S**ATURDAY, OCTOBER 13th / As soon as day broke, there came to the shore many of these men, all youths, as I have said, and all of a good height, very handsome people. Their hair is not curly, but loose and coarse as the hair of a horse; all have very broad foreheads and heads, more so than has any people that I have seen up to now. Their eyes are very lovely and not small. They are not at all black, but the colour of Canarians, and nothing else could be expected, since this is in one line from east to west with the island of Hierro in the Canaries. Their legs are very straight, all alike; they have no bellies but very good figures. They came to the ship in boats, which are made of a treetrunk like long boat and all of one piece. They are very wonderfully carved, considering the country, and large, so that in some forty or forty-five men came. Others are smaller, so that in some only a solitary man came. They row them with a paddle, like a baker's peel, and they travel wonderfully fast. If one capsizes, all at once begin to swim and right it, baling it out with gourds which they carry with them. They brought balls of spun cotton and parrots and spears and other trifles, which it would be tedious to write down, and they gave all for anything that was given to them. And I was attentive and laboured to know if they had gold, and I saw that some of them wore a small piece hanging from a hole which they have in the nose, and from signs I

was able to understand that, going to the south or going round the island to the south, there was a king who had large vessels of it and possessed much gold. I endeavoured to make them go there, and afterwards saw that they were not inclined for the journey. I resolved to wait until the afternoon of the following day, and after that to leave for the south-west, for, as many of them indicated to me, they said that there was land to the south and to the south-west and to the north-west, and that those of the north-west often came to attack them. So I resolved to go to the south-west, to seek the gold and precious stones. This island is fairly large and very flat; the trees are very green and there is much water. In the centre of it, there is a very large lake; there is no mountain, and all is so green that it is a pleasure to gaze upon it. The people also are very gentle and, since they long to possess something of ours and fear that nothing will be given to them unless they give something, when they have nothing, they take what they can and immediately throw themselves into the water and swim. But all that they do possess, they give for anything which is given to them, so that they exchange things even for pieces of broken dishes and bits of broken glass cups. . . ."

from Cecil Jane, trans., *The Journal of Christopher Columbus* (New York: Bonanza Books, 1989), 23-28.

### Discussion Questions

1. What impressed you the most about this excerpt from Columbus's journal?
2. What is Columbus's main interest on the island? Why is he interested in that?
3. What do you think is Columbus's attitude toward the Taino? Point out passages that reveal his thoughts and feelings about them.

A. What were Columbus' observations

B. What judgements did Columbus make based on those observations?

C. How did the Natives seem to react to the arrival of Columbus and the Spanish?



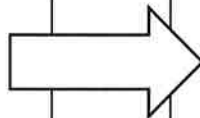
Observation, Description, and Analysis -

Directions – take a look at the document provided and, in the corresponding quadrant below, write down only what you observe or see in the document. Do not write down any analysis in the boxes below.

|  |  |
|--|--|
|  |  |
|  |  |

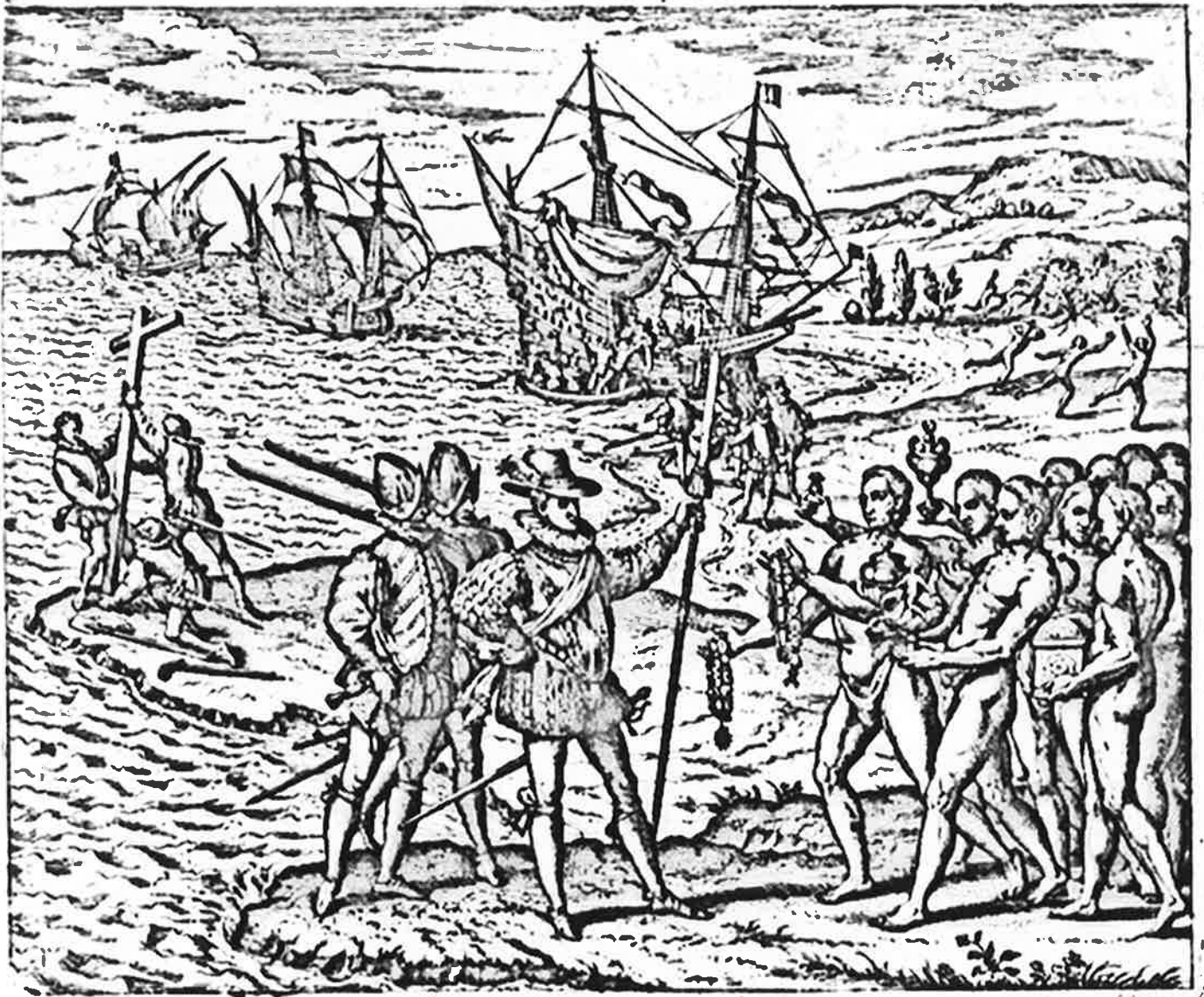
Directions – Complete the task for each of the boxes below.

What is your analysis of the document?



What details or evidence from the document support your analysis? (Use the observations from above to support your analysis.)

# Columbus in India primo appellens, magnis excipitur muneribus ab Incolis. IX.



## Transatlantic Encounters

1. Columbus failed in meeting the primary goal of his first voyage (to find a western route to Asia), but he succeeded in meeting several other important goals. What were those goals?
  - a. He found traces of gold and inquired its whereabouts.
  - b. He claimed all of the lands he encountered for Spain, regardless of who already lived there.
  - c. He promoted/forced Christianity by planting crosses and converting the Natives at every place he came to.
2. What reasons do you think motivated certain groups of Spaniards to join Columbus on his later voyages to the Americas?
  - a. They were motivated by adventure and fame.
  - b. They were motivated by the lure of fortune (gold) and through the claiming of land.

**MANY CULTURES MEET****Reading a Chart**

The arrival of Europeans in the Americas ushered in an era of significant change. One of the most important changes that exploration brought was the dispersion of plants, animals, and microorganisms between the Americas and the rest of the world. Sometimes described as the Columbian Exchange, this ecological revolution had profound effects on people on both sides of the Exchange. ♦ *Read the information about the Columbian Exchange in the chart below. On a separate sheet of paper, answer the questions that follow.*

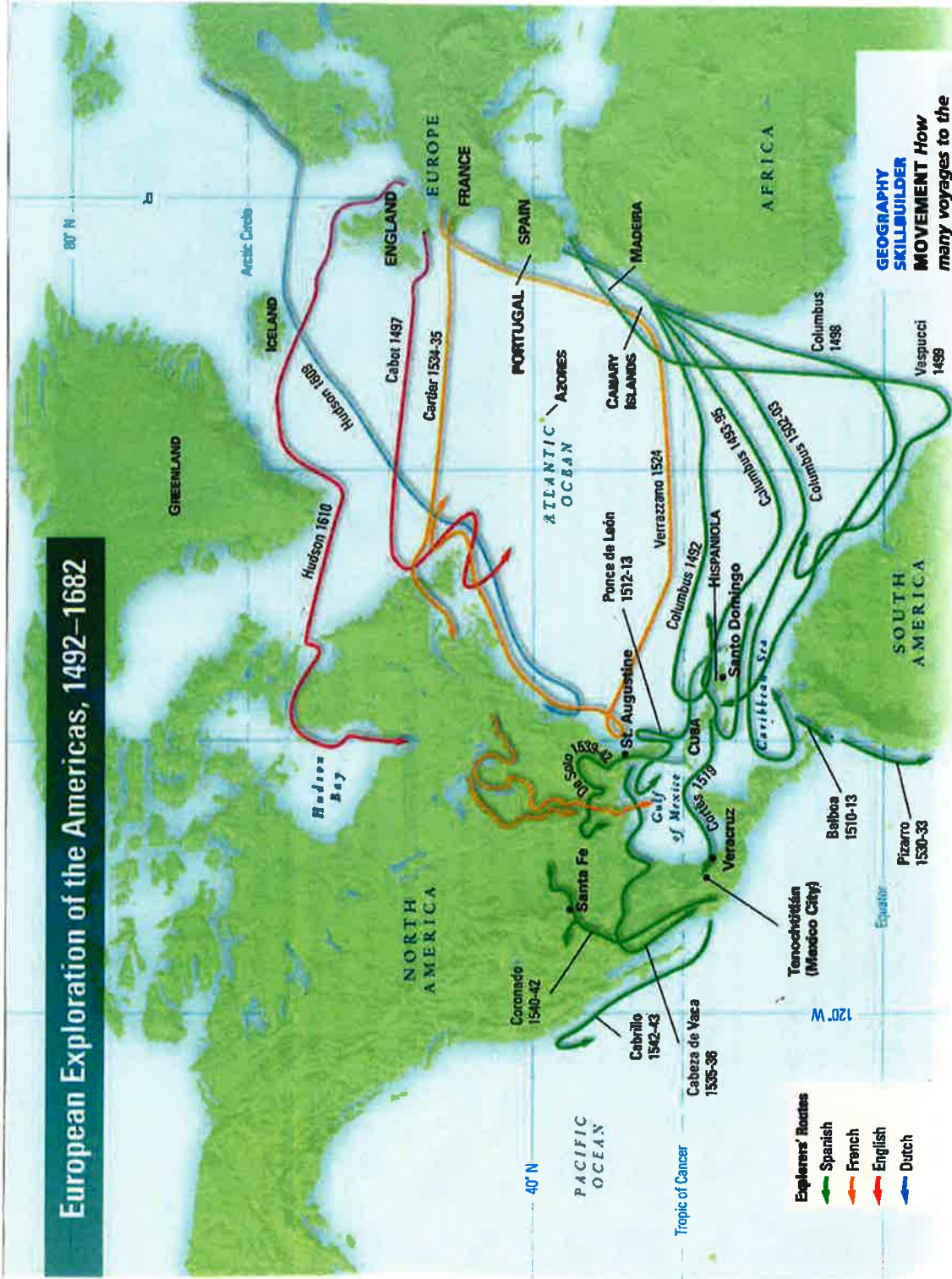
**The Columbian Exchange**

| From Americas to Europe, Asia, and Africa  |                       | From Europe, Asia, and Africa to Americas                       |
|--|-----------------------|---|
| beans<br>maize<br>potatoes<br>sweet potatoes<br>pumpkins<br>squash<br>tomatoes<br>peppers<br>peanuts<br>avocados<br>cocoa<br>tobacco | <b>PLANTS</b>         | wheat<br>bananas<br>rice<br>coffee<br>grapes<br>sugar<br>barley |
| turkeys  | <b>ANIMALS</b>        | chickens<br>cattle<br>pigs<br>horses                            |
|  | <b>MICROORGANISMS</b> | typhus<br>smallpox<br>measles                                   |

**Questions to Think About**

1. What were three plants that traveled from the Americas to Europe, Asia, and Africa through the Columbian Exchange?
2. On which side of the Columbian Exchange did cattle originate?
3. Review the infographic titled "The Columbian Exchange" in Section 4. According to the infographic, what are some other items that came from the Americas?
4. **Link Past and Present** How do you think the phenomenon described as the Columbian Exchange might continue today?

# European Exploration of the Americas, 1492-1682



## GEOGRAPHY SKILLBUILDER

**MOVEMENT** How many voyages to the Americas did Columbus make? **PLACE** What years did England and France sail to the Americas, and which regions did they explore?

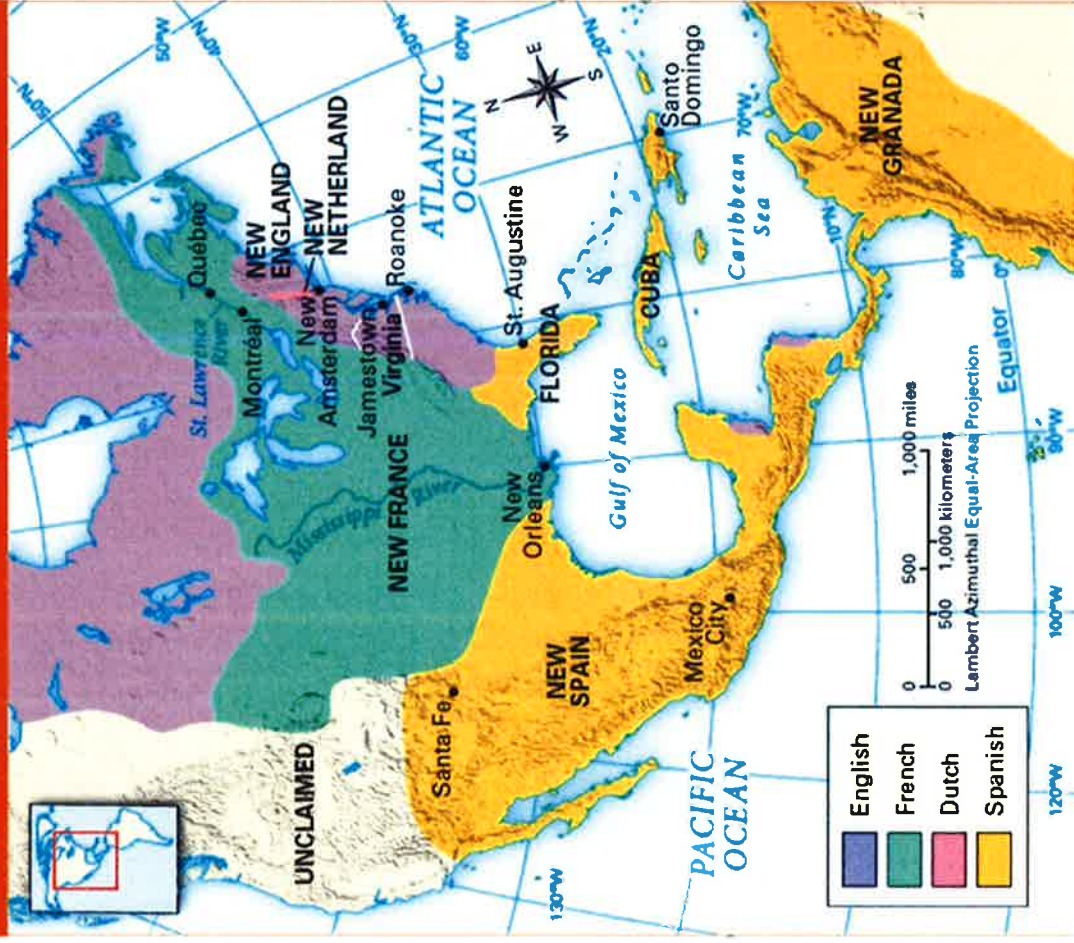
## English, French, and Spanish Colonies: A Comparison

THE HISTORY OF COLONIAL NORTH AMERICA centers primarily around the struggle of England, France, and Spain to gain control of the continent. Settlers crossed the Atlantic for different reasons, and their governments took different approaches to their colonizing efforts. These differences created both advantages and disadvantages that profoundly affected the New World's fate. France and Spain, for instance, were governed by autocratic sovereigns whose rule was absolute; their colonists went to America as servants of the Crown. The English colonists, on the

other hand, enjoyed far more freedom and were able to govern themselves as long as they followed English law and were loyal to the king. In addition, unlike France and Spain, England encouraged immigration from other nations, thus boosting its colonial population. By 1763 the English had established dominance in North America, having defeated France and Spain in the French and Indian War. However, those regions that had been colonized by the French or Spanish would retain national characteristics that linger to this day.

|                                 | English Colonies  | French Colonies   | Spanish Colonies  |
|---------------------------------|---|---|---|
| Settlements/Geography           | Most colonies established by royal charter. Earliest settlements were in Virginia and Massachusetts but soon spread all along the Atlantic coast, from Maine to Georgia, and into the continent's interior as far as the Mississippi River.                             | First colonies were trading posts in Newfoundland; others followed in wake of exploration of the St. Lawrence valley, parts of Canada, and the Mississippi River. Settlements include Quebec (1608) and Montreal (1642). Louisiana settled in the late 1600s. | Crown-sponsored conquests gained riches for Spain and expanded its empire. Most of the southern and southwestern regions claimed, as well as sections of the California coast. Settlements include St. Augustine, Florida (1565); Santa Fe, New Mexico (1610); and numerous cities in Texas and California. |
| Population Sources              | Colonists were recruited from among middle-class farmers, artisans, and tradesmen. Indentured servants, specialists in certain areas (i.e., sawmill workers, lumbermen), and convicted criminals were also brought over. Immigrants from other countries were welcomed. | Initially fur traders, merchants, and missionaries. In 1665 some 1100 French soldiers arrived and were given land. Neither Protestants nor peasant farmers were allowed to emigrate.  | Conquistadores, soldiers, and missionaries were the primary Spanish colonizers; farmers and traders came later.   |
| Government                      | Distance from England and a frugal Parliament allowed colonists to set up local governments and representative assemblies and to tax themselves, as long as they did not take up arms against the Crown.  | Colonies were fully subject to the French king. There were no political rights or representative government, and public meetings could not be held without permission.  | Colonies were governed by crown-appointed viceroys or governors. Settlers had to obey the king's laws and could make none of their own.   |
| Religion                        | Largely non-Catholics. Although some tolerance was practiced in most colonies, the Puritans in Massachusetts established an autocratic and restrictive religious leadership. Pennsylvania mandated complete tolerance.  | Even though Protestants had played a role in the founding of New France, from around 1659 on they were excluded from the colony. Colonial life was largely controlled by the French Catholic clergy.  | Settlers were restricted to Catholics; Protestants were persecuted and driven out.  |
| Economy                         | Diverse economic activities included farming, fishing, and trading. Exports included tobacco, rice, timber, and fish. Tobacco was the main source of revenue in the Virginia and North Carolina colonies.   | Although the French government encouraged farming efforts, the fur trade proved to be more lucrative. Plantations established in the Mississippi valley largely failed.   | Largely a trading economy; some farming in the West. Commerce was controlled by the Spanish board of trade, with regulations enforced by the Spanish military.  |
| Population Growth               | Rapid growth due to liberal immigration policies. By 1627 Virginia had approximately 1,000 settlers. By 1754 total population in the English colonies had grown to 1.5 million; this included large proportions of German and French.                                   | Slow growth; by 1672 no more than 5,000 colonists had settled throughout New France. In Canada the French population totaled just under 40,000 by 1734. In Louisiana, by 1763 there were approximately 10,000 settlers, including 5,000 slaves and Acadians.  | Slow growth due to greater emphasis on military conquest, poor relations with Native Americans, and numerous early failures to establish permanent settlements. Largest Spanish populations were in Florida, Texas, California, and Mexico.   |
| Relations with Native Americans | Originally friendly; early colonists relied on Native Americans for trade and for help with survival. Eventually greed for land led to major conflicts with Indians.  | Despite conversion efforts of missionaries, French respect for Native Americans allowed many to forge alliances, especially in their wars against the British.  | Spanish missionaries saw Native Americans as heathens to be converted to Christianity; soldiers viewed them as fit only for killing or subjugation.   |

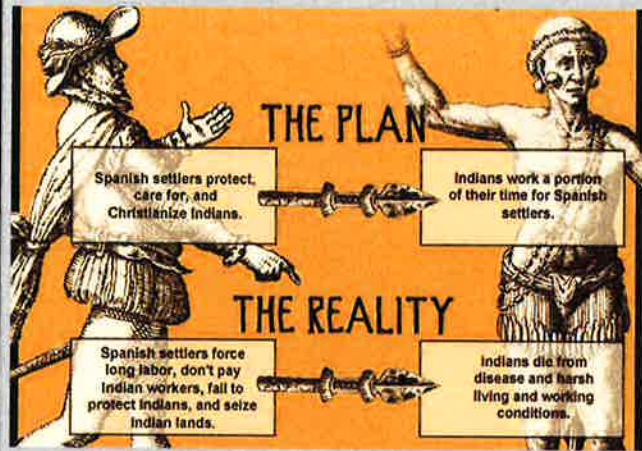
### European Settlements in North and South America, 1682



1. What was significant about where each European country settled?

2. What impact did the places and settlement have on the places and people they settled?

# What were the effects of exploration and colonization on the regions and inhabitants of the Americas?

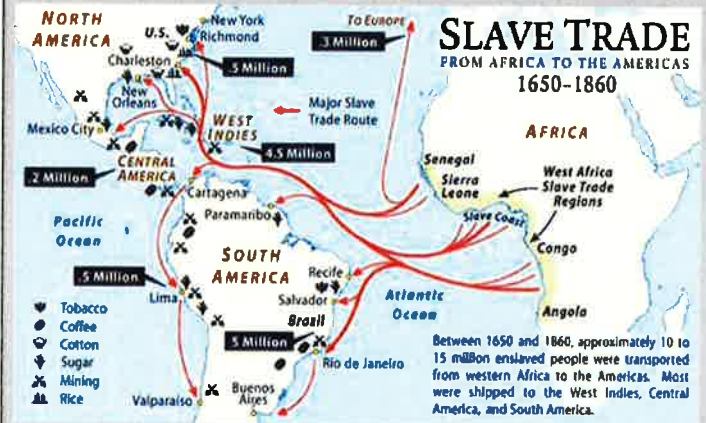


## The Americas and Native Americans –

1. victims of colonization -> land was taken from them and they became forced labor
2. resistance was met with death and destruction
3. European diseases spread rampantly because they had no immunities to them.

## Africa and its people –

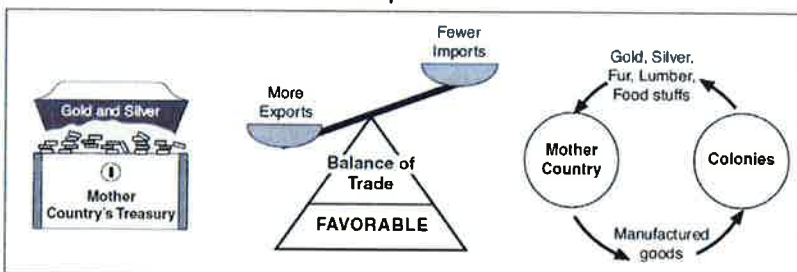
1. The decline of Natives led to the increased importation of slaves from Africa
2. The slave trade devastated African societies (21 million slaves were imported into the western hemisphere through the 1800s) – took all of the able-bodied men and women from their homes.



## Europe and its people –

1. Economic opportunities opened up for many (especially the wealthy)
2. National rivalries developed over competition for trade and colonies
3. Columbian Exchange – new plants, animals are introduced which led to increased population in Europe

### A European View



Which group(s) seemed to benefit most from colonization? The least? (Use information provided to support your claim)

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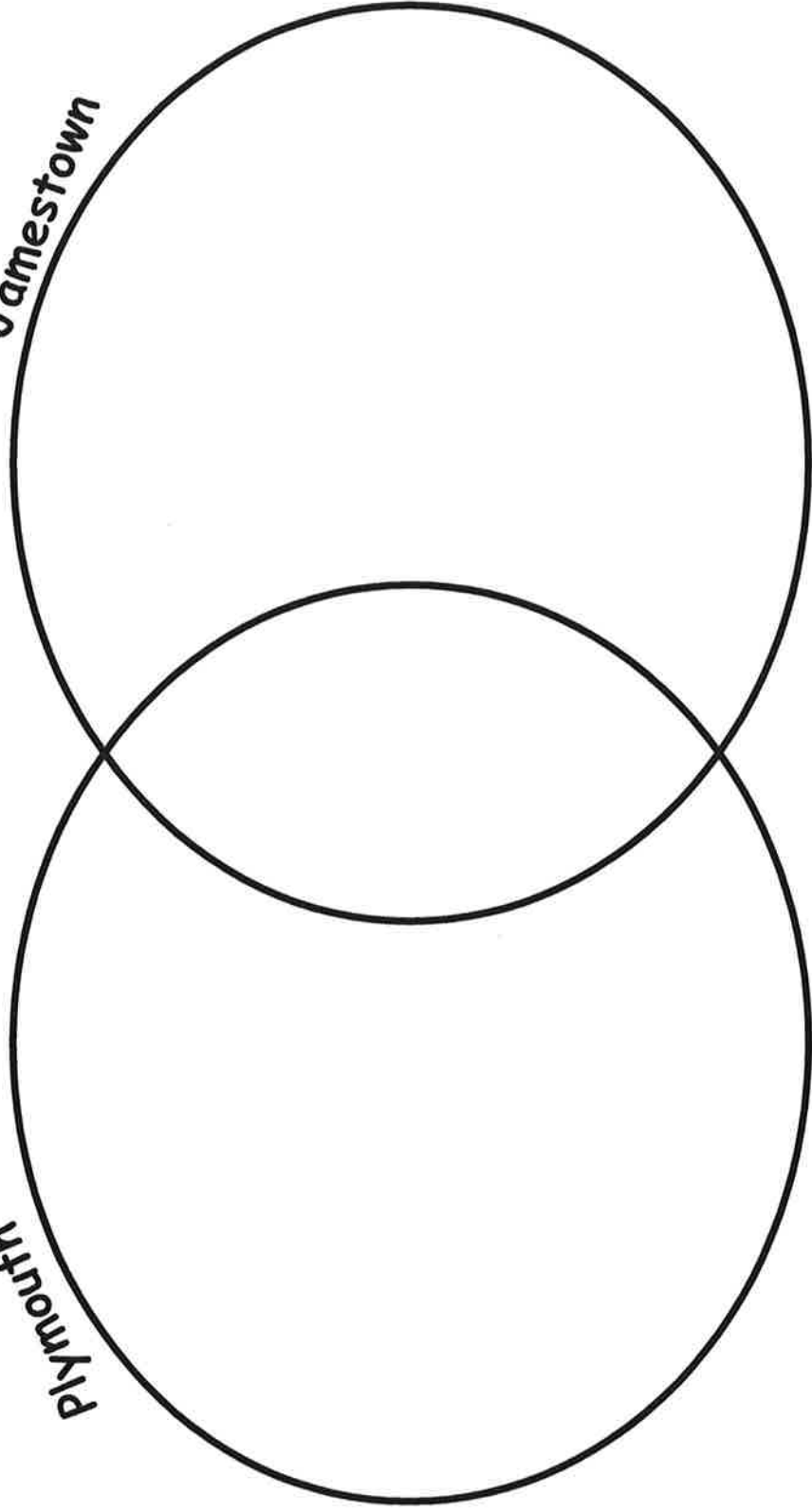
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## Plymouth vs. Jamestown

**Directions:** Compare and contrast the Plymouth and Jamestown settlements. Include SPECIFIC details about the following: reasons for being founded, characteristics of the settlers, significant leaders, relations with the Native Americans, and other important information.

Plymouth

Jamestown





### Comparison Chart

|   | <b>Jamestown</b>  | <b>Plymouth</b>                                       |
|---|---|---|
| <b>Location</b>                           | In what is now Virginia along the James River                           | In what is now Massachusetts along the bay            |
| <b>Characteristics of the region</b>      | warm climate, fertile soil  | colder climate with four seasons; coastal             |
| <b>Reasons it was founded</b>             | economic – people wanted to make money                                  | religious – people were looking for religious freedom |
| <b>Early Setbacks</b>                     | unwillingness by some to work, disease, lack of leadership; no families | hunger, disease, and cold                             |
| <b>Government</b>                         | House of Burgesses  | Mayflower Compact                                     |
| <b>Interactions with Native Americans</b> | often in conflict   | peaceful for the first years                          |
| <b>Successes</b>                          | tobacco plantations   | fishing, farming, and trading                         |

## New England Colonies

The New England colonies are made up by Massachusetts, Connecticut, Rhode Island, and New Hampshire. The people of New England shared certain characteristics and lacked the diversity experienced in the Middle or Southern colonies. The vast majority of New Englanders were white, English, extremely religious, and enjoyed large families.

Colonies New England in the northeast has generally thin, stony soil, relatively little level land, and long winters, making it difficult to make a living from farming. Turning to other ways of life, the New Englanders **harnessed** waterpower and established grain mills and sawmills. Large amounts of timber encouraged shipbuilding. Excellent harbors promoted trade, and the sea became a source of great wealth. In Massachusetts, the cod industry alone quickly furnished a basis for prosperity. So much in fact that Boston became one of the wealthiest towns through most of the 18<sup>th</sup> and 19<sup>th</sup> centuries.

With the bulk of the early settlers living in villages and towns around the harbors, many New Englanders interacted in “common spaces” within the town. Living so close to one another made places such as the village school, the village church and the village or town hall, places of common interest that everyone shared. Important town meetings or urgent announcements would be held in a “common space.”

Oak timber for ships' hulls, tall pines for spars and masts, and tar for the seams of ships came from the Northeastern forests. Building their own vessels and sailing them to ports all over the world, the shipmasters of Massachusetts Bay laid the foundation for a trade that was to grow steadily in importance. By the end of the colonial period, one-third of all British ships were built in New England. Fish, ships, and wood products swelled the exports.

# Comparing The Colony Regions

## Middle Colonies

The Mid-Atlantic Colonies are Pennsylvania, New York, New Jersey and Delaware. Just like in New England, the environment greatly impacted the way people who lived in the middle colonies made a living and went about their daily lives.

A major difference between New England and Middle colonies was the quality of the land. The Middle colonies had rich farmland and a moderate climate, which made farming much easier than it was in New England. Many people made their living raising livestock or growing grain. Due to the ease of farming, these colonies were able to provide food for their own people and to send to the other colonies; the Middle colonies became known as the “breadbasket

colonies. “ Philadelphia was the leading city for both political and economic life throughout the Middle Colonies.

Land in the middle colonies also consisted of coastal lowlands, which contained harbors and bays with wide, deep rivers. The location along the Atlantic Coast also allowed people in the Mid-Atlantic colonies to make a living through fishing. Those who did not make a living by farming or fishing were able to find work as either skilled or unskilled workers.

People in the middle colonies came from a variety of different cultures and participated in many different religions. Immigrants from many countries chose the Middle colonies due to the variety of options that were available to them. Despite the variety of cultures and belief systems, life in the Middle colonies still revolved around the village or city in which one lived in. Market towns were extremely important in the Middle colonies because people needed to go to town to trade the products they grew or made.



## Southern Colonies

### Southern Colonies



In contrast to the New England and Middle colonies were the rural southern colonies of Virginia, Maryland, North and South Carolina, and Georgia. "Common spaces" such as those in New England were absent in the South as most people lived on large tracts of land, miles upon miles apart. By the late 17th century, Southern economic and social stability rested on the great planters of the region. The planters, supported by slave labor, held most of the political power and owned the best land. They built great houses, adopted an aristocratic (grand, lavish) way of life and kept in touch as best they could with the world of culture overseas.

Charleston, South Carolina, became the leading port and trading center of the South. Dense forests also brought revenue: lumber, tar and resin from pine trees provided some of the best shipbuilding materials in the world. An excellent growing climate made the Southern colonies the most popular region for agriculture. Not bound to a single crop as was Virginia (tobacco), North and South Carolina also produced and exported rice and indigo, a blue dye obtained from native plants that were used in coloring fabric.

By 1750 more than 100,000 people lived in the two colonies of North and South Carolina. In the southern-most colonies, German, Scottish, and Irish immigrants populated the land. Living on the edge of the Indian country, frontier families built cabins, cleared land in the wilderness and cultivated maize and wheat. While the Southern region had some diversity among the people, it was nothing like that of the Middle Colonies. People in the South typically fell into one of three categories: Elite (white, planter), Yeoman (immigrant worker), or Slave.

|                                  | New England | Middle | Southern |
|----------------------------------|-------------|--------|----------|
| <b>Colonies</b>                  |             |        |          |
| <b>Land</b>                      |             |        |          |
| <b>Climate</b>                   |             |        |          |
| <b>Economy</b>                   |             |        |          |
| <b>Diversity of People</b>       |             |        |          |
| <b>Other interesting details</b> |             |        |          |

**The Colonies Come of Age****Section 1****England and Its Colonies****Terms and Names**

**mercantilism** Theory that countries should acquire gold and focus on exporting goods and owning colonies

**Parliament** The lawmaking body of England

**Navigation Acts** Laws passed by the British to control colonial trade

**Dominion of New England** A huge colony formed by the King of England, which included land from southern Maine to New Jersey

**Sir Edmund Andros** Governor appointed by the King of England to govern over the Dominion of England

**Glorious Revolution** Overthrow of James II

**salutary neglect** An English policy of not strictly enforcing laws in its colonies

**Before You Read**

In the last section, you learned how the English established colonies in North America. In this section, you will learn how the relationship between England and its colonies grew tense.

**As You Read**

Use a chart to take notes on problems and solutions with the colonies.

**ENGLAND AND ITS COLONIES****PROSPER (Pages 66–68)****What is mercantilism?**

England's North American colonies existed mainly for the benefit of the home country—England. This idea was based on the theory of **mercantilism**. Under mercantilism, a nation could become rich and powerful in two ways: (1) by obtaining gold and silver, and (2) by establishing a favorable balance of trade in which it sold more goods than it bought. A nation's ultimate goal under mercantilism was to become self-sufficient so that it did not have to depend on other countries for goods.

The key to achieving a favorable balance of trade was establishing colonies. Colonies provided raw materials, such as lumber,

furs, grain, and tobacco to the home country. This meant that the home country did not have to buy these goods from other nations. With colonies, nations had a built-in market in which to sell the goods it produced.

Throughout the 1600s, the American colonies behaved as they were supposed to under the mercantilist system. They exported much of their raw materials to England. However, the colonies also sold raw materials to other countries. England saw this as a threat to their economic strength. Under mercantilism, a nation's colonies should not supply goods to other countries.

In 1651, England's **Parliament**, or lawmaking body, passed the **Navigation Acts**. The acts greatly restricted colonial trade. They declared that the colonies could export certain products only to England.

Section 1, *continued*

They also required that goods traded between the colonies and other nations first had to be unloaded in England. This allowed England to tax the goods—and thus make money off the trade.

1. What did the Navigation Acts do?

\_\_\_\_\_

\_\_\_\_\_

**TENSIONS EMERGE (Pages 68–69)**

**What was the Dominion of New England?**

Despite the Navigation Acts, some colonial merchants continued to trade goods with other countries illegally. In 1684, the English King, Charles II, responded by punishing Massachusetts, where much of the illegal trading occurred. The king took away the colony’s charter and made it a royal colony.

In 1685, James II replaced Charles as king. He cracked down further on the American colonies. James placed the colonies from southern Maine to New Jersey under one large colony called the **Dominion of New England**. The king made **Sir Edmund Andros** the new royal governor of the Dominion. Andros angered the colonists by outlawing local government and by forcing new taxes on the colonists.

At about this time, England was experiencing great turmoil. The country’s Parliament, which often fought with James, wanted to get rid of him. In 1688, Parliament helped overthrow James. This event became known as the **Glorious Revolution**. In the aftermath of the revolution, Parliament passed laws that gave it greater power over the English king.

Parliament restored the original colonies that made up the Dominion of New England. In addition, Parliament gave Massachusetts its charter back. The new charter, however, called for the king to appoint the governor of Massachusetts. The charter also required Massachusetts be more tolerant of different religions.

2. How did the Glorious Revolution affect the colonies?

\_\_\_\_\_

\_\_\_\_\_

**ENGLAND LOOSENS THE REINS**

(Pages 70–71)

**What is salutary neglect?**

After 1688, England turned its attention away from the colonies. It was more concerned with France which was competing with England for control of Europe.

In this period, the new English government followed a policy of **salutary neglect**. This meant that it rarely enforced the laws. Parliament did not think it was necessary to supervise the colonies closely.

Under this new policy, governors appointed by the king ruled each colony. However, colonial assemblies—lawmaking bodies comprised of elected colonists—held a good deal of power. The governor could veto the laws the assemblies passed. However, the assemblies had the power to raise taxes. This meant that they controlled the governor’s salary. In this way, the colonies were able to practice an early form self-government.

3. In what way did the colonists hold some political power in the colonies?

\_\_\_\_\_

\_\_\_\_\_

CHAPTER  
**3**

GUIDED READING *England and Its Colonies*

Section 1

- A.** As you read this section, answer the questions below to help you understand causes and effects. There can be one or several answers to each question.

**The Navigation Acts**

CAUSE

1. Why did Parliament pass the Navigation Acts?

EFFECTS

2. How did these acts benefit England?

3. How did the acts benefit the colonies?

4. How did the acts hurt the colonies?

**The Glorious Revolution**

CAUSE

5. Why did the Glorious Revolution occur?

EFFECTS

6. How did this revolution affect England?

7. How did it affect the colonies?

- B.** On the back of this paper, explain the relationship in each of the following pairs:

**balance of trade—mercantilism    salutary neglect—mercantilism**

**Dominion of New England—Sir Edmund Adros**

## The Commercial North v. the Agricultural South

|                    | <b>The Commercial North</b>   | <b>The Agricultural South</b>  |
|--------------------|---|--|
| <b>Geography</b>   | The northern colonies had shorter growing seasons but had more harbors (access to rivers and the ocean)   | The southern colonies had longer growing seasons that were more conducive to year-round farming                                |
| <b>Economy</b>     | Became based on commerce and trade  | Became based on agriculture  |
| <b>Agriculture</b> | Farmers were forced to be more diverse in their farming because they were limited in what and when they could farm (raised livestock too)                                       | Farmers could devote their farming to particular cash crops like tobacco, rice, indigo, and eventually cotton                  |
| <b>Settlement</b>  | Reliance on commerce and trade and their limited farming led to the development of towns and cities (Boston, NY, Philadelphia) which were densely populated = more URBAN        | Need for more land to maximize their cash crops led to the development of plantations spread throughout the South = more RURAL |
| <b>Population</b>  | Settlement of different colonies by the English, Swedish, Germans, and Dutch led to more ethnic and religious diversity. Industry would later increase immigration to the North | A lack of diversity in the South, except for slaves. Little attraction or need of immigrants                                   |
| <b>Labor</b>       | Although slavery existed in the North, it was not heavily relied upon and was not conducive to its economy. immigrants supplied cheap labor                                     | A great need was developed for slaves as plantations, as well as farming in general continued to expand                        |

Using the information above, draw a visual representation of The Commercial North and Agricultural South below.

| The Commercial North | The Agricultural South |
|----------------------|------------------------|
|                      |                        |

**To Be DISPOSED of,**  
 A Likely Servant Mans Time for 4 Y ears  
 who is very well Qualified for a Clerk or to teach  
 a School, he Reads, Writes, understands Arithmetick and  
 Accompts very well, Enquire of the Printer hereof.

Lately imported from Antigua  
 and to be Sold by Edward Jones in  
 Isaac Norris's Alley.  
**A PARCEL of likely Ne-**  
 gro Women & Girts from thireeca  
 to one and twenty Years of age, and have  
 all had the Small-Pox.

**To Be SOLD,** Negroe  
 Boys, Enquire of Capt. Benjamin Chryf-  
 tum, at his Houſe in Arch-Street.  
 Also a Quantity of very good Lime-juice  
 to be Sold cheap.

## Compare and contrast =

# Indentured Servants and Slaves

### Indentured Servants

- **Indenture:** a formal legal agreement, contract, or document, in particular
- **Servitude:** the state of being a slave or completely subjected to someone more powerful
- Servants worked for 5-7 years in exchange for clothes, food, & passage over to the new world, shelter, etc. They were eventually freed from servitude.
- There were laws that protected their rights – however they were NOT treated as equals
- Contracts of servitude could be extended as punishment for running away, becoming pregnant, etc.
- Contract could include provisions for 25 acres of land, a year's worth of corn, arms, a cow, new clothes, etc.
- Indentured servants were usually men, women (and sometimes children) who were European "failures": criminals, orphans, political prisoners, the unemployed, desperate, etc.
- Indentured servants could be white or black

## CHEAP LABOR

### Slaves

- **Slave:** a person who is the legal property of another and is forced to obey them
- People who were slaves were Africans who were either sold as a prisoner of war or kidnapped from their home
- Also, the children of slaves were born into the institution
- Slaves were not afforded any "standard" of treatment
- Slaves would never gain freedom or necessities by working – in most cases they worked until they died. In some cases, they were able to purchase their freedom.
- Slaves did not have any rights whatsoever (SLAVE CODES)
- Slaves who ran away, became pregnant, or did not follow the masters orders could be seriously maimed, severely beaten, or tortured. They were also emotionally and psychologically abused. They might also be forcibly separated from their children.



In the 1600s and 1700s, by forced exile, by lures, promises, and lies, by kidnapping, by their urgent need to escape the living conditions of the home country, poor people wanting to go to America became commodities of profit for merchants, traders, ship captains, and eventually their masters in America. Abbot Smith, in his study of indentured servitude, *Colonists in Bondage*, writes: "From the complex pattern of forces producing emigration to the American colonies one stands out clearly as most powerful in causing the movement of servants. This was the pecuniary profit to be made by shipping them."

After signing the indenture, in which the immigrants agreed to pay their cost of passage by working for a master for five or seven years, they were often imprisoned until the ship sailed, to make sure they did not run away. In the year 1619, the Virginia House of Burgesses, born that year as the first representative assembly in America (it was also the year of the first importation of black slaves), provided for the recording and enforcing of contracts between servants and masters. As in any contract between unequal powers, the parties appeared on paper as equals, but enforcement was far easier for master than for servant.

The voyage to America lasted eight, ten, or twelve weeks, and the servants were packed into ships with the same fanatic concern for profits that marked the slave ships. If the weather was bad, and the trip took too long, they ran out of food. The sloop *Sea-Flower*, leaving Belfast in 1741, was at sea sixteen weeks, and when it arrived in Boston, forty-six of its 106 passengers were dead of starvation, six of them eaten by the survivors. On another trip, thirty-two children died of hunger and disease and were thrown into the ocean. Gottlieb Mittelberger, a musician, traveling from Germany to America around 1750, wrote about his voyage:

***During the journey the ship is full of pitiful signs of distress-smells, fumes, horrors, vomiting, various kinds of sea sickness, fever, dysentery, headaches, heat, constipation, boils, scurvy, cancer, mouth-rot, and similar afflictions, all of them caused by the age and the high salted state of the food, especially of the meat, as well as by the very bad and filthy water.. .. Add to all that shortage of food, hunger, thirst, frost, heat, dampness, fear, misery, vexation, and lamentation as well as other troubles.... On board our ship, on a day on which we had a great storm, a woman about to give birth and unable to deliver under the circumstances, was pushed through one of the portholes into the sea....***

Indentured servants were bought and sold like slaves. An announcement in the Virginia Gazette, March 28, 1771, read:

***Just arrived at Leedstown, the Ship Justitia, with about one Hundred Healthy Servants, Men Women & Boys... . The Sale will commence on Tuesday the 2nd of April.***

Against the rosy accounts of better living standards in the Americas one must place many others, like one immigrant's letter from America: "Whoever is well off in Europe better remain there. Here is misery and distress, same as everywhere, and for certain persons and conditions incomparably more than in Europe."

Beatings and whippings were common. Servant women were raped. One observer testified: "I have seen an Overseer beat a Servant with a cane about the head till the blood has followed, for a fault that is not worth the speaking of...." The Maryland court records showed many servant suicides. In 1671, Governor Berkeley of Virginia reported that in previous years four of five

servants died of disease after their arrival. Many were poor children, gathered up by the hundreds on the streets of English cities and sent to Virginia to work.

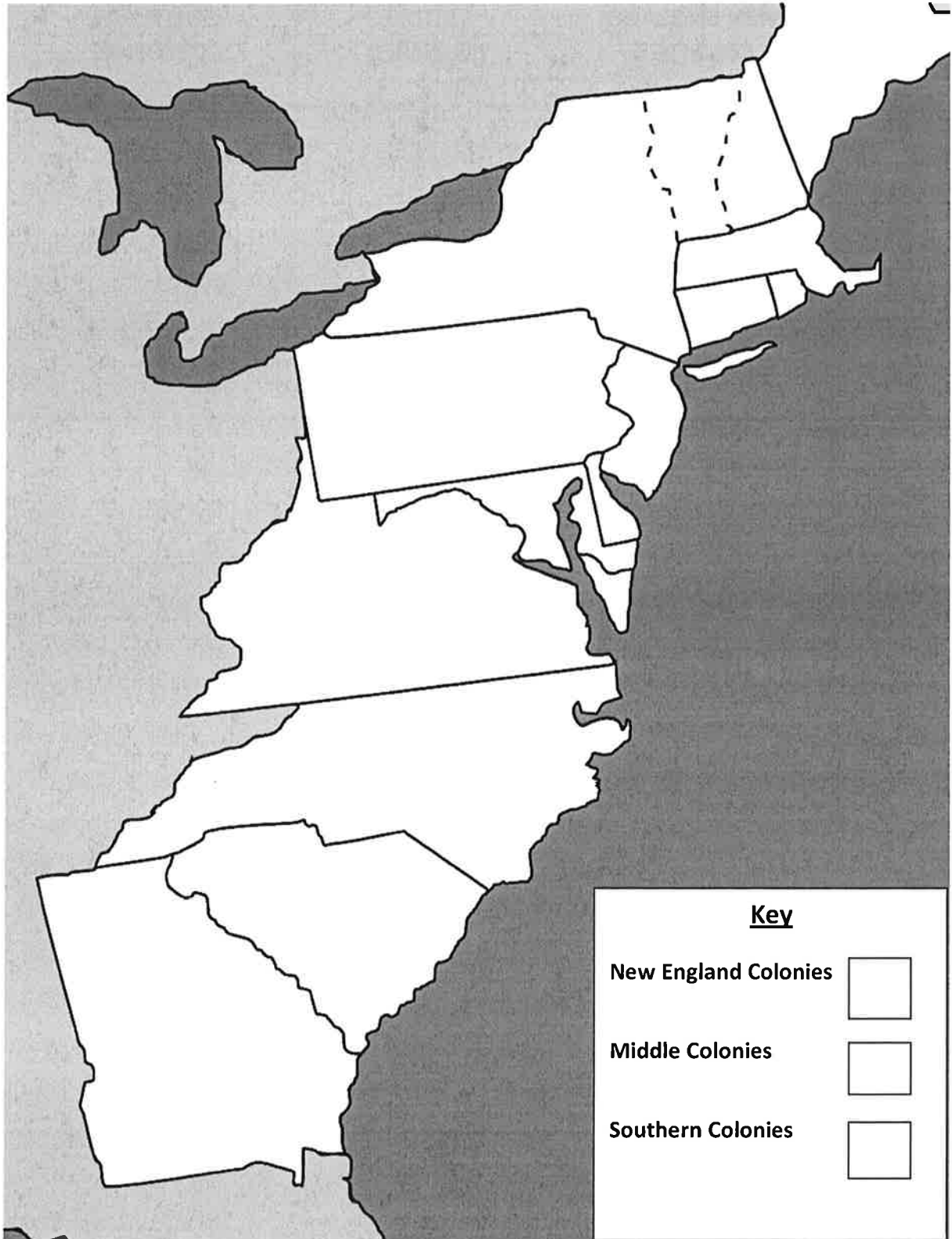
The master tried to control completely the sexual lives of the servants. It was in his economic interest to keep women servants from marrying or from having sexual relations, because childbearing would interfere with work. Benjamin Franklin, writing as "Poor Richard" in 1736, gave advice to his readers: "Let thy maidservant be faithful, strong and homely."

Servants could not marry without permission, could be separated from their families, could be whipped for various offenses. Pennsylvania law in the seventeenth century said that marriage of servants "without the consent of the Masters . . . shall be proceeded against as for Adultery, or fornication, and Children to be reputed as Bastards."

Although colonial laws existed to stop excesses against servants, they were not very well enforced, we learn from Richard Morris's comprehensive study of early court records in *Government and Labor in Early America*. Servants did not participate in juries. Masters did. (And being propertyless, servants did not vote.) In 1666, a New England court accused a couple of the death of a servant after the mistress had cut off the servant's toes. The jury voted acquittal. In Virginia in the 1660s, a master was convicted of raping two women servants. He also was known to beat his own wife and children; he had whipped and chained another servant until he died. The master was berated by the court, but specifically cleared on the rape charge, despite overwhelming evidence.

#### SUMMARY -

**Directions: Clearly label each colony. Next, shade in the New England Colonies, the Middle Colonies, and the Southern Colonies three different colors. Fill in the key with the colors that you labeled each set of colonies.**



## The Colonial Environment and Its Economic Impacts

| Colonial Region | Land  | Climate   | Way of Making Money  |
|-----------------|---|---|--|
| New England     | rocky, forested, poor soil                      | long cold winters, very short growing season    | Fishing, whaling, shipbuilding, lumber                               |
| Middle          | fertile river valleys                           | milder winters, longer growing season           | Farmed, grew grains: <b>Wheat, Rye, and Barley</b>                   |
| Southern        | flat coastal plains, broad rivers, fertile soil | warm, moist summers, very short and mild winter | plantations (large farms) where rice, indigo, and tobacco were grown |

**Directions:** Base your answers to the following questions on the chart seen above and your knowledge of social studies. Please answer in complete sentences.

1. What are the three colonial regions? \_\_\_\_\_

\_\_\_\_\_

2. Why might the New England region make its money by doing things other than farming? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Explain a difference you notice about the crops grown in the Middle region and some of the crops grown in the Southern region.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**4.** Why might the New England region be more successful than the Southern region at fishing, whaling, shipbuilding, and lumbering?

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**5.** Based on the chart and what else you have learned, explain how geography can affect the economy or way people make money.

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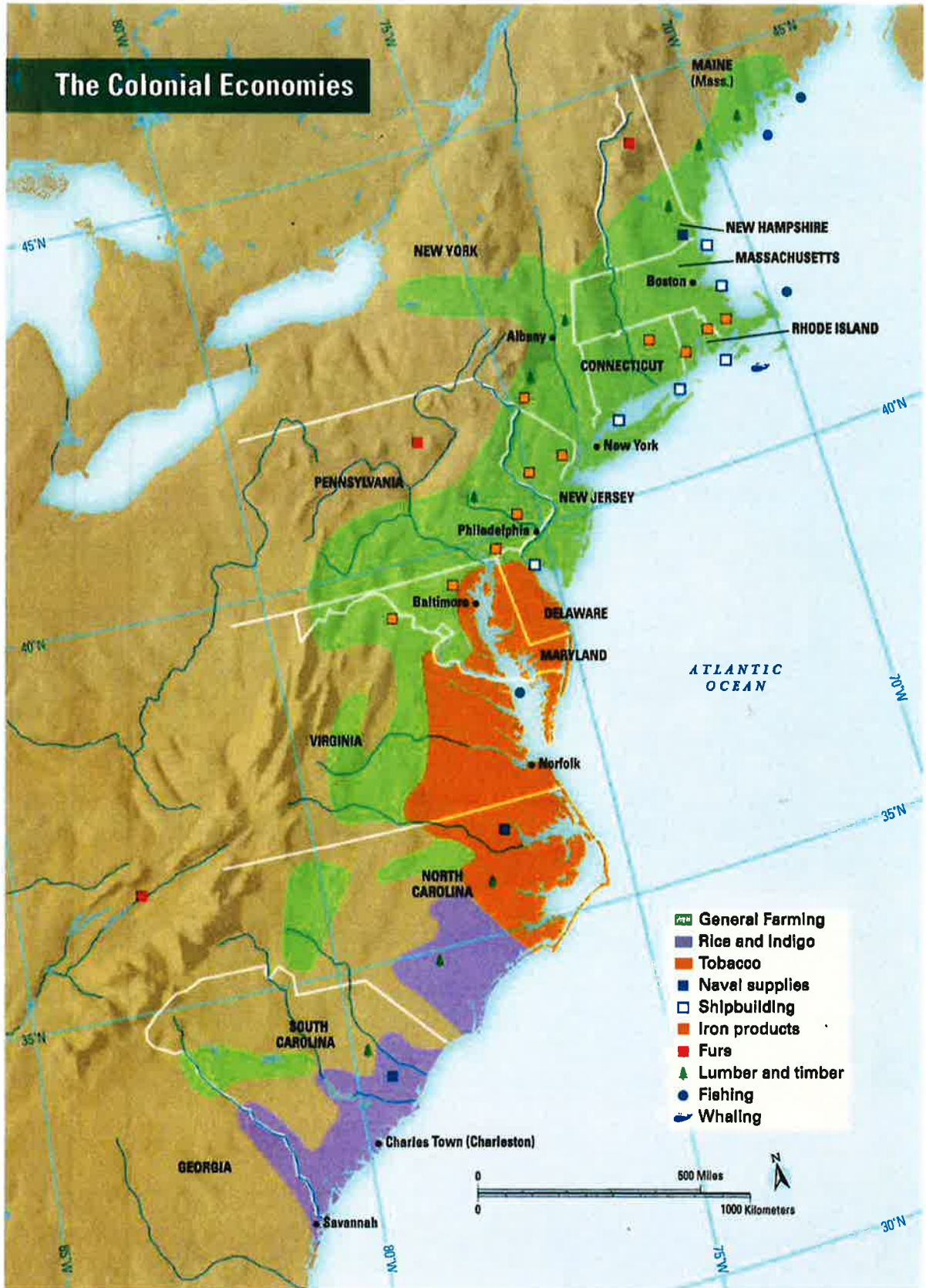
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**THE AMERICAN COLONIES TAKE SHAPE**  
**Geography and History**

Britain’s 13 original colonies stretched across three distinct geographic regions. Each region presented unique challenges to colonists as they worked to support themselves, their families, and their growing communities. By the last half of the 18th Century, colonists had learned to use their new environments to full economic advantage. Each region proved valuable although in different ways. ♦ Use the information from the page labeled “Geography and Regional Economies” in Section 3 and the chart below to answer the following questions on a separate sheet of paper.

**Regional Economy**

| Average Annual Value of Exported Products<br>American Colonies, 1768–1772<br>(as measured in Pounds Sterling) |             |                 |            |          |            |
|---|-------------|-----------------|------------|----------|------------|
| Exported Products   | New England | Middle Colonies | The South  |          | Totals     |
|   |             |                 | Upper      | Lower    |            |
| Deerskins   |             |                 |            | £37,093  | £37,093    |
| Fish  | £152,155    |                 |            |          | £152,155   |
| Flaxseed  |             | £35,956         |            |          | £35,956    |
| Grain Products  | £19,902     | £379,380        | £199,485   | £13,152  | £611,919   |
| Indigo  |             |                 |            | £111,864 | £111,864   |
| Iron  |             | £27,669         | £29,191    |          | £56,860    |
| Livestock   | £89,953     | £20,033         |            | £12,930  | £122,916   |
| Naval Supplies  |             |                 |            | £31,709  | £31,709    |
| Potash  | £22,399     | £12,272         |            |          | £34,671    |
| Rice  |             |                 |            | £305,533 | £305,533   |
| Rum   | £18,766     |                 |            |          | £18,766    |
| Tobacco   |             |                 | £756,128   |          | £756,128   |
| Whale Products  | £62,103     |                 |            |          | £62,103    |
| Wood Products   | £65,271     | £29,348         | £22,484    | £25,764  | £142,867   |
| Other*  | £8,552      | £21,887         | £39,595    | £13,904  | £83,938    |
| Totals  | £439,101    | £526,545        | £1,046,883 | £551,949 | £2,564,478 |

\*Includes any product whose value is less than 2% of the total annual average for the region.

**Questions to Think About**

1. On average, which region benefited most from the export of grain products?
2. Which region benefited most from the export of wood products?
3. **Compare and Contrast** Compare and contrast the three colonial regions according to their exported products. What products did they export in common? What exported products were unique to each region?
4. **Draw Conclusions** Why did the three colonial regions export different products? Explain your answer.