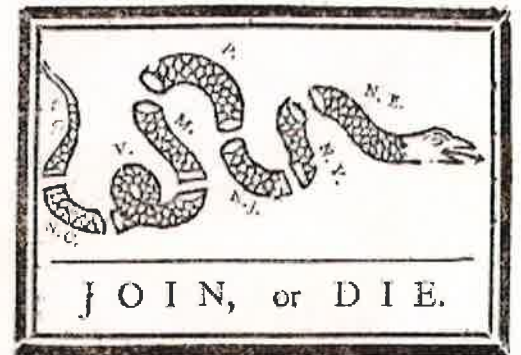


# Colonial Foundations





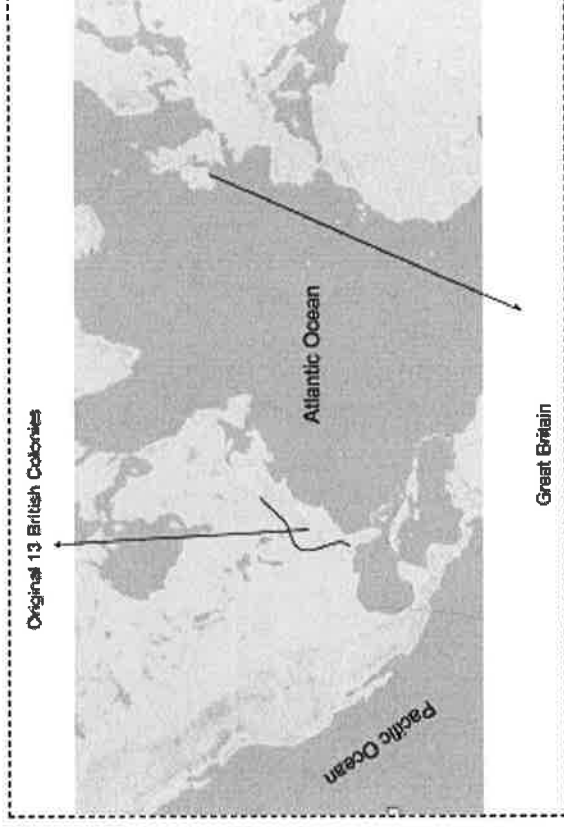
# Geography of the 13 Colonies

## Building Context

### Objective

Describe the location of the original 13 colonies of the United States.  
Describe the geography of the original 13 colonies of the United States.

### Map 1: Location of the colonies relative to Great Britain - made using: [National Geographic Map Maker](#)

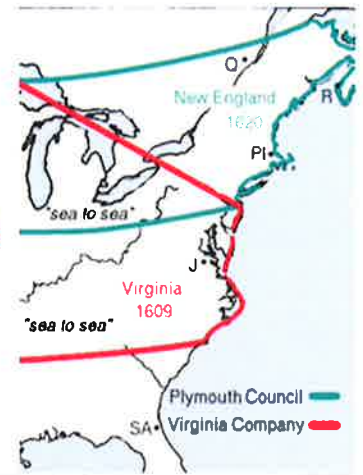


- 1) Notice where Great Britain is located on this map. Why do you think original British colonists settled and established colonies along the *East Coast of the United States*?
  - a) Why do you think they didn't originally settle on the west coast of the United States (near the Pacific Ocean)?
  - 2) According to this image, which **ocean** were the colonies closest to?
    - a) Why might access to this ocean be important to the **economy** and **longevity** of the colonies?

## First English Settlements: Jamestown and Plymouth

Compare and Contrast: use the following link to fill in the chart below. Use a highlighter to highlight the differences between the two settlements

<https://www.nps.gov/jame/learn/historyculture/jamestown-and-plymouth-compare-and-contrast.htm>



	Jamestown (1609)	Plymouth (1620)
Location		
Reasons for migrating		
Early setbacks		
Religion		
Government		
Native Americans		
Legends		
Thanksgiving		
Conclusion		

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 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?

\_\_\_\_\_

\_\_\_\_\_

## 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





# Native American Speeches

## Evaluating Sources

**Objective** *How did European colonization in North America impact Native Americans?*

**Pre Reading Activity:** Carefully analyze the chart<sup>1</sup> and answer the question that follows.

**Population of peoples in North America - 1610 and 1700**

Estimated European Populations	1610	1700
English in Virginia	100	72,000
French in New France	100	13,000
Spanish in New Spain	500	3,000
Estimated Native Populations	1610	1700
Powhatans	15,000	1,000
Hurons	20,000	100 - 200
Pueblos	60,000	14,000

**Observation:** What do you notice about the **changes** in the population of Europeans and Native Americans in North America between 1610 and 1700?

<sup>1</sup> Chart accessed from: [Gilder Lehrman & Smithsonian's American History Museum](#)



**Part 1A: DOCUMENT ANALYSIS:** Analyze the three documents below and answer the analysis questions that follow.

**Document 1: Miantonomo (Narragansett tribe) 1642:**

1 **Brothers, we must be as one as the English are, or we shall all be destroyed. You**  
2 **know our fathers had plenty of deer and skins and our plains were full of game**  
3 **and turkeys, and our coves [body of water] and rivers were full of fish.**  
4  
5 **But, brothers, since these Englishmen have seized our country, they have cut**  
6 **down the grass with scythes [large knives], and the trees with axes - destroying**  
7 **the environment of our game and deer. Their cows and horses eat up the grass,**  
8 **and their hogs spoil our bed of clams;** and finally we shall all starve to death;  
9 therefore, stand not in your own light, I ask you, but resolve to act like men. All the  
10 sachems [leaders of Native American tribes] both to the east and the west have joined  
11 with us, we must unify...and we are resolved to fall upon them at a day appointed  
12 [decided] and therefore I come secretly to you, cause you can persuade your Indians to  
13 do what you will... And when you see the three fires that will be made at the end of 40  
14 days from now, in a clear night, then act as we act, and the next day fall on and kill  
15 men, women, and children, but no cows; they must not be killed as we need them for  
16 provisions, till the deer come again...

- 1) *Sourcing:* Who is the audience for Miantonomo's speech? Cite one piece of textual evidence to support your claim.
  
- 2) *Close Reading:* In line 1, what does Miantonomo suggest that individual Native American tribes need to do in order to continue to thrive as a people? Why?
  
- 3) *Contextualization:* According to lines 5 – 8, what has been the impact of European colonization on the environment of the North American continent?
  
- 4) *Close Reading:* How could the impacts of European colonization described in lines 5 - 8 affect the daily lives of Native Americans?
  
- 5) *Close Reading:* According to Miantonomo, what should his audience do in retaliation against the colonists?

**Document 2: King Philip Metacom (Wampanoag tribe) 1676:**

1       The English who came first to this country were but a handful of people, forlorn,  
2 poor and distressed. My father did all in his power to serve them. Others came.  
3 Their numbers increased. My father's counselors were alarmed. They urged him to  
4 destroy the English before they became strong enough to give law to the Indians and  
5 take away their country...He remained their friend. Experience shows that his  
6 counselors were right. **The English disarmed [took their weapons] my people.**  
7 **They tried them by their own laws, determined amounts of fines for damages**  
8 **my people could not pay.** Sometimes the cattle of the English would come into the  
9 cornfields of my people, for they did not make fences like the English... My father's  
10 counselors advised him properly, he should have destroyed them when he had the  
11 chance...

- 1) *Close Reading:* According to King Philip's speech, what has happened to the population of English colonists? Has it increased or decreased over the years?
  
- 2) *Close Reading:* How did this population change impact the power balance in the colonies?
  
- 3) *Close Reading:* According to lines 6 – 8, how did the English colonists' laws affect the Wampanoag tribe?
  
- 4) *Corroboration:* In both documents 1 and 2, Native American leaders describe the impact European colonization had on their food supply. Citing one piece of textual evidence from both documents 1 and 2, describe this impact.

**Document 3: Powhatan (Algonquin Tribe) 1609:**

1 Why should you British men and women take by forces that from us which you can  
2 **have by love? Why should you destroy us, who have provided you with food?**  
3 What can you get by war? ...What is the cause of your jealousy? You see us unarmed,  
4 and willing to supply your wants, if you come in a friendly manner, and not with swords  
5 or guns, as to invade an enemy...I therefore, beg you to peaceable councils, and  
6 above all, I insist that guns and swords, the cause of all our jealousy and uneasiness,  
7 be removed and sent away...

- 1) *Sourcing:* Who is the audience of this speech? How do you know?
  
  
  
  
  
  
  
  
  
  
- 2) *Close Reading:* According to line 2, what have the Native Americans provided the colonists with?
  
  
  
  
  
  
  
  
  
  
- 3) *Close Reading:* What kind of solution does Powhatan argue for? Cite evidence to support your claim.
  
  
  
  
  
  
  
  
  
  
- 4) *Close Reading and Corroboration:* Paying close attention to lines 1 & 2, how would you describe the tone of Powhattan while delivering this speech? How would you describe his emotional state? How would you compare it to that of King Philip and Miantonomo?



**PART 2: Corroboration** - Read document 4 below and answer the analysis questions that follow.

---

**Document 4: John Lawson - North Carolina - 1709:**

1 The natives really are better to us than we are to them. They always give us food at  
2 their homes and take care that we not hungry or thirsty. We do not provide such  
3 hospitality to them...We look upon them with scorn and disdain, and think that they  
4 are beasts in human shape... We think of them as little more than slaves in  
5 comparison to us, and intruders as they often hunt near our homes. But if we will  
6 admit the truth - the truth being that we have abandoned our homes and native lands  
7 to drive them out and possess theirs... We trade with them, it's true, but to what end?  
8 Not to show them the steps of virtue or kindness. No we have given them the vice of  
9 drunkenness, and daily cheat them in everything we sell... we threaten them with our  
10 guns, steal their farming techniques, steal and corrupt their sources of food, claim  
11 their land, land, and imposed our government on them...we are unjust to these  
12 savages...

1) *Corroboration*: Does document 4 support or disprove what documents 1 - 3 suggest about the impact of colonists on Native Americans?

2) *Corroboration*: Cite one piece of evidence from document 4, and one piece of evidence from either document 1, 2, or 3 to support your claim made in response to the question above.



# Native American Speeches

## Evaluating Sources

**Written Task**     *How did European colonization in North America impact the Native Americans?*

**Directions:** Using information from the documents, you will now respond to the task below. Use documents 1 - 4 as support when drafting your response.

**Task:** Respond to the following writing prompt in **TWO PARAGRAPHS**:

- *Compare and Contrast:* What life was like for Native Americans before and after European colonization?
  - How was it similar? How was it different? What specifically changed?
- *Explain* how you came to those conclusions.
  - Use evidence from the text to support your claims.

In developing your answer be sure to keep these general definitions in mind:

- ***compare and contrast*** means “to express similarities and differences”
- ***explain*** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”




# Economies of Colonial America

Using Evidence

**Objective**

*What made the economies of the northern, southern, and middle colonies different?*

 **Brain Dump:** Before analyzing the economies of the 13 colonies, answer the three questions below.

1. If you wanted to be a fisherman, would you move to the desert in Arizona? Why or why not?
2. If you wanted to be a dairy farmer, would you live in New York City? Why or why not?
3. How can your environment and geography impact your economic activity?



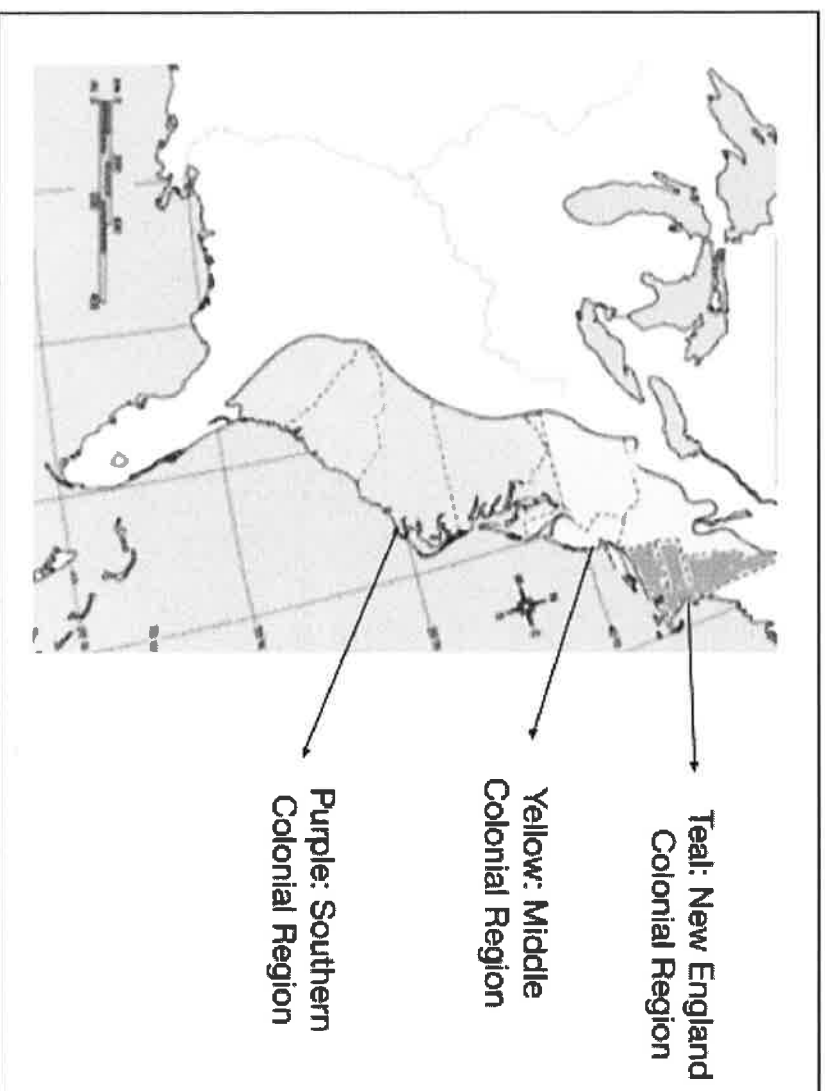
### Analysis of the Economies of the 13 Colonies

Directions: The attached graphs illustrate the exports [goods that are produced to sell for a profit] of each colonial region.

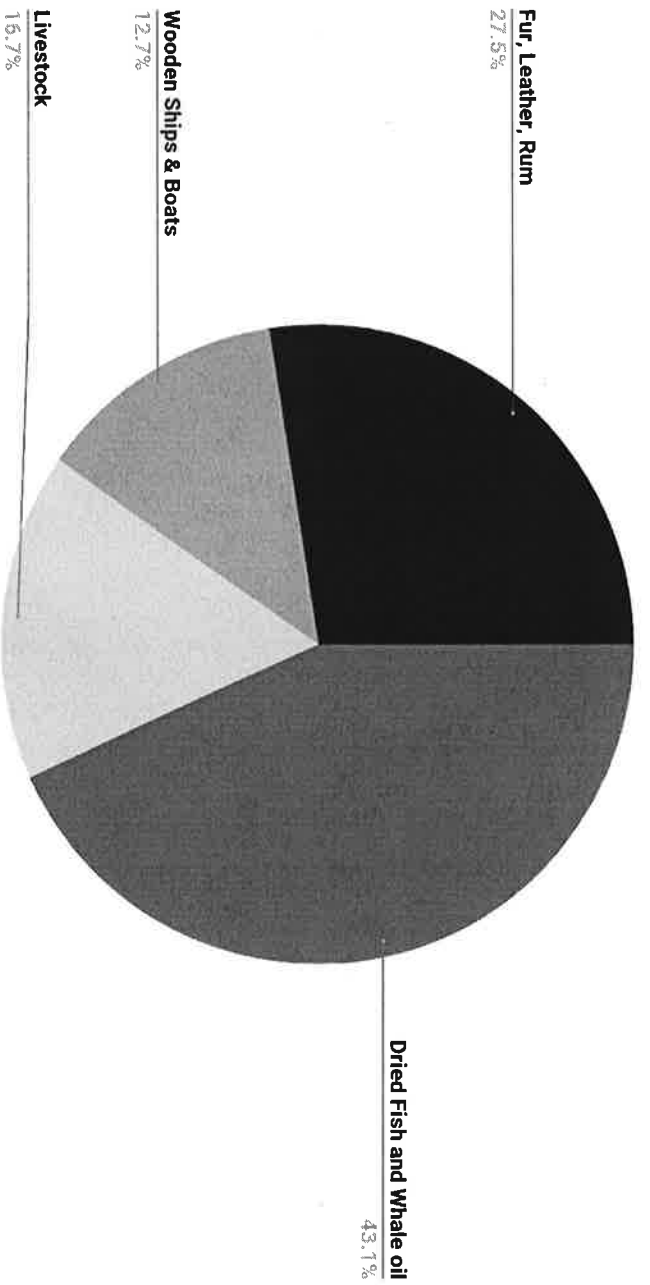
1. Review each graph carefully.
2. Fill out the table below each graph to gather your thoughts.
3. Use the information in the graphs to answer the analysis questions that follow.

Use the map below as reference while moving through this activity.

### Three Colonial Regions



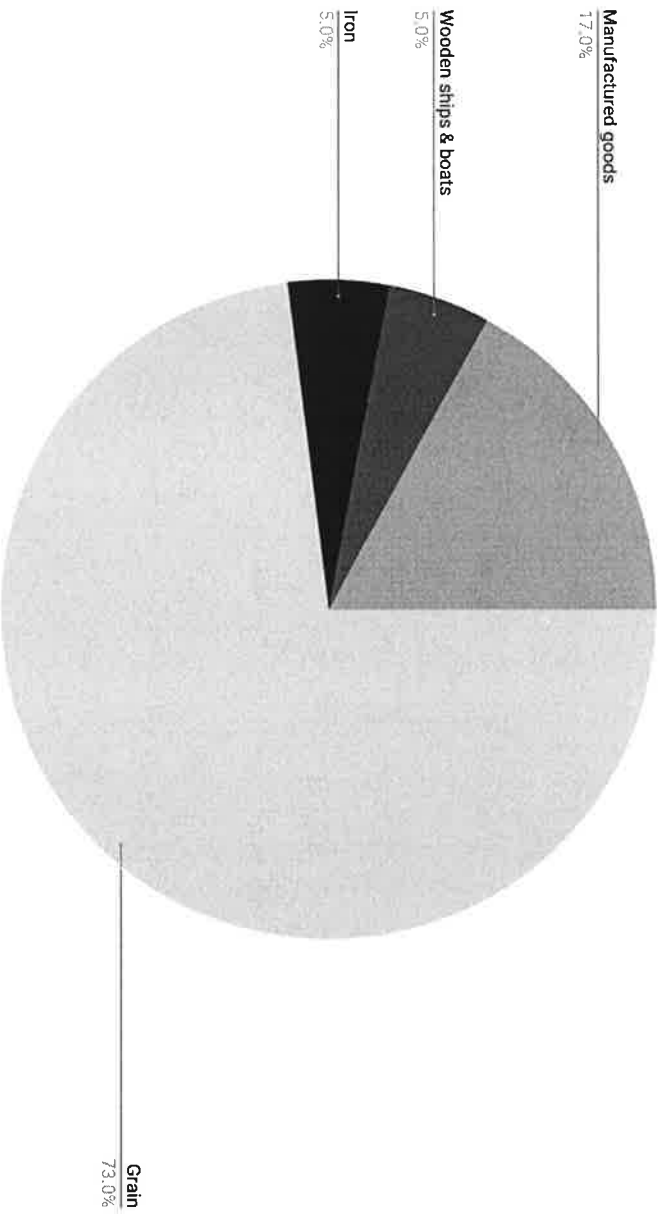
**Figure 1: Exports from New England Colonies**



\* Source for data: James F Sheppard and Gary M Walton *Shipping, Maritime trade and the Economic development of colonial North America* (Cambridge, Cambridge University Press, 1972).

Describe: What do you see?	Question: What questions do you have?	Guess / Hypotheses: What educated guesses can you make as a result of what you see?
<p><i>Jot down at least 3 observations</i></p> <p>I see...</p>	<p><i>Jot down at least 3 questions</i></p> <p>I wonder...</p>	<p><i>Jot down at least 3 hypotheses</i></p> <p>Because I see _____ I think that....</p>

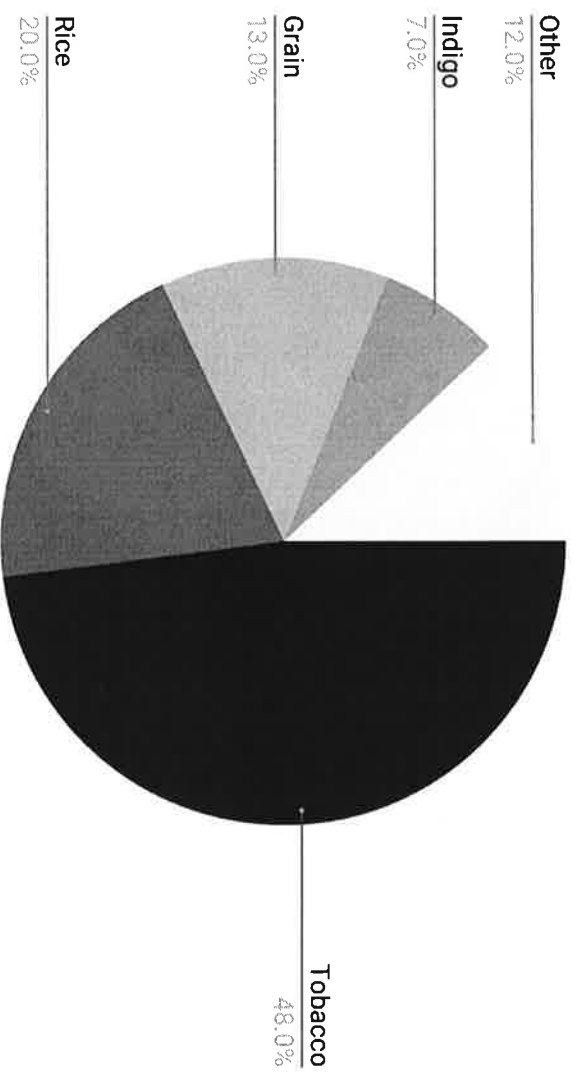
**Figure 2: Exports from Middle Colonies**



\* Source for data: James F Sheppard and Gary M Walton *Shipping, Maritime trade and the Economic development of colonial North America* (Cambridge, Cambridge University Press, 1972).

Describe: What do you see?	Question: What questions do you have?	Guess / Hypotheses: What educated guesses can you make as a result of what you see?
<p><i>Jot down at least 3 observations</i></p> <p>I see...</p>	<p><i>Jot down at least 3 questions</i></p> <p>I wonder...</p>	<p><i>Jot down at least 3 hypotheses</i></p> <p>Because I see _____ I think that....</p>

**Figure 3: Exports from Southern Colonies**



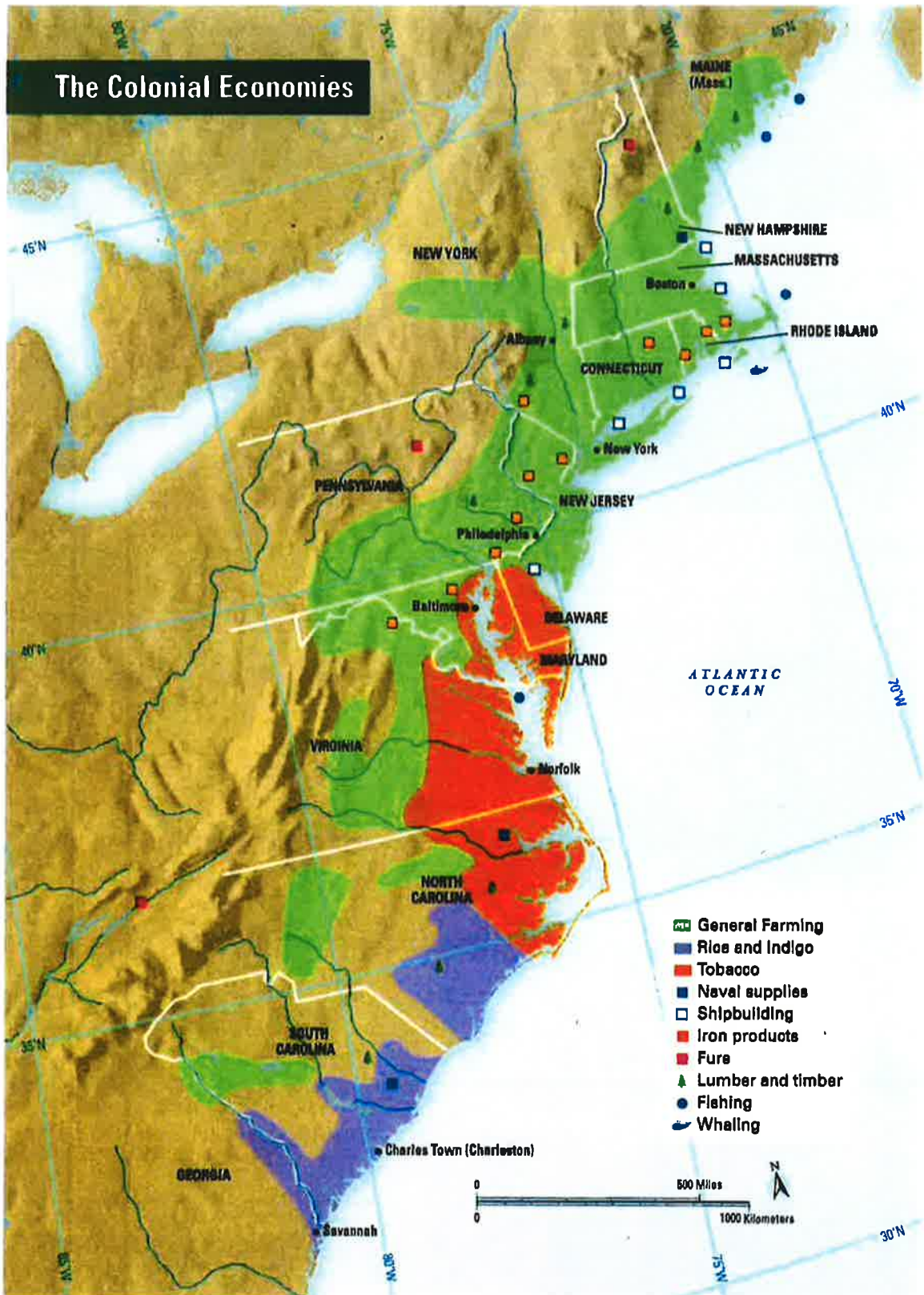
\* Source for data: James F Sheppard and Gary M Walton *Shipping, Maritime trade and the Economic development of colonial North America* (Cambridge, Cambridge University Press, 1972).

Note: Indigo is a plant that is used to dye clothing.

Describe: What do you see?	Question: What questions do you have?	Guess / Hypotheses: What educated guesses can you make as a result of what you see?
<p><i>Jot down at least 3 observations</i></p> <p>I see...</p>	<p><i>Jot down at least 3 questions</i></p> <p>I wonder...</p>	<p><i>Jot down at least 3 hypotheses</i></p> <p>Because I see _____ I think that....</p>

### Analysis Questions

- 1) Which colonial region do you think had the most access to rivers, lakes, bays, waterways, and oceans? *Cite evidence from one graph to support your claim.*
- 2) Which colonial region do you think was known as the “breadbasket” of the 13 colonies (hint: bread is made from grains)? *Cite evidence from one graph to support your claim.*
- 3) Which colonial region do you think had the most wildlife such as bears, deers, beavers, etc.? *Cite evidence from one graph to support your claim.*
  - a. What do you think the climate, environment, and geography is like in this colonial region? Why?
- 4) Which region had the highest percentage of exports that were agricultural (related to farming)?
  - a. Keeping in mind that this region has a high percentage of agricultural exports, which word do you think would best describe this region: rural or urban? Why?
- 5) In order to grow cash crops such as tobacco and rice, you need year long growing seasons, including plenty of sunshine and humid, rain filled springs and summers. Which colonial region had the highest percentage of exports of cash crops?
  - a) What does that tell you about this region’s environment, climate, and geography?



**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 American Colonies, 1768-1772 (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
<b>Totals</b>	<b>£439,101</b>	<b>£526,545</b>	<b>£1,046,883</b>	<b>£551,949</b>	<b>£2,564,478</b>

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

**Questions to Think About**

- On average, which region benefited most from the export of grain products?
- Which region benefited most from the export of wood products?
- 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?
- Draw Conclusions** Why did the three colonial regions export different products? Explain your answer.





# Economies of Colonial America

## Using Evidence

### Written Task

*What made the economies of the northern, southern, and middle colonies different?*

**Directions:** Use the documents above to respond to the task below in **two well written paragraphs**.

**Task:** For each of the three colonial regions:

- **Explain** how the geography and environment shaped the economic activity of two different colonial regions
  - Cite one piece of evidence from two different graphs to support your claims

In developing your answer be sure to keep these general definitions in mind:

- **explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”

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

Lately improtect from Antigua and to be Sold by Edward Jones in Hacc Norris's Alley.  
 A PARCEL of likely Negro Women & Girls from thirteen to one and twenty Years of Age and have all had the Small-Pox.

**To Be SOLD,**  
 TWO verly likely Negroe Boys, Enquire of Capt. Benjamin Chynham, at his Houle 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.



# Enslaved Peoples in Colonial America

## Analysis

**Objective** *What claims can you make about enslaved peoples in Colonial America?*

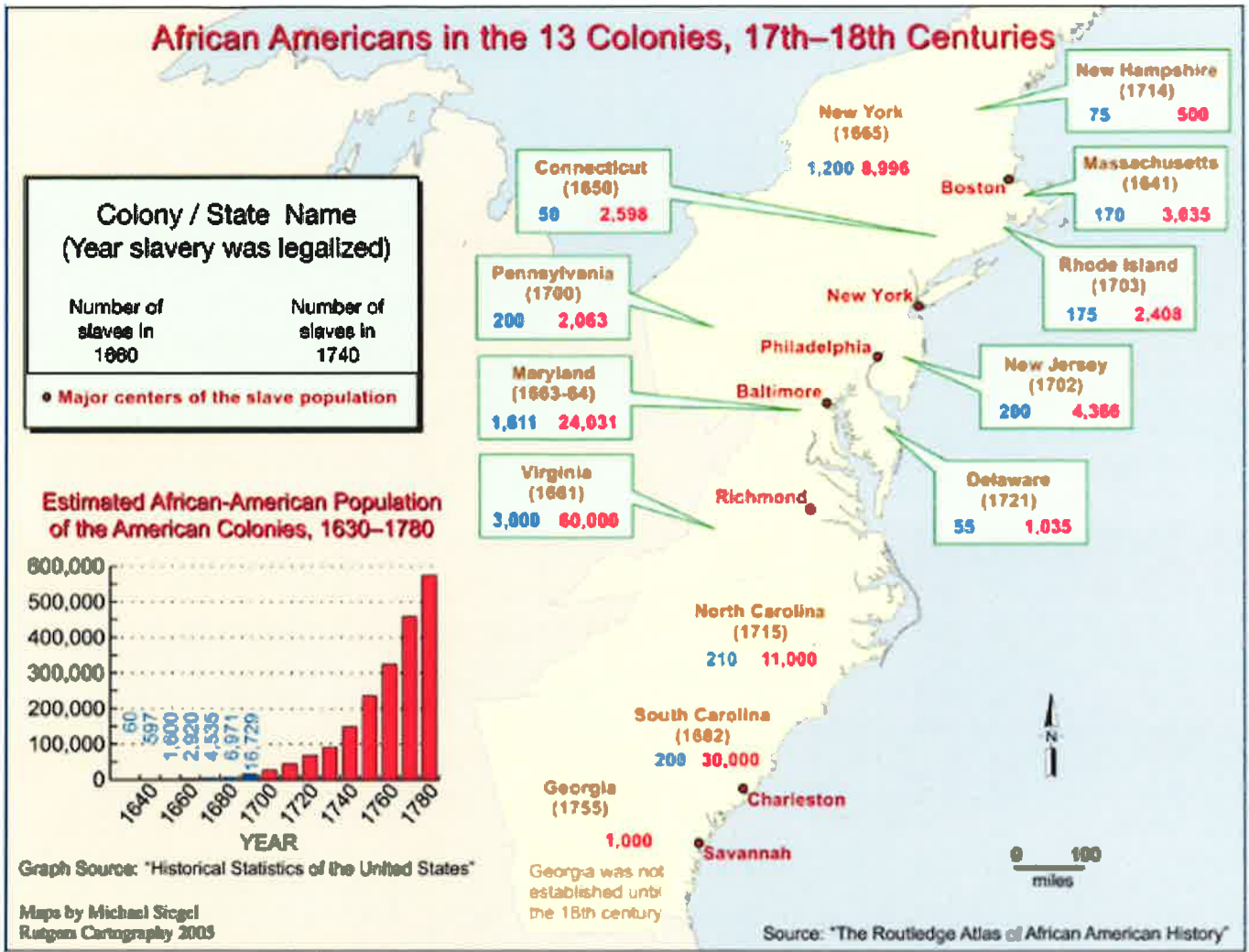


**Brain Dump:** The following activity reviews enslaved peoples in Colonial America. To help you prepare for this task, in the table below list **5 things** you've *learned* about slavery in America in the past.

### Slavery in America

--

**Historical Context - Part 1 Slavery in the 13 Colonies:** Review the image below, and use it to answer the analysis questions that follow.



**Historical Context - Part 1 - Analysis Questions:**

- 1) Between 1660 and 1740, which state saw the largest growth in the number of slaves?
- 2) Which state had the most slaves in 1660?
- 3) Which state had the most slaves in 1740?
- 4) Which were the first three states to legalize slavery?
- 5) According to the graph on the lower left hand corner of the image above, which year saw the biggest change in growth of African Americans in the American colonies?

**Historical Context - Part 2 Slavery in the 13 Colonies:** Review the timeline below and answer the four analysis questions that follow.

## Timeline of Slavery in Colonial America 1600 - 1705

Compiled using: [Ferris State University Timeline](#) | [PBS Slavery in America](#) | [Colonial Williamsburg - Lesson](#)

- 1612** The first commercial tobacco crop is raised in Jamestown, Virginia.
- 1619** Jamestown, Virginia 20 captive Africans are sold into slavery - they are classified as indentured servants.
- 1626** Dutch West India Company imports 11 black male slaves into New Netherlands.
- 1636** First colonial slave trading ship is built in Massachusetts.
- 1640** When three runaway indentured servants were captured, the General Court of Colonial Virginia gave the white servants additional years to serve while John Punch, a black man, was sentenced to servitude for life. Punch was the first African in Virginia to be enslaved for life.
- 1639 / 1640** The General Assembly of Virginia specifically excludes blacks from the requirement of possessing arms.
- 1641** New Netherlands law forbids residents from harboring or feeding runaway slaves.
- Massachusetts is the first state to legalize slavery.
- 1642** Black women are deemed tithables (taxable), creating a distinction between African and English women.
- 1652** Rhode Island passed laws restricting slavery and forbidding enslavement for more than 10 years.
- 1662** The General Assembly of Virginia decides that any child born to an enslaved woman will also be a slave.
- 1664** The State of Maryland mandates lifelong servitude for all black slaves. New York, New Jersey, the Carolinas, and Virginia all pass similar laws.
- 1669** Virginia: An act about the "casual killing of slaves" says that if a slave dies while resisting his master, the act will not be presumed to have occurred with "premeditated malice."
- 1676** Bacon's Rebellion in Virginia saw poor whites and blacks fighting side by side, with the government's response hastening the transition to black slavery and away from indentured servitude.
- 1694** Rice Cultivation in the Carolinas begins, dramatically increasing the demand for slaves.
- 1703** Connecticut assigns the punishment of whipping to any slaves who disturb the peace or assault whites.
- Rhode Island makes it illegal for blacks and Indians to walk at night without passes.
- 1705** Virginia Slave codes decree that all black, mulatto, and Indian slaves are considered real property - specifically, slaves are now legally considered as real estate. The laws forbid slaves and free colored peoples from physically assaulting white persons, and denies slaves the right to bear arms or move abroad without written permission, etc. Many other states follow and pass similar laws over the next 50 years.

## Historical Context - Part 2 - Analysis Questions:

- 1) When does John Punch become the first person to be enslaved for life?
  
  
  
  
  
  
  
  
  
  
- 2) When do states pass a law that mandates lifelong servitude for black slaves?
  - a) What does the distinction of “black slaves” tell you about the institution of slavery?
  
  
  
  
  
  
  
  
  
  
- 3) What patterns, if any, do you notice on the restriction of freedoms of black slaves between 1640 and 1705?
  
  
  
  
  
  
  
  
  
  
- 4) Based on this timeline, what are two claims you can make about slavery in Colonial America?

**Primary Source Document Analysis - Part 1:** Analyze the primary source document below by answering the questions below the document.

*Inventory of all and Singular the goods, Rights Chattels & Credits of the Estate of Mr. Adolph Philipse Deceased vizt:*

---

On the manour of Philipsburgh-12<sup>th</sup> February 1749

NEGROS VIZ:

Ceaser	Susan	
Dimond	Abigal	
Sampson	Massy     ...Women	
Kaiser     ... Men	Dina	
Flip	Sue	
Tom		
Venture		
James		
Charles	... Men not fit for work	
Billy		
Tom abt	9 years old	
Charles	9 Do	
Sam	8 Do	
Dimond	7 Do     ... Boys	
Hendrick	5 Do	
Ceaser	2 Do	
Harry	1 & 4 months	
Betty ...	3 years old   A <u>Girl</u>	
	6	worken Oxen
<i>(old)</i>	12	Milch Cows
	9	3yr old heffers Steers & bulls
	9	2 ditto
<i>(all dead</i>	6	1 ditto
<i>'fore ye</i>	30	sheep & some lambs
<i>Vendue)</i>	19	hoggs & some piggs
3	Stable Horses	
3	horses in the woods	
17	Mares & young horses	

From: Transcript from Adolph Philipse Probate Inventory 12 Feb. 1750  
Original—New York Public Library Manuscript Collection

*Note: In this document, the term "VIZ" stands for videlicet, which means "that is" or "namely".*

**Analysis Questions:**

- 1) *Sourcing:* What is the title of this list? Why do you think it was created?
  
- 2) *Close Reading:* How are the slaves on this list classified (what categories are they divided into)?
  
- 3) *Contextualization:* What does the inclusion of slaves on this list tell you about how slaves were viewed by colonists?



**Primary Source Document Analysis - Part 2:** Review either primary source document A or B below. When you are done reviewing your document, turn to the back and answer the analysis questions for your document. Be prepared to share your findings with a partner.

### Primary Source Document A

**May 5, 1738.**

Ran away from the Subscriber's home on Sapponic, in Prince George County, Maryland - 14 or 15 Weeks ago, a Mulatto Man Slave, named Tom, 25 Years old, about 5 feet 8 or 9 Inches high, thin faced, and bushy hair, if not cut off; he is very likely to grin when he speaks, or is spoken to; had on an old dark thick twilled coat, with plain yellow metal buttons;

Has been several times captured, and escaped again before he could be delivered to the master whom unto he belonged; and the last time shackled, handcuffed, and an iron collar about his neck, with prongs, and to some of them links.

Whoever will deliver him to me, in Charles-City County, shall have a Reward of gold coins, besides what the law allows; and if brought from any great Distance a farther reward suitable to the Trouble,

by John Stith

Note: It is suspected he will seek to escape on Board some Vessel

### Primary Source Document B

**Anonymous Letter to Mr. Boone in London (June 24th 1720)**

I am now to acquaint you that very lately we have had a very wicked and barbarous plot of the negroes with a design to destroy all of the white people in the country and then to take control of Charles town in full body but it pleased God it was discovered and many of them taken prisoners and some burnt and some hanged and some banished.

I think it proper for you to tell Mr. Percivall at home that his slaves was the principle rouges and tis my opinion his only way will be to sell them out singly or else I am doubtful his interest in slaves will come to little for want of strict management since work does not agree with them. Their plot was to get to St. Augustine and would have got a creek fellow to have been their pilot down the river but the Savanna militia found the negroes half starved...

### Analysis Questions Document A:

- 1) *Sourcing*: When was this document written?
- 2) *Sourcing*: Why was this document written? Who was the audience?
- 3) *Close Reading*: What does this document tell you about how black slaves resisted in Colonial America?

### Analysis Questions Document B:

- 1) *Sourcing*: When was this document written?
- 2) *Close Reading*: What happened to the slaves who tried to organize a revolt? Were they successful? Cite textual evidence to support your claims.
- 3) *Close Reading*: What does this document tell you about how black slaves resisted in Colonial America?

---

**Compare and Share:** Share your document and your answer to the last analysis question with a partner who read a different document. After you are done sharing, answer the following analysis question:

After reviewing a second primary source document, **what else can you now claim** about how black slaves resisted in Colonial America?



# Enslaved Peoples in Colonial America

## Analysis

**Analysis Task** *What claims can you make about enslaved peoples in Colonial America?*

**Directions:** Using information from the documents above, you will now complete the task below.

**Task:** Using the information from the document above, and your knowledge of US History, respond to the prompt below in ONE paragraph explain the following:

- To what extent did the enslavement of black people grow between 1619 and 1705 in Colonial America?
- How did colonists view enslaved peoples?
- How did enslaved people resist the institution of slavery?

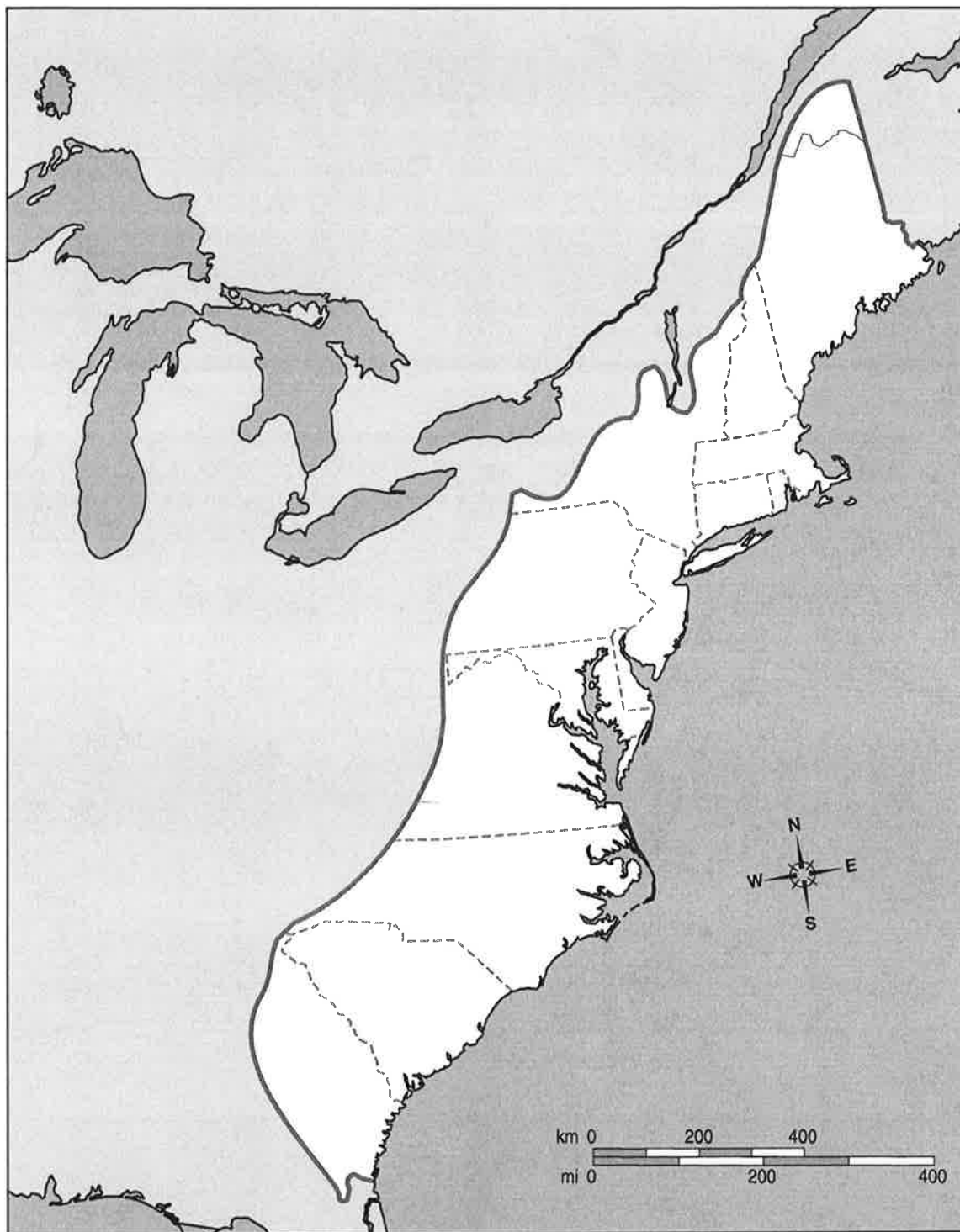
*Use evidence from at least **two of the documents** above to support your claims.*

In developing your answer be sure to keep these general definitions in mind:

- **explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”

Name \_\_\_\_\_ Date \_\_\_\_\_

# The 13 British Colonies





**Historical Impacts on the Development of American Government :**

Ancient or Enlightened Idea	Theory/Idea	Impact(s) on America	
	Direct democracy (@ 5 <sup>th</sup> Century BC, Athens) Republic – representative democracy (509 BC to 27 BC, Rome)	Belief in being independent of a monarch’s control – power lies with the citizens; development of a Republic	
	<i>Magna Carta</i> (1215) –limited power of the King <i>Petition of Right</i> (1628) Parliament (1688) - legislature <i>English Bill of Rights</i> (1689)	Belief in government that protected “commoners”; allowed for more individual rights (ex. habeas corpus, right to jury trial, & established legislative authority)	
<b>Enlightenment Philosophers</b>	(1632 – 1704)	Natural Rights – “life, liberty & property”; believed that people had the right to overthrow a gov’t that did not protect those rights	Ideal form of government and reason for independence, outlined in the <i>Declaration of Independence</i> (1776)
	(1689 – 1755)	Separation of powers, checks and balances – called for power to be split among branches of government	<i>US Constitution</i> breaks the government into 3 branches: Legislature, Executive & Judicial
	(1694 – 1778)	Freedom of thought and expression	<i>1<sup>st</sup> Amendment</i> freedoms of speech, press and religion, the right to assemble & petition
	(1712 – 1778)	Social contract – people should listen to governments that protect their rights	<i>US Constitution</i> (gov’t powers) and <i>Bill of Rights</i> guaranteeing individual rights
	(1738 – 1794)	Rights of the accused – no unfair arrests, fines or punishments; idea that prisoners should be rehabilitated	<i>5<sup>th</sup> Amendment</i> – due process <i>6<sup>th</sup> Amendment</i> – rights of the accused <i>8<sup>th</sup> Amendment</i> – no cruel or unusual punishment; no unfair fines or bail

# The Development of Democratic Ideas in the Colonies

## Virginia House of Burgesses - 1619



- 1<sup>st</sup> representative assembly in America
- Beginning of representative government (REPUBLIC)
- Where? - South

## Mayflower Compact - 1620



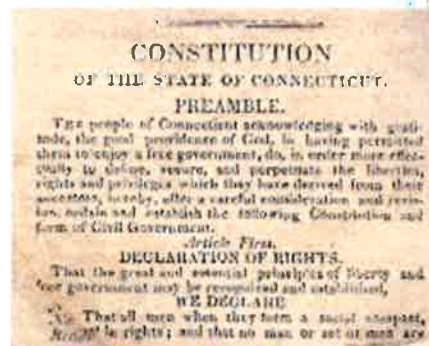
- 1<sup>st</sup> document to establish self-government, popular sovereignty, & rule of law in the colonies
- Where? - New England

## New England Town Meetings - 1629



- Meeting for townspeople to express themselves openly
- Helped further direct democracy as self-government in the colonies
- One person = one vote
- Where? - New England

## Fundamental Orders of Connecticut - 1639



- 1<sup>st</sup> written constitution (written plan of gov't) in the American colonies
- Began a pattern of the colonists securing guaranteed rights
- Limited the power of the governor
- Expanded representative gov't by allowing more people to vote
- Where? - New England



# Maryland Toleration Act - 1649

## A LAW OF MARYLAND Concerning RELIGION.

Our fathers in their first Charter... [The text is partially obscured and difficult to read in detail.]

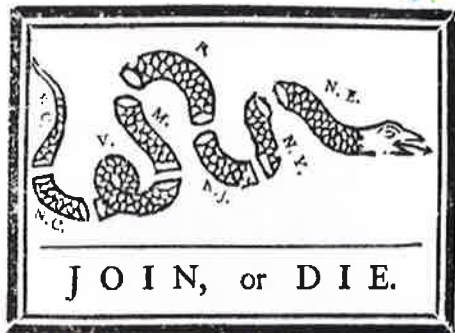
- 1<sup>st</sup> document to recognize religious freedom in the colonies (to protect Catholics)
- Model for the 1<sup>st</sup> Amendment freedom of religion
- Where? – South

# John Peter Zenger Trial - 1734



- Printed The New York Weekly and was accused of libel by the Royal Governor of NY
- Was acquitted in court – 1<sup>st</sup> case to protect the idea of the freedom of the press in the colonies
- Where? – Middle

# Albany Plan of Union - 1754



- Benjamin Franklin's attempt to unite the colonies in years leading up to the French and Indian War
- Was modeled after the Iroquois Confederacy
- Was rejected by the colonies because each feared a loss of power and independence
- Where? – Middle

What are the prevailing government ideals throughout these early forms of government in the American colonies?

Review Questions – Influences on American political developments

\_\_\_\_\_1. A fundamental principle of a republican form of government is that

- (1) hereditary rulers are the legitimate possessors of political power
- (2) legislation must be passed by the elected representatives of the people
- (3) laws should be created directly by the citizens
- (4) governments are not responsible for protecting individual right

\_\_\_\_\_2. The Mayflower Compact (1620) and the Virginia House of Burgesses (1619) are early examples of

- (1) restrictions on religious freedom
- (2) steps toward representative government
- (3) resistance to British rule
- (4) economic systems in the colonies

\_\_\_\_\_3. Federalism, separation of powers, and checks and balances are constitutional principles that directly

- (1) empower more voters
- (2) restrict individual liberties
- (3) involve citizens in the governing process
- (4) reduce the concentration of governmental power

\_\_\_\_\_4. Which heading best completes the partial outline below?

I. _____ A. House of Burgesses B. Mayflower Compact C. New England town meetings D. Albany Plan of Union
--

- (1) Early Colonial Documents
- (2) Limits on Representative Government
- (3) Contributions of the Enlightenment
- (4) Foundations of American Democracy

\_\_\_\_\_5. The writings of Locke, Rousseau, and Montesquieu are significant in US history because they

- (1) opposed the use of slave labor in the Americas
- (2) supported the absolute right of the king
- (3) encouraged the formation of political parties
- (4) influenced the Founding Fathers' theories of government

\_\_\_\_\_6. Which heading best completes the partial outline below?

I. _____ A. House of Burgesses B. Mayflower Compact C. New England town meetings
---

- (1) British System of National Government in North America
- (2) Colonial Responses to the Practice of Salutary Neglect
- (3) British Attempts to Control Colonial Governments
- (4) Colonial Efforts at Self-Government

\_\_\_\_\_7. John Locke's theory of natural rights, as reflected in the Declaration of Independence, states that

- (1) government is the source of all individual rights
- (2) power should be concentrated in the monarchy
- (3) power to govern belongs to the people
- (4) individual liberties are best protected by a strong government

\_\_\_\_\_8. The Mayflower Compact is considered an important step in the development of American democracy because it

- (1) established the principle of separation of church and state
- (2) provided a basis for self-government in the Plymouth Colony
- (3) defined relations with local Native American Indians
- (4) outlawed slavery in the Massachusetts Bay Colony

***French Enlightenment philosopher Baron de Montesquieu praised the British political system because it divided the power of government between the monarch and the two houses of Parliament.***

\_\_\_\_\_9. Which principle in the United States Constitution shows that the framers agreed with Montesquieu?

- (1) separation of powers
- (2) federal supremacy
- (3) implied powers
- (4) natural rights