

Chapter 6

Middle and Southern Colonies



Technology

- e • glossary
- e • word games

www.eduplace.com/kids/hmss05/

Vocabulary Preview



representative

In 1702, the colonists of New York and New Jersey elected people to speak and act for them. Each **representative** voted on laws for the colonists. **page 189**



artisan

In the Middle Colonies of Philadelphia and New York, skilled **artisans** made items such as silver spoons and boots. **page 198**

Chapter Timeline

1607
Virginia founded

1632
Maryland founded

1681
Pennsylvania founded

1600

1620

1640


1660

1680

CHAPTER SUMMARY TIMELINE




Apply Skills

 **TEST PREP Chart and Graph Skill**
Read the data below. Then use what you have learned about making a line graph to answer each question.

Year	Population of Massachusetts
1650	14,000
1660	20,000
1670	30,000
1680	40,000
1690	50,000
1700	56,000

14. If you were making a line graph using the data above, what would you label the horizontal axis?
- A. Year
B. 1650
C. Massachusetts
D. 1700
15. If you were making a line graph using the data above, what number would you place at the top of the vertical axis?
- A. 14,000
B. 40,000
C. 50,000
D. 60,000

Critical Thinking

 **TEST PREP** Write a short paragraph to answer each question.

16. **Summarize** Explain why colonists and American Indians fought over land.
17. **Cause and Effect** Why did the Massachusetts Bay Colony create a law that required communities to build schools?

Timeline

Use the Chapter Summary Timeline above to answer the question.

18. In what year did King Philip's War begin?

Activities



Citizenship Activity The Puritans in New England made laws for their communities. Create a list of rules for your classroom community. Explain the reasons behind each rule.



Writing Activity Think about life on a New England farm in the 1600s. Use what you learned to write a description of what one day might have been like for someone your age.



Technology

Writing Process Tips

Get help with your description at www.eduplace.com/kids/hmss05/

Reading Strategy

Monitor and Clarify Use this strategy to check your understanding.



If you are confused about events in a lesson, reread or read ahead.



legislature

Virginia had a **legislature** called the House of Burgesses. This group met in a building where they wrote and changed laws.

page 203



indigo

Indigo was an important crop in the Southern colonies. People bought it because it could be made into a blue dye to color cloth.

page 214

1702
New Jersey created

1732
Georgia founded

1700

1720

1740

Core Lesson 1

The Middle Colonies

VOCABULARY

proprietor
representative
treaty

Vocabulary Strategy

proprietor

To remember **proprietor**, think of the word "property." A proprietor owns property, often land.

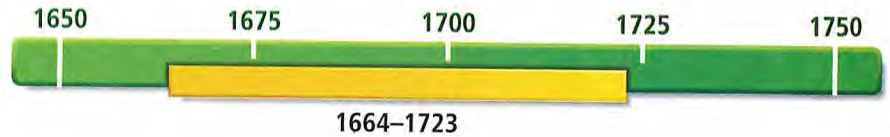


READING SKILL

Problem and Solution

Note the **solutions** that English landowners found for the **problem** of governing their American colonies from far away.

PROBLEM	SOLUTIONS



Build on What You Know You know that people can own houses, businesses, or land. In the 1600s, a few wealthy people owned entire colonies.

New York and New Jersey

Main Idea The colonies of New York and New Jersey belonged to English landowners.

English settlement of the Middle Colonies began in 1664, when England captured the Dutch colony of New Netherland. The King of England gave this colony to his brother **James, the Duke of York**. James became the colony's proprietor. A **proprietor** was a person who owned and controlled all the land in a colony.

As proprietor of New Netherland, James could do what he liked with the land. He kept part of the large colony and changed its name to New York. He gave the rest to two friends, **John Berkeley** and **George Carteret**. Berkeley and Carteret divided their land into two colonies and named them East Jersey and West Jersey. In 1702, the colonies joined to form New Jersey.



New Amsterdam

After England captured New Amsterdam, it was renamed New York City. Many colonists there dressed and built in the Dutch style.

The proprietors of New York and New Jersey all wanted to make money from their colonies. They decided to divide the fertile land into smaller pieces and sell or rent the pieces to colonists to farm.

Because proprietors lived in England, it was difficult for them to control their faraway property. Their solution was to pick governors in the colonies to rule them. Each governor chose a small group of people called a council to help make important decisions.

The proprietors also allowed colonists to elect representatives to an assembly. A **representative** is someone who is chosen to speak and act for others. The assembly helped the governor and council make laws, but it did not have much power. Even so, the assembly was an important step toward self-government.

Pennsylvania and Delaware

Main Idea William Penn founded Pennsylvania as a place where people could worship freely.

The colony of Pennsylvania was the idea of **William Penn**. In England, Penn was a member of a religious group called the Society of Friends, or **Quakers**. Quakers believed that all Christians should be free to worship in their own way. Penn and many Quakers were put in jail for their beliefs. Some were even killed. In England, everyone was supposed to belong to the Church of England.

Penn hoped to start a colony where all Christians could live together in peace. In North America, he thought, there might be a place “for such a holy experiment.”

In 1681, Penn’s wish came true. King Charles II had owed money to Penn’s family. The king repaid Penn by giving him a large piece of land in the Middle Colonies. The region was called Pennsylvania, which means “Penn’s woods.” The Duke of York later gave Penn even more land. For a time this land was part of Pennsylvania, but later it became the colony of Delaware.

REVIEW How did colonists in New York and New Jersey take part in government?

The Middle Colonies The Middle Colonies had good ports and lots of rich, rolling farmland.

SKILL Reading Maps Along which river was Philadelphia built?



In Pennsylvania, Penn created laws that allowed colonists to voice their opinions and worship freely. Penn also let colonists elect representatives to an assembly, as colonists did in New York and New Jersey. The Pennsylvania Assembly, however, had more power. It could approve or reject laws that the governor and his council suggested.

Penn treated American Indians with respect. He tried to understand their culture and wanted colonists to live with them as equals. Penn made fair treaties with the Delaware, or Lenni Lenape (LEN ee LEN uh pee) Indians when he bought land from them. A **treaty** is an official agreement between nations or groups. Penn's fairness helped Pennsylvania's colonists and Indians live together peacefully for many years.

Philadelphia

William Penn did more than give Pennsylvania colonists a representative government. He also planned the colony's first large city, Philadelphia.

For the location of Philadelphia, Penn chose a site where the Delaware and Schuylkill (SKOO kill) rivers meet. Ships bringing goods from other colonies and from Europe could land in the excellent harbor formed by these rivers. Penn designed wide, straight roads that made it easy to travel throughout the city. During the 1700s, Philadelphia became a center of trade. Soon it was the largest city in all the colonies.

Benjamin Franklin was Philadelphia's most famous citizen. He moved from Boston to Philadelphia in 1723. There, Franklin bought his own printing press.



Philadelphia William Penn (left) was the proprietor of Pennsylvania. He founded the city of Philadelphia shown below.



Franklin published a newspaper and a popular book of stories, jokes, and sayings called *Poor Richard's Almanack*. One of his well-known sayings is,

“ Early to bed and early to rise, makes a man healthy, wealthy, and wise. ”

Franklin had many other interests, too. He helped start Philadelphia's first public library, fire company, and hospital. He was also a talented scientist and inventor. In a famous experiment, he flew a kite in a lightning storm to show that lightning was a form of electricity. He invented a wood stove, a clock, and many other useful things. Franklin became famous for his many achievements.

REVIEW How did the government of Pennsylvania differ from those of New York and New Jersey?



Benjamin Franklin
He founded the Union Fire Company in 1736 to make Philadelphia a safer city.

Lesson Summary

- Proprietors owned the Middle Colonies.
- William Penn founded Pennsylvania as a place where colonists had religious freedom.
- Philadelphia became the biggest city in the British colonies, and Benjamin Franklin was its most famous citizen.

Why It Matters . . .

Today people still enjoy the religious freedoms that were practiced in Pennsylvania.

Lesson Review



- 1 VOCABULARY** Choose the correct words to complete each sentence.
treaty representative proprietor
William Penn was the _____ of Pennsylvania. He made a _____ with the Lenni Lenape.
- 2 READING SKILL** Using your notes, write a paragraph telling how proprietors **solved** the **problem** of governing their faraway colonies.
- 3 MAIN IDEA: History** What events led to the founding of New York as an English colony?
- 4 MAIN IDEA: Citizenship** Why did William Penn start the colony of Pennsylvania?

- 5 PEOPLE TO KNOW** Who was **Benjamin Franklin**, and what were three things that he did for Philadelphia?
- 6 TIMELINE SKILL** Did New Jersey become a colony before or after England took control of New Netherland?
- 7 CRITICAL THINKING: Draw Conclusions** The name Philadelphia comes from a Greek word that means “brotherly love.” Use information from the lesson to tell why Penn might have chosen that name.



ART ACTIVITY Create a pamphlet to encourage people to move to Pennsylvania in the 1700s. Include drawings, maps, and persuasive reasons for moving.



Benjamin Franklin: Inventor

Thunder rumbles overhead. A bolt of lightning brightens the night sky. Thanks to lightning rods, invented by Benjamin Franklin, the lightning will probably not damage any buildings.

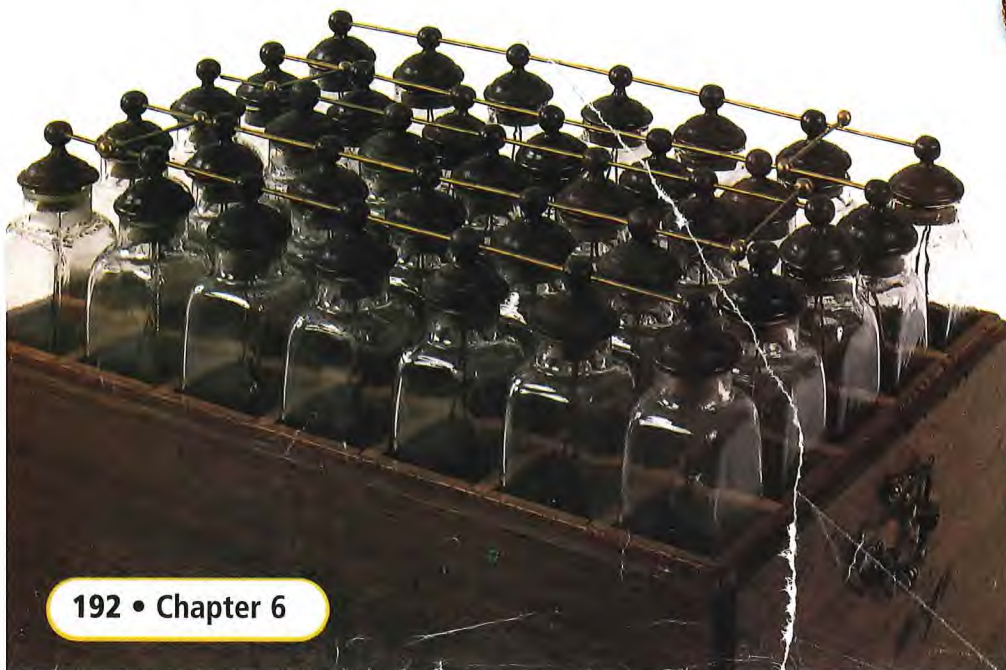
Today, Ben Franklin is remembered for the important role he played in the struggle for independence. But did you know that he was also a famous scientist and inventor?

Franklin's inventions helped to improve people's lives. Five of them are shown here. Which ones are still used today?



Battery

Franklin's experiments with electricity led to the creation of the first battery. It could store electricity for later use.



Odometer

This machine measured how far people traveled by counting the revolutions of wagon wheels. It led to the modern car odometer.



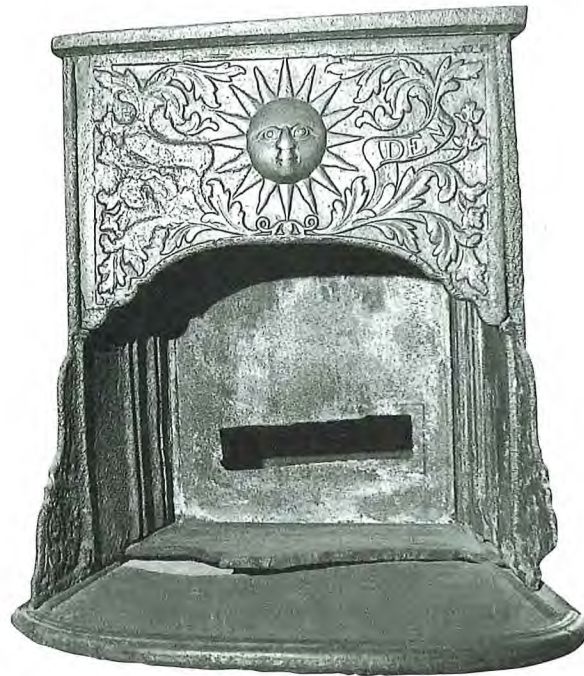
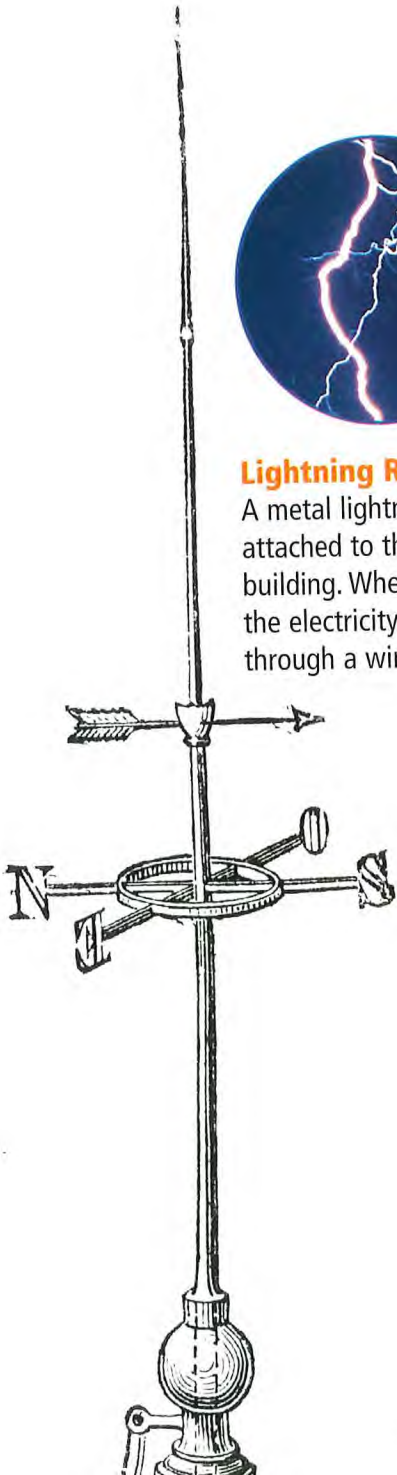
Bifocals

Some people need glasses to see both up close and far away. Franklin combined both types of glasses into a single pair called bifocals.



Lightning Rod

A metal lightning rod is attached to the roof of a building. When lightning hits, the electricity flows safely through a wire to the ground.



Pennsylvanian Fireplace

Franklin created an iron box with air chambers inside to spread heat more evenly.

Activities

- 1. TALK ABOUT IT** Which of Benjamin Franklin's inventions do you think is the most useful? Why?
- 2. REPORT IT** If you could interview Benjamin Franklin, what would you ask him about his inventions? Write your questions and his answers in the form of a radio or television interview.



Skillbuilder

Make a Decision

Europeans had to think about many things before deciding to move to the Middle Colonies. They had to choose from several possible actions and consider the costs and benefits of each. A **cost** is a loss or sacrifice. A **benefit** is a gain or advantage. The steps below will help you understand one way to make a decision.

VOCABULARY

cost

benefit

Learn the Skill

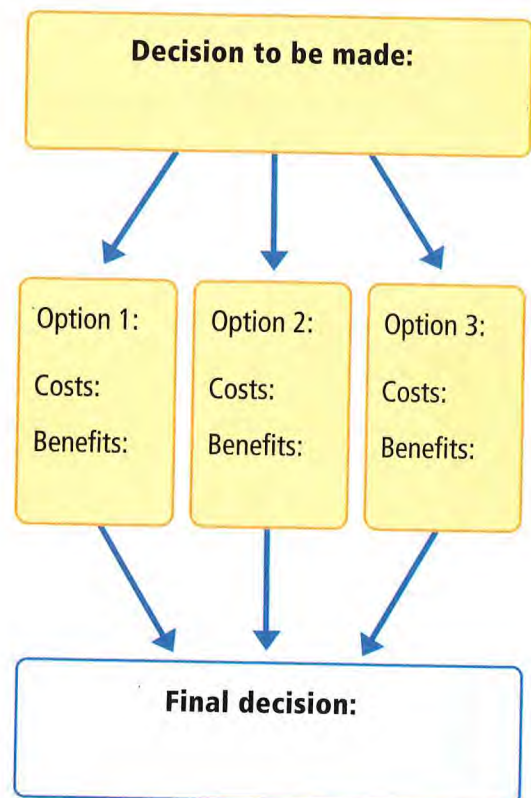
Step 1: Identify the decision to be made. Think about why it has to be made.

Step 2: Gather information. What do you need to know to make the decision? Can research or other people help you to decide?

Step 3: Think of the options that you have.

Step 4: Consider the costs and benefits of each option.

Step 5: Choose an option. Which one has the most benefits and the fewest costs? Important decisions may include some uncertainty about which option to choose.





Practice the Skill

What decisions do you think people had to make when coming to the Middle Colonies? Consider each person described below. Decide whether each one should leave Europe and move to the colony of Pennsylvania. Use a chart like the one on page 194 as you think about the costs and benefits of each person's options.

- 1 Quaker woman from England who is not allowed to practice her religious beliefs
- 2 Young German man who knows how to farm but has no land
- 3 Wealthy English man who will inherit a lot of land in a few years

Apply the Skill

Choose a current issue that people must make a decision about. You might choose a topic about the environment, your town's use of money, or some other important issue. Fill out a chart like the one on the page 194. Write a paragraph explaining your decision and how you made it.



Core Lesson 2

VOCABULARY

free market economy
free enterprise
artisan
laborer
apprentice

Vocabulary Strategy

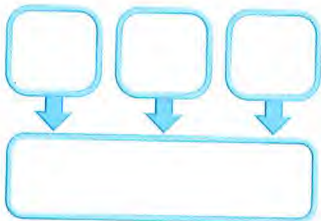
apprentice

An **apprentice** learns a skill from an expert. Apprentice comes from a word that means "to understand."

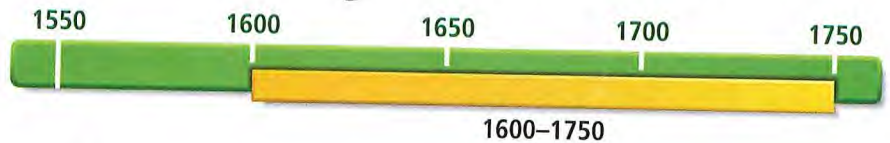


READING SKILL

Cause and Effect Take notes on what **caused** many people to come to the Middle Colonies.



Life in the Middle Colonies



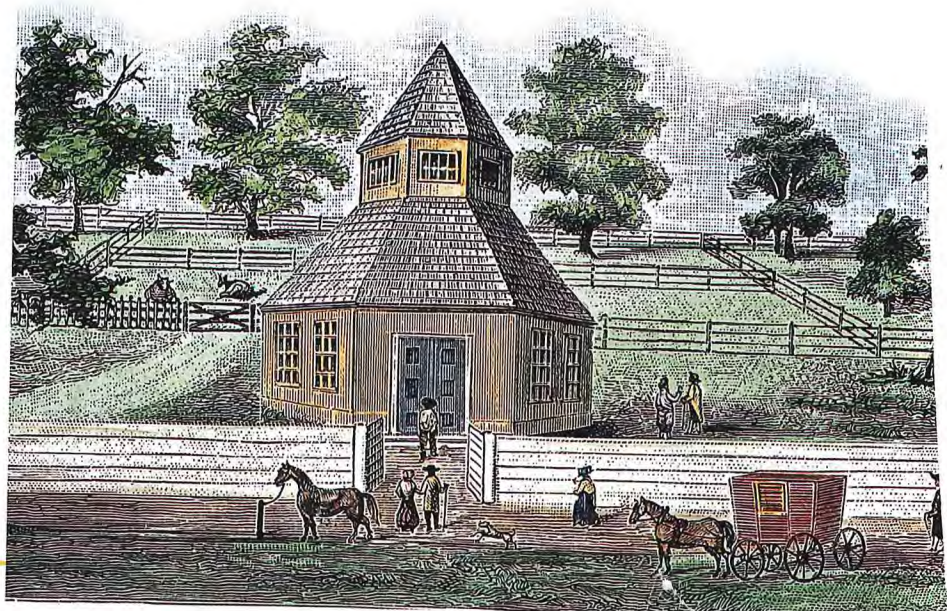
Build on What You Know If you and your family were moving to a new place, wouldn't you want to be accepted? In the 1600s, the Middle Colonies welcomed people of many different religions and countries.

A Mix of People

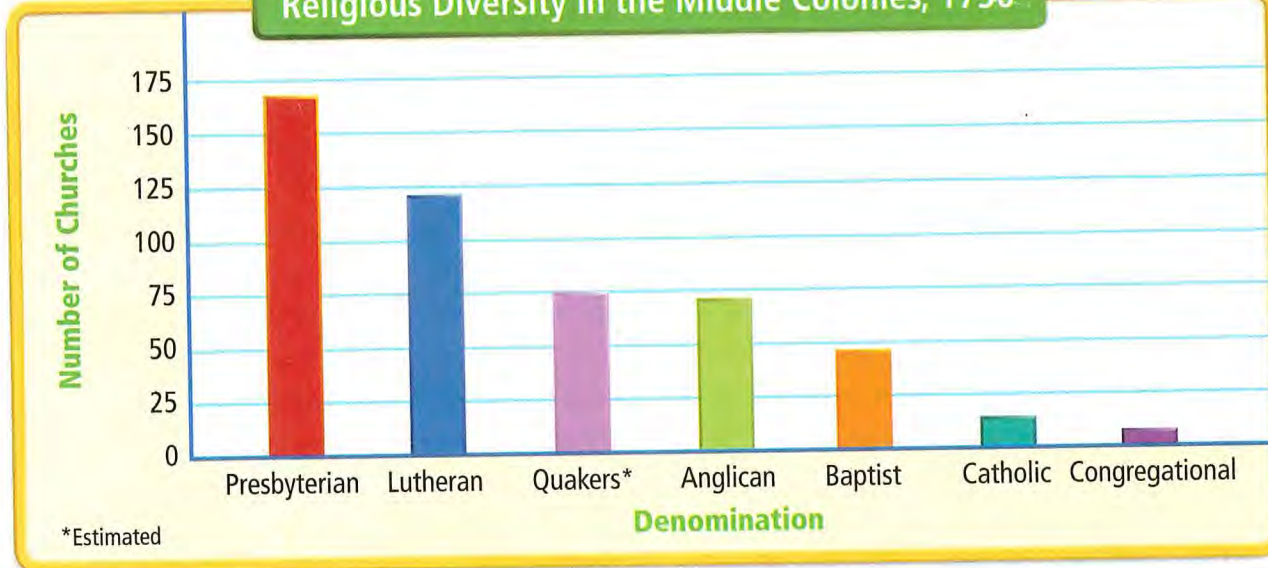
Main Idea People from many cultures and religions lived in the Middle Colonies.

The people of the Middle Colonies came from many lands. Colonists were German, Dutch, Scots-Irish, Scandinavian, and English. Some were enslaved Africans. Many colonists were Quakers or members of other Protestant churches. Others were Jews and Catholics.

Quaker Meetinghouse Quakers worshipped in meetinghouses. This New Jersey meetinghouse was built in 1683.



Religious Diversity in the Middle Colonies, 1750



Many People, Many Beliefs The range of religious beliefs in the Middle Colonies was more diverse than those of New England and the Southern Colonies.

SKILL Reading Charts Which religious groups had about the same number of churches?

The Middle Colonies had a diverse population because their proprietors believed in religious tolerance. Tolerance is respecting beliefs and practices that are different from one's own. **William Penn** supported tolerance. He believed that people of all religions should live together in peace. Other proprietors simply wanted colonists to buy or rent their land for farming. These proprietors did not care about colonists' religious beliefs as long as the colonists could pay for the land.

Religious tolerance and inexpensive land attracted people from many parts of Europe. Some came to escape punishment for their religious beliefs. Others came to farm their own land. All came to find a better way of life.

Newcomers to the Middle Colonies usually arrived at the ports of New York or Philadelphia. A few colonists stayed in the cities to find work, but most moved to the countryside to live and work on farms.

Making a Living

Main Idea Most people in the Middle Colonies farmed to earn a living, but cities were important centers of trade.

The climate and soil of the Middle Colonies were excellent for farming. Both men and women spent long hours working in the fields and in the home. As in New England, children helped out as soon as they were old enough. Boys helped plant and harvest crops. Girls cooked, sewed, and did housework. Children also cared for the family's animals and garden.

Farmers raised livestock such as cattle and pigs. They grew vegetables, fruits, and other crops in the fertile soil. Farmers grew many different grains, such as wheat, corn, and barley. In fact, they grew so much grain used to make bread that the Middle Colonies became known as the "breadbasket" of the thirteen colonies.

REVIEW Why did proprietors allow religious tolerance?

Agriculture in the Middle Colonies was so good that farmers usually grew enough to feed their families and still have a surplus. A surplus is more than what is needed. Farmers sold surplus goods to earn a living. Most farmers used the long, wide rivers of the Middle Colonies to ship grain and livestock to sell in Philadelphia or New York. Some colonists also sold wood or furs from their land. Merchants then sold the goods as exports to Europe, the West Indies, and cities in the other British colonies, such as Boston and Charles Town.

The Middle Colonies, like the other English colonies, had a free market economy. In a **free market economy**, the people, not the government, decide what will be produced. The Middle Colonies had a free market economy partly because the colonies' proprietors did not tell colonists what to do. Colonists were free to make the decisions they believed would earn them the most money. The economic system in which people may start any business that they believe will succeed is called **free enterprise**. Enterprise is another word for business.

City Life

Philadelphia and New York were the two largest and most important cities in the Middle Colonies. Both cities had ports and were centers of shipping and trade. The free market economy of these successful cities attracted merchants, shopkeepers, and artisans. An **artisan** is a person who is skilled at making something by hand, such as silver spoons or wooden chairs.

Laborers also found work in the cities. A **laborer** is a person who does hard physical work. Some of the laborers in the Middle Colonies were enslaved Africans. They worked in laundries, as house servants, or on the docks loading and unloading ships.

Hard at Work This boy at Colonial Williamsburg (right) shows visitors that children performed many chores on farms like the Pennsylvania farm in the painting below.





Colonial Shops Signs like these hung outside artisan workshops. The pictures show what artisans made or repaired, such as furniture and clothing.

Many young people who lived in towns and cities became apprentices. An **apprentice** is someone who studies with a master to learn a skill or business. As a child, an apprentice often lived in the master's house. Apprentices usually worked with their masters for four to seven years. Boy apprentices learned skills such as shoemaking, printing, and bookmaking. Girl apprentices learned how to spin thread and weave cloth. By watching and helping, apprentices gained the skills they needed to enter the business as adults.

Most children in the Middle Colonies learned how to read and write, but many colonists believed that it was most important for children to learn useful work skills. Parents expected their children to learn a business or run the family farm instead of going to college.

REVIEW Why did colonial children become apprentices?

Lesson Summary

The Middle Colonies were a place where people from many different countries could live together and earn a good living. Most colonists were farmers, but New York and Philadelphia were busy centers of shipping and trade. Children learned skills by helping on farms, at home, or as apprentices.

Why It Matters . . .

The diversity of the people in the Middle Colonies would help shape the kind of country the United States would later become.

Lesson Review

- 1 VOCABULARY** Write a short paragraph about children's lives in the Middle Colonies, using **artisan** and **apprentice**.
- 2 READING SKILL** What caused people with different religious beliefs to come to the Middle Colonies?
- 3 MAIN IDEA: History** Why were the Middle Colonies known as the breadbasket?
- 4 MAIN IDEA: Economics** How did most people in the Middle Colonies earn a living?
- 5 PLACES TO KNOW** Why were Philadelphia and New York important cities?
- 6 CRITICAL THINKING: Infer** How can a city's religious tolerance affect the growth and daily life of that city?
- 7 CRITICAL THINKING: Evaluate** Do you think free enterprise was good for the Middle Colonies? Explain why or why not.



DRAMA ACTIVITY Create a dialogue between a 12-year-old colonist and his or her parents about becoming an apprentice. Use what you have learned in this lesson about an apprentice's work.



COLONIAL APPRENTICE

October 17, 1730

Today, 14-year-old Jacob Fielding will learn how to place type into the printing press at the print shop where he lives and works as an apprentice. He is excited and wants to do a good job so he can move up to the level of journeyman. One day he may even become a master at his own print shop. Until then, he will have to pay attention and work hard.

① Master

The master teaches the apprentice his trade, or work. Apprentices live and eat their meals with their masters.

② Apprentice

Apprentices live with their masters for as long as seven years. At first, a printer's apprentice does the messiest jobs, such as inking the press. Over time, an apprentice will learn to set type, or letters, which must be done skillfully.



3 Setting the Type

Small, metal blocks of letters must be set in rows for each line on a printed page. All of the rows are held together in a wooden frame. The type is kept in the type case shown below.

4 Printing Press

The type is inked and paper is placed on it. The printer presses the paper onto the inked type to print a page. Colonial print shops printed newspapers, periodicals, pamphlets, and books.

5 Journeyman

After an apprentice learns his trade, he becomes a paid journeyman. Larger print shops had several experienced journeymen to work the presses. Often, a journeyman's wife would assist him.



Activities

1. **THINK ABOUT IT** If you were growing up in the colonies, what trade would you choose to learn? Why?
2. **WRITE ABOUT IT** Write a journal entry that Jacob Fielding might have written describing what he is learning about the printing trade.

Core Lesson 3

The Southern Colonies

VOCABULARY

plantation
legislature
refuge
debtor

Vocabulary Strategy

plantation

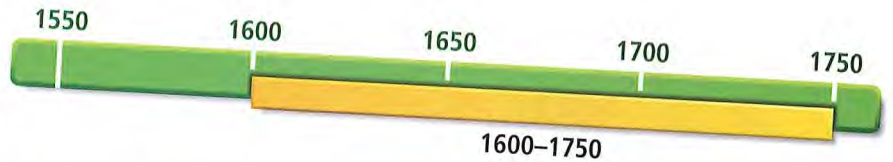
Think of the word **plant** to remember the meaning of **plantation**. A plantation is a very large farm on which crops are planted and grown.



READING SKILL

Sequence As you read, list the main events in the order in which they occur.

Three empty rounded rectangular boxes with downward-pointing arrows between them, intended for students to list main events in chronological order.



Build on What You Know You go into a movie theater, but all the good seats are taken! In the Southern Colonies, the first settlers claimed the best farmland near the ocean. Later colonists had to settle farther inland.

Virginia

Main Idea Virginia was the largest and wealthiest English colony and had the first elected government.

In 1607, Virginia became the first permanent English colony in North America. The first colonists came to Virginia to search for gold. When they realized that there was no gold there, many started plantations on the rich soil of the tidewater. A **plantation** is a large farm on which crops are raised by workers who live on the farm.

In the Southern Colonies, most plantation workers were indentured servants or enslaved Africans. Many plantation owners, or planters, became wealthy by growing and selling cash crops such as tobacco and rice.

As large plantations filled the tidewater, new colonists had to settle in the backcountry, farther from the ocean. To get more farmland, colonists often moved to areas where the Powhatan Indians lived. The Powhatans did not want colonists to take over this land, and they fought back. Many colonists and Indians were killed in these conflicts.



Governing the Colony

As Virginia grew, colonists wanted to have a voice in the laws of the colony. In 1619, colonists created the first elected legislature in the colonies. A **legislature** is a group of people with the power to make and change laws. The legislature was called the House of Burgesses (BUR jhs iz) because the representatives in Virginia's legislature were known as burgesses. Colonists elected the burgesses, but only planters and other white men who owned property were allowed to vote or be elected.

Nearly all of the members of the House of Burgesses were members of the Church of England, or the Anglican (ANG gli kun) Church. In 1632, the House of Burgesses made the Anglican Church the official church of Virginia. Puritans, Quakers, and others who were not Anglican had to leave the colony.

New Colonies in the South

Main Idea England founded four more colonies in the South during the 1600s and early 1700s.

Between 1632 and 1732, English colonists settled four more southern colonies. The colonies of Maryland, North Carolina, South Carolina, and Georgia were all created for different reasons.

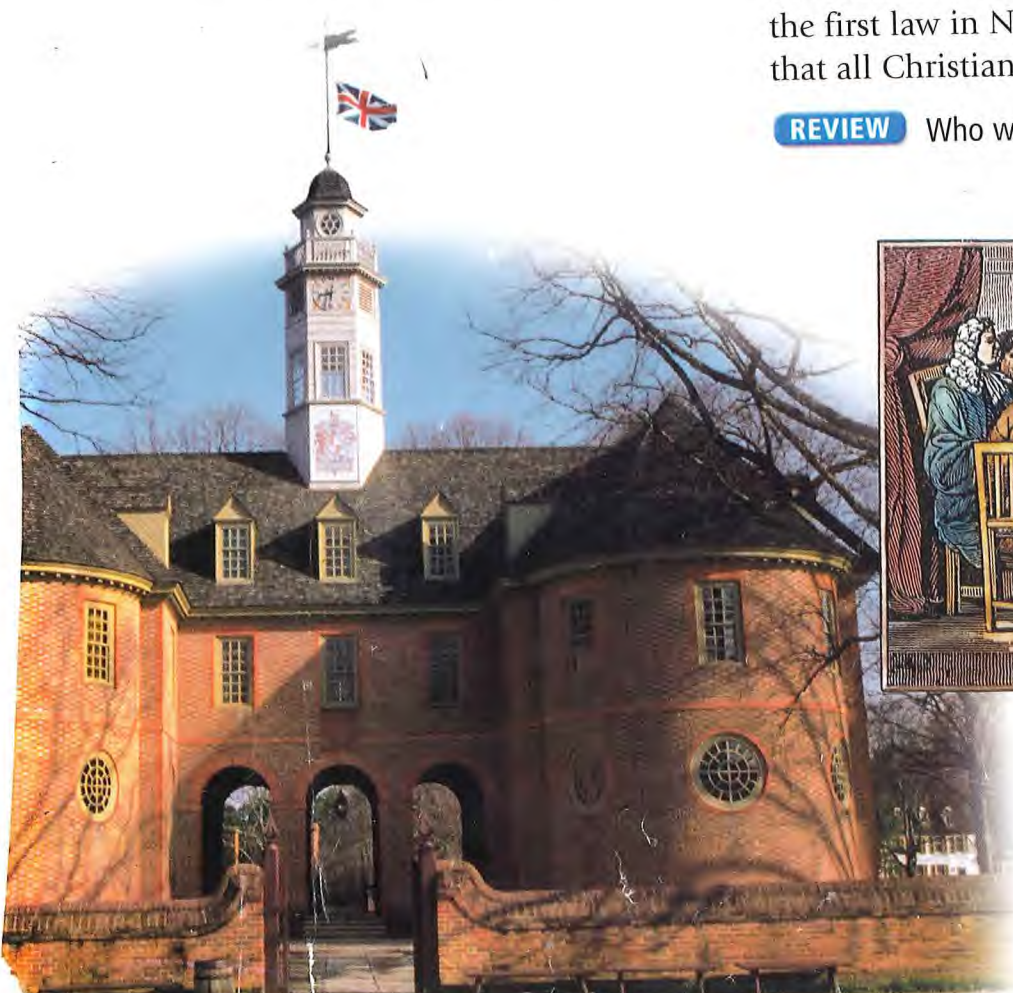
Maryland

The colony of Maryland began in 1632, when **King Charles I** of England gave land in North America to **Cecilius Calvert**. Calvert, also known as **Lord Baltimore**, was a Catholic. Like Puritans and Quakers, Catholics in England were often punished for their religious beliefs. Calvert hoped to make Maryland a refuge for Catholics. A **refuge** is a safe place. In 1649, the Maryland government passed the Toleration Act. The Toleration Act was the first law in North America to promise that all Christians could worship freely.

REVIEW Who were burgesses?



House of Burgesses The Virginia legislature first met in 1619. The burgesses later moved to this site (left).



The Carolinas

During the late 1600s, England, France, and Spain all claimed land that was south of Virginia. The new English king, **Charles II**, wanted to start another colony on this land. He hoped that a settlement would help keep France and Spain out of the area. In 1663, Charles II formed a new colony south of Virginia called Carolina.

Colonists first settled the southern part of Carolina. The southern area had good farmland and many excellent harbors. Planters built rice plantations in the tidewater. The city of Charles Town, later called Charleston, grew large and wealthy. The northern part of Carolina had few harbors and was not as good for farming. It grew more slowly than the south. In 1729, Carolina became two colonies, North Carolina and South Carolina.

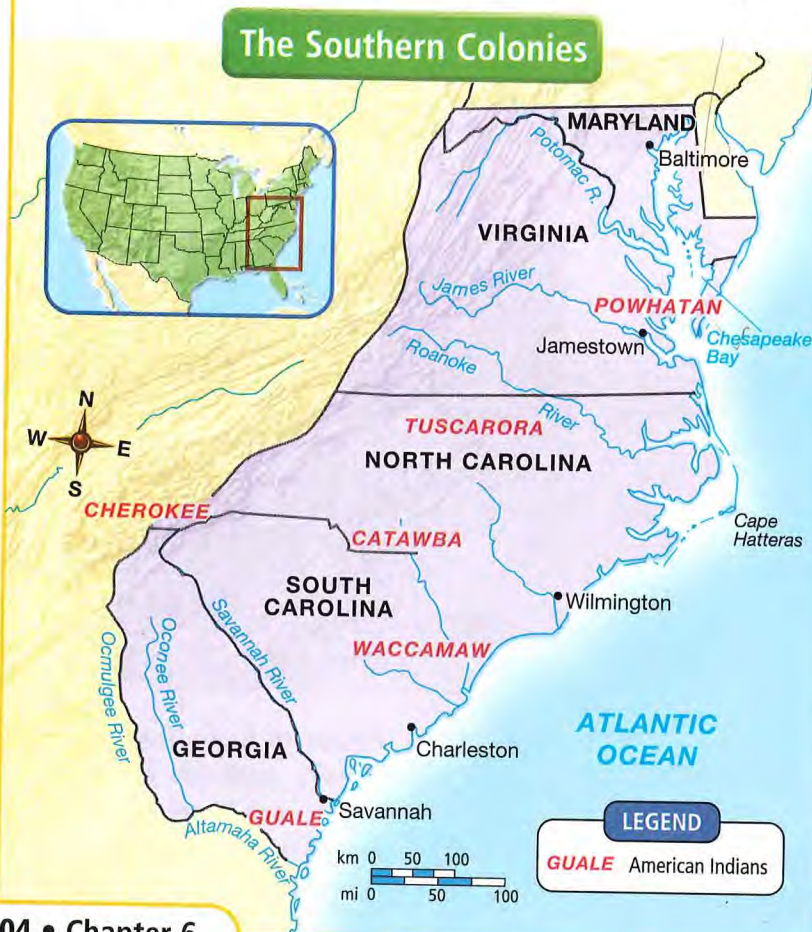
Georgia

In 1732, England's King **George III** started another colony to keep the Spanish and French away from South Carolina. He gave this land to **James Oglethorpe**, an English lawmaker and army officer. The new colony was named Georgia to honor King George.

Oglethorpe wanted Georgia to be a place for poor people and debtors (DEBTers). A **debtor** is a person who owes money. In England, debtors who could not pay the money they owed were put in prison. Oglethorpe thought it would be better to let debtors start new lives in Georgia. He offered them a free trip to Georgia and small farms of their own.

In 1733, Oglethorpe led the first group of settlers to Georgia. Soon, Oglethorpe developed friendly relations with nearby American Indians. He traded with Choctaws, Cherokees, and Creeks.

Oglethorpe made strict rules for his colony. Georgian colonists could not drink alcohol. They also could not own slaves or elect their own legislature.



The Southern Colonies The region's fertile land and many waterways allowed most Southern colonists to make their living by farming.

SKILL Reading Maps Which places were named after people mentioned in this lesson?

Some colonists did not like these rules, and later many of the rules were changed. Slaves were brought to work on plantations as soon as slavery was allowed. Georgia quickly became a wealthy plantation colony like South Carolina.

REVIEW What were differences between North Carolina and South Carolina?



James Oglethorpe Under the leadership of this proprietor, the economy of Georgia succeeded.

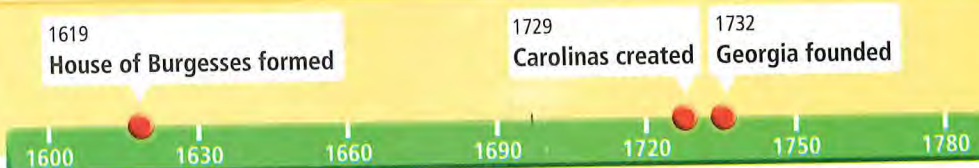
Lesson Summary

Colony	Reason founded
Virginia	To find gold
Maryland	As a refuge for Catholics
Carolina	To help England control southeastern North America
Georgia	To help debtors and other poor people

Why It Matters ...

Establishing the Southern Colonies gave England control of the North American east coast, from New France in the north to Spanish Florida in the south.

Lesson Review



1 VOCABULARY Choose the correct words to fill in the blanks.

refuge plantation legislature debtor

To be a member of the Virginia _____, a person had to own a _____ or other piece of land.

2 READING SKILL In what order were the Southern Colonies founded?

3 MAIN IDEA: Government What was the House of Burgesses?

4 MAIN IDEA: History Why was Maryland founded?

5 PEOPLE TO KNOW Who was James Oglethorpe, and why did he found Georgia?

6 TIMELINE SKILL How many years after the House of Burgesses was formed was Georgia founded?

7 CRITICAL THINKING: Decision Making If you were a debtor in England in the 1700s, what could have been the costs and benefits of moving to Georgia?

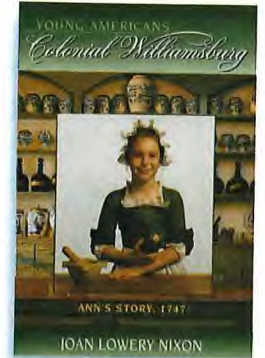
WRITING ACTIVITY Learn more about the Powhatan Indians. Then write a short speech from a Powhatan Indian's point of view. Explain how he or she might feel about the conflicts with colonists over land.



Ann's Story: 1747

by Joan Lowery Nixon

Fire! On the morning of January 30, 1747, the residents of Williamsburg, Virginia, find their Capitol building in flames. Now a new town might have to serve as the colonial capital. Ann McKenzie, the nine-year-old daughter of a doctor, is worried that her family might have to move. She wonders what her future will be like.



That evening, after supper, Ann sat with her parents in the parlor and knitted on a stocking. She listened quietly as they talked about the Capitol fire and the effect it might have on Williamsburg. But as Dr. McKenzie spoke of problems involved in moving his practice and his apothecary, Ann forgot herself.

"Papa, we can't go to the Pamunkey River. There aren't even any houses built yet! We can't live in a hut with snakes!"

Her father's eyes widened in surprise. "Ann, I don't know where you got a strange idea like that," he said. "We will not live in a hut. And there will be no snakes allowed in our house."

"But Matthew said ..."

Mrs. McKenzie sighed and rolled her eyes. "We should have known. Matthew Davenport again. He seems to enjoy disturbing the younger children with wild tales." She kept her eyes on the small stocking she was knitting for William as she said, "I'm afraid the Davenport boys are not disciplined as carefully as they should be. Remember a number of years ago, when Matthew's older brother, Bedford, was reprimanded by the burgesses for writing indecent inscriptions on one of their chairs?"



Core Lesson 4

Life in the South

1550 1600 1650 1700 1750 1800 1850



1600-1800

VOCABULARY

indigo
overseer
spiritual

Vocabulary Strategy

overseer

The small two words in the compound word **overseer** show its meaning. An overseer watches over workers.

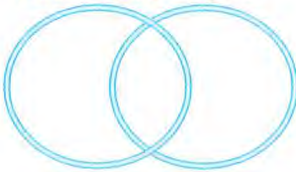


READING SKILL

Compare and Contrast

Note the similarities and differences between plantations and backcountry farms.

PLANTATIONS FARMS



Tobacco Virginia farmers harvest tobacco leaves in the early 1600s.

Build on What You Know Have you ever grown a plant from a seed or bulb? If you have, you know that plants need fertile soil, warm weather, and plenty of water. The Southern Colonies had all of these things.

Southern Agriculture

Main Idea Cash crops grew very well in the Southern Colonies.

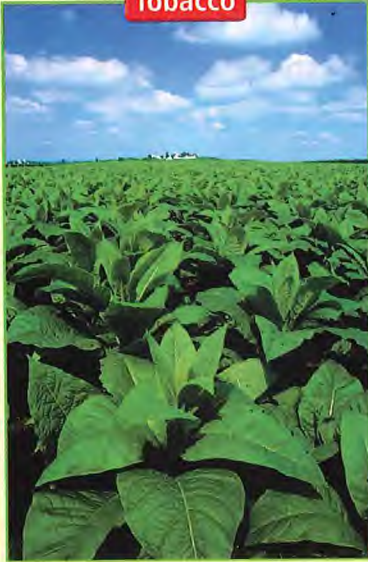
The long growing season and warm, damp climate of the Southern Colonies made the region perfect for growing tobacco and rice. Many southern planters became very wealthy exporting these cash crops to other colonies and countries. Planters found, however, that tobacco and rice needed much more work and care than other crops. Planters used indentured servants and enslaved Africans to do this hard labor.

In Virginia and Maryland, the main cash crop was tobacco. Colonists grew tobacco on small farms as well as on large plantations. North Carolina had many small tobacco farms, but its greatest resource was its pine forests. Colonists took the sticky sap from pine trees and made it into a thick liquid called pitch. Pitch was used to seal the boards of ships and keep out water.



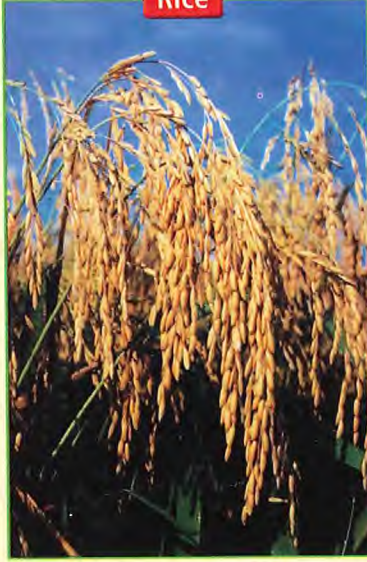
Cash Crops

Tobacco



Southern tobacco was exported all over the world.

Rice



Rice needs a steamy, hot climate to grow well.

Indigo



Without indigo, blue jeans wouldn't have their special color.

South Carolina and Georgia had two main cash crops. One was rice, which flourished in the hot, wet tidewater region. Planters learned methods for growing rice from enslaved African workers. They brought their knowledge of rice growing from West Africa, where rice was an important food.

The other major cash crop in South Carolina and Georgia was indigo. **Indigo** is a plant that can be made into a dark blue dye. This dye is used to color clothing. Indigo was very difficult to grow, and planters had little success with it. Then 17-year-old **Eliza Lucas Pinckney** began to experiment with different kinds of indigo on her father's plantation.

In 1744, she developed a type of indigo that was much easier to grow. This indigo was so successful that colonists in South Carolina soon sold more than 100,000 pounds of indigo each year.

Charles Town

The Southern Colonies had many farms and plantations but fewer towns and cities than New England or the Middle Colonies. By the mid-1700s, however, several ports in the South had grown into large cities. Charles Town, South Carolina, which became known as Charleston in 1783, was the biggest southern city. It was a busy center of trade and the capital of South Carolina.

In Charles Town, traders and planters bought, sold, and exported thousands of pounds of tobacco, rice, and indigo. Ships brought goods from Europe and the West Indies to sell in the colonies.

Charles Town had a diverse population. Its people were English, Scots-Irish, French, and West Indian. Free and enslaved Africans lived in the city as well.

REVIEW Why was Charles Town an important city?

Plantations and Small Farms

Main Idea Southern plantations were large and needed many workers, but most southern colonists lived on small family farms.

The huge plantations in the South were more like small villages than farms. At the center of a plantation, often near a river or stream, was the planter's house. The planter's house was surrounded by horse stables, workshops, gardens, fields, and workers' houses.



Many laborers were needed to keep a big plantation running. Plantation workers were usually enslaved Africans. Most spent long hours working in the plantation's fields. Other workers took care of the gardens or animals. Cooks and maids worked in the planter's house.

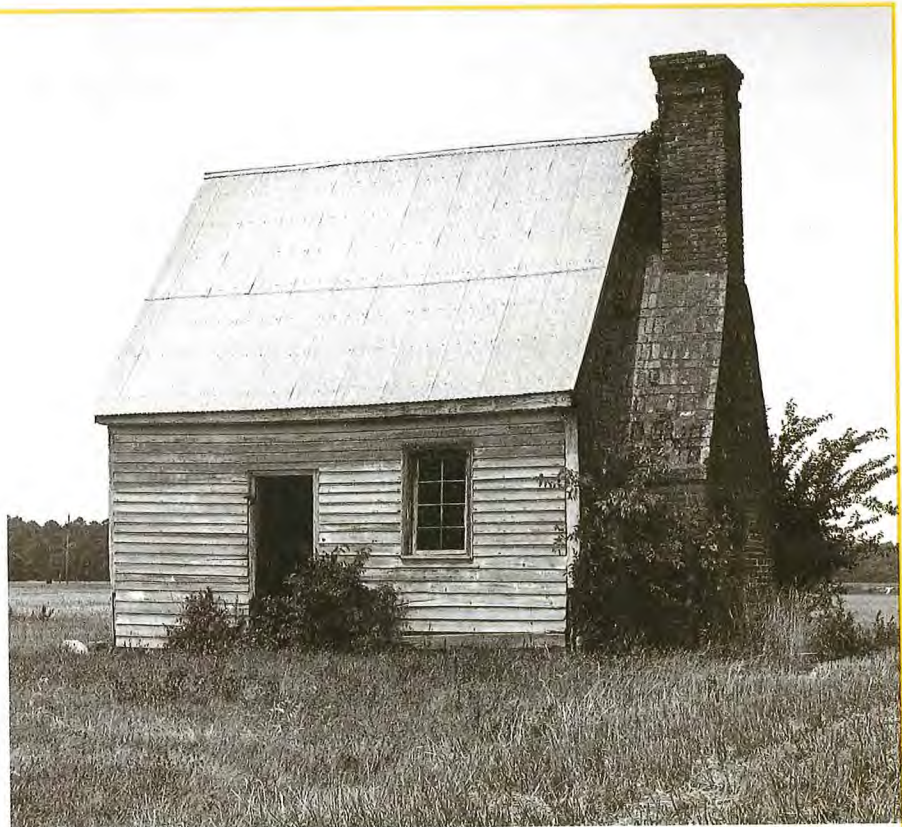
The South was known for its large plantations, but small farms were much more common. Most southern colonists lived on small family farms in the backcountry, away from the tidewater. Backcountry colonists farmed with the help of family members and perhaps one or two servants or slaves. They grew their own food and sometimes small amounts of a cash crop, such as tobacco.

Plantation Life The planter's family usually lived in a grand mansion, such as this one in South Carolina (below). Mansions were often decorated with fine furniture like this chair (left). **SKILL** **Reading Visuals** Compare and contrast the chairs and houses shown on these two pages.





Backcountry Life Simple wooden cabins (right) were home to most farming families who lived west of the tidewater. Most of their belongings, such as this chair (above), were either made by hand or traded from others.



Family Life

The children of wealthy planters lived fairly easy lives. Most were educated at home. Their parents hired teachers to instruct the children in reading, writing, dancing, and music. Boys spent their free time outdoors, learning how to ride horses and hunt. Girls learned how to sew and sing. As children got older, fathers taught boys how to run the plantation. Girls learned how to manage a large household with many servants.

Life was very different on backcountry farms. Backcountry farmers often lived far from schools and towns. Children learned how to read and write only if their parents could teach them. Backcountry children started helping around the house and farm at an early age. This was how they learned skills such as plowing, hunting, sewing, and cooking.

Southern Slavery

Main Idea Slavery was cruel, but enslaved people developed a culture that helped them survive.

The importance of slavery in the Southern Colonies changed over time. In the early 1600s, indentured servants did much of the hard work on plantations. As the number of plantations grew, however, southern planters began to use enslaved Africans as laborers.

More and more enslaved Africans were brought to North America during the 1600s and 1700s. By 1750, greater numbers of enslaved Africans lived in all thirteen colonies, but most slaves lived in the Southern Colonies.

REVIEW How did the children of planters and the children of backcountry farmers learn how to read and write?

Life Under Slavery

Enslaved Africans were not treated as human beings. They were bought and sold as property. Under slavery, husbands and wives were often separated from each other, and families were torn apart.

On a plantation, slaves usually worked as laborers in the fields or as house servants. Even young children were forced to work. Field work was exhausting. Workers labored from morning to night in the heat and the cold, nearly every day of the year. Overseers sometimes whipped and punished workers to keep them working hard. An **overseer** is a person who watches and directs the work of other people. Enslaved people had to work so hard and had such poor food, clothing, and shelter that many died at an early age.

Planters used punishments and harsh laws to keep enslaved workers from resisting or running away. Many had to wear heavy iron chains. They could not leave the plantation without permission. They could be beaten or even killed by planters and overseers. Some slaves fought back by running away. Most resisted by working as slowly as they could without being punished.

Slave Cabins This painting shows slave cabins on a South Carolina plantation. Slave houses were small and cramped.



African American Culture

To survive their harsh lives, enslaved Africans formed close ties with each other. They created a community that was like a large family. Enslaved Africans helped each other to survive the hardships of slavery.

Another source of strength was religion. Many enslaved people began to practice Christianity and looked to the Bible and its stories for inspiration. They combined Christian beliefs and musical traditions from Africa to create powerful spirituals. A **spiritual** is an African American religious folk song.

Over time, enslaved people created a new culture that blended African and American customs and religions. They remembered their past by telling stories about their homelands in Africa. They made up work songs to help the time pass while working in the fields. They invented and played music on the banjo, a musical instrument based on African ones. In South Carolina, enslaved Africans created a new language, Gullah, out of African languages and English.

REVIEW What did slaves do to survive the hardships of slavery?



African Culture Enslaved Africans dance and make music in this painting called *The Old Plantation* (above). The banjo (right) became a popular instrument in American folk music.



Lesson Summary

The Southern Colonies had an agricultural economy. Most colonists lived on small family farms, but some owned large plantations that produced cash crops such as tobacco and rice. Many slaves worked on plantations. Slavery was a cruel system. Enslaved Africans developed a culture that helped them survive.

Why It Matters . . .

Slavery would become a major source of conflict in the United States more than a hundred years later.

Lesson Review

- 1 VOCABULARY** Write a short paragraph telling why **indigo** was important in the South.
 - 2 READING SKILL** What were some **differences** between plantations and backcountry farms?
 - 3 MAIN IDEA: Economics** What were the main cash crops in the Southern Colonies?
 - 4 MAIN IDEA: Culture** What new customs became part of the culture of enslaved Africans?
 - 5 PEOPLE TO KNOW** How did Eliza Pinckney affect the economy of the South?
 - 6 CRITICAL THINKING: Infer** Why did large plantations develop in the Southern Colonies?
 - 7 CRITICAL THINKING: Compare and Contrast** Compare and contrast the lives of children on plantations and on small farms.
- WRITING ACTIVITY** Do research and write a report about the many ways African American culture has affected American culture.

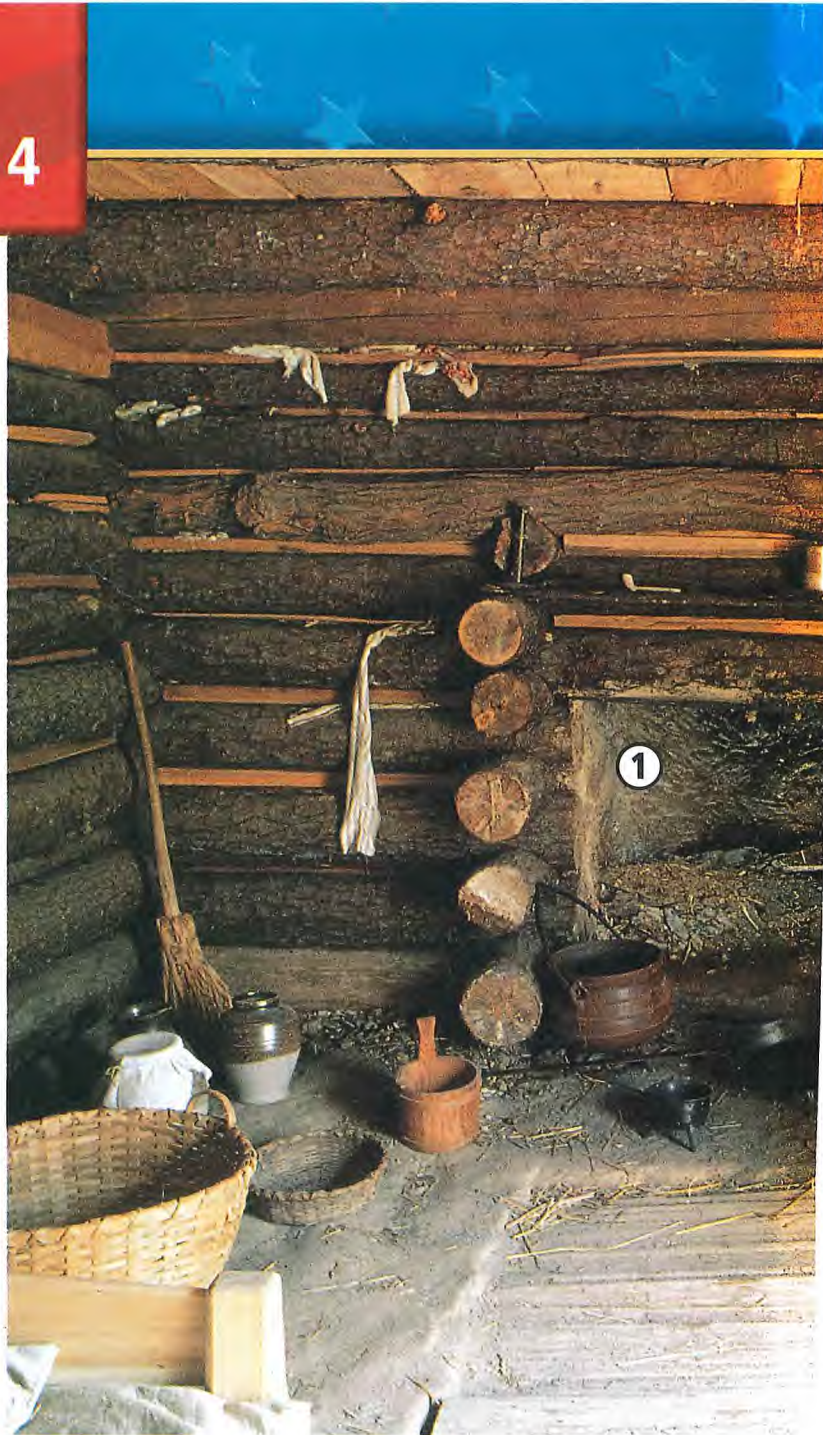


SLAVERY'S PAST

How did enslaved people live day by day? Narratives and clues dug up from historical sites are helping to answer this question.

In the 1700s, most slaves worked in the rice fields of South Carolina and the tobacco plantations of Virginia and Maryland. Researchers digging near Williamsburg, the colonial capital of Virginia, have found important information about the food that enslaved people ate, items they owned, and how they may have used the little free time they had.

Thousands of handmade objects and things bought in stores give clues to the past. Personal items such as hand-woven baskets, pencils, slates, and reading glasses show how people tried hard to keep part of their lives free from the burden of slavery.



Slave Quarters These cabins near Williamsburg, Virginia, have been restored to the way they looked in the 1700s.



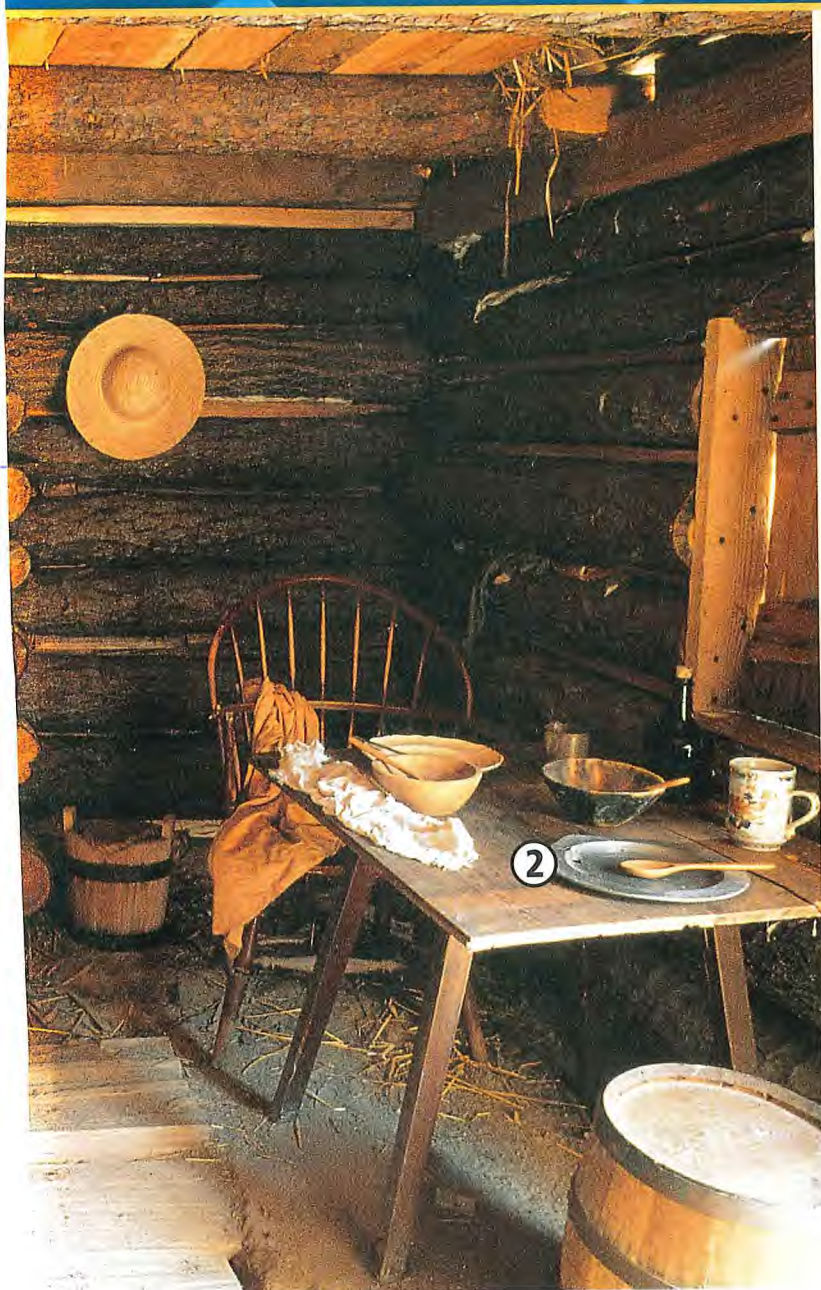
Reading History's Clues

Dr. Theresa Singleton is a professor of archaeology at Syracuse University. She has a special interest in the lives of slaves. "To me," Singleton says, "the most important discoveries have been usable objects made from broken and discarded materials, such as fish-hooks from nails." Such findings prove that the people were not just victims, Singleton explains:



"They were thinkers and doers who improved their situations as best they could despite the odds against them."

— Dr. Theresa Singleton



① Inside the Cabins
Fireplaces were made of clay and wood. As many as nine adults may have slept in one cabin on mattresses filled with corn husks.




② Possessions
Furniture was simple: barrels, old tables, and chairs. This pewter plate may have been purchased through extra labor.

Activities


- 1. TALK ABOUT IT** What questions would you like to ask Dr. Singleton about her discoveries?
- 2. WRITE ABOUT IT** Why is it difficult for historians to find information about the daily lives of enslaved people? Write a one-page paper that answers this question.

Visual Summary

1–3.  Complete the chart below with descriptions of each colony.


Colony	Founder	Reason for Settlement
 Pennsylvania		
 Maryland		
 Georgia		

Facts and Main Ideas

 **TEST PREP** Answer each question with information from the chapter.

- History** What events led to the founding of New York and New Jersey?
- History** Why did the Middle Colonies have such a diverse population?
- Citizenship** Who could vote and be elected to Virginia's House of Burgesses?
- Government** What was the Toleration Act in Maryland?
- History** Describe one thing that enslaved Africans did to survive life under slavery.

Vocabulary

 **TEST PREP** Choose the correct word from the list below to complete each sentence.

representative, p. 189

free market economy, p. 198


legislature, p. 203

- People in the Virginia _____ had the power to make and change laws.
- Colonists were able to decide what crops and goods they wanted to produce in a _____.
- A _____ was chosen by the colonists to speak and act for them in the House of Burgesses.

CHAPTER SUMMARY TIMELINE




Apply Skills

 **TEST PREP Citizenship Skill** Read the paragraph below. Then use what you have learned about making a decision to answer each question.

In the 1600s, many Catholics in Britain were punished for their religious beliefs. John is a young Catholic man living in England. He is thinking about moving to the new colony of Maryland.

12. John needs to learn more about life in Maryland. Which of the following people could best help him make a decision?
- A. someone who heard about Maryland
 - B. someone who visited Maryland
 - C. someone who lived in Georgia
 - D. a Catholic who lived in Germany
13. For John, what would be a benefit of moving to Maryland?
- A. There would be no slavery in Maryland.
 - B. It would be very expensive to get to Maryland.
 - C. He could be a member of the House of Burgesses in Virginia.
 - D. Colonists in Maryland believe in religious tolerance.

Critical Thinking

 **TEST PREP** Write a short paragraph to answer each question.

14. **Compare and Contrast** How was the Pennsylvania Assembly similar to and different from the New York and New Jersey assemblies?
15. **Summarize** What were the different ways people made a living in the Middle and Southern Colonies?

Timeline

Use the Chapter Summary Timeline above to answer the question.

16. Which of the colonies listed on the timeline were founded in the 1700s?

Activities



Map Activity Make a map of crops grown in the Middle and Southern Colonies. Use library resources and information from the chapter.



Writing Activity Write a short story about an apprentice. Describe his or her trade and life in the Middle Colonies.



Technology

Writing Process Tips

Get help with your story at www.eduplace.com/kids/hmss05/

Vocabulary and Main Ideas

TEST PREP Write a sentence to answer each question.

1. Why is a region's **growing season** important to farmers who live there?
2. What was one way in which New England colonists took part in **self-government**?
3. Why did some proprietors of the Middle Colonies allow colonists to elect **representatives** to assemblies?
4. In what ways did colonists in the Middle Colonies participate in a **free market economy**?
5. What cash crops were grown most commonly on southern **plantations**?
6. Why did some colonial children become **apprentices**?

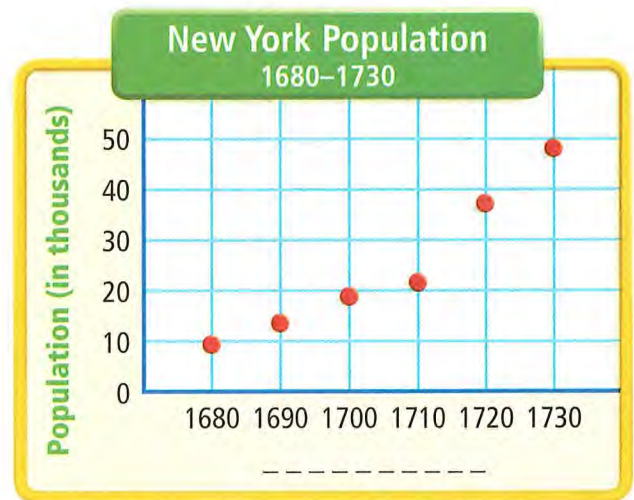
Critical Thinking

TEST PREP Apply what you have learned about critical thinking to answer each question.

7. **Generalize** How can the geography and climate of a region affect how people earn a living there?
8. **Fact and Opinion** Write one fact and one opinion about life in each of the following regions: New England, the Middle Colonies, and the Southern Colonies.

Apply Skills

TEST PREP **Chart and Graph Skill** Use the unfinished line graph below and what you know about making a line graph to answer each question.



9. Which is the best label for the horizontal axis of this line graph?
 - A. Number of People
 - B. Time
 - C. Year
 - D. Population Growth
10. What should you do after you draw dots to show the data on the line graph?
 - A. Connect the dots with a line.
 - B. Draw a bar from the bottom of the graph to where the dot is.
 - C. Choose a color for the dot.
 - D. Connect each dot to the correct year.