

VIRGINIA EDITION 

SOCIAL STUDIES

THE UNITED STATES
EARLY YEARS



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SOCIAL STUDIES

THE UNITED STATES
EARLY YEARS

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Perspectives Through Time

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Essential Question
How do people's lives change over time?



Organizing Information

Make and label a Five-Tab Foldable to take notes as you read. Label the five tabs with **People and Culture**, **Economy**, **Government**, **History**, and **Geography**. Use the Foldable to organize information as you read.



Reproductions of the ships that brought settlers to Jamestown in 1607

People and Culture

VIRGINIA SETTLEMENTS

Perspectives Through Time



VOCABULARY

archaeologist p. VA4

excavation p. VA4

artisan p. VA5



VS.1a USI.3a



15,000 B.C. –
A.D. 1700

Archaeologist

I love solving mysteries. I am an **archaeologist**, a scientist who learns about cultures by studying the past. At **excavations**, or holes dug to unearth items people left behind, I find pots, tools, and other artifacts. I study these items and the places where they were found to learn how people lived in the past.

People have lived in Virginia for thousands of years. Earthen mounds in the southwest part of the state show that some early Virginians were mound builders. Archaeologists study American Indian, or Native American, sites to find out how they lived.

Early American Indians

The first people who lived in Virginia were here earlier than scientists had first thought. Archaeologists have found artifacts at Cactus Hill in southeastern Virginia. These items show that humans were living there between 15,000 to 17,000 years ago. This makes Cactus Hill one of the oldest archaeological sites in North America.



▲ Stone points, used as heads for darts or spears, were found at Cactus Hill Archaeological Site in southeastern Virginia.

These rock carvings are similar to carvings found in Tazewell County, Virginia. Pictures like these told a story to other people. ▶





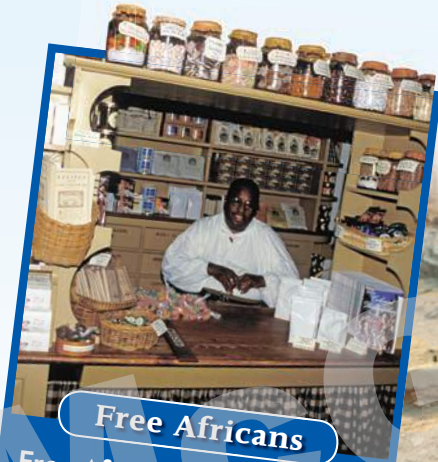
Colonial Settlements

Some Europeans came to North America from England. In Virginia, the English settled along the James River and the Chesapeake Bay. Many of these settlements are now excavation sites. Archaeologists examine artifacts and documents found at these sites.

They can learn how the colonists lived. They can also learn how free Africans, farmers, women, and **artisans**, or people trained in a craft, worked together in the colony.

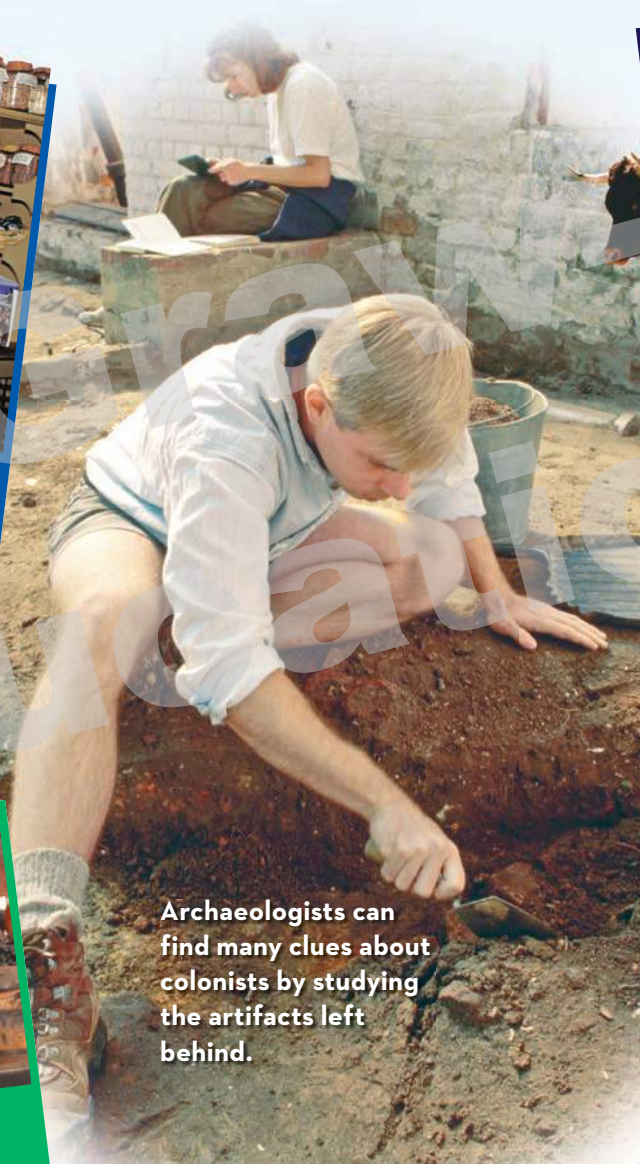
QUICK CHECK

Compare and Contrast How are archaeological studies at different sites in Virginia similar?



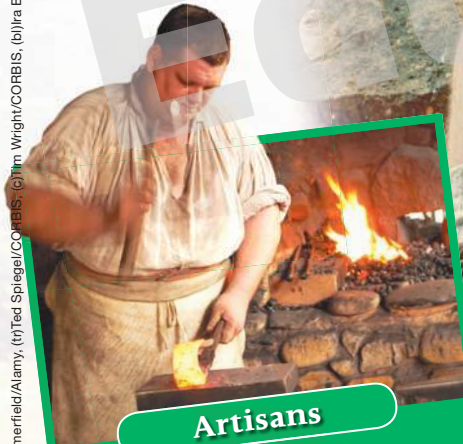
Free Africans

Free Africans were merchants or ministers in colonial settlements. They could earn money and own land but could not vote.



Farmers

Some farmers had small farms and relied on family members to help them. They used domestic animals and simple tools.



Artisans

Artisans worked in colonial villages, on plantations, or in large cities. Artisans made goods and tools used by everyone in the colony.



Colonial Women

Most women had few rights. They could not vote or own land. Women worked the land, prepared all meals, and made their family's clothing.

Archaeologists can find many clues about colonists by studying the artifacts left behind.

(l)Mark Summerfield/Alamy, (tr)Ted Spiegel/CORBIS, (c)Jim Wright/CORBIS, (bl)Ira Block/National Geographic/Getty Images, (br)Catherine Karnow/CORBIS

Economy

AFRICAN TRADE EMPIRES

Perspectives Through Time



Griot

West African traders traveled long distances to trade gold and salt. These traders shared their adventures through song. Later, when the slave trade reached the colonies, enslaved Africans told their stories in songs, too. As a modern-day **griot**, or storyteller, I share these stories and songs. They have survived for generations.

300 – 1650

West African societies have played an important role in trade. **Trade routes**, or travel paths, grew when merchants traded gold from western Africa in exchange for cloth from North Africa. They also traded salt. Cities along these trade routes became **empires**, or several territories under one ruler. Empires traded along the Mediterranean and in Europe.

Europeans traded not only gold but also slave labor. The Portuguese were the first to bring enslaved African workers to Europe. By the early 1600s, European traders were bringing enslaved Africans to the colonies and to Virginia, too.

VOCABULARY

griot p. VA6

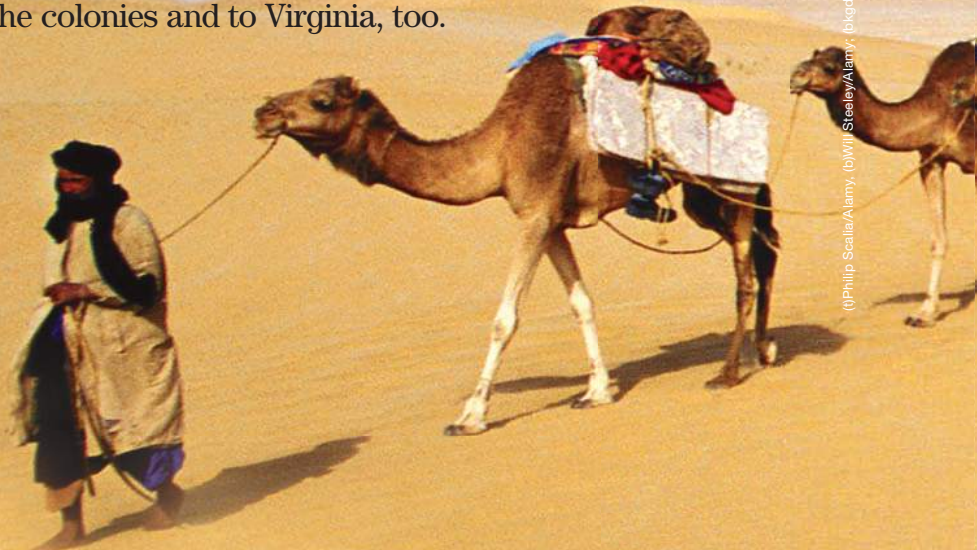
trade route p. VA6

empire p. VA6

 VIRGINIA STANDARDS

US1.4c

▼ Salt was a valuable resource. It was formed into large slabs for transport.



(l) Philip Scallan/Alamy, (b) WJ Steeley/Alamy, (b) gndi Images/Stories/Alamy



Ghana, Mali, and Songhai

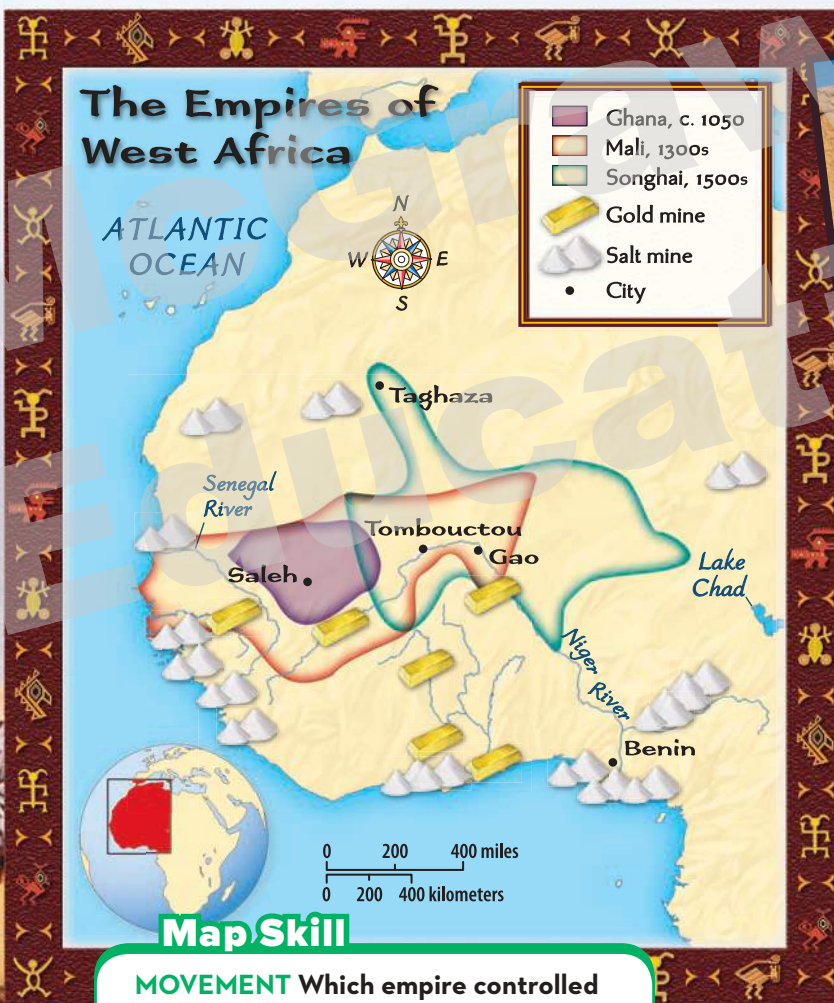
The first empire that came to power was Ghana in the A.D. 400s. It did not have gold or salt, but it was at a place where trade routes met. The rulers of Ghana became rich by taxing the trade that moved through their land.

When Ghana declined, Mali came to power. Mali became a central trading place for Africans and Europeans from the 1200s. Mali grew in size. Soon, it controlled gold-mining areas.

After many years, the kingdom of Mali became weak. Songhai developed as the leading empire. It was the last West African empire before colonial times. By 1400, Songhai had more riches and more power than any other West African empire.

QUICK CHECK

Cause and Effect How did the West African kingdoms become powerful?



This building in Tombouctou, Mali, has survived for hundreds of years. The city was once a major trading center for gold (above). Camel caravans helped open up trade routes across the Sahara. Camels need little water, their wide feet help them walk on the sand, and their humps store fat for energy (below).



Government IDEAS OF DEMOCRACY

Perspectives Through Time

Archivist

Many historic writings about democracy and the foundations of our government are stored at the **archive** where I work. An archive is a place where important items such as documents are kept. I make sure that these documents are preserved so that people can look at them in the future, just like you can see them now.



1680 – 1775

Many different ideas and **philosophies**, or ways of thinking, have shaped the democratic ideas of early Americans. These ideas helped colonists form opinions that led to the Revolution. Thomas Jefferson used these ideas to write the Declaration of Independence.

New Political Ideas

Some of the ideas that helped form our nation's democratic principles came from European philosophers. One of these philosophers was John Locke. Locke believed that people had a basic right to protect their own lives and property. He thought government should help protect that right. Locke wrote:

“[Power goes] to the People, who have a Right to resume their original Liberty, and, by the [creation] of a new Legislative [body] . . . provide for their own Safety and Security. . . .”

VOCABULARY

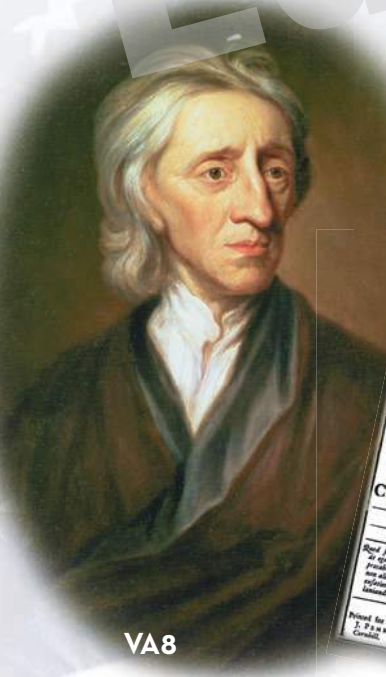
archive p. VA8

philosophy p. VA8

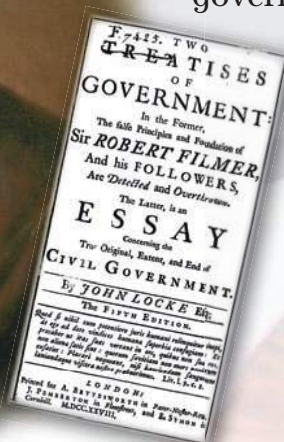
liberty p. VA9



▼ John Locke's ideas influenced many American colonists. Locke wrote *Two Treatises of Government* in 1689.



VA8





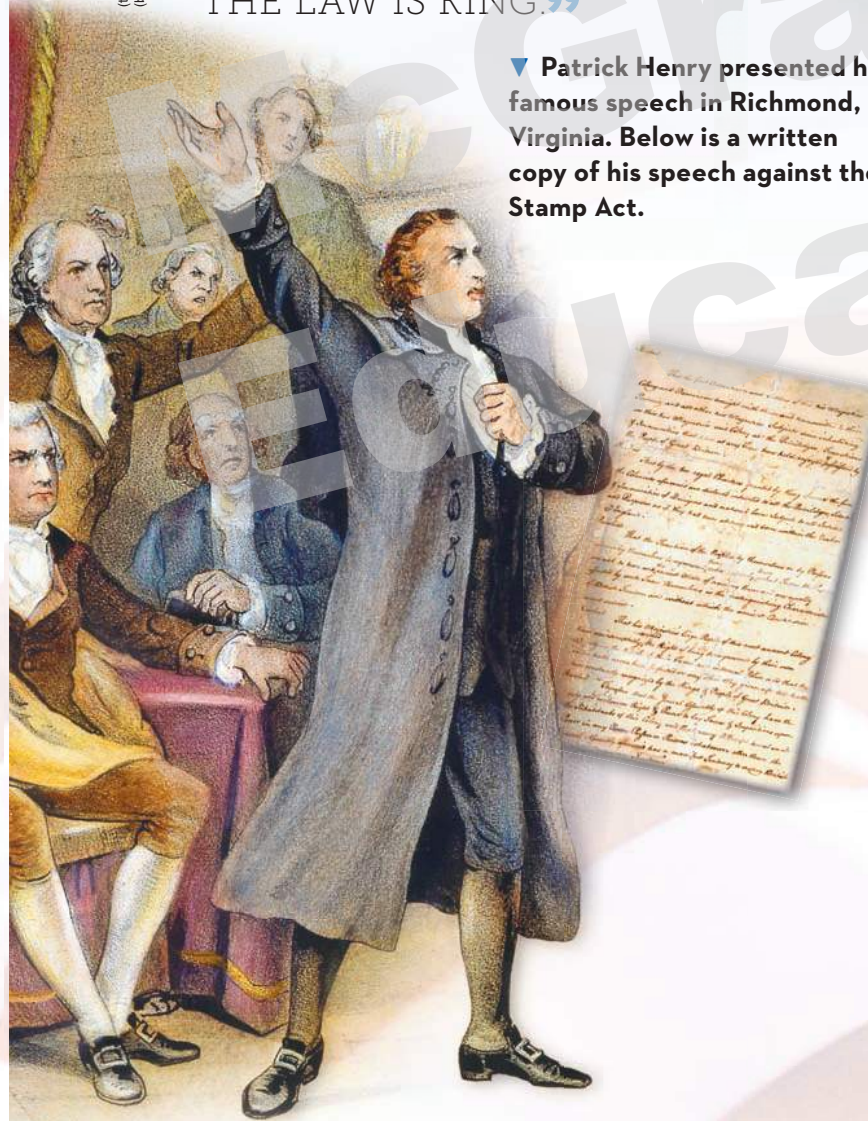
(l)The Granger Collection, New York, (tr)Photo by Joe Griffin/Hulton Archive/Getty Images, (b)The Granger Collection, New York, (br)Special Collections, John D. Rockefeller, Jr. Library, The Colonial Williamsburg Foundation

The Seed of Revolution

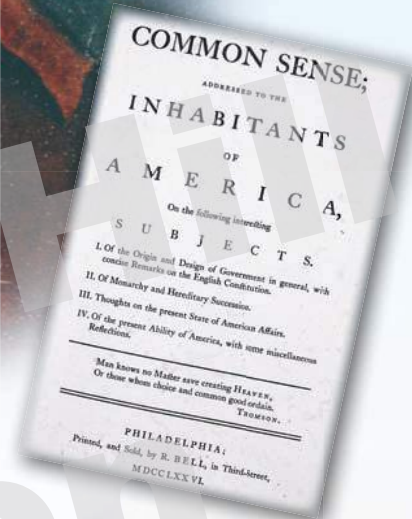
Other key democratic ideas came from British writer Thomas Paine. Paine came to the colonies from England in 1774. He started writing articles about **liberty**, or freedom. He believed that the colonists had the right to form their own government and break from England. Paine thought that they should have a voice in making laws. He wrote:

“Let it be brought forth . . . by which the world may know, that so far as we approve of monarchy, that in America THE LAW IS KING.”

▼ Patrick Henry presented his famous speech in Richmond, Virginia. Below is a written copy of his speech against the Stamp Act.



◀ In January 1776, Thomas Paine published a pamphlet about his views on American independence.



Democratic Ideas Spread

One Patriot who inspired the colonists with his words of liberty was Patrick Henry. Henry was an outspoken member of the House of Burgesses and a great speaker. He gave his most famous speech, *Give me Liberty, or Give me Death*, at St. John's Church in Richmond, Virginia, in 1775. Henry said:

“We have done everything that could be done, to avert the storm which is now coming on. . . . The war is inevitable and let it come!”

QUICK CHECK

Make Generalizations What ideas about freedom do Locke, Paine, and Henry share?

History

THE FIRST PRESIDENTS

Perspectives Through Time

Presidential Librarian

As a Presidential librarian, I work at one of the thirteen libraries built to honor former Presidents. I research and protect Presidential artifacts. I also present educational programs about our Presidents. The first five Presidents of the United States are my favorite, since they set the foundation for the office.



1789 – 1829

VOCABULARY

expedition p. VA11

doctrine p. VA11

 VIRGINIA STANDARDS

VS.1c, d

When the United States was created, it was founded on strong beliefs. The Constitution states the general rules of leadership. It does not say how a President would rule day-to-day. The first Presidents set the foundation for Presidential leadership. Study the time line on these two pages to learn about the first five Presidents of the United States.

1785

1795

George Washington 1789-1797

- Born in Virginia in 1732
- Signed laws for a national banking system and the New York Stock Exchange; helped establish the Federal court system

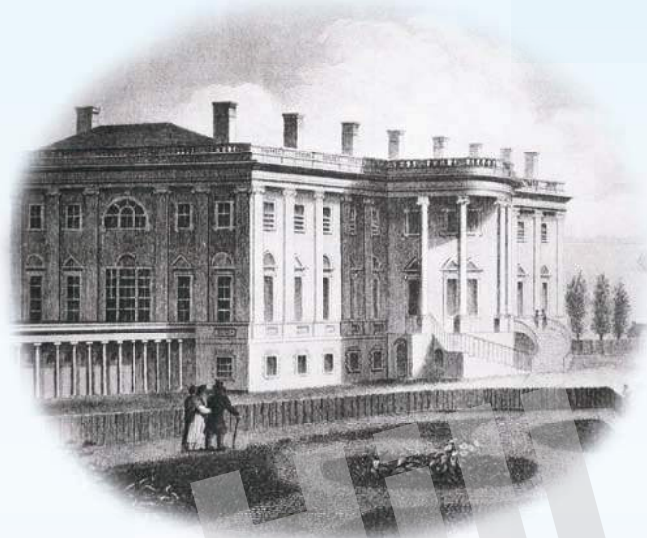
John Adams 1797-1801

- Born in Massachusetts in 1735
- Helped establish the Library of Congress; a two-party system started during his term in office; created the Navy to protect American ships



Leaders in a Central Place

The new leaders thought a central place of government would work best for the new country. Washington, D.C., would be a symbol of democracy. The place where the President would live and work should belong to the people. The leaders thought all public buildings should be built for future generations. Today, the “President’s House,” or White House, is still a symbol of the presidency.



The engraving (above) shows the White House in 1800. The background photograph (below) shows modern day Washington, D.C.

QUICK CHECK

Draw Conclusions Why do you think Virginia is often called the “Mother of Presidents”?



Thomas Jefferson 1801-1809

- Born in Virginia in 1743
- Wrote the the Virginia Statute of Religious Freedom; authorized an **expedition**, or exploration journey, of the Louisiana Territory purchased from France



James Monroe 1817-1825

- Born in Virginia in 1758
- Issued a **doctrine**, or statement of government policy, called the Monroe Doctrine that told European countries to stop creating colonies in the Americas

1805

1815

1825



James Madison 1809-1817

- Born in Virginia in 1751
- President during the War of 1812 against Britain, which increased national unity and gained respect from European nations

Geography

A COUNTRY DIVIDED

Perspectives Through Time

A Confederate Soldier

I am a Confederate soldier. Several Civil War battles took place in our state. During the first major battle, the Battle of Bull Run, I saw General Jackson hold the line against the Union Army. I also fought in the Seven Days' Battle during the Peninsula Campaign. There I saw Confederate President Davis talk with General Lee.



1680 – 1700

When eleven southern states **seceded**, or separated from the Union, in 1861, they formed the **Confederacy**. Virginia split into two states. The counties on the west formed West Virginia and sided with the North. The eastern side of the state, Virginia, sided with the South. Jefferson Davis became the President of the Confederacy.

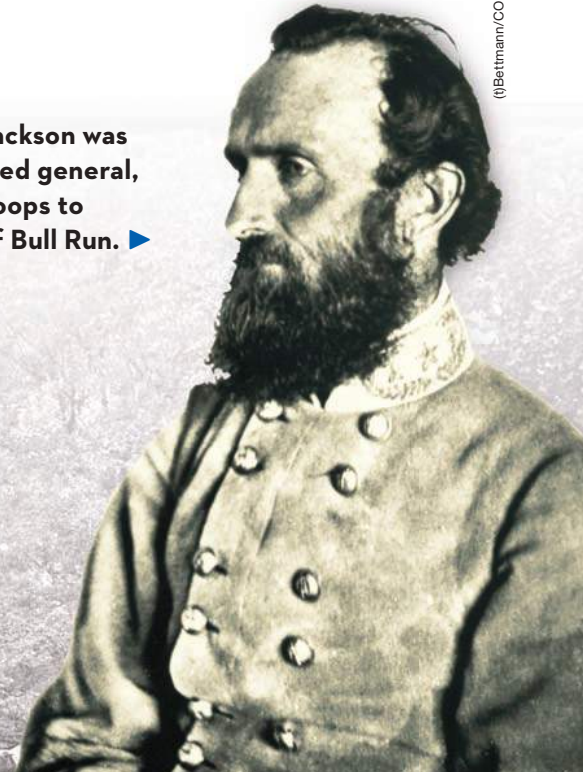
First Battle of Bull Run (Manassas), 1861



MapSkill

PLACE Why were the railroads important to the Battle of Bull Run?

Thomas "Stonewall" Jackson was born in Virginia. A skilled general, he led Confederate troops to victory at the Battle of Bull Run. ▶



VOCABULARY

secede p. VA12

Confederacy p. VA12



Many factors affected the battles of the Civil War. Some of these included weather, rivers, and landforms. Rail routes and the safety of Richmond, the capital of the Confederacy, were also important.

The First Battle of Bull Run, 1861

Manassas Junction was the main railroad crossing in the area. It was important in the control of the region. General Thomas J. Jackson's troops went to Manassas to help stop Union troops from capturing the railroads.

Jackson earned the nickname "Stonewall" when his men were under attack and ready to retreat. Protected by a ridge, Jackson did not give up. A commander called out to his men: "There is Jackson standing like a stone wall! Rally behind the Virginians!"

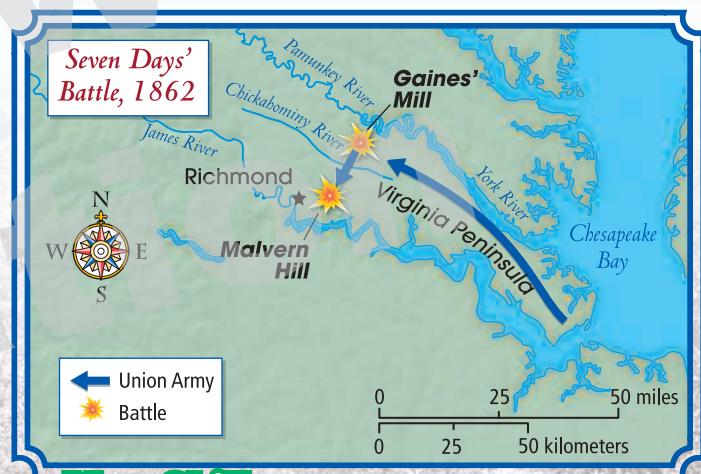
The Seven Days' Battle, 1862

During the Peninsula Campaign, the Union Army tried to capture Richmond. As troops closed up on Richmond, heavy rains turned roads to mud. Rivers flooded.

Confederates won at Gaines' Mill during the Seven Days' Battle. Union forces held their position at Malvern Hill, but conditions weakened their defenses. They soon retreated.

QUICK CHECK

Fact and Opinion What opinion did Confederate soldiers have about General Jackson?

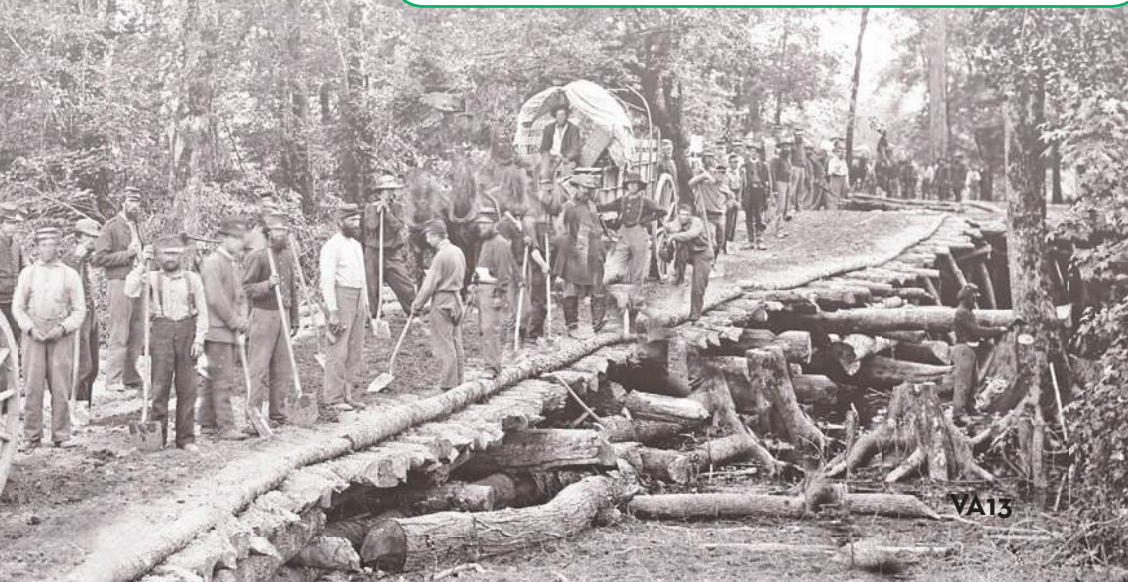


Map Skill

MOVEMENT In which direction did the Union Army travel to reach Malvern Hill from Gaines' Mill?

During the Seven Days' Battle, heavy rains caused flooding on the Chickahominy River, making it difficult for the Union Army to cross (below). President Jefferson Davis (left) was involved in making military decisions.

Royalty-Free/CORBIS



Vocabulary Review

Number a sheet of paper from 1 to 8. Beside each number, write the word from the list below that matches the description.

archaeologist

excavation

empire

trade route

archive

doctrine

secede

Confederacy

1. a site where people dig to unearth artifacts
2. the Southern states that separated from the Union in 1861
3. to separate from something
4. several territories under one ruler
5. a scientist who learns about cultures by studying the past
6. a place where important documents are kept
7. a statement of government policy
8. a travel path for merchants

Comprehension and Critical Thinking

9. What discoveries were made at Cactus Hill?
10. How can oral histories be saved?
11. What contributions did Patrick Henry make to the colonies?
12. Which early President was not born in Virginia?
13. **Critical Thinking** Why did our country's leaders think the President's house should belong to the people?
14. **Critical Thinking** Why were the views of John Locke viewed as different?
15. **Critical Thinking** What do all the Presidents have in common?
16. **Critical Thinking** Why did some counties split from Virginia to form West Virginia?





Virginia Test Practice

Read each question and choose the best answer. Then write the answer you have chosen on a separate piece of paper.

1 **The Civil War**

“Rally behind the Virginians.”
—July 21, 1861

Read the quote. In which Civil War event would you find the speaker?

- A Battle of Bull Run (Manassas)
- B Battle of Malvern Hill
- C Battle of Gaines’ Mill
- D Seven Days’ Battle

2 **Whose democratic philosophies influenced Thomas Jefferson?**

- F Benjamin Franklin
- G John Locke
- H James Madison
- J George Washington

3 **What did the Woodland cultures leave behind that may give us clues to the past?**

- A money
- B earthen mounds, houses, and tools
- C excavation sites
- D written documents

How do people's lives change over time?



Write About the Big Idea

Expository Essay

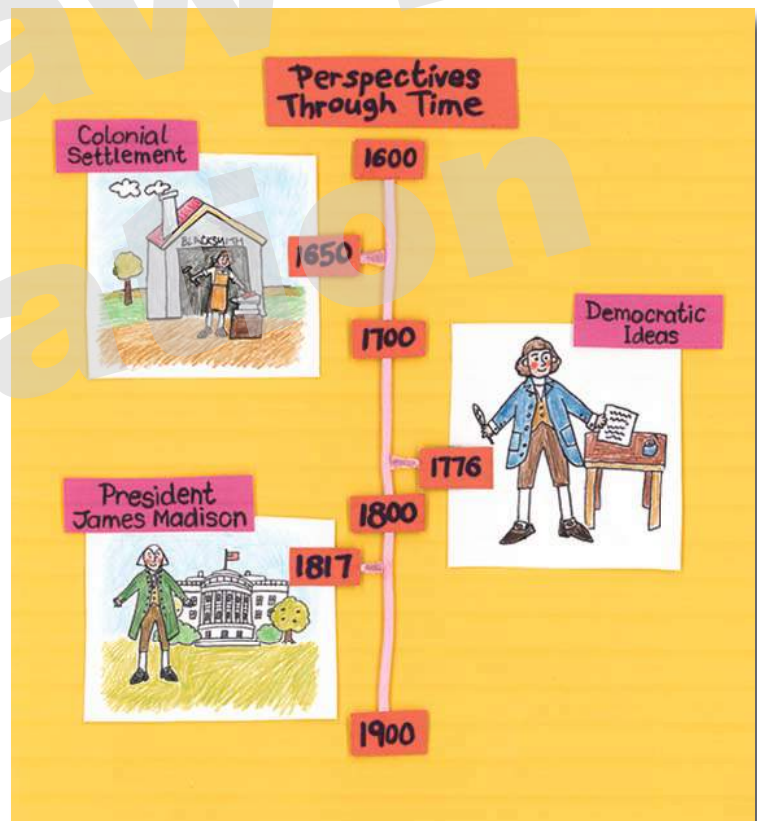
Use your completed Five-Tab Foldable to write an expository essay that answers the Big Idea question, *How do people's lives change over time?* Focus on one area in time and write about the changes that the people in that time experienced. After writing your essay, be prepared to present your information orally.



Create a Time Line

Work in small groups to make a time line of the events that you read about in this unit.

1. Decide the time range. Write each year on a strip of paper. On a poster board, glue the dates from the earliest date on the top to the latest date on the bottom. Add yarn to connect the dates.
2. Pick three events to illustrate. Write a description and the date for each event on separate pieces of paper and glue to each illustration.
3. Attach the illustrations and labels to the poster board. Make sure that the events are in the correct chronological order. Draw a line, or glue string or yarn from each illustration to the time line.



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EARLY YEARS

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The United States Early Years

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How do people adapt to where they live?

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Introduction



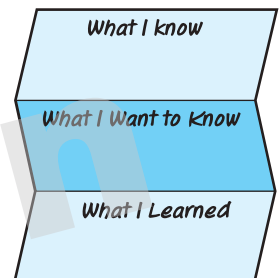
Essential Question

What information and skills can help you learn about social studies?



Organizing Information

Make and label a Trifold Foldable. Write the words **What I Know**, **What I Want To Know**, and **What I Learned** at the top of each section. Fill in the **What I Know** and **What I Want To Know** sections before you read the Introduction. Fill in the **What I Learned** section as you read the Introduction.



Eight Strands of Social Studies

VOCABULARY

social studies p. 2

artifact p. 3

culture p. 3

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VIRGINIA STANDARDS

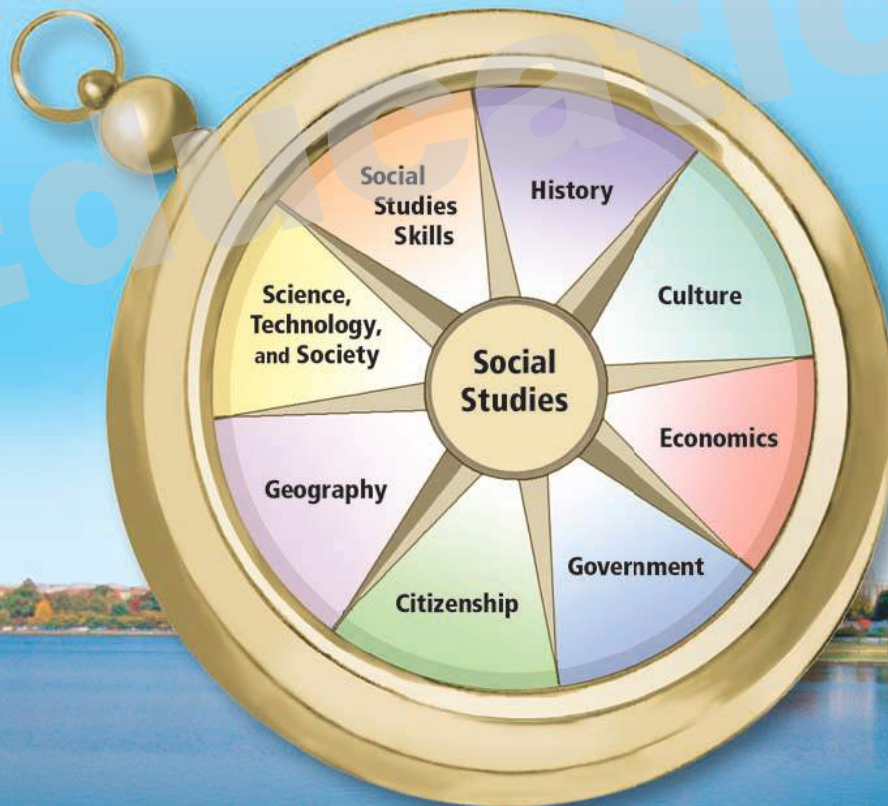
VS.1a, i

THINKING ABOUT SOCIAL STUDIES

Social studies is the study of people and the world we live in.

The Social Studies Strands

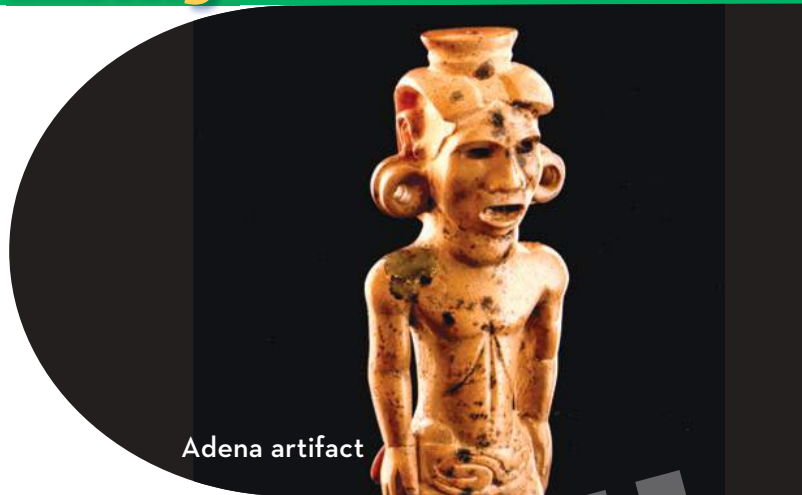
Since the topic of social studies is so large, it is divided into different parts. These parts, called strands, help us organize and understand social studies. Each strand teaches us something about the world. Thinking about how the eight strands influence each other builds our understanding of the world in the past and today. The circle graph below shows the eight strands of social studies you will learn about in this book.



▼ Washington, D.C.

History

History is the study of the past using **artifacts** and records from people who lived long ago. Artifacts are human-made objects, such as pottery, clothing, and tools. Studying history often helps us understand what is happening today.



Adena artifact

Culture

The beliefs, customs, and daily routines of a group of people are called **culture**. An individual can belong to more than one culture. The culture of the United States is a mixture of the cultures of all the people who live here.



Chinese New Year Parade

Economics

In social studies, economics means how people use natural resources, money, and knowledge to produce goods and services. In the past, the American economy depended on farming and manufacturing. Today finance and technology are large parts of the economy.



Outdoor vegetable stand

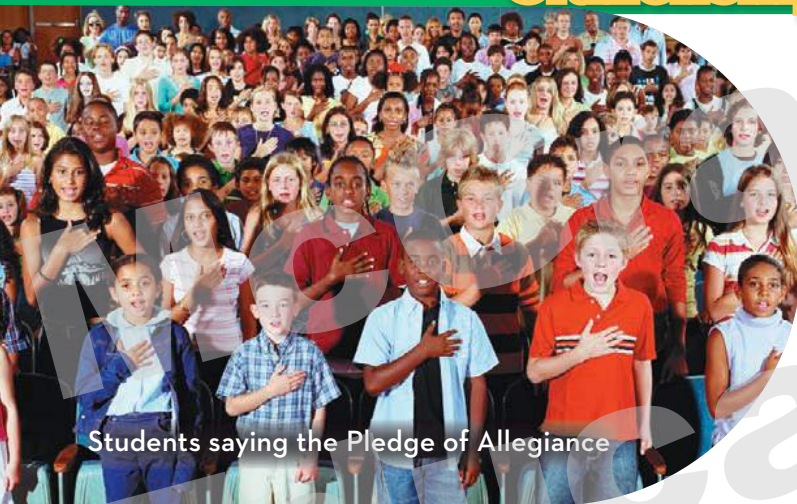
Government



United States Congress

Government is the set of rules used to organize how people live together. The Constitution is the foundation for the United States government. Our country is a democratic republic. In the United States, everyone, including people in power, must obey the Constitution.

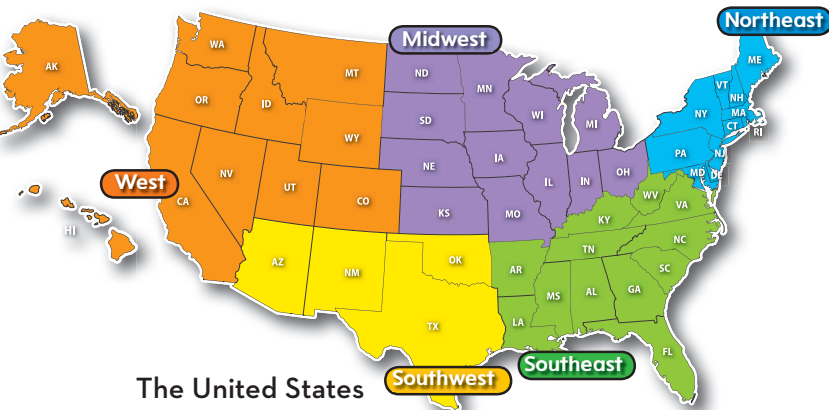
Citizenship



Students saying the Pledge of Allegiance

Citizenship describes the rights and responsibilities of people in a system of government. The Bill of Rights gives all Americans certain rights. An important part of citizenship in the United States is participating in government, especially through voting.

Geography



The United States

Geography is the physical environment and the way it influences people's lives. Geography can affect people's jobs, health, education, culture, and available resources.

Science, Technology, and Society

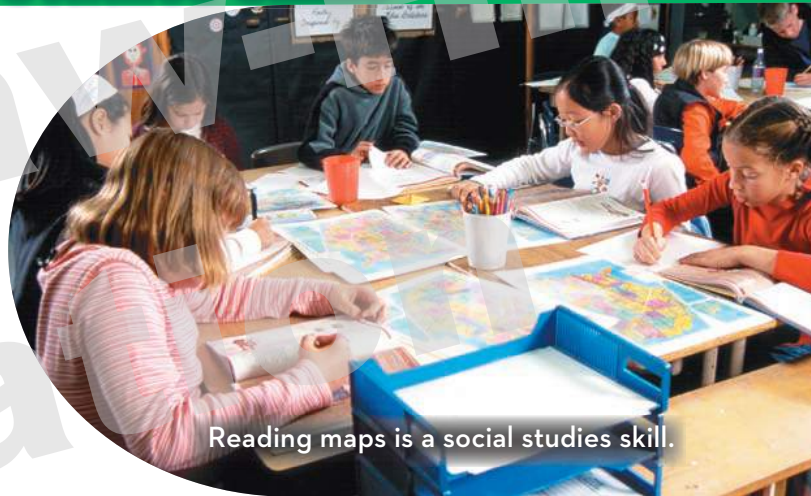
In social studies, the science, technology, and society strand studies the ways that advancements in science, changes in technology, and the introduction of new ideas influence people's lives. For example, recent advances in technology have drastically changed how people communicate with one another.



Cell phones have changed how we communicate.

Social Studies Skills

Social studies skills are skills that will help you better understand social studies and the world around you. In addition, you can use these skills in other subjects, such as language arts and science. These skills will help you become a more effective reader, writer, and thinker.



Reading maps is a social studies skill.

Putting It All Together

The eight social studies strands are all connected to one another. Each is an important part of this subject. As you learn about social studies, remember to make connections to other things you have learned. That way, you will have a better understanding of how the world works.

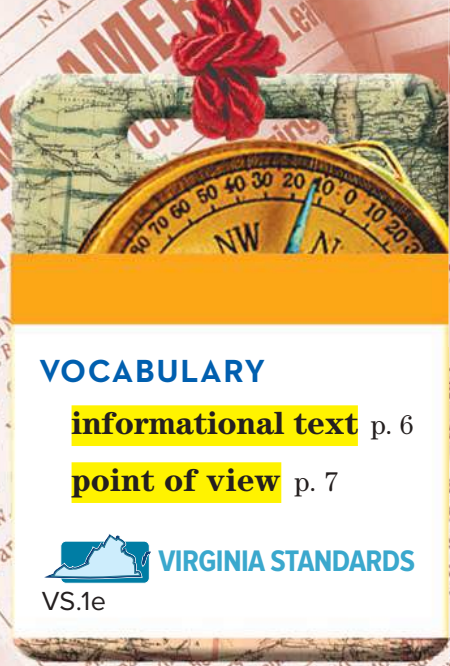
In the pages that follow, you will learn more about some important social studies skills. These skills are useful because they are a way to help you comprehend, or

understand, social studies. They also show that the strands are connected to each other and the other subjects that you study.

Finally, they will help you think about what you read in this textbook and consider how it relates to your life.

QUICK CHECK

Select one of the Social Studies strands. Write a paragraph about how this strand can help you understand how the world works.



VOCABULARY

informational text p. 6

point of view p. 7



VIRGINIA STANDARDS

VS.1e

Reading Informational Text

READING FOR UNDERSTANDING

Studying social studies is more than just remembering names and dates. Understanding what you read is also important.



HERE'S A TIP

Vocabulary words in this book are highlighted. The definitions are in the text and the glossary at the back of the book.

When reading **informational texts**, or texts that explain information, you must think about what you are reading. This means that while reading the information, you should ask questions similar to these:

- What happened?
- When did it happen?
- How did it happen?
- Why did it happen?
- Where did it happen?
- Who was involved?

Using Your Textbook

Your textbook has many tools to help you think about what you are reading. Each of the units has an essential question. This is a question you will answer as you read the unit. Each unit also has a reading skill and Foldable to help you organize your thoughts as you read. The skill and Foldable will focus your attention on details that will help you understand the essential question.

Within the units, each lesson has a bookmark that lists the vocabulary words, the reading skill, a graphic organizer, and the learning standards for that lesson.

(bkgd) Library of Congress, Geography and Map Division, (br) Robert Friedl/Alamy Images, (c) Steve Cole/Photodisc/Getty Images.

Point of View

As you study history, it is important to consider **point of view**, or how people see the world. Many things can shape point of view such as gender, ethnicity, age, and wealth. People's experiences and culture can also influence their point of view. As a reader, you must consider all points of view when forming conclusions about history.

For example, in the late 1700s, Great Britain and the British colonies in North America became involved in a war called the American Revolution. During this time two groups of colonists, Loyalists and Patriots, had different opinions about the war.

Loyalists were colonists who believed separating from England would harm

businesses in the colonies. England was the main buyer of colonial goods at the time. Loyalists feared that without British support, colonial businesses would fail.

In contrast, Patriots thought England was controlling colonial trade. They believed that breaking away from England's control would allow them to develop trade with other countries to make greater profits.

Knowing these two points of view can help you better understand the mood in the colonies during the American Revolution.

QUICK CHECK

What have you learned about the mood in the colonies during this time based on the points of view of Loyalists and Patriots?

Explaining your point of view can help solve problems.



Mary Kate Denny/PhotoEdit

Analyzing Sources

DIFFERENT SOURCES

You must closely examine a source in order to understand it.

Sources from the Past

As you study social studies, you will use sources of information to understand events in the past. By using a variety of sources, you will gain a wide view of historical events.

Many times, you will come across many sources about the same topic. These sources may have the same information. Sometimes, though, you may find that the information differs. If that happened, what should you do?

Start by looking closely for opinions. An **opinion** is a statement that tells what a person thinks, believes, or feels. The author's opinions may influence his or her interpretation of events. It is important to separate opinions from **facts** in order to understand a source.

A fact is information that is known to be true.

When you analyze a source, you also need to think about the author's purpose. Does the author want to inform, persuade, or motivate the audience? This will change the way the source is written.

VOCABULARY

opinion p. 8

fact p. 8

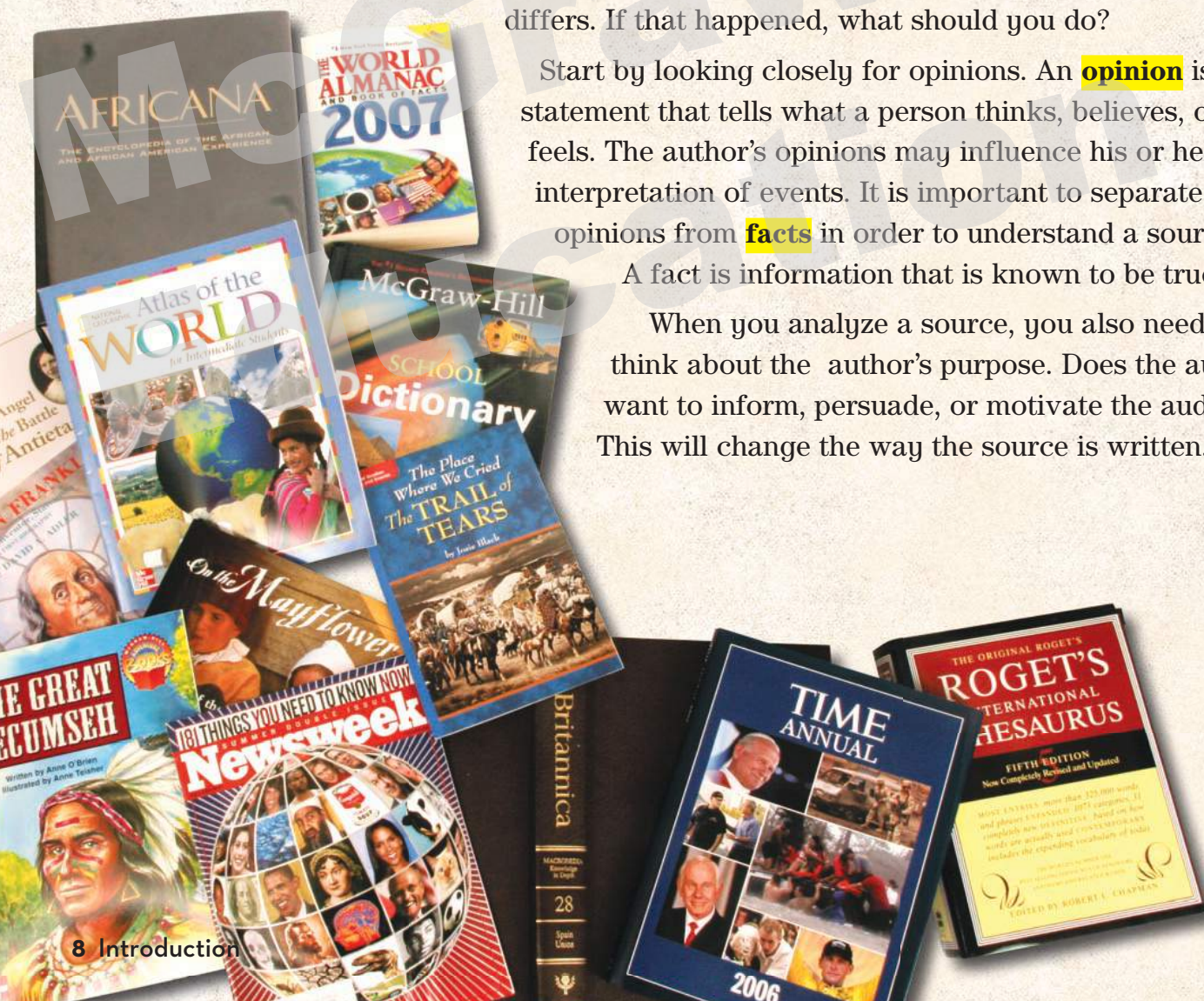
credibility p. 9

key word p. 9

primary source p. 10

secondary source p. 11

 **VIRGINIA STANDARDS**
VS.1a, i



Credibility

When sources disagree about the details of events in history, it can sometimes be hard to decide what to believe. A critical reader must decide on the **credibility**, or correctness, of sources of information.

You can judge credibility by asking questions about the source. Is the source an eyewitness account from someone who was there, or was it written by someone who didn't see the event? Is the source a historian who knows about the topic?

Read part of a speech given by Patrick Henry in 1775 about British control of the colonies.

“There is no retreat but in submission and slavery! Our chains are forged! The war is inevitable—and let it come! . . . I know not what course others may take; but as for me, give me liberty or give me death!”



▲ Patrick Henry

Henry thought that the British were treating the colonists unfairly and that war was the only option. Henry was an eyewitness to the events leading to the Revolutionary War. This means the speech is credible.



Computers make searching for information easier.

Finding More Information

Another way to check a source's credibility is by comparing it to other sources. To look for more information on the same topic, you can use key words. **Key words** are important words or phrases that are used to describe pieces of information.

Use key words about the topic you are studying to search other sources for more information. If you find the same details, the original source becomes more credible.

CAUTION

Be sure to carefully check credibility when using Internet sources. The Internet is not regulated, or controlled. This means that opinions sometimes look like facts.

TYPES OF SOURCES

In social studies you will read, use, and analyze a variety of sources. They are either primary sources or secondary sources.

Primary Sources

Think about the activities in which you have participated today. If you wrote an e-mail or a note to a friend, you created a **primary source** about your life. A primary

source is a first-hand account of an event or an artifact created during the period of history being studied. Throughout your textbook you will read and write about primary sources.

To decide if a source is a primary source, you should look at the author, date, details, and language of the source. The letter below is an example of a primary source.



July 21, 1776
Boston

Last Thursday . . . I
went . . . to Kings Street
to hear the proclamation
for independence . . .
When Col(one) Crafts
read . . . great attention
was given to every word.
As soon as he ended . . .
every face appeared
joyful.

—Abigail Adams

Examples of Primary Sources

- letters
- diaries and journals
- photographs
- official records
- artifacts

Secondary Sources

Did you know that you are reading a **secondary source** right now? A secondary source is an account of the past created by someone who was not an eyewitness to the event.

Secondary sources usually combine information from many different sources. They can be interpretations of past events.

Sometimes they summarize a specific time or event in history. Read the encyclopedia entry below to see an example of a secondary source.

QUICK CHECK

Suppose you read a poem written last year. The poem describes life in colonial New England. Is the poem a primary or secondary source? How do you know?



CAUTION

Some sources, such as books, newspapers, and maps, can be either primary or secondary. You have to look at when the source was created in order to decide on the source's type.

Thomas Paine
1737–1809, political writer. Born in England, Paine came to the American colonies in 1774. In January 1776, he wrote *Common Sense*, a best-selling pamphlet that helped to inspire colonists to unite against British rule. He also wrote a series of essays called *The American Crisis*, which encouraged colonists to continue the American Revolution despite hardships.

Examples of Secondary Sources

- textbooks
- encyclopedias
- biographies
- books written after the time period

Problem Solving

A STEP-BY-STEP APPROACH

VOCABULARY

problem solving p. 12

decision making p. 13



VS.1h

There will be times in your life when you need to solve a problem. Sometimes these are simple problems. Occasionally you will come across a problem that doesn't have an easy answer. There may be more than one way for you to approach the problem. Then what should you do?

Solving a problem is a big responsibility. **Problem solving** is finding an answer to a difficult issue.

Begin problem solving by identifying the problem. Gather information about what caused the situation. List all of your options, or ways of solving the problem. Carefully consider the possible results of each option. Then choose a solution and try it out. Afterward, evaluate, or decide, if you were successful.

The Broken Plate Dilemma



Step 1

Identify the Problem

While I was visiting my grandmother, I broke her special cookie plate. Now I am not sure what to do.

Step 2

Gather Information

It is one of her favorite things. It is old. I shouldn't have been playing with it.

Step 3

List All Your Options

1. I can pretend I didn't break it.
2. I can tell her what happened and offer to replace it.

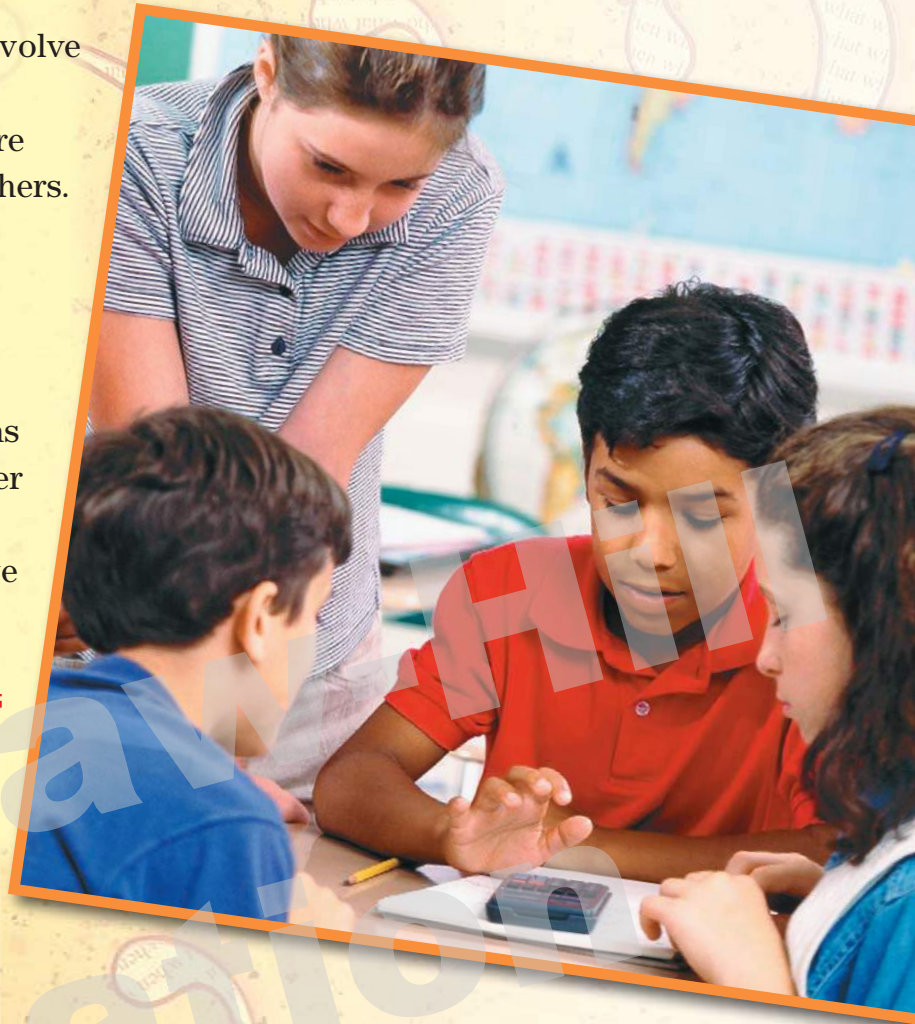
Decision Making: Choices

Not every decision you make will involve a problem. **Decision making** usually involves choosing between two or more things and may have little effect on others. For example, should you have eggs or cereal for breakfast?

When you make a decision, you should focus on the goal you want to accomplish. Consider how your options will help you reach that goal. Whenever you have a decision to make, you can use the steps on the bottom of the page to help you decide what to do.

QUICK CHECK

Why is it important to list all of your possible options when solving a problem?



▲ Working together can help solve problems.

Step 4

Choose a Solution and Do It

1. If I don't tell her, she will be upset that I wasn't honest.
2. If I do tell her, she will be sad, but I won't feel guilty and I can replace it.

I will tell her.

Step 5

Evaluate: Was the Problem Solved?

She was sad. I feel bad that I broke the plate. But she was glad I told her, and we will buy a new one this weekend.

I solved the problem.

If your plan wasn't successful, TRY AGAIN!

Note: You may need to go back and choose or think of another option.

Communicating Research

VOCABULARY

historian p. 14

oral history p. 14

research p. 14

data p. 15



SHARING WHAT YOU'VE LEARNED

Historians, people who study the past, examine clues and records from people who lived long ago. They also study artifacts and **oral history**, or information that is spoken rather than written down.

Historians share their **research**, or information they have discovered about the past, in different ways. Some write books or create museum exhibits. Others make documentaries or movies.

As a student, you may be asked to research a topic and share your findings with others. There are many ways to communicate research:

- Write a report
- Give a speech
- Create a poster
- Make a diorama
- Paint a picture
- Create a chart or graph
- Make a computer presentation
- Write a play, poem, or song
- Create a graphic organizer
- Write a newspaper article

These girls are doing research at the library.



Communicating Data

Sometimes the information you need to share with others is best shown in the form of a chart or graph. This type of information is called **data**, or facts, from which inferences or conclusions can be made.

There are many different charts and graphs you can use to show data. It is very important to choose the best chart or graph for the specific type of information you are presenting. The table below describes six of the most common charts and graphs.

Charts and Graphs		
Name	Description	Picture
line graph	<ul style="list-style-type: none"> Tracks changes over time Shows how pieces of information are related 	
table	<ul style="list-style-type: none"> Organizes words and numbers to make finding information easy 	
bar graph	<ul style="list-style-type: none"> Shows relationships between groups of information 	
diagram (or flowchart)	<ul style="list-style-type: none"> Shows the movement of information or steps in a process 	
circle graph	<ul style="list-style-type: none"> Shows how something can be divided into parts 	
time line	<ul style="list-style-type: none"> Shows the order in which events took place 	

CAUTION

No matter what chart or graph you choose, be sure to label it. Include all important information, such as a title, labels, scale, and data.

QUICK CHECK

What is the purpose of a diagram or flowchart?

What information and skills can help you learn about social studies?

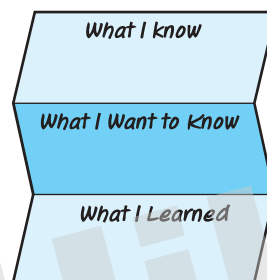


Write About the Big Idea

Expository Essay

Use the completed Trifold Foldable to help you write an expository essay that answers the Big Idea question, *What information and skills can help you learn about social studies?* Begin your essay with a paragraph that summarizes what you already knew about social studies. Add a paragraph that explains what you wanted to learn about social studies. End with a concluding paragraph that summarizes the information you learned in the Introduction.

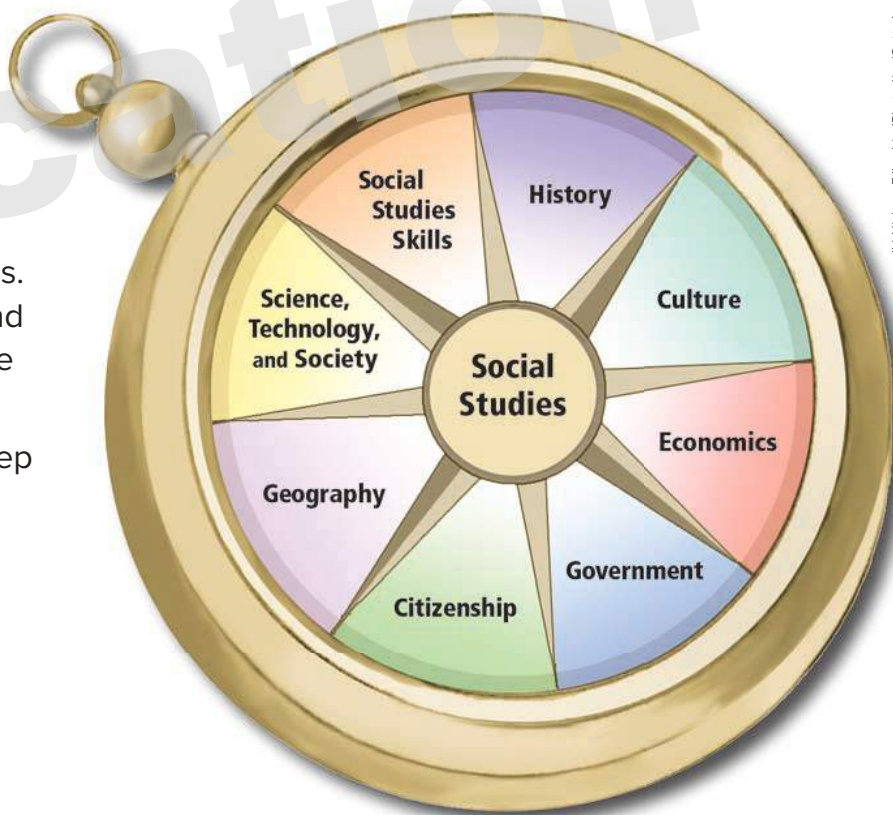
FOLDABLES™
Study Organizer



Go on a Scavenger Hunt

Previewing informational text can help prepare you for what you are about to read. Go on a scavenger hunt through this book to find at least one example of a social studies strand. Share your example with your classmates. Explain why the example you found fits the strand. Could your example fit into another strand?

As you read through the book, keep looking for examples of all eight social studies strands.




Colonial America

Unit 3

EXPLORE The Big Idea
Essential Question
Why do people settle new areas?

FOLDABLES™ Study Organizer
Make Generalizations
Make and label a Concept Map Foldable before you read this unit. Across the top tab write **Why People Settle New Areas**. Label the three tabs **New England Colonies**, **Middle Colonies**, and **Southern Colonies**. Use the Foldable to organize information as you read.

Why People Settle New Areas		
New England Colonies	Middle Colonies	Southern Colonies

 **VIRGINIA STANDARDS**
VS.1a, c

(Unit 03) Collection of the New York Historical Society, USA/Erldgamm Art Library

English settlers came to America in search of a better life and new opportunities.

PEOPLE, PLACES, AND EVENTS



Anne Hutchinson



Metacomet



Portsmouth, Rhode Island

1638

Anne Hutchinson establishes a settlement in Rhode Island.



New England

1675

King Philip's War takes place in New England.

1625

1650

1675

1700

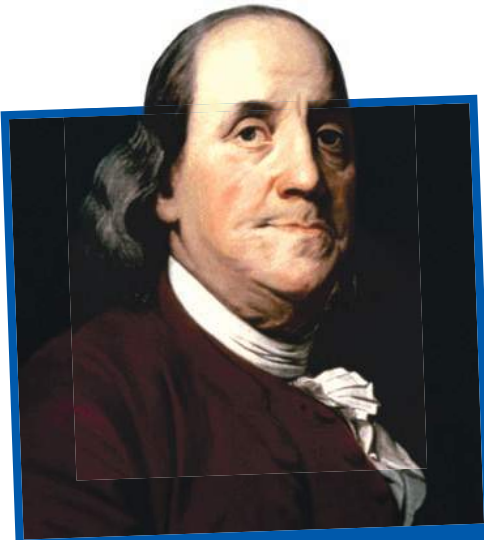
In 1638 **Anne Hutchinson** and her followers founded the religious settlement of **Portsmouth, Rhode Island**.

Today you can visit Founders Brook Park in Portsmouth, where Hutchinson first settled.

In 1675 **Metacomet**, also called King Philip, led Native Americans in a war against **New England** colonists.

Today you can visit the scene of a famous battle in South Deerfield, Massachusetts.

(l) The Granger Collection, New York; (b) Margie Pollitzer/Lonely Planet Images; (br) Angelo Hornak/CORBIS; 100 (br) The Granger Collection, New York; (bc) Bettmann/CORBIS



Benjamin Franklin



Andrew Bryan



Philadelphia, Pennsylvania

1749

Benjamin Franklin founds the University of Pennsylvania.



Savannah, Georgia

1788

Andrew Bryan founds the First African Baptist Church in Savannah, Georgia.

1725

1750

1775

1800

Benjamin Franklin founded the **University of Pennsylvania** in Philadelphia, Pennsylvania.

Today you can see statues honoring Franklin in Philadelphia.

In 1788 **Andrew Bryan**, an enslaved person, founded the **First African Baptist Church**.

Today you can see the African Baptist Church building in Savannah, Georgia.

Lesson 1

VOCABULARY

covenant p. 102

common p. 102

tolerate p. 103

fundamental p. 103

slavery p. 104

READING SKILL

Make Generalizations

Copy the chart below. As you read, fill it in to make a generalization about Puritans.

Text Clues	What You Know	Generalization



VIRGINIA STANDARDS

VS.1a, b, d USI.2d USI.4b
USI.5a, b

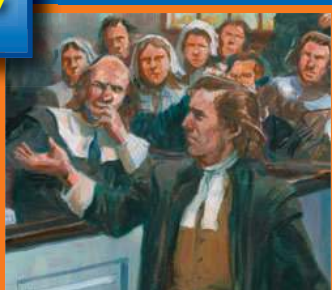
NEW ENGLAND

This saltbox house shows the style of homes in New England during the 1600s.

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Visual Preview

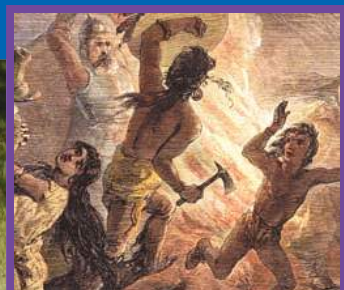
How did differences shape New England?



A Puritans went to New England for religious freedom and governed themselves.



B Settlers who disagreed with Puritan life established new colonies.



C Wars between settlers and Native Americans broke out in New England.

A MASSACHUSETTS BAY COMPANY

In June 1630, 300 hungry and exhausted passengers aboard the ship Arabella arrived in Massachusetts Bay. Arabella led a fleet of 11 ships with about 1,000 passengers.

Most of the people aboard the ships entering Massachusetts Bay were Puritans. Unlike the Pilgrims, Puritans didn't want to separate from the Church of England—they wanted to change the church. King James of England and many church leaders were furious and jailed some of the Puritans. When the Puritans were freed, many decided to leave England.

In 1629 a group of wealthy Puritans obtained a charter for the Massachusetts Bay Company. This company owned land in New England.

Puritans Arrive

To avoid the hardships of the Pilgrims, the Puritans brought more supplies, including horses and a herd of cows. They also arrived during warm weather instead of the beginning of winter.

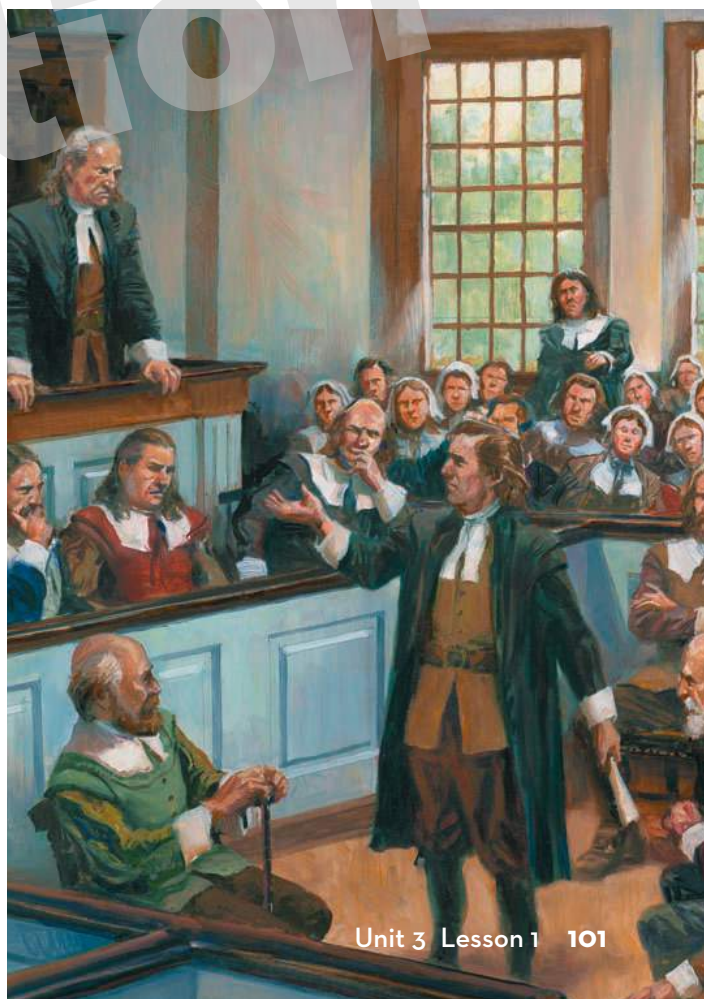
The Puritans' charter allowed them to govern themselves. They held elections at town hall meetings, but only white men who owned property could vote. John Winthrop was elected the first governor.

Winthrop wrote about building “a city upon a hill” that would show how

God wanted people to live. The Puritans named their first settlement Boston. By 1640 about 20,000 colonists lived near the shores of the Charles and Mystic rivers, which help form the peninsula of Boston.

QUICK CHECK

Make Generalizations Why did Puritans come to New England?



A New England town hall meeting ►

B

LIFE IN NEW ENGLAND

Religion was so important to the Puritans that every member of the community had to enter a **covenant**, or contract, with the church. In this agreement the family promised to follow the rules of the Puritan church. Those who didn't follow the rules usually were forced to leave the colony.

Village Life

In the center of each Puritan village was a grassy area called the village **common**. The nearby meeting house also served as a church. At town meetings, issues were discussed and decisions were made by a majority vote.

Puritan adults treated young people like grown-ups. Children were expected to work hard to help their families and the community. Girls spun wool, made soap, cooked, and did household jobs. Boys cut wood, cared for animals, and worked on farms.

The Puritans wanted children to read the Bible, so every village had a school. The town chose one person, usually a religious leader, to teach the children. Schooling was so important to Puritans that they established Harvard College in 1636, six years after they arrived.

A New England Village



Rebels Start New Colonies

Even though each person entered a covenant, some people still disagreed with Puritan leaders. These disagreements led to the establishment of other colonies.

One person who disagreed with Puritan leaders was Roger Williams. He believed that government should **tolerate** people with different religious views. To tolerate means to allow people to have beliefs or behaviors that are different from others. Puritans accused Williams of spreading “new and dangerous opinions” and tried to silence him. After he was forced to leave the colony, Williams moved south where he lived with the Narragansett. In 1636 he bought land from the Narragansett and founded the settlement of Providence in what later became Rhode Island. It was the first colony to allow freedom of religion.

Anne Hutchinson was another person who disagreed with Puritan leaders. She told Puritans who met in her home that people should understand the Bible in their own way. They should not let ministers tell them what to think. She said:

He who has God's grace in his heart cannot go astray.

—ANNE HUTCHINSON



Puritan leaders put her on trial and forced Hutchinson out of the Massachusetts Bay Colony in 1638. She and her followers founded the settlement of Portsmouth in Rhode Island.

Diagram Skill

What kind of work did villagers in early New England do?

Primary Sources

It is Ordered . . . that there shall be yearly two General Assemblies . . . the first shall be called the Court of Election, wherein shall be yearly chosen from time to time . . . one to be chosen as Governor . . . shall have the power to administer justice according to the Laws here established . . .

A section from *The Fundamental Orders of Connecticut*

by Thomas Hooker, 1639



Write About It It is 1639 and you have founded a new colony. Write a set of rules your settlers can use to govern themselves.

Thomas Hooker also disagreed with Puritan beliefs. He thought that churches should be independent from one another and should choose their own leaders. In 1636 he led a group of settlers to the fertile Connecticut River valley. The rich soil was perfect for farming. There, he helped the settlers draw up a set of **fundamental**, or basic, rules to govern themselves. Read a section of *The Fundamental Orders of Connecticut* above.

QUICK CHECK

Make Generalizations What generalization can you make about Williams, Hooker, and Hutchinson?



NATIVE AMERICAN CONFLICTS

The Wampanoag and Pequot were two of the Native American groups living in the New England area. At first the Wampanoag helped English colonists, and the two groups were peaceful neighbors. However, later colonists ignored the rights of Native Americans. As colonists settled across New England, groups such as the powerful Pequot did not want colonists to take their land.

The Pequot War

In 1637 war finally broke out. In a surprise attack, settlers surrounded a Pequot village in Mystic, Connecticut, and set fire to it. Hundreds of Pequot men, women, and

children were killed as they ran from their homes. Many more were captured. Those who were captured were sold into **slavery**. Slavery is the practice of treating people as property and forcing them to work.

By 1638 the once powerful Pequot had lost hundreds of their people. The defeated Pequot gave away the rights to their land and went to live with other nearby Native American groups. After that, English settlers moved into areas of present-day New Hampshire, Vermont, and Maine.

King Philip's War

Massasoit, the Wampanoag leader who helped the Pilgrims, died in 1661. For 40 years he had kept peace with the colonists. This would soon change. English colonists continued to arrive during the 1600s. The new colonists seized land that had belonged to the Wampanoag for centuries.

▼ Settlers destroy a Pequot fort in Connecticut.



Map Skill

LOCATION What direction was Boston from Metacomet's land?



(b) The Granger Collection, New York

The new leader of the Wampanoag was Massasoit's son, Metacomet. Called "Philip" by the English colonial governor, Metacomet became known as "King Philip" to the colonists.

Metacomet wanted to stop the English from taking more land. He sent messengers to his enemies, the Narragansett, asking for their help against the settlers. They refused, but other Native American groups across New England joined Metacomet.

King Philip's War began in 1675 and lasted for more than a year. It was one of the bloodiest wars ever fought in North America. Metacomet's fighters attacked 52 towns and killed more than 600 colonists. Entire towns were burned. Crops were destroyed.

The colonists fought in the style of the Native Americans. They hid in the forests and launched surprise attacks. They burned the villages of the Native Americans.

Finally, in August 1676, Native American scouts helped colonists trap Metacomet in a swamp in Rhode Island. The Wampanoag leader was killed by a Native American helping the English colonists.

With King Philip's death, the war ended. About 4,000 Native Americans had been killed and many more, including Metacomet's wife and son, had been sold into slavery. Native American power in New England never recovered.

Native Americans used war clubs in battles against the settlers. ▼



The English used a sword like this one during battles. ▲

(l) Mashantucket Pequot Museum, photo taken by Bob Halloran, (c) The Board of Trustees of the Armouries / Heritage-Images/The Image Works, Inc.

Check Understanding



- VOCABULARY** Write a paragraph about Puritans using the word that means "agreement."

covenant **tolerate**
common **fundamental**

- READING SKILL** **Make Generalizations** Use your chart from page 100 to help you write about Puritans.

Text Clues	What You Know	Generalization



- Write About It** Write about why Native Americans wanted to stop colonists from settling new areas.

QUICK CHECK

Make Generalizations Why did colonists fight in a style like Native Americans?

Lesson 2

VOCABULARY

patroon p. 107

proprietor p. 108

READING SKILL

Make Generalizations

Copy the chart below. As you read, fill it in to make a generalization about why the Middle Colonies had a diverse population.

Text Clues	What You Know	Generalization



VIRGINIA STANDARDS

VS.1b-d USI.2d USI.5a-c

New Amsterdam
traders and merchants

The Middle Colonies

(bkgd) (LesOp) SuperStock; (bl) SuperStock; (br) Culver Pictures/The Art Archive; (br) Francis & Mayer/CORBIS

Visual Preview

What factors influenced the development of the Middle Colonies?



A New Netherland was a center for trade filled with people from all over the world.



B Settlers from many different cultures came to New York and New Jersey.



C William Penn showed the world that a diverse population could live in peace.

A NEW NETHERLAND

In 1609 Henry Hudson claimed the land that is now New York for the Dutch. Then in 1621 the Dutch West India Company decided to set up a colony there. They called it New Netherland.

New Amsterdam, present-day Manhattan, was one of the most important settlements in New Netherland. The Dutch had bought the land from the Manahates. New Amsterdam had a great natural harbor, which made it perfect for trade. The colony's many natural resources included timber, fish, and fur-bearing animals. It soon was filled with sailors and traders from all over the world. The Dutch were tolerant of different religions and ethnic groups.

To attract new settlers, the Dutch West India Company offered land grants to **patroons** in 1629. Patroons were wealthy Dutch men who agreed to bring 50 people to the colony. However, because settlers had to clear the land themselves and share their crops with the patroons, the system did not attract many colonists.

The English Take New Netherland

In 1664 King Charles II of England gave his brother James, the Duke of York, a gift. This gift included all the land between the Connecticut and the Delaware Rivers, including New

Netherland. The Duke of York arrived in the harbor of New Amsterdam with four warships. Peter Stuyvesant, the fiery governor of New Netherland, wanted to fight them. The Dutch colonists had no interest in fighting the English. New Netherland fell without firing a shot. The English renamed the colony New York, and New Amsterdam became New York City. The Duke of York gave part of New York to two friends who named it New Jersey in honor of the English island of Jersey. New York and New Jersey would become important English colonies.

QUICK CHECK

Make Generalizations What generalization can be made about the patroon system?

EVENT

Around 1637 Swedish colonists founded New Sweden along Delaware Bay. **Peter Stuyvesant** believed the land they settled belonged to the Dutch. In 1655 Stuyvesant captured New Sweden. Today it is part of New Jersey, Pennsylvania, and Delaware.



Peter Stuyvesant

B

NEW YORK AND NEW JERSEY

Through trade, New York and New Jersey soon developed strong economies. Like New York's Hudson River, New Jersey's Delaware River became a major river for trade. The colony also had flat farmland and a mild climate. With rich soil and mild weather, agriculture kept New Jersey's economy strong.

Groups from Many Lands

Instead of being owned by the king or a company, both New York and New Jersey were owned by a man or a small group of

men. They were called **proprietors**. These owners appointed the governors and ran the colonies as businesses.

To attract new settlers, proprietors offered newcomers free land. They also promised religious freedom and gave settlers a voice in their government. What was the downside? Settlers had to pay a tax. Still, a diverse population of German, Dutch, Irish, English Quaker, and Swedish settlers came to the colonies from Europe.

- ▼ Because farms grew so much corn, wheat, and oats, the Middle Colonies were known as the "Breadbasket of the Colonies."



Daily Life

Have you ever heard the phrase “sharing is caring?” Well, sharing is not only caring, it is also very smart. The settlers of New York and New Jersey learned new skills by sharing their knowledge. Swedes, for example, taught people how to build cabins out of logs. Scots shared farming ideas with Germans. Native Americans taught the colonists how to hunt for whales off the shores of Long Island.

The new settlers had to work hard to earn a living. Some grew corn, wheat, barley, or oats. Others worked as merchants, loggers, shipbuilders, or ironworkers.

Walking in colonial New York City, people heard different languages and tasted foods from many different countries in restaurants

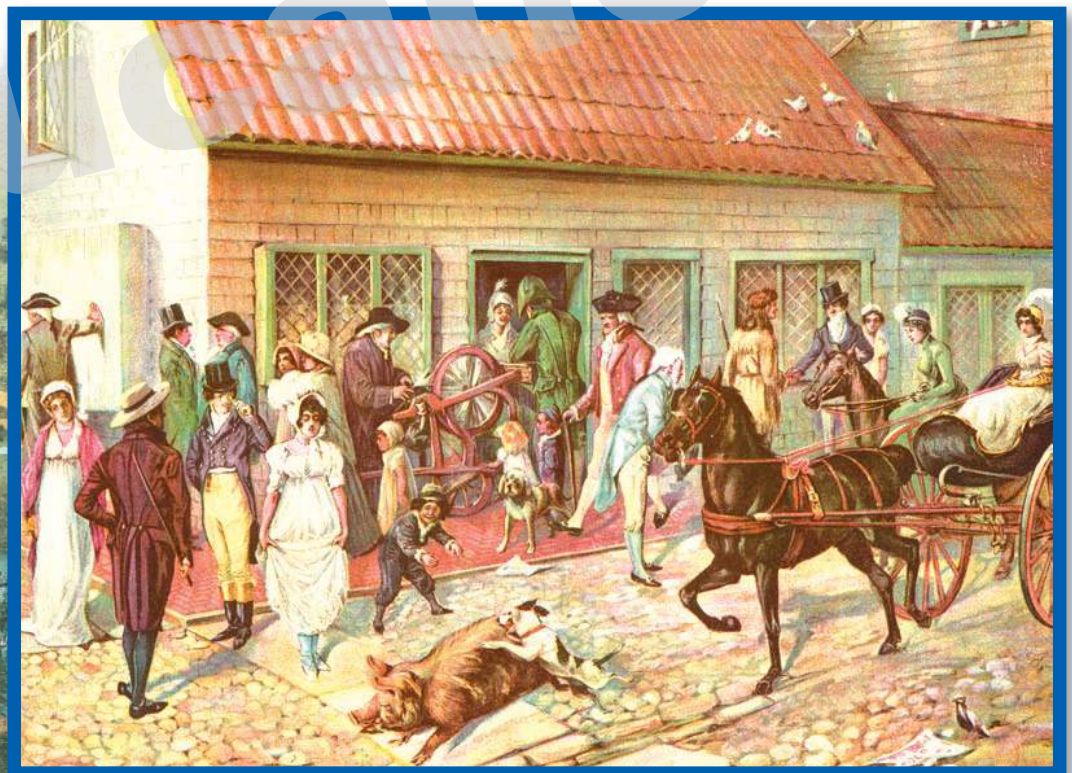
and homes. People also practiced many different religions. In both New York and New Jersey, Catholics, and Protestants worshipped freely. For these groups, life was better in the Middle Colonies than it had been in Europe or New England.

However, life was not better for everyone in the Middle Colonies. When the English took over New Netherland, free Africans had been working in the colony since 1626. But that came to an end in 1690. The English wrote new laws that said that even free Africans could be enslaved.

QUICK CHECK

Make Generalizations What generalization is made about religion in New York and New Jersey?

▼ A New York City street in the 1700s





▲ Benjamin West painted *William Penn's Treaty with the Indians*.

G PENNSYLVANIA AND DELAWARE

William Penn came from a rich family that belonged to the Church of England. He left England to establish an American colony and became a member of a religious group called the Society of Friends, or Quakers.

Penn's Colony

Fortunately for Penn, King Charles II owed money to his father. After the death of Penn's father, the king paid his debt by giving William Penn a large piece of land in the Middle Colonies. Penn named the colony Pennsylvania, or "Penn's Woods," in honor of his father. He called his first settlement Philadelphia. In Greek the word means "city of brotherly love." Philadelphia soon became a center for trade along the Delaware River.

Like the Puritans, the Quakers in England had been jailed for their beliefs. Penn wanted a place where they could worship



Map Skill

LOCATION How did Philadelphia's location benefit its economy?

PEOPLE

When most everyone else in the colonies took land from Native Americans, **William Penn** paid them for their land. He believed that Native Americans and colonists could live in peace.



William Penn

without fear. When Penn wrote his *Frame of Government of Pennsylvania* in 1682, he included in it the right to free worship and the right to a trial by jury.

Settlers from Different Lands

Pennsylvania attracted people from a variety of religions and backgrounds. Many Germans, for example, came to Pennsylvania to escape wars in their homeland. Other German immigrants belonged to a religious group called the Mennonites. They were called “plain people” because they lived and dressed simply. German settlers in Pennsylvania are often called “Pennsylvania Dutch.” The reason for this could be that the word for “German” in the German language is *Deutsch*. One German settler wrote about his voyage in 1683:

“My company consisted of many sorts of people. . . . They were not only different in respect to their occupations, but were also of such different religions and behaviors that I might . . . compare the ship . . . with Noah’s Ark.”

In addition to settlers from Germany and England, Pennsylvania attracted many Scots-Irish people. The Scots-Irish were people from

Scotland who settled in Ireland in the early 1600s. They left Ireland in search of jobs and land to farm—in short, a better life.

Delaware

The southeastern part of Pennsylvania was called the Three Lower Counties. Before the English settled there, the region had been a part of New Sweden. The colonists of the Three Lower Counties wanted to make their own laws. In 1704 Penn allowed this area to elect its own assembly under the control of Pennsylvania’s governor. Today this area is the state of Delaware.

QUICK CHECK

Make Generalizations What generalization is made about the Mennonites?

Check Understanding



1. VOCABULARY Write a sentence that explains the difference between the two words below.

patroon

proprietor

2. READING SKILL Make Generalizations Use your chart from page 106 to write about why the Middle Colonies had a diverse population.

Text Clues	What You Know	Generalization



3. Write About It Write about why many Scots-Irish people settled in the Middle Colonies.

Lesson 3

VOCABULARY

plantation p. 114

indigo p. 114

debtor p. 115

READING SKILL

Make Generalizations

Copy the chart below.
As you read, fill it in to
make a generalization
about the economy of the
Southern Colonies.

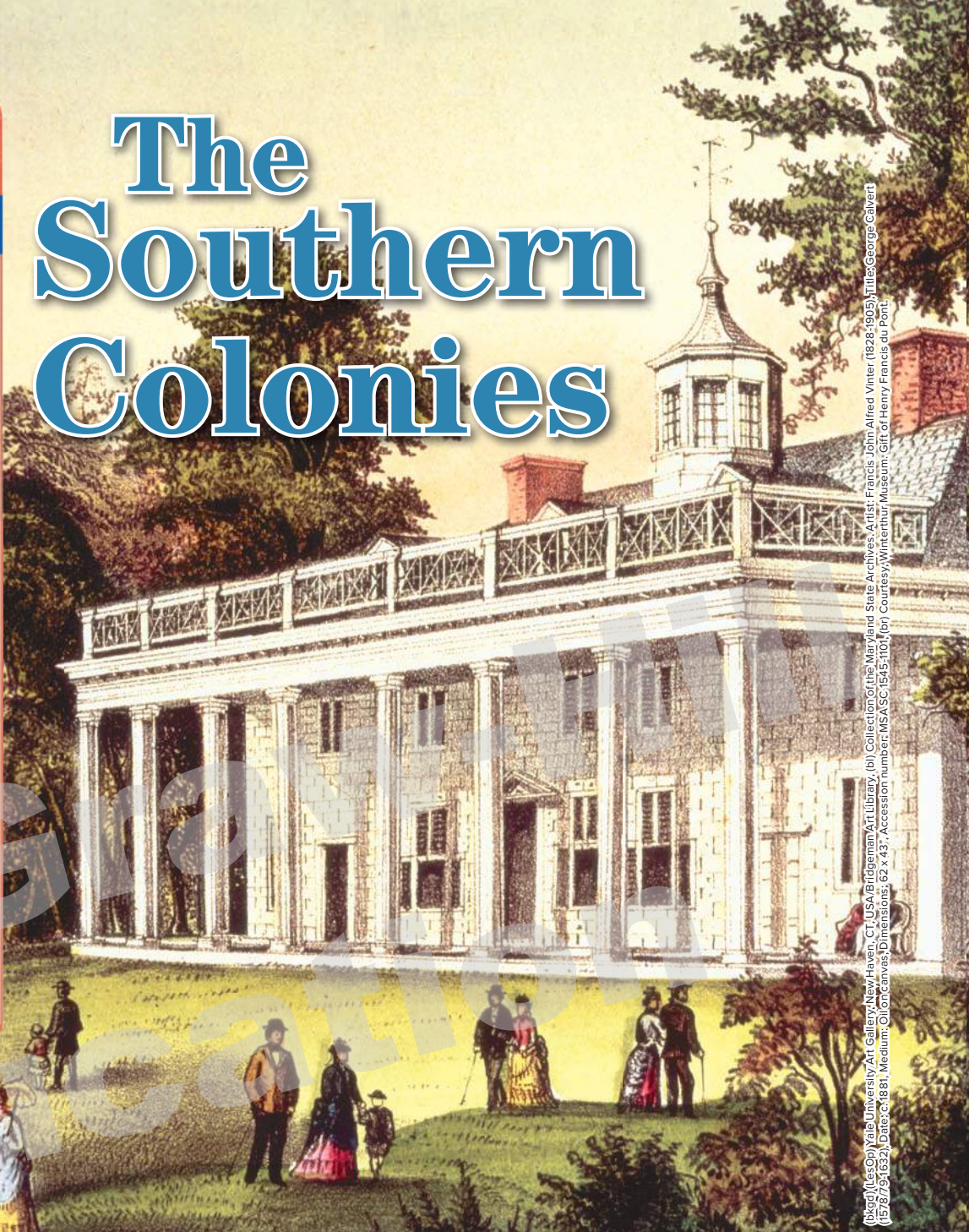
Text Clues	What You Know	Generalization



VIRGINIA STANDARDS

VS.1b, d, f USI.2d USI.4b
USI.5a-c

The Southern Colonies



(b) Collection of the Maryland State Archives. Artist: Francis John Alire Winter (1828-1905). Title: George Calvert (1578-1632). Date: c. 1881. Medium: Oil on canvas. Dimensions: 62 x 43". Accession number: MSA SC.1545.1101. (b) Courtesy, Winterthur Museum, Gift of Henry Francis du Pont.

Currier & Ives painted this Virginia plantation.

Visual Preview

How did the Southern Colonies differ from other settlements?



A Catholics and Protestants found religious freedom in Maryland.



B Carolina split into north and south, while Georgia started as a debtor colony.



C In Georgia, colonists made friends with the Creek and grew rice.

A

MARYLAND

If you started a colony, how would you attract settlers? Virginia advertised the benefits of settling there. These stories drew many settlers and encouraged the English to establish more colonies in the South.

George Calvert was a wealthy lord who was well-liked. But he became a Catholic in England at a time when that was illegal. Luckily, King Charles I liked Calvert, also known as Lord Baltimore, and granted him the land north of Virginia along the Chesapeake Bay. Calvert dreamed of starting a colony for Catholics, but he died before he could carry out his dream.

A Colony for Catholics

Calvert's son, Cecilius, actually founded the colony, but he stayed in England to make sure the king supported the colony. Cecilius believed Catholics and Protestants could live together in peace. Leonard Calvert, his brother, became the first governor of Maryland. Cecilius and Leonard ran Maryland like a business. Under their rule, the colony grew wealthy, with large tobacco farms dotting the shores of the bay. The city of Baltimore became a busy port.

Religion and Democracy

Conflicts between Catholics and Protestants soon arose. Lord Baltimore feared Maryland would become a



▲ George Calvert

Protestant colony. He proposed that Protestants and Catholics should have the right to worship freely. In 1649 the assembly passed the Toleration Act, allowing religious freedom for Christians. It declared that Catholics and Protestants could not threaten one another.

QUICK CHECK

Make Generalizations What generalization can you make about the Calverts?

A Colonial Southern Plantation

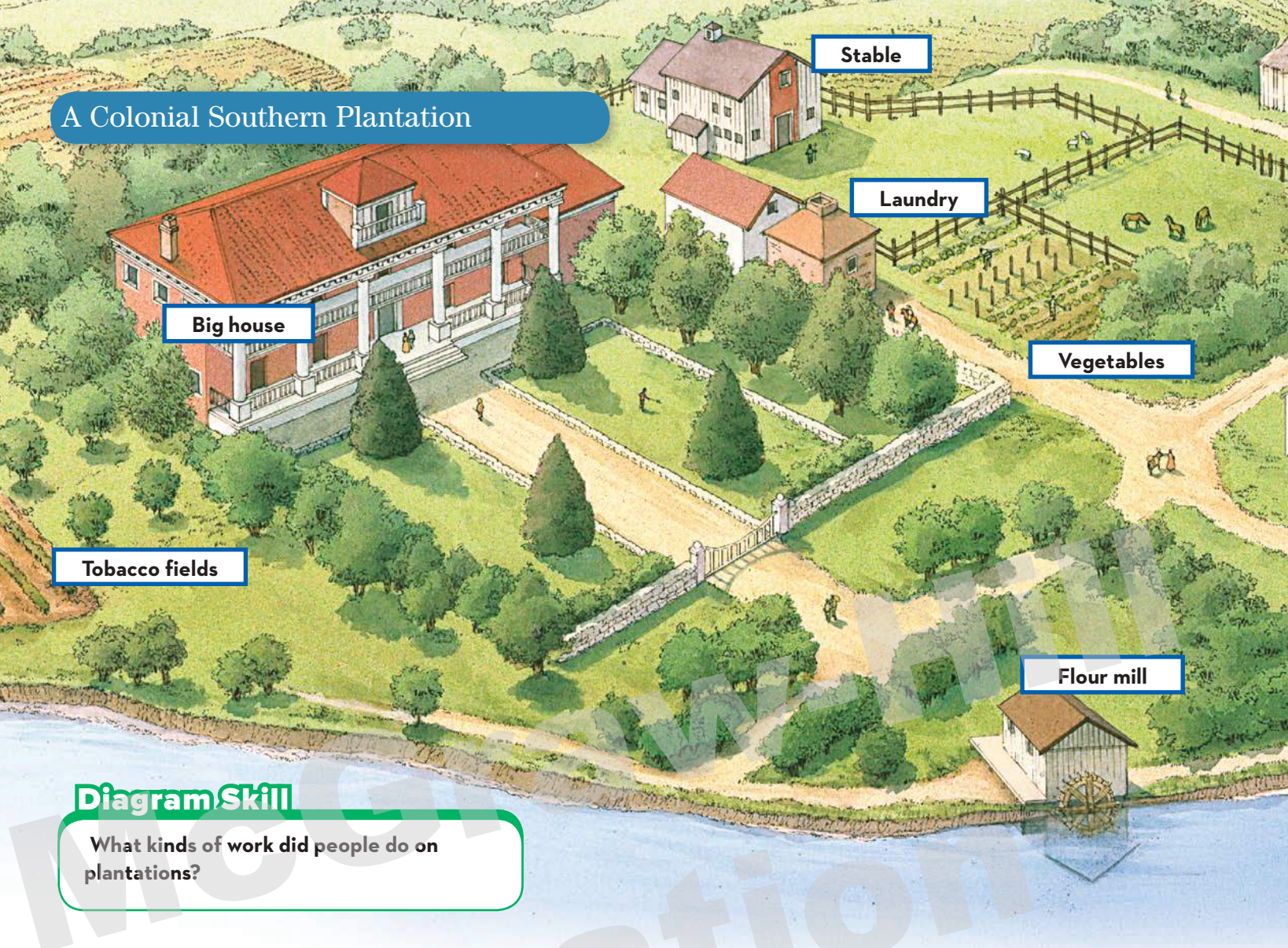


Diagram Skill

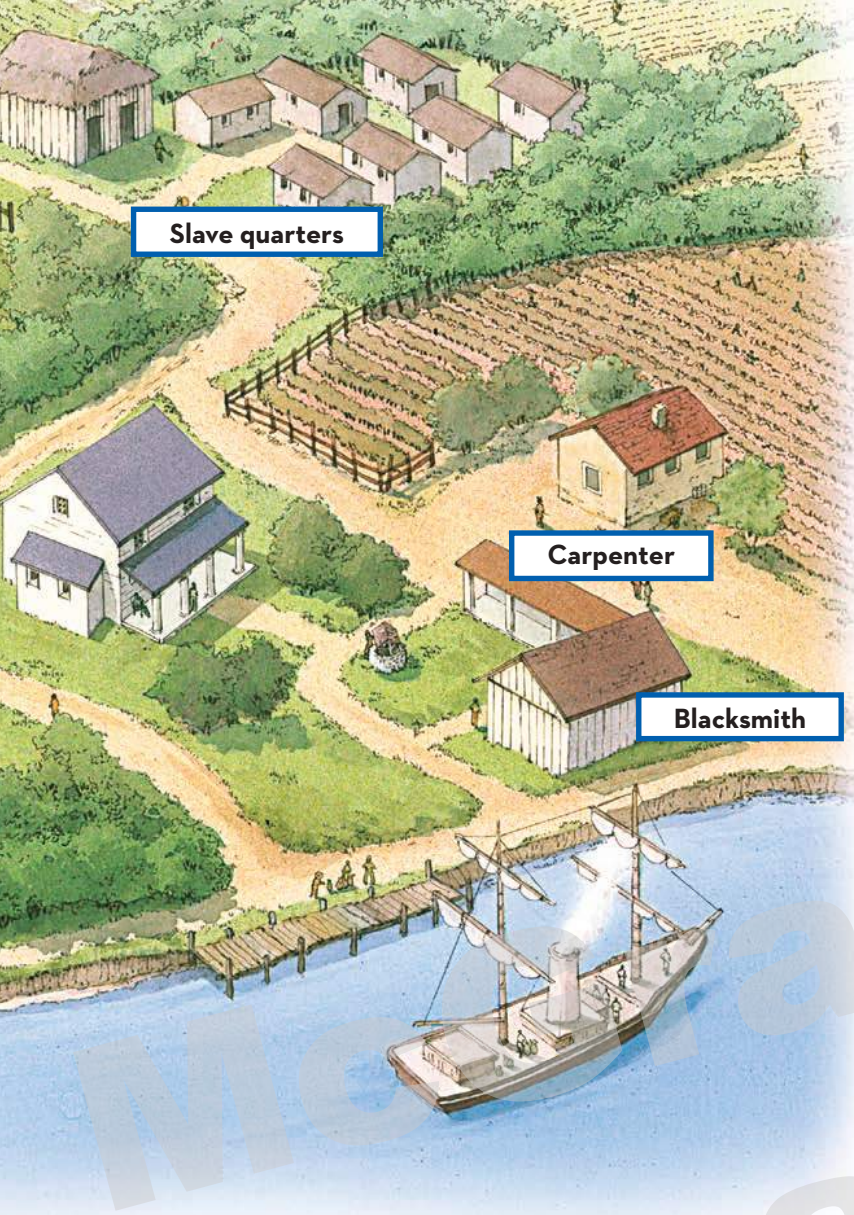
What kinds of work did people do on plantations?

B CAROLINA AND GEORGIA

King Charles II gave eight proprietors a charter to found Carolina in 1663. Seven years later, the first big city in the Southern Colonies, Charles Town, was founded in Carolina. Charles Town's natural harbor, warm climate, and natural resources made it a center for agriculture and trade. Wealthy colonists built **plantations** outside the city. Plantations are large farms that grow one main crop as a cash crop. Plantations in Carolina grew tobacco and rice. They also grew **indigo**, a plant used to make blue dye. Plantations were like small villages. Look at the diagram of a plantation above.

North and South Separate

Colonists who settled the land of northern Carolina grew tobacco and sold forest products such as timber and tar. The economy in northern Carolina grew slowly due to the lack of a good harbor. In southern Carolina the harbor in Charles Town allowed for easy trade. It was discovered that rice grew well in the coastal lowlands of the southern part of the colony. Rice soon became the leading cash crop. In 1729 these differences in colonial life in Carolina resulted in the colony splitting into North Carolina and South Carolina.



Slave quarters

Carpenter

Blacksmith

PLACES

By 1770 **Charles Town** was the fourth-largest city in the colonies. Today the city is called **Charleston** and has the fourth-largest container seaport in the United States. Its beautiful historic homes and tree-lined streets make the city a favorite among tourists.



Charleston,
South Carolina

Settling Georgia

British General James Oglethorpe had a great idea. What if **debtors** could be sent to the colonies? Debtors are people who owe money but cannot repay it. At that time debtors were put in prison. Oglethorpe thought that instead of wasting away in prison, debtors could be free to live and work in Georgia. He thought slavery would not be necessary with all the debtors to do the work. Oglethorpe also thought that Georgia had the right conditions for making products such as silk that were in high demand in England. He said:

“The Colony of Georgia . . . shall [supply] . . . England . . . with raw Silk, Wine, Oil, Dyes, Drugs, and many other materials for manufactures. . . .”

Oglethorpe was a decorated general and became a member of the English Parliament in 1722. Because of his military experience, Oglethorpe received a charter to start a colony south of the Carolinas. King George II wanted a military man to run the colony because England, France, and Spain had all claimed this land south of the Carolinas. Oglethorpe would protect the Southern Colonies from the Spanish to the south and the French who had settlements to the west.

In 1732, 116 men, women, and children left London and set sail for the newest English colony in America. It was named Georgia, after King George II.

QUICK CHECK

Make Generalizations Make a generalization about why Carolina split into two colonies.



THE CREEK HELP OGLETHORPE

Oglethorpe understood that for his new colony to succeed, he needed to have peace with the Native Americans in the area. A Creek group, the Yamacraw, lived near Yamacraw Bluff, where Oglethorpe planned to build his first settlement, Savannah. Oglethorpe obtained Yamacraw Bluff from Chief Tomochichi, the leader of the Yamacraw. Tomochichi also helped the colonists establish peaceful relations with other Creek groups.

Tomochichi remained a lifelong friend of the English colonists. In 1734 Oglethorpe invited Tomochichi to go to England and meet King George II. Tomochichi gave the king some eagle feathers as a token of peace. Before Tomochichi died in 1739, he told his people to remember the kindness of the king of England and said he hoped they would always be friendly to the colonists.

Mary Musgrove also helped the Creek and the colonists become friends. Her mother came from a powerful Creek family. Her father was English. Musgrove had learned the Creek language and customs from her mother. When Oglethorpe arrived in Savannah, she became the translator for the settlers and the Creek.

James Oglethorpe's first meeting with Chief Tomochichi at the first Georgia settlement, Savannah ▶



Map Skill

LOCATION Which Native American groups lived in South Carolina?



Courtesy, Winterthur Museum. Gift of Henry Francis du Pont.



▲ James Oglethorpe

Early Failures

Georgia got off to a difficult start. Oglethorpe had planned to raise silkworms, but the silk industry failed. Oglethorpe's plan for England's debtors also failed, because few debtors came.

Georgia Expands

While few debtors settled in Georgia, many other people did. The colony promised freedom of religion to all Protestant Christians. Colonists were also given free land to use for 10 years. This attracted settlers who were seeking a better life.

Hundreds of poor people came from Great Britain. Religious refugees from Germany and Switzerland also settled in Georgia. The colony soon had the highest percentage of non-British settlers compared to any other British colony in the Americas.

The Colony Changes

In the beginning, the colonists of Georgia grew tobacco. Later rice became the most profitable cash crop. Until 1750 Georgia was the only English colony that did not allow slavery. Oglethorpe had planned for the

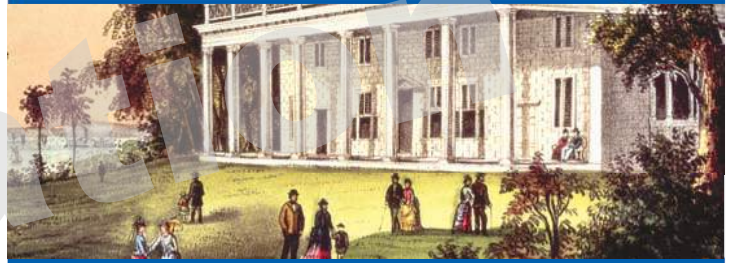
settlers to do all the work. However, there were not enough workers so some colonists smuggled enslaved workers into Georgia from South Carolina.

Enslaved Africans worked on the rice plantations of South Carolina. After slavery became legal in Georgia in 1750, many planters from South Carolina moved into Georgia, bringing enslaved workers with them. In the 1760s Georgians brought captives directly from Africa. By 1775 Georgia had 18,000 enslaved Africans.

QUICK CHECK

Make Generalizations What generalization can you make about the growth of slavery in Georgia?

Check Understanding



1. VOCABULARY Write a paragraph about the Southern Colonies using two of the words below.

plantation

indigo

debtor

2. READING SKILL Make Generalizations

Use your chart from page 112 to write about the economy of the Southern Colonies.

Text Clues	What You Know	Generalization



3. Write About It Write about the reasons settlers came to the Southern Colonies.

Lesson 4

VOCABULARY

slave trade p. 119

apprentice p. 120

growth rate p. 121

Great Awakening

p. 121

backcountry p. 122

READING SKILL

Make Generalizations

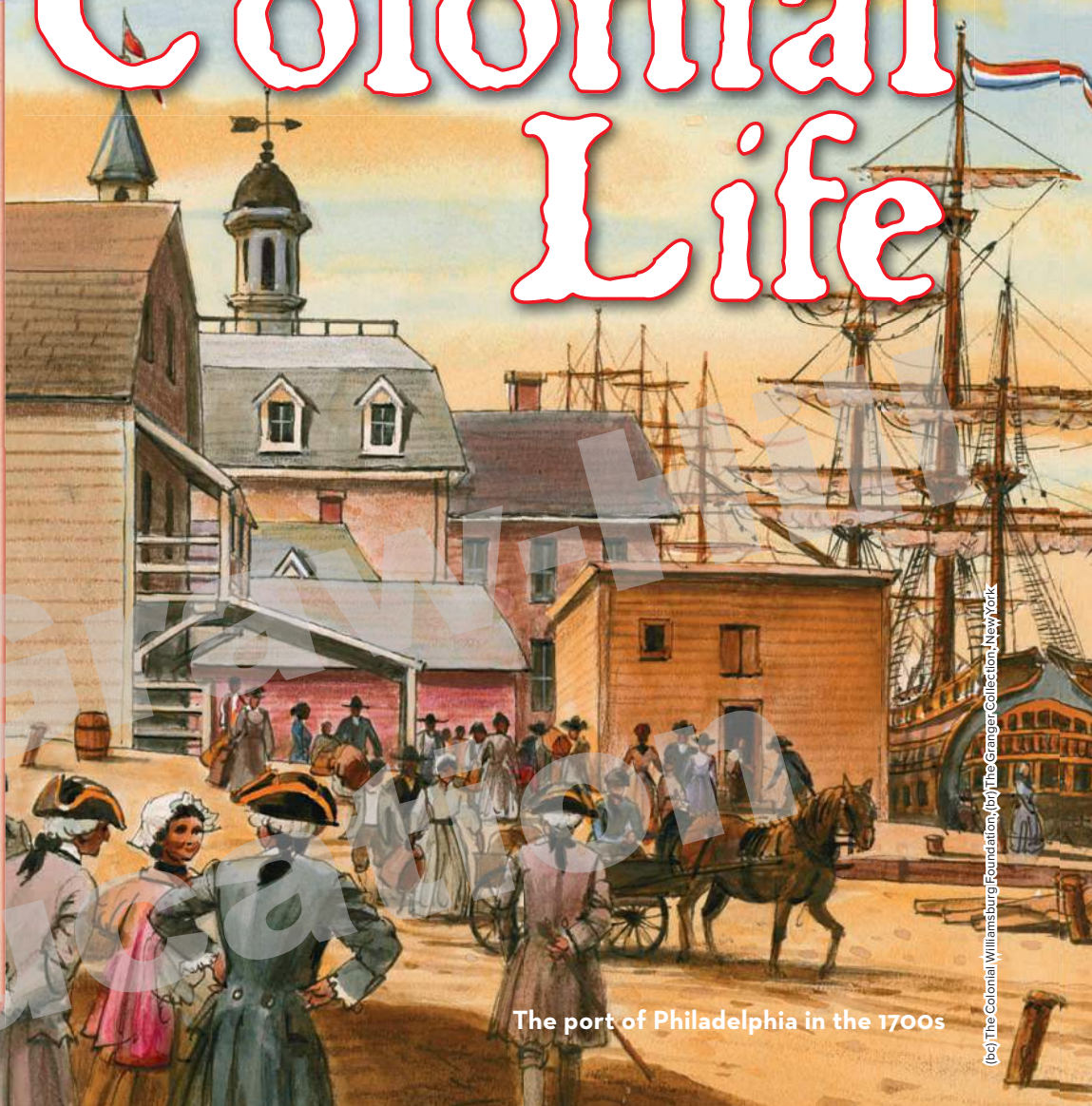
Use the chart to make a generalization about the quality of life in colonial towns compared to life on the frontier.

Text Clues	What You Know	Generalization

 VIRGINIA STANDARDS

VS.1b, d, i USI.2c USI.5a, b, d

Colonial Life



The port of Philadelphia in the 1700s

(b) The Colonial Williamsburg Foundation; (c) The Granger Collection, New York

Visual Preview

How did economic needs affect life in the colonies?



A Many came to the colonies for a better life, while others came against their will.



B Colonists learned crafts, while the colonies grew rapidly and changed.



C As colonists settled the West, they came into conflict with Native American groups.

A

WHY THEY CAME

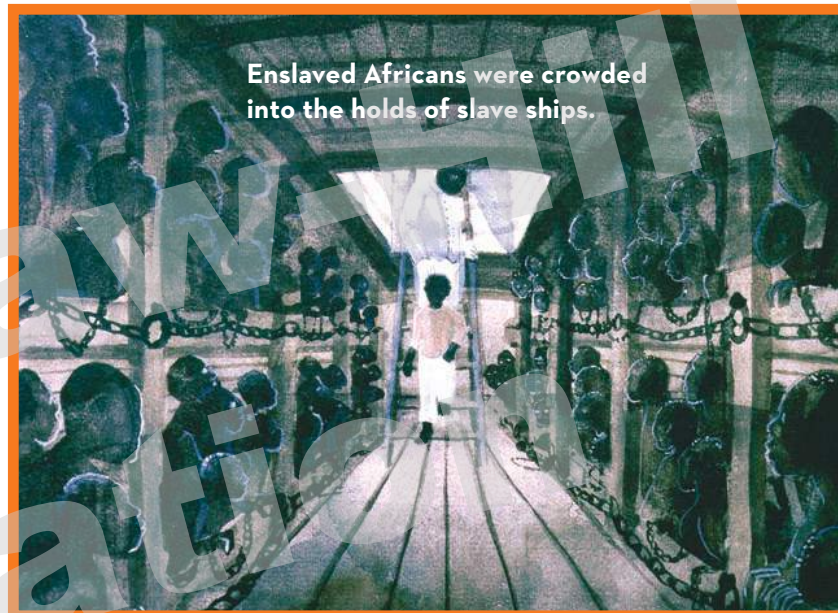
Living conditions in Europe during the 1700s were miserable for many people. Some fled wars or food shortages in their homelands to settle in the English colonies. They were drawn by the promise of cheap land, economic opportunity, and religious freedom.

The dangerous journey across the Atlantic Ocean took between two and three months. It was a terrible time for those aboard a ship. The ships were crowded, damp, and filthy. Storms sank many vessels. Ships often ran out of food and water. Diseases spread quickly and killed many of the people on ships sailing to the colonies from Europe.

Captives and Servants

Conditions for African captives were even more dreadful. Every part of the **slave trade**, or the business of buying and selling people, was designed to bring profits to the traders. On ships, captives were chained together and crammed into spaces where they could barely sit up. One out of seven captives died from disease, starvation, or poor treatment during the journey.

Indentured servants were people who chose to come to the colonies but could not pay their way. They contracted, or agreed, to work for a colonist usually for five to seven years to repay the price of the voyage. Indentured servants also



received food, clothing, and shelter in return for their work. However, their living conditions were often harsh and their work, especially in the fields, was difficult. When their contracts ended, indentured servants often received farmland, animals, and supplies of lumber and tools.

QUICK CHECK

Make Generalizations What generalization can you make about the voyage across the Atlantic Ocean?

B

DAILY LIFE

Most colonial families worked on farms. Men planted crops and hunted. Women did household work such as cooking, gardening, sewing, cleaning, spinning, and weaving. Children did chores such as feeding chickens, milking cows, gathering eggs, and cleaning. When they were not helping at home or studying, children played with marbles, kites, and jump ropes.

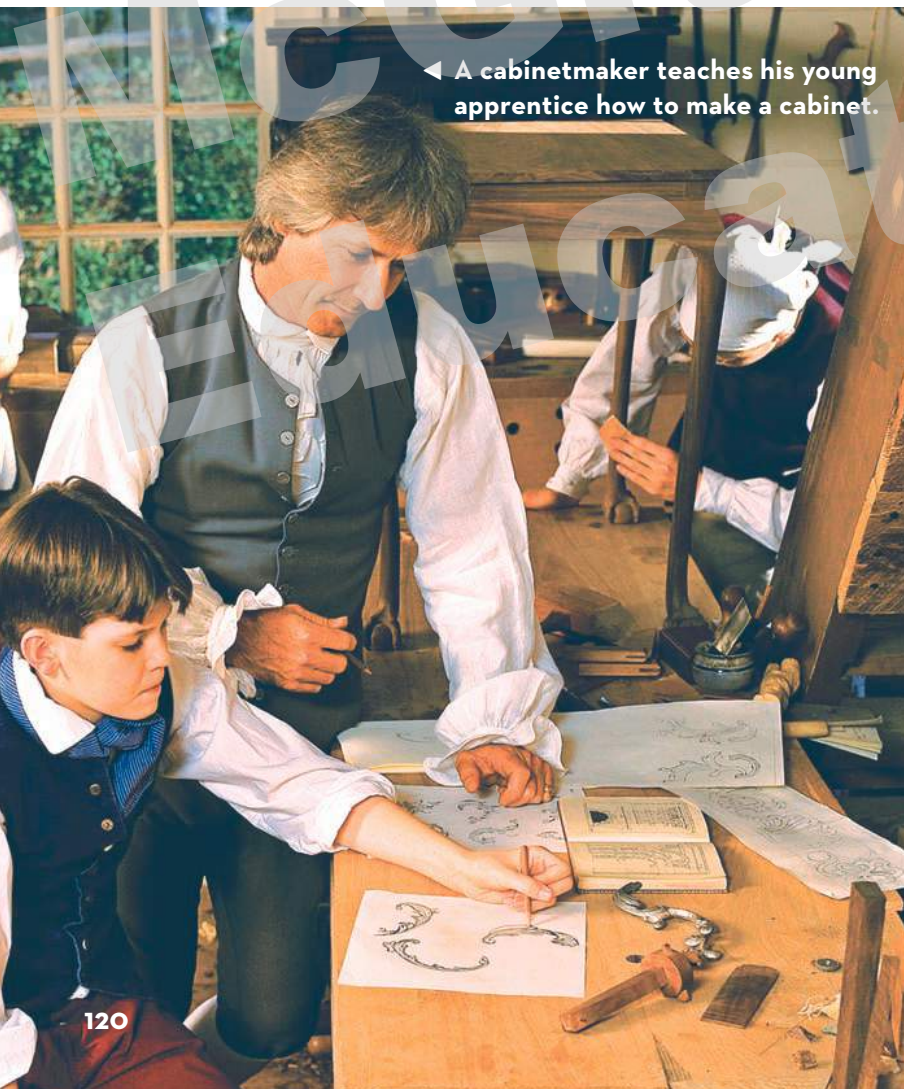
Learning a Trade

To learn a skill, a young person could become an **apprentice**. An apprentice is someone who works for and learns from an artisan. An artisan is someone who is skilled in a trade or craft. After studying

and practicing, an apprentice might become a silversmith or printer, for example. Apprentices were not paid, but received meals and housing while learning their trade. At first only boys were allowed to be apprentices. After 1647 girls became apprentices in such trades as printing.

Early Communities

Colonists often combined work with play. An entire community, for example, would gather to build a house for a newly married couple. Other community activities were cornhusking competitions and quilting bees.



◀ A cabinetmaker teaches his young apprentice how to make a cabinet.



▲ A chest of drawers from the 1700s

At quilting bees, women from the community met and sewed pieces of cloth together to make bedspreads.

The Colonies Grow and Change

Trade along the Atlantic coast led to population growth in the colonies. The population **growth rate** from 1700 to 1750 was about 450 percent. Growth rate is the percentage of change from year to year. By 1750 Philadelphia was the largest city in the colonies with almost 20,000 people. Benjamin Franklin did much to help the city grow. He established the first fire department and public library. Franklin also improved the city's police department and postal system.

Religion Changes

Religion also changed in the colonies during the 1700s. Growing interest in religion led to a period known as the **Great Awakening**. Preachers such as Jonathan Edwards and George Whitefield stressed the need for a renewal of faith. They spread their message with a dramatic and emotional style. The more dramatic the sermon, the more people attended. During the Great Awakening, less formal church services taught that all people should have religious experiences.

During this time, many people changed from Puritanism to other forms of worship. For example, some Puritans became Baptists or Methodists. Some New England Baptist groups welcomed enslaved Africans at their church meetings.

QUICK CHECK

Make Generalization What generalization can you make about working in the colonies?

Citizenship

Working for the Common Good

What are some ways citizens can work for the common good, or for something that benefits everyone? Benjamin Franklin believed good deeds were best accomplished by working together. In 1727 Franklin and his friends formed a club that created many organizations to benefit Philadelphia, including the first volunteer fire department. You can work for the common good by becoming involved in solving a community problem or volunteering for an organization that helps others.

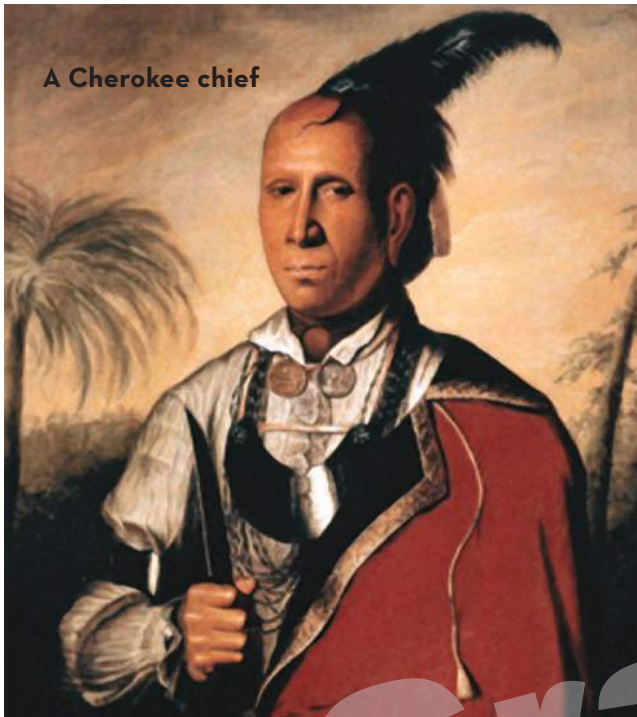


Habitat for Humanity volunteers building homes

Write About It Write a list of five projects you and your classmates can do to make your school a better place for everyone.



LIFE ON THE FRONTIER



A Cherokee chief

In 1715 the Yamasee, with their allies the Muscogee and Choctaw, attacked the colonists, causing many settlers to flee to other colonies. The Cherokee, however, agreed to help the colonists in exchange for weapons and other goods. The Yamasee lost the war and fled to Florida. The Cherokee then became the most powerful Native American group in the Carolinas.

QUICK CHECK

Make Generalizations Why did fighting break out between the colonists and Native Americans in the backcountry?

During the 1740s, groups of settlers began to move into the area between the Appalachian Mountains and the Atlantic Coastal Plain. This area was known as the **backcountry**. Land in the backcountry cost much less money than land on the Atlantic Coastal Plain. Most of these settlers came from Ireland, Scotland, and Germany. Families in the backcountry built log cabins and cleared areas in the forests to grow corn and wheat. Life was hard, but people still managed to have fun. Like other colonists, they held dances, quilting contests, and other competitions.

The Yamasee War

Many Native Americans also lived in the backcountry. The Yamasee were originally friends of the Carolina colonists. The Yamasee complained when colonists began taking too much land and breaking their promises.

Check Understanding



1. **VOCABULARY** Write a paragraph about the colonial way of life using the words below.

apprentice backcountry

2. **READING SKILL** **Make**

Generalizations Use your chart from page 118 to write about why people changed to new forms of worship during the Great Awakening.

Text Clues	What You Know	Generalization



3. **Write About It** Write about why German, Scottish, and Irish immigrants who came to the colonies in the 1700s settled in the backcountry.

Map and Globe Skills

Use a Historical Map

VOCABULARY

historical map

As you have read, colonists in New England lived along rivers and the Atlantic coast. They used these waterways for transportation. Over time, this land became too expensive for many colonists, so many people began moving inland where land was less expensive. You can see this movement of people by looking at a **historical map**. This kind of map shows where events from the past took place.

Learn It

- Look at the map title and dates to find the map topic. Most historical maps have dates.
- Look at the map key to find out the meaning of symbols or shading on the map.

Try It

- Which parts of New England were settled between 1700 and 1760?
- Which color represents land settled between 1660 and 1700?

Apply It

- As you read the rest of this unit, look for other historical maps.
- Compare the information that is given in those maps with the information that you read in each lesson.

English Settlements of the Thirteen Colonies by 1760



Lesson 5

VOCABULARY

slave codes p. 125

spiritual p. 127

READING SKILL

Make Generalizations

Copy the chart below. As you read, fill it in to make a generalization about why slavery was established in the thirteen colonies.

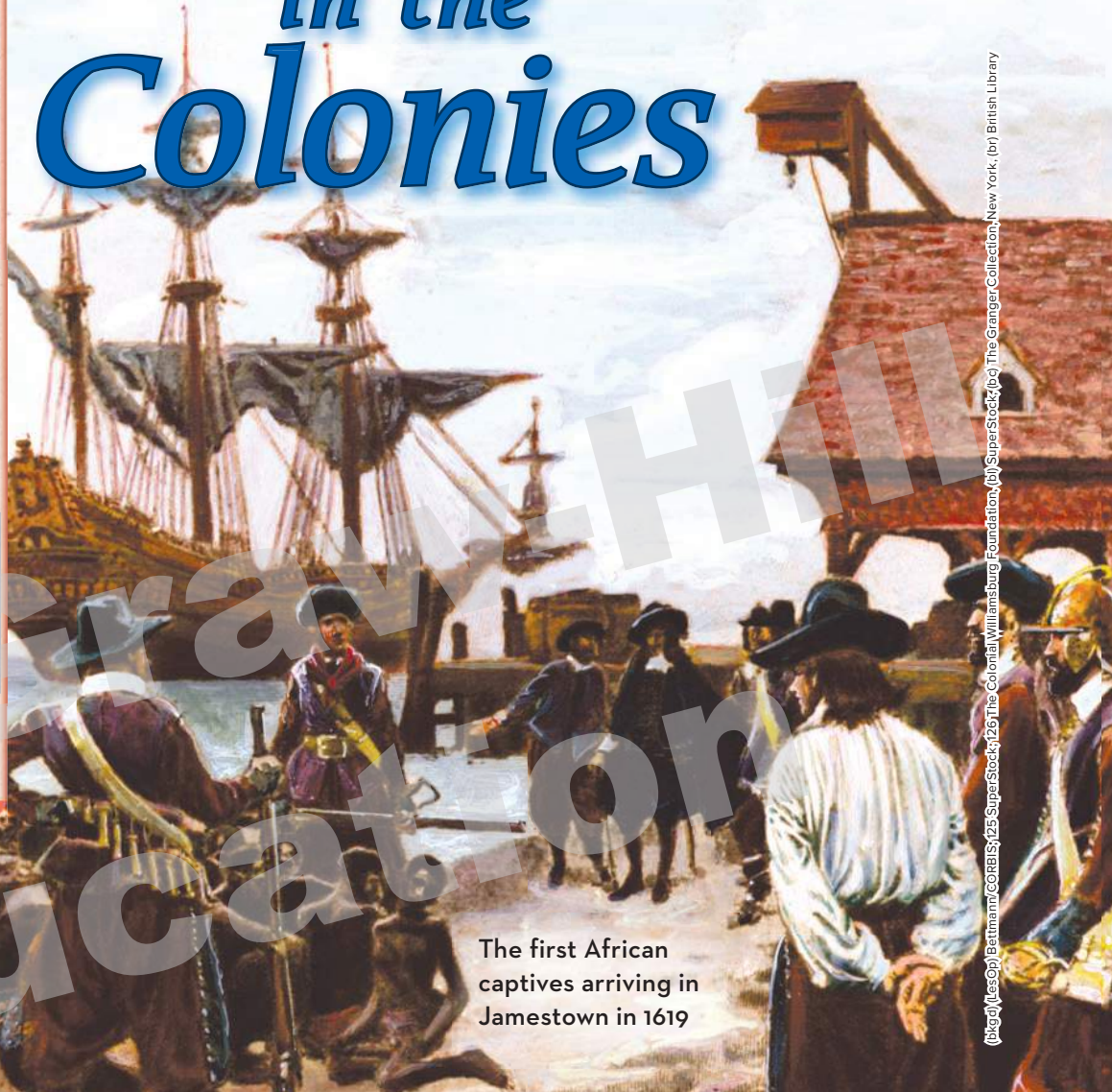
Text Clues	What You Know	Generalization



VIRGINIA STANDARDS

VS.1d USI.5d

Slavery in the Colonies



The first African captives arriving in Jamestown in 1619

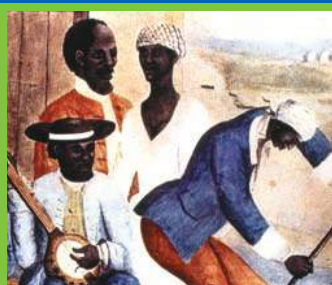
(clockwise from top left) Bettmann/Corbis; 25 SuperStock; 26 The Colonial Williamsburg Foundation; (b) SuperStock; (c) The Granger Collection; New York, (br) British Library

Visual Preview

Why did slavery develop in the English Colonies?



A The supply of enslaved workers kept growing because of new laws.



B Slavery was more common on large plantations in the South than in the North.



C Enslaved Africans led rebellions on ships and in the colonies.

A

THE SLAVE TRADE

Slavery began when people started farming 10,000 years ago. At that time most enslaved people were those who had lost a war. Many had some legal rights. Slavery in the 1700s was different.

For a long time the English believed people who were not Christians could rightly be enslaved. If the captives converted to Christianity, then they would be set free. It didn't matter what color skin they had. But the Atlantic slave trade—the transporting of enslaved people from Africa to the Americas—changed that. Some Europeans became rich by kidnapping, transporting, and selling captive Africans. By the middle of the 1700s, more than 250,000 enslaved Africans had been brought to North America. Far more were brought to Brazil and the Caribbean Islands.

Slavery Becomes Legal

In 1641 Massachusetts became the first colony to make slavery legal. By 1751 Africans could legally be enslaved in all thirteen colonies.

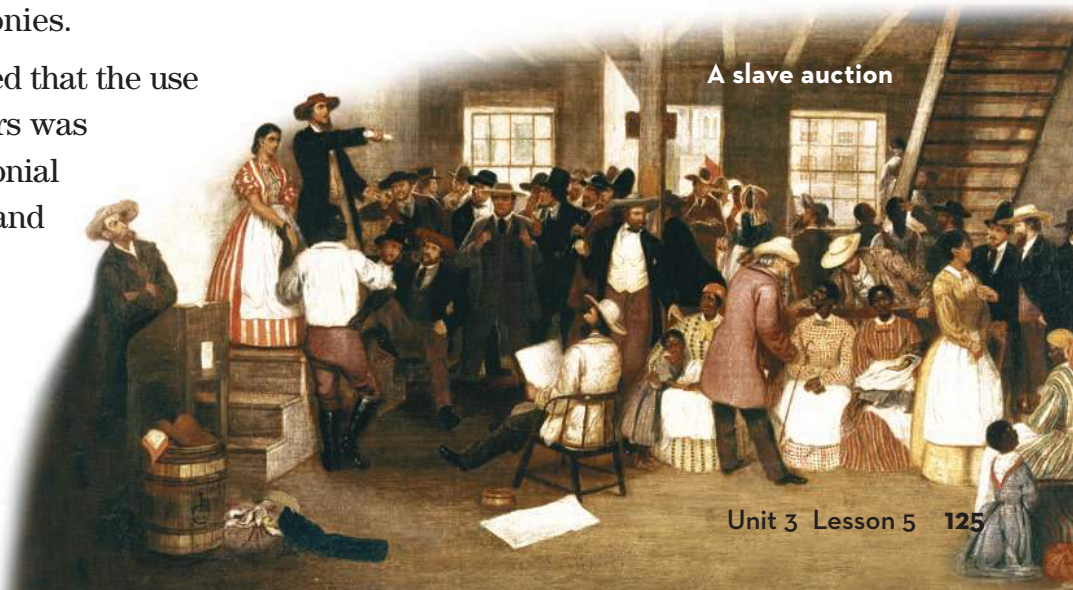
Colonists believed that the use of enslaved workers was needed for the colonial economy to grow and stay strong. As a result, the demand for enslaved workers grew dramatically.

Laws called **slave codes** set rules of slavery. Some of the earliest Africans in the colonies were indentured servants. The slave codes ended that. These laws said that African captives brought to the colonies would have almost no rights.

The first slave laws said that people who were not Christians could be enslaved. Soon some Native Americans and Africans became Christians. But the demand for enslaved workers kept growing, so the colonists changed the laws. After that, any captive African could be enslaved, including Christians and children born to enslaved workers.

QUICK CHECK

Make Generalizations Why did slave codes allow Christians to become enslaved?



B

LIVING IN SLAVERY

Enslaved Africans did many kinds of work, often depending on the economy of the colony where they lived. Some were skilled workers, such as carpenters, blacksmiths, cooks, and weavers. Other captive Africans worked as field hands or in the homes of slaveholders.

The Northern Colonies

In the North many enslaved Africans worked in New England's shipyards. In Rhode Island, Connecticut, and New York, enslaved workers did farm labor. Northern farms were generally small. Colonists in the North rarely owned more than one or two enslaved workers. However, many Northern colonists owned the slave ships. Before the 1770s most captive Africans were shipped to Rhode Island to be sold throughout the colonies.

New York had the largest enslaved population of the Northern colonies. In New York City, some people used enslaved workers in construction. Enslaved Africans even built the wall that gave Wall Street its name.

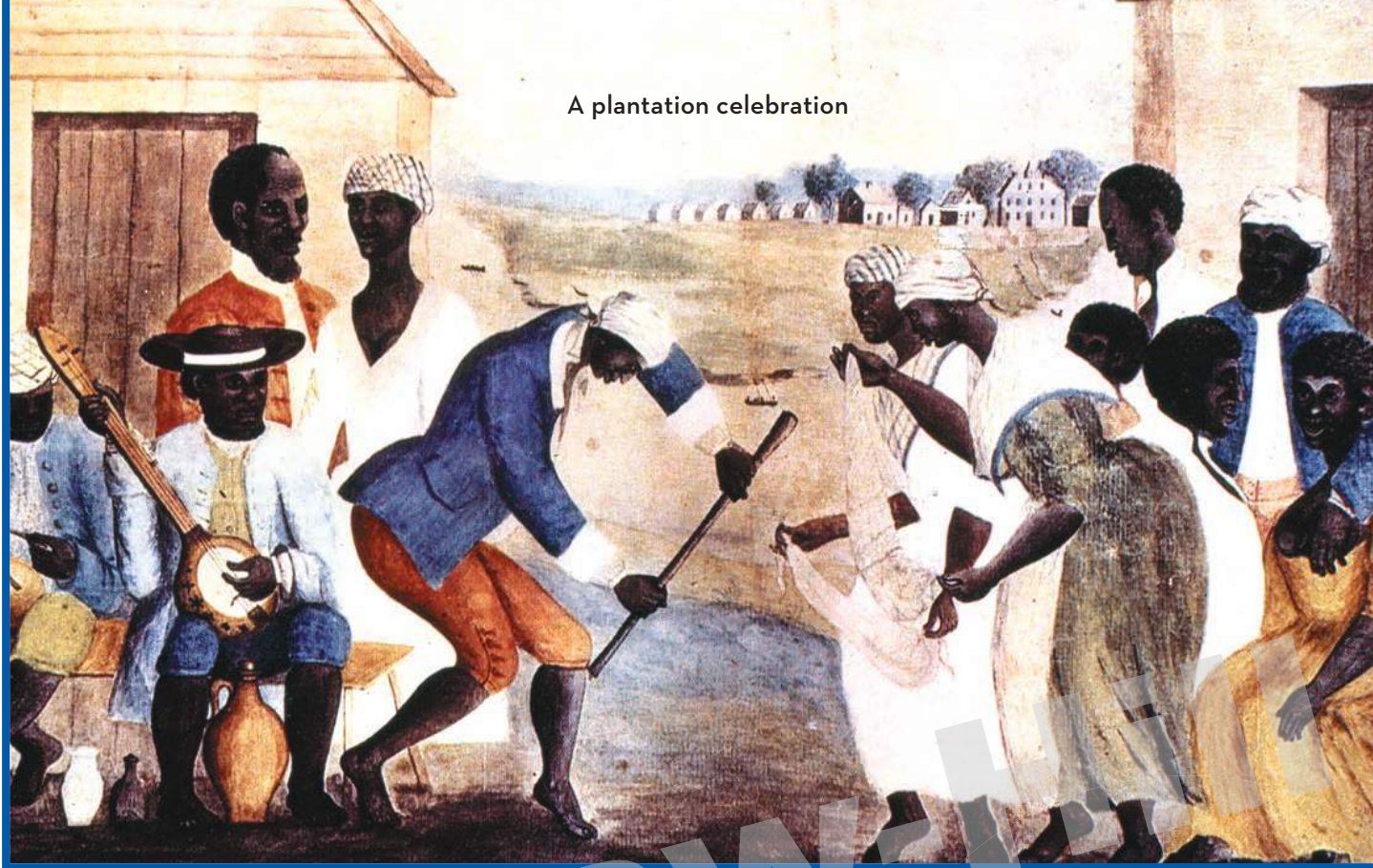
The Southern Colonies

Many Southern farms, on the other hand, were large and grew cash crops, especially tobacco. Both rice and tobacco required many workers to plant, tend, and harvest the crop. About one-fourth of white Southern farmers were slaveholders. Farms with a small number of captive Africans were more common than large plantations. Hundreds of enslaved people worked the fields on large plantations. In South Carolina by 1720, more than half of the colony's population was enslaved Africans.

▼ Reenactment of enslaved field work



A plantation celebration



African Culture

Despite brutal hardships, enslaved Africans carried on the culture from their homes in Africa. African words such as *banjo* and *gumbo*, for example, first came into the English language in the South.

Slave codes made it illegal for enslaved Africans to read or write. As a result, they often told traditional stories to their children and to each other. Many stories told how a clever animal, such as a fox, outsmarted a powerful person. Africans also created work songs, which they sang as they worked.

Spirituals, the religious songs of enslaved Africans, have had a great influence on American music today. A number of spirituals are about freedom.



▲ This apprentice is learning how to make a basket.

QUICK CHECK

Make Generalizations Why was the population of enslaved people higher in the Southern Colonies than in the Northern Colonies?



RESISTING SLAVERY

Enslaved Africans had been kidnapped, forced to work for others, separated from their families, and often punished harshly. As a result, they looked for ways to fight back against the colonists. Some resisted slavery by slowing their work or by breaking or losing tools. Others escaped, hoping to find freedom in less settled areas. Some found freedom living among Native Americans and other runaway Africans in the backcountry. Some enslaved Africans who escaped hoped to find family members who had been sold away.

Slave Revolts

Enslaved Africans sometimes rebelled violently. Although rebellion was rare, it remained a constant fear among colonists. Twice within 30 years, slave rebellions alarmed the thirteen English colonies.

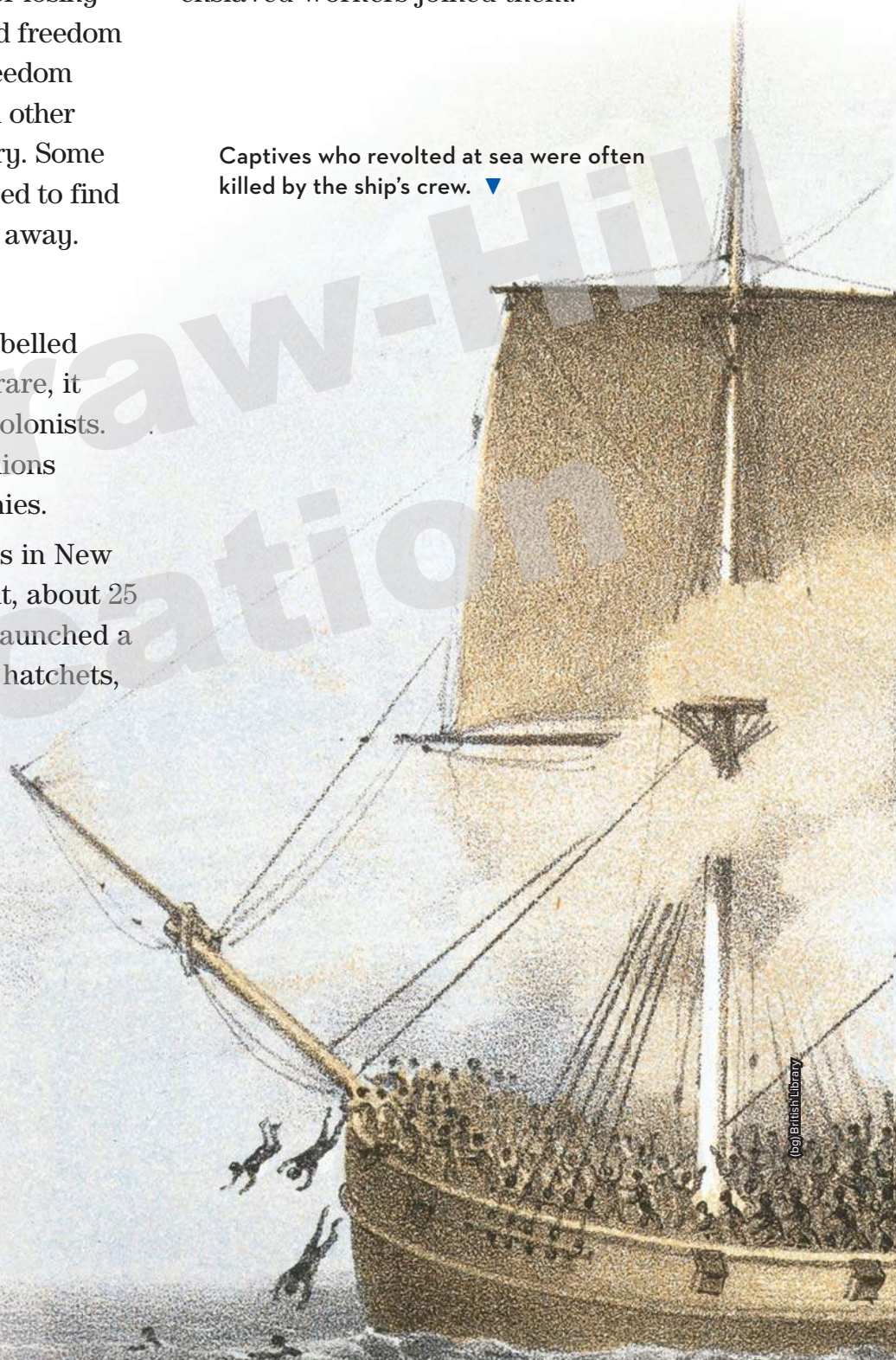
One of the first slave revolts was in New York City in 1712. During the revolt, about 25 Africans and 2 Native Americans launched a surprise attack. Armed with guns, hatchets, and swords, they set fire to a building and waited for a crowd to gather. Then they opened fire on the crowd killing several colonists. The colonists reacted quickly to this revolt and captured and killed most of the rebels.

The Stono Rebellion

Another revolt broke out in South Carolina in 1739. An enslaved African named Jemmy and about 20 of his followers

stole guns and gunpowder from a warehouse in Stono, South Carolina, about 15 miles from Charles Town. They killed several colonists in Stono and marched down the road with a banner that read “Liberty!” As many as 100 enslaved workers joined them.

Captives who revolted at sea were often killed by the ship’s crew. ▼



The group hoped to reach St. Augustine, a Spanish colony, where they had been promised freedom. However, a mob of plantation owners from South Carolina attacked them, killing about 40 of the rebels.

QUICK CHECK

Summarize In what ways did enslaved Africans resist slavery?



▲ This reproduction shows the living conditions of enslaved workers.



©Library of Congress, Prints & Photographs Division, LC-USZ64-1526, ©Scala/Art Resource, NY

Check Understanding



1. VOCABULARY Write two sentences about slavery in the English colonies using these vocabulary terms.

slave code **spiritual**

2. READING SKILL **Make Generalizations** Use your chart from page 124 to write about slavery in the colonies.

Text Clues	What You Know	Generalization



3. Write About It Why were Africans brought to the Americas in the 1700s?

Lesson 6

VOCABULARY

triangular trade p. 132

Middle Passage p. 133

industry p. 134

READING SKILL

Make Generalizations

Copy the chart below. As you read, use it to make a generalization about English trade laws.

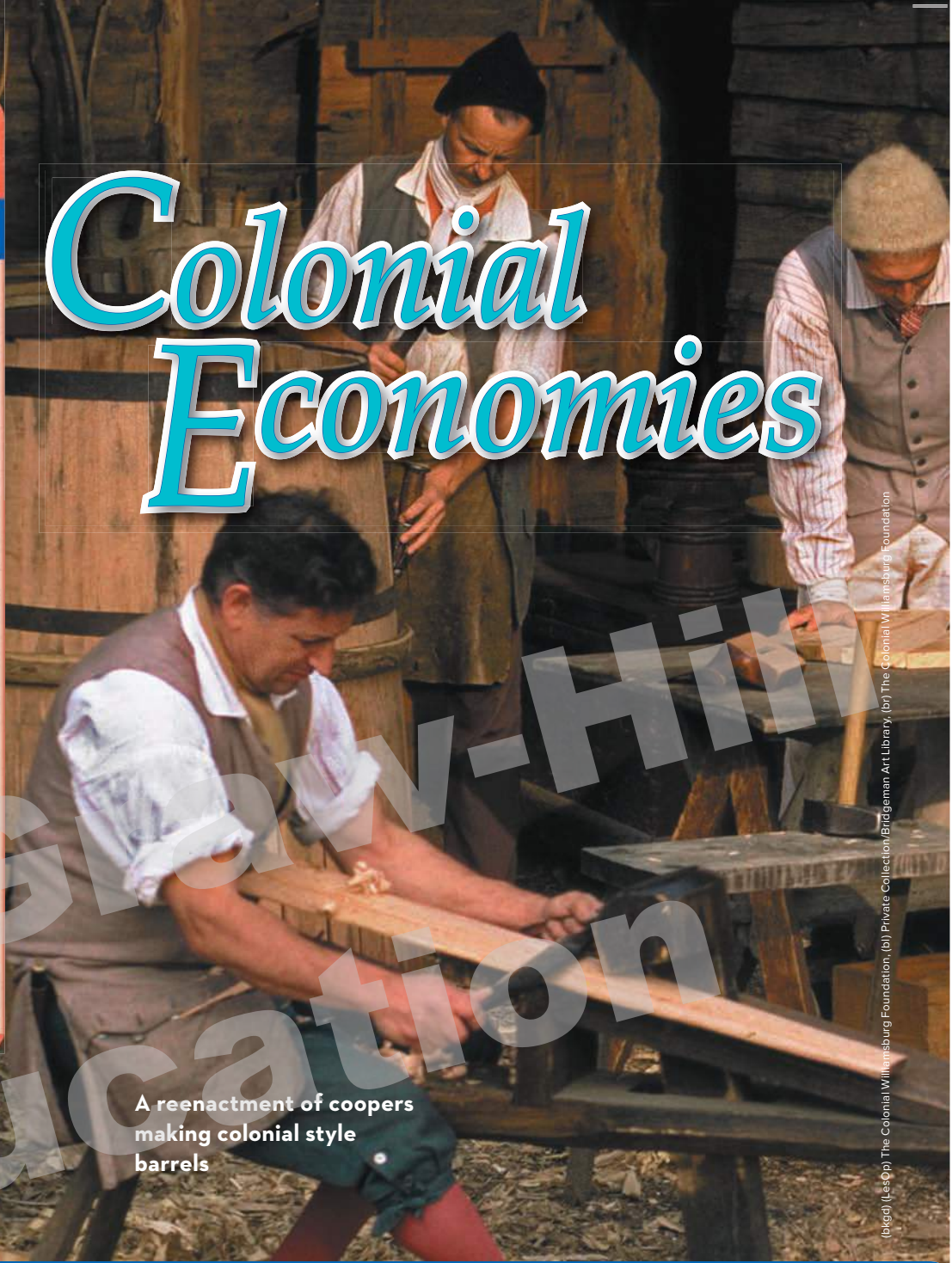
Text Clues	What You Know	Generalization



VIRGINIA STANDARDS

VS.1b, c, d USI.5b, c, e

Colonial Economies

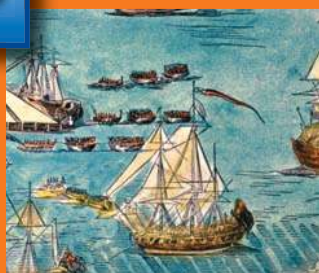


A reenactment of coopers making colonial style barrels

(bigg) The Colonial Williamsburg Foundation, (b) Private Collection/Bridgeman Art Library, (br) The Colonial Williamsburg Foundation

Visual Preview

What influenced the development of colonial economies?



A Colonists ignored laws that England passed to regulate Colonial trade.



B Ships on the triangular trade routes moved cargo and enslaved Africans.



C Each colony developed an economy based on the resources of its region.

A

COLONIAL TRADE

Between 1651 and 1764, England passed trade laws to control what and how the colonists could trade. The laws also controlled what colonists could make. To earn a profit, many colonists ignored the laws and turned to smuggling.

England wanted the colonists to buy their manufactured goods. For this reason, England made it illegal for the colonies to manufacture goods that competed with English goods. For example, it was illegal for the colonists to make hats, nails, and horseshoes. English trade laws, called the Navigation Acts, listed goods that the colonies could sell only to England or its colonies. These included farm products such as sugar, tobacco, lumber, cotton, wool, and indigo.

English Trade Laws

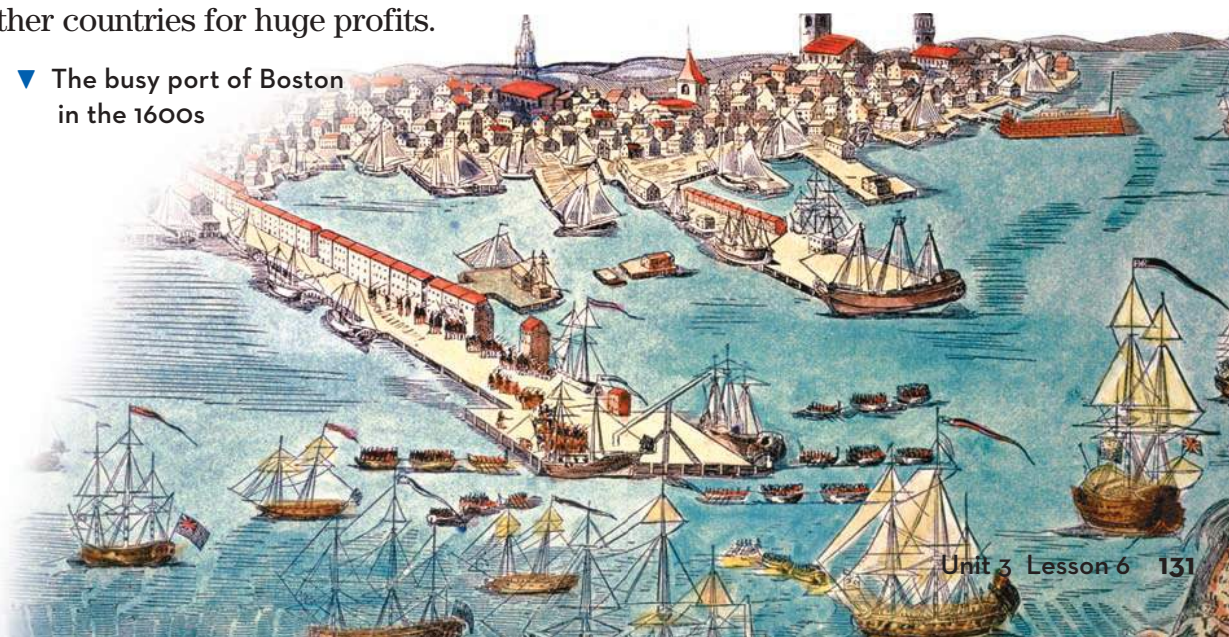
The English charged the colonists high shipping costs. England used the raw materials from the colonies to make manufactured goods and exported them to other countries for huge profits.

- ▼ The busy port of Boston in the 1600s

In 1663 a new trade law said everything the colonies imported had to first be shipped to England and taxed. This made money for England, but raised the price of imports in the colonies. Colonists claimed England was destroying their economy. Some colonists began to smuggle, or secretly import, goods. They also traded in foreign ports and allowed ships from other countries into their ports. Luckily for colonists, England was far away, so it was difficult for the English government to make sure laws were being followed.

QUICK CHECK

Make Generalizations What happened after England imposed taxes on trade goods?



B WORLD TRADE

In 1675 King Charles II formed a committee to oversee colonial trade. This committee was formed to make sure the colonists were following trade laws. Its members soon learned that Boston Harbor was crowded with Dutch ships and ships from other countries. The colonists were unlawfully trading with Europe, the Caribbean, and Africa. Many colonists in Massachusetts were upset by English trade laws. They did not want to follow laws they thought were harmful to the colony. New England's shipbuilding industry and economy grew as a result of this illegal trade with other countries. As one historian said:

“... selfishness of the English [trade laws] was digging a [wedge] between the mother country and the colonists.”

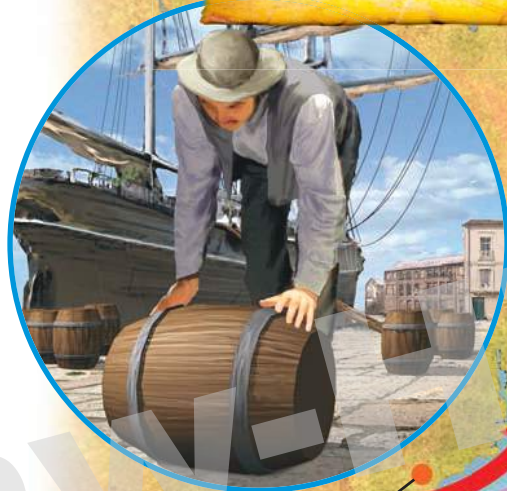
Triangular Trade

Ships on the **triangular trade** routes sold products and picked up cargo at each stop. This came to be known as the triangular trade because the routes formed triangles on the map. The triangular trade made many merchants rich, especially in the New England Colonies. Using their wealth, merchants in Northern cities began trading with the Southern Colonies, exchanging Northern fish, rum, and grain for Southern rice, tobacco, and indigo. The illustration on this page shows how the colonial trade routes formed triangles.

QUICK CHECK

Make Generalizations Why did shipowners keep their ships filled with cargo on every leg of the voyage?

1. On the first leg of the route, traders sailed from New England to Africa with goods such as iron, rum, and gunpowder. These goods were traded for African captives.



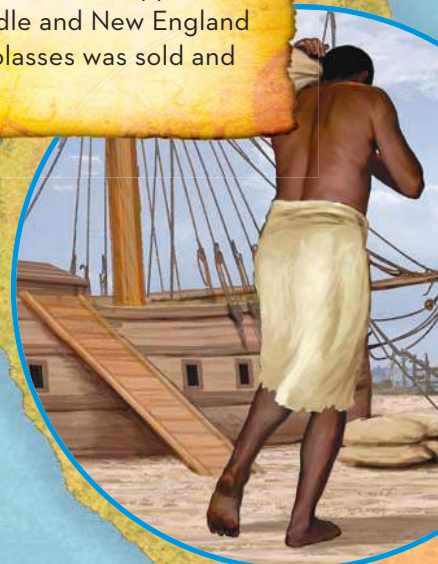
Boston
New York
Charles Town

Sugar, Molasses

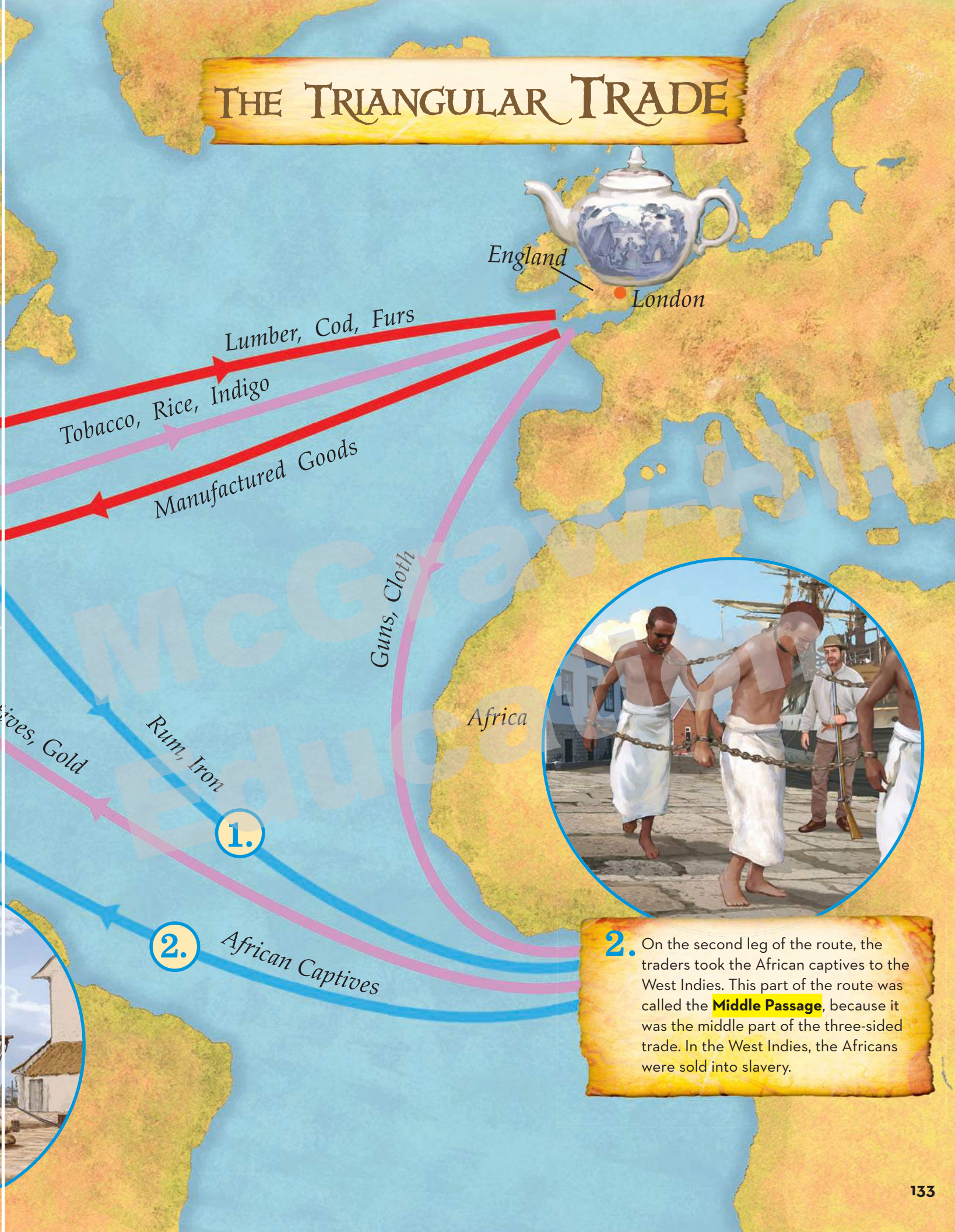
3.

West Indies

3. On the third leg, the ship captains bought sugar and molasses, a thick syrup made from sugarcane grown in the West Indies. It was shipped to ports in the Middle and New England colonies. The molasses was sold and made into rum.



THE TRIANGULAR TRADE



England

London

Lumber, Cod, Furs

Tobacco, Rice, Indigo

Manufactured Goods

Guns, Cloth

Africa

Rum, Iron

1.

2.

African Captives

2.

On the second leg of the route, the traders took the African captives to the West Indies. This part of the route was called the **Middle Passage**, because it was the middle part of the three-sided trade. In the West Indies, the Africans were sold into slavery.



REGIONAL ECONOMIES

The regions developed specialized economies built around their resources. Natural resources and the availability of factories, equipment, and other capital resources determined what was produced. Areas with small populations were not usually industrial because they didn't have the human resources, or laborers, needed.

New England

Most of New England's soil was too rocky for farming. Many farmers there grew fruits and vegetables for themselves, but not enough to export. New Englanders needed other ways to earn a living. The forests provided lumber for the shipbuilding **industry**. An industry is all the businesses that make one kind of product or provide one kind of service. Wood was cheap in New England, where there was a good supply of trees. Logs were cut, tossed into rivers, and floated to towns and shipyards.

Soon Boston's shipbuilding industry competed with English shipbuilders. New Englanders also made excellent fishing boats, and fishing became a profitable industry. Cod was New England's "cash crop."

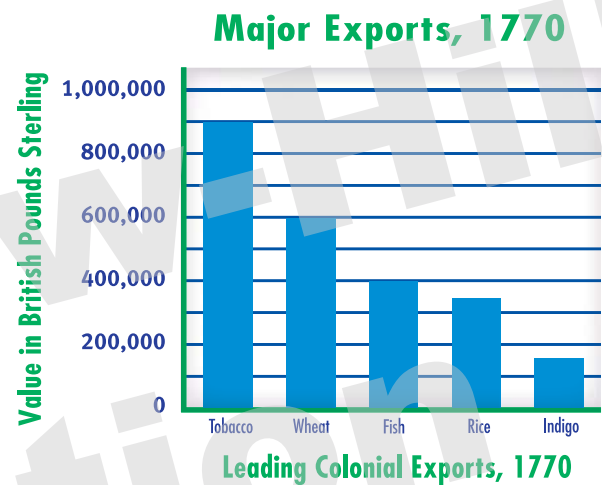
The Middle Colonies

Farmers in the Middle Colonies could supply just about everything needed for a picnic. They grew wheat for bread and raised dairy cattle for cheese. Farmers shipped these products to New York City and Philadelphia. From there they were exported to other countries. These port cities became centers of business. Printers, shoemakers, cabinetmakers, and other craftworkers opened shops there.

DataGraphic

Major Colonial Exports

Most colonists made their living by farming. Each region grew different crops. Study the map and graph. Then answer the questions.



Think About Exports

1. What was New England's major export?
2. Which region's exports had the most value?



- ▲ Colonial general stores sold many of the manufactured goods people needed.

The Southern Colonies

The hot, humid climate and good soil of the Southern Colonies were well suited to growing crops. Tobacco and rice made many plantation owners wealthy in the Southern Colonies. At first these products were shipped only to England. Later they were shipped all over the world. Another crop grown in the Southern Colonies was indigo, a plant used to make blue dye. English merchants needed the blue dye from indigo for their huge cloth-making businesses. The tobacco, rice, and indigo trades brought great wealth to the Southern Colonies.

QUICK CHECK

Make Generalizations Why did each region have a different economy?

Check Understanding



- VOCABULARY** Draw a poster of triangular trade using the vocabulary terms below.

triangular trade **industry**
Middle Passage

Text Clues	What You Know	Generalization

- READING SKILL** **Make Generalizations**

Use your chart from page 130 to help you write a paragraph about colonial trade with England.



- Write About It** Write about why some colonists in New England settled in areas with heavy forests.

Colonial Governments

Lesson 7

VOCABULARY

assembly p. 137

legislation p. 137

READING SKILL

Make Generalizations

Copy the chart below. As you read, fill it in to make a generalization about the power of colonial assemblies.

Text Clues	What You Know	Generalization



VIRGINIA STANDARDS

VS.1a, d, f, i USI.5e USI.6b

In 1699 the House of Burgesses moved from Jamestown to the new capital of Williamsburg, Virginia.

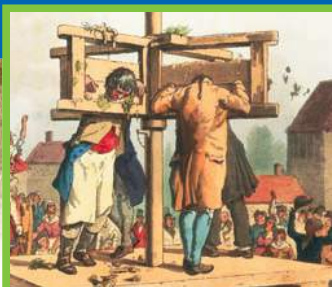
(Left) The Colonial Williamsburg Foundation. (Right) The Colonial Williamsburg Foundation. (Bottom) Historical Picture Archive/Corbis. (Bottom) The Granger Collection, New York

Visual Preview

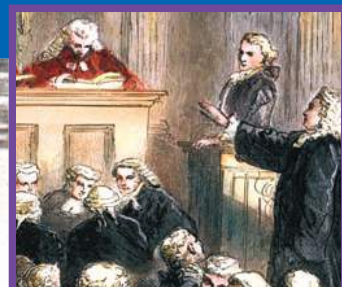
How did values shape colonial governments?



A Charters allowed colonies to make their own laws and assemblies.



B Governors battled strong assemblies, which represented the people.



C The Zenger trial and Phyllis Wheatley's poems were calls for freedom.

A

SELF-GOVERNMENT

The colonists made many laws that were new ideas at the time.

Colonists demanded rights that the English thought were almost rebellious! With laws protecting freedom of speech, colonists were building a system of government that represented the people.

An **assembly**, or lawmaking body, was guaranteed in the charters of most colonies. English kings allowed the colonies to make their own laws, but these laws had to be approved by England's government.

Colonial Assemblies

Sometimes assemblies made laws that protected and expanded people's rights and freedoms. Remember the Toleration Act in Maryland? Later, England would try to take some of these rights away.

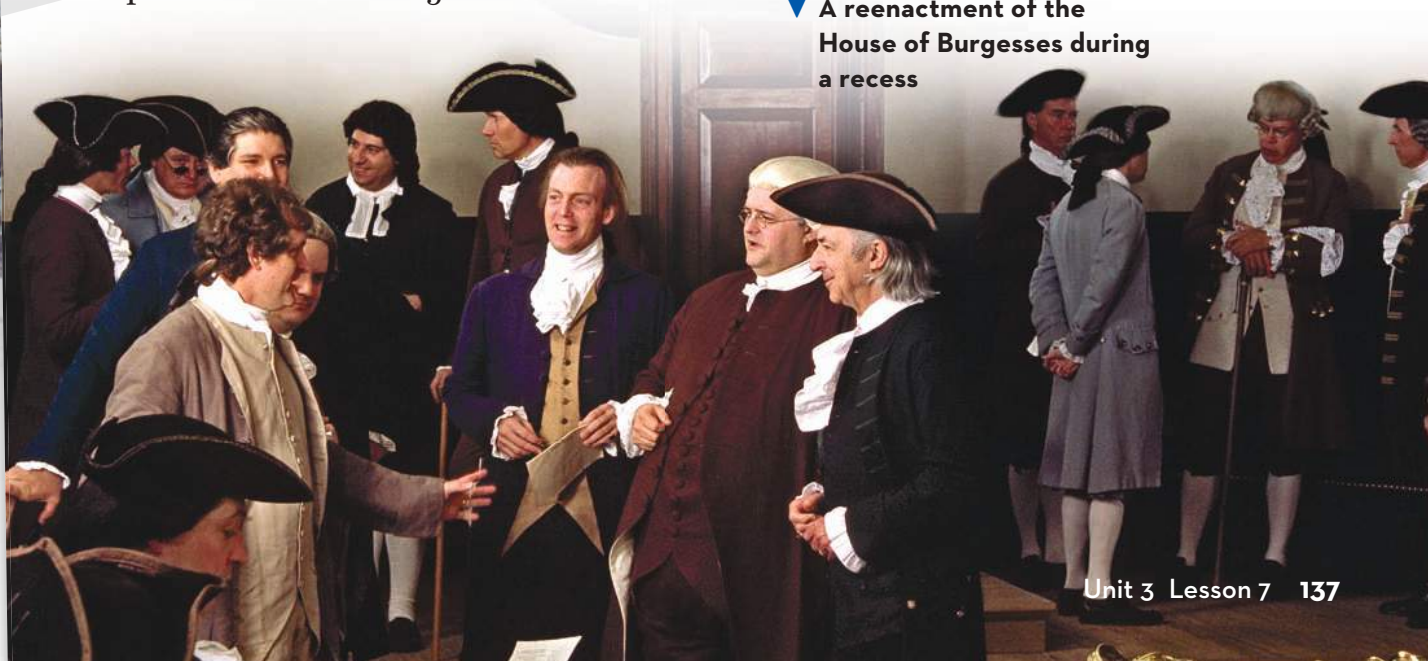
The colonists felt independent from England, which was thousands of miles away. Colonial assemblies gathered to make laws for their colonies. This **legislation**, or making of laws, was a first step on the road to self-government.

Colonial governments weren't perfect. In fact, they were unfair to many groups. Women, indentured servants, enslaved Africans, and Native Americans could not vote or hold office. At first only white men who owned land could vote. Later a small number of men who did not own land were elected to assemblies. In some colonies, these voters also had to belong to a certain church.

QUICK CHECK

Make Generalizations Why were colonists on the road to self-government?

- ▼ A reenactment of the House of Burgesses during a recess



B

GOVERNORS AND GOVERNMENT

England allowed assemblies to control a colony's taxes and spending. This gave assemblies a great deal of power—the kind of power they held onto with a tight grip.

Powerful Assemblies

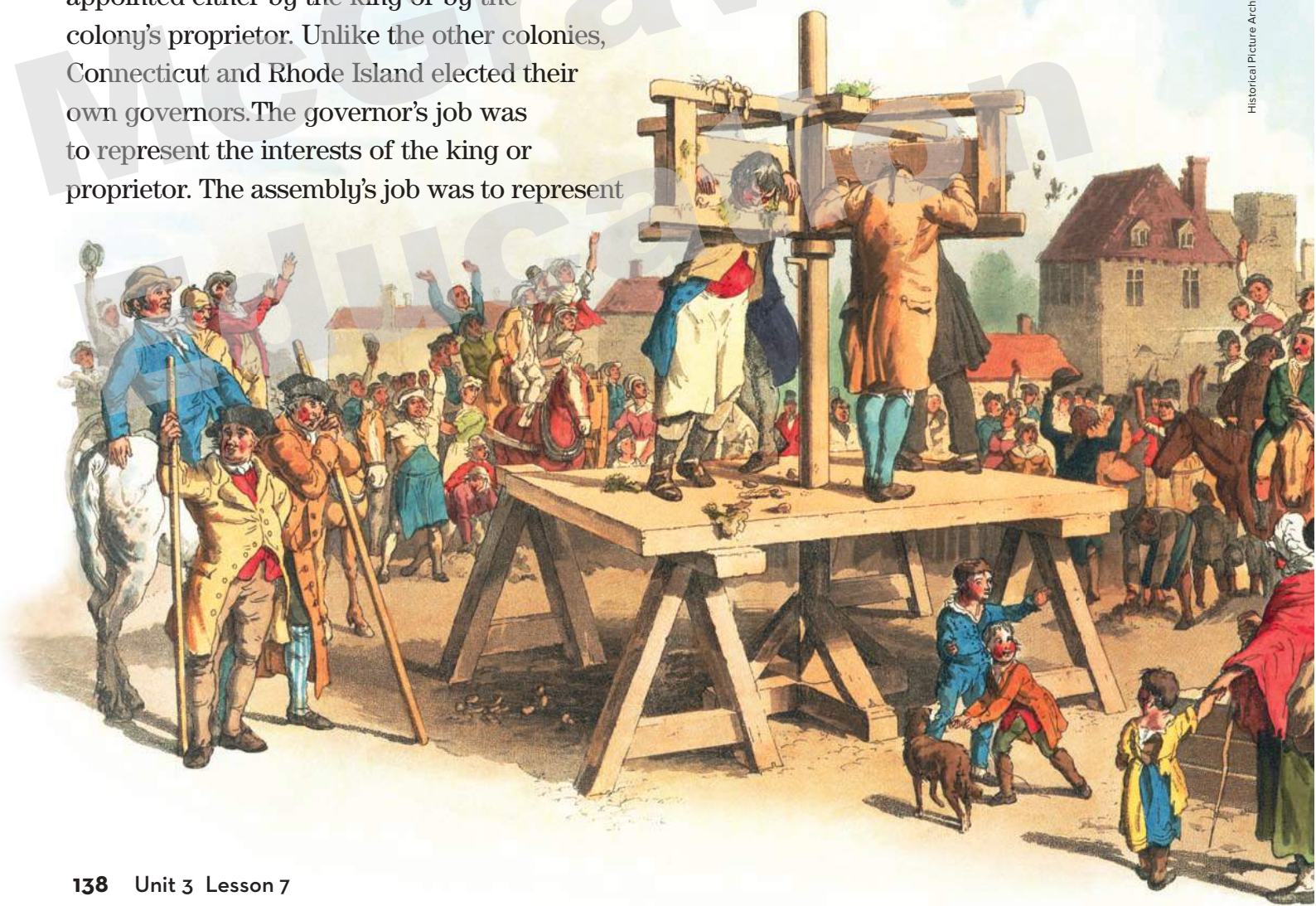
Colonists expected assemblies to represent their views rather than the views of the English rulers. Colonists saw themselves as English citizens who had the right to make their own decisions. The Virginia Charter stated that its colonists would have the same freedoms as people born in England.

Colonial governors constantly fought with their assemblies. Governors were usually appointed either by the king or by the colony's proprietor. Unlike the other colonies, Connecticut and Rhode Island elected their own governors. The governor's job was to represent the interests of the king or proprietor. The assembly's job was to represent

the people of the colony. The governor could reject any law passed by a colonial assembly. The assemblies could stop paying the governor's expenses until their laws were approved. Withholding money wasn't the best way to solve a problem, but it helped assemblies protect their power.

Local Government

How did colonial towns solve their problems? In New England and some Middle Colonies, male colonists held town meetings. At these meetings, colonists sometimes had heated debates about local issues, elected local officials, and made laws. Most



Historical Picture Archive/CORBIS

Southern Colonies had county governments. Usually the governor appointed county officials. This gave more power to governors in the South.

Local courts settled disputes between individuals or answered questions about the law. Judges supervised colonial courts. The governor and the assembly selected colonists to serve as judges.

Natural Rights

John Locke believed that people were naturally good. He was an English thinker who believed that all people have “natural rights.” Among these rights were life, freedom, and the right to own property. Locke wrote that the main duty of government was to protect these rights. When a government failed to protect these rights, Locke thought people could overthrow, or change, that government. Most colonists understood what Locke meant by life and property rights. But people disagreed about the meaning of the word *freedom*.

Michael Newman/PhotoEdit

QUICK CHECK

Make Generalizations Generalize Locke’s belief about what people should do if a government fails to protect their natural rights.

- ◀ A lawbreaker might have to spend days in the public pillory. This form of public embarrassment was a punishment for minor crimes, such as swearing. More serious crimes, such as robbery, could be punished by whipping or even hanging.



Citizenship

Express Your Opinion

How can expressing your opinion bring change? Many colonists had heated debates about local issues. By expressing their opinions they had a voice in the decisions that affected their lives. Voting is one way to express your opinion. Another way is by writing to your mayor, governor, or member of Congress about issues you care about. You can also write an editorial for your local newspaper or Web site. Expressing an opinion is a right all American citizens enjoy.



Write About It John Locke believed people were naturally good. Write an essay about why you agree or disagree with Locke. Use examples to support your opinion.



A CALL FOR FREEDOM

Does freedom include printing something bad about someone, even if it is true? John Peter Zenger came from Germany and started a newspaper in New York City called *The New York Weekly Journal*. In the newspaper, Zenger published articles about the governor of New York, William Cosby. Cosby took Zenger to

court, saying that Zenger’s articles had insulted him. Zenger’s lawyer, Andrew Hamilton, told the jury that Zenger had the right to print the truth. Read a section from Hamilton’s address on this page.

Hamilton’s words meant that people had the freedom to write or speak the truth. The jury agreed and found Zenger not guilty. The Zenger trial helped establish the idea that newspaper publishers could not be punished for printing the truth. Later, freedom of the press became part of the U.S. Constitution.

Primary Sources

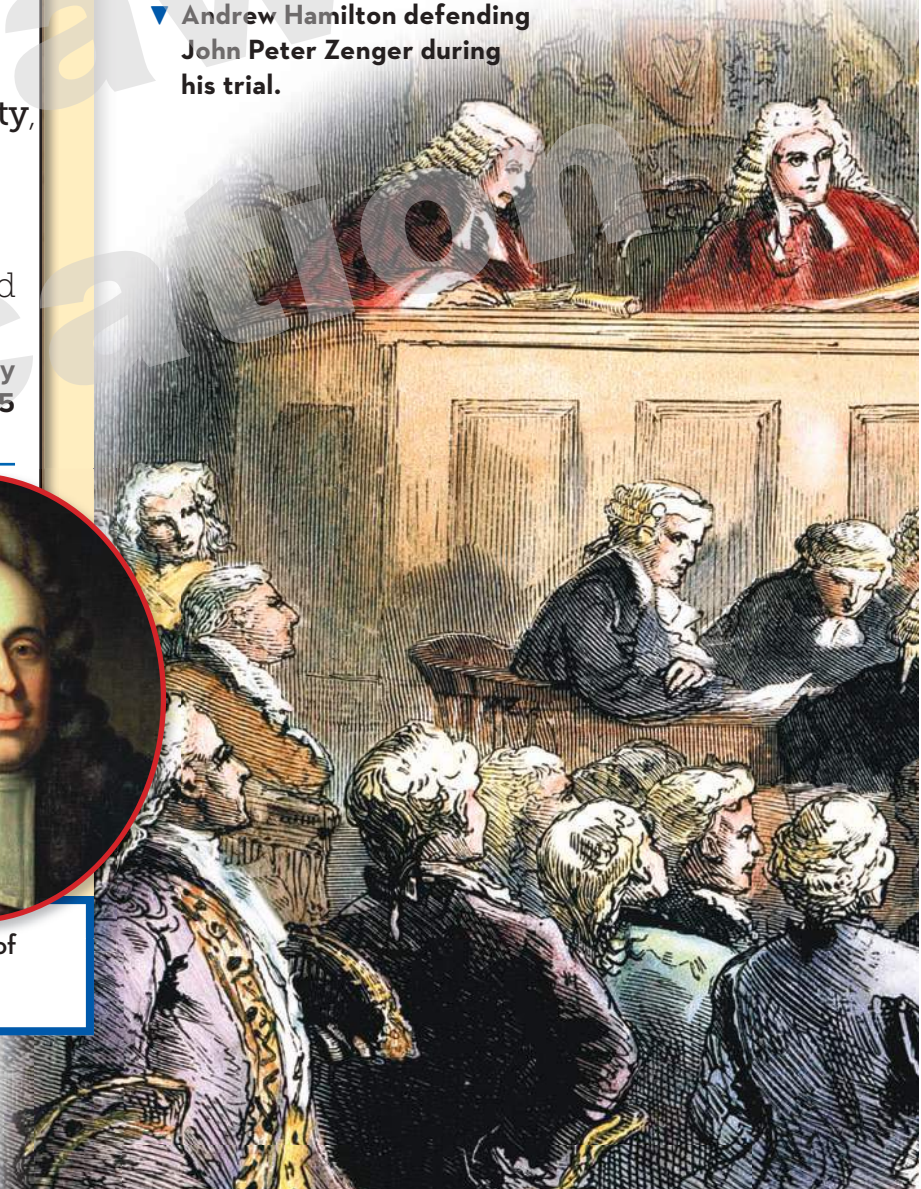
“The question before the court and you . . . is the best cause. It is the cause of liberty. . . . [E]very man who prefers freedom to a life of slavery will bless and honor you. . . . [We] have laid a noble foundation for securing to ourselves, our **posterity**, and our neighbors . . . the liberty both of exposing and opposing **arbitrary** power (in these parts of the world, at least) by speaking and writing the truth. . . .”

A section from Address to the Jury by Andrew Hamilton August 14, 1735

posterity future generations
arbitrary not limited



▼ Andrew Hamilton defending John Peter Zenger during his trial.



(bg) The Granger Collection, New York. (inset) Atwater Kent Museum of Philadelphia. Courtesy of Historical Society of Pennsylvania Collection/Bridgeman Art Library

Write About It Write about how freedom of speech can expose dishonesty in elected officials.

Phillis Wheatley

Some enslaved Africans also wrote about freedom. Phillis Wheatley published her first poem at age 13. Wheatley believed enslaved Africans had natural rights. In one of her poems, Phillis Wheatley urged colonists to fight for freedom:

“No longer shalt [you fear] the iron chain . . . meant t’enslave the land.”

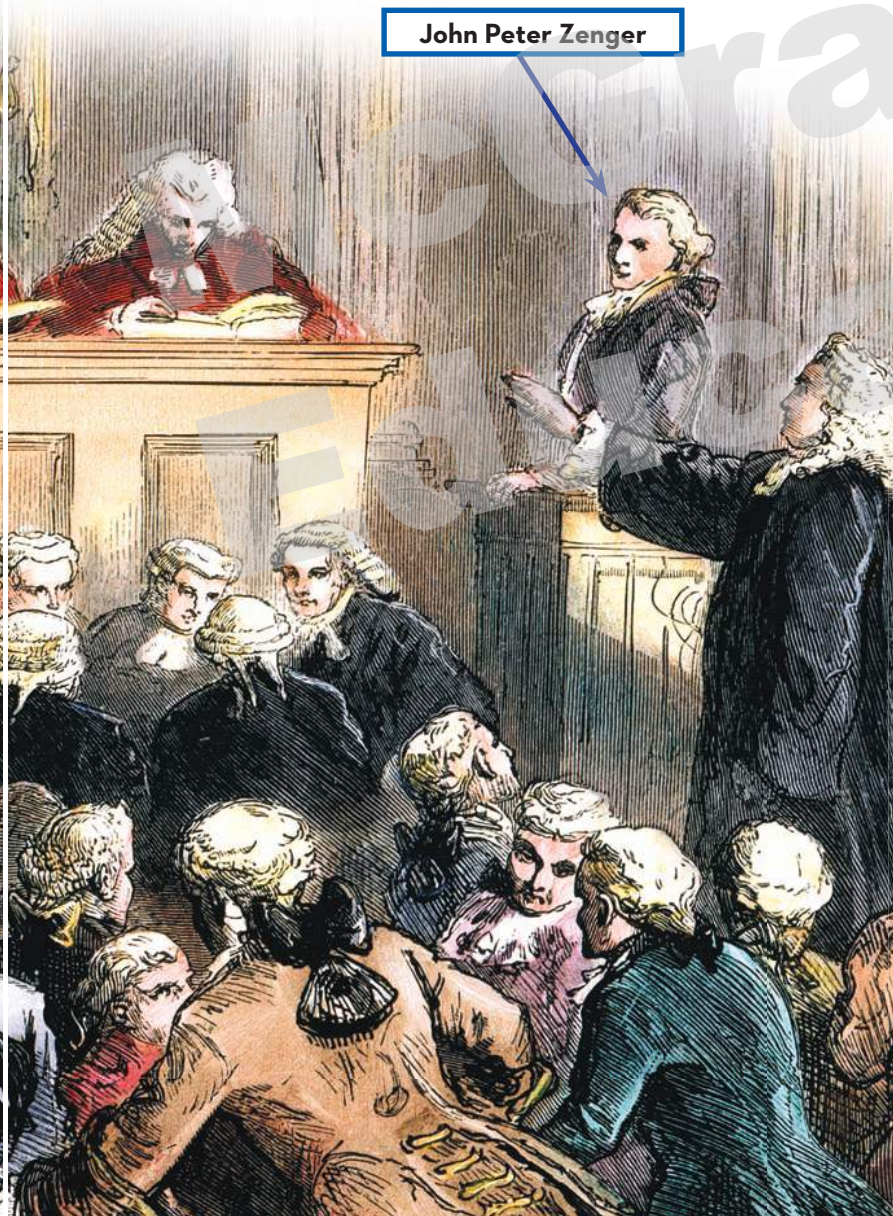


George Washington praised Wheatley’s writing. While growing up, her life had been difficult. At age seven Wheatley was kidnapped from Africa and enslaved. Then she was purchased in Boston by John Wheatley, but her life was different from most enslaved Africans. John’s wife, Susannah Wheatley, taught Phillis to read and write English and other languages. By the time she was 13 years old, she was writing poetry. In 1773, at age 20, Phillis Wheatley published a book of poems and was freed from slavery.

QUICK CHECK

Make Generalizations How was Phillis Wheatley’s life different from most enslaved Africans?

John Peter Zenger



Check Understanding



1. **VOCABULARY** Write one sentence using both of these vocabulary words.

assembly **legislation**

2. **READING SKILL** **Make Generalizations** Use your chart from page 136 to help you write about colonial assemblies.

Text Clues	What You Know	Generalization



3. **Write About It** How did the Virginia Charter encourage settlement?

Unit 3

Review and Assess

Vocabulary

Number a paper from 1 to 4. Beside each number write the word from the list below that matches the description.

apprentice

slave codes

industry

assembly

1. Businesses that provide one kind of product or service
2. Rules that controlled the lives of enslaved Africans
3. A lawmaking body
4. A person who works for a skilled person to learn a craft or trade



Comprehension and Critical Thinking

5. How did the economy of the Southern Colonies contribute to the growth of slavery?
6. **Reading Skill** Why did some Puritans leave Massachusetts Bay Colony to start other colonies?
7. **Critical Thinking** Why did William Penn want freedom of religion in Pennsylvania?
8. **Critical Thinking** Why did England allow colonies to have assemblies?

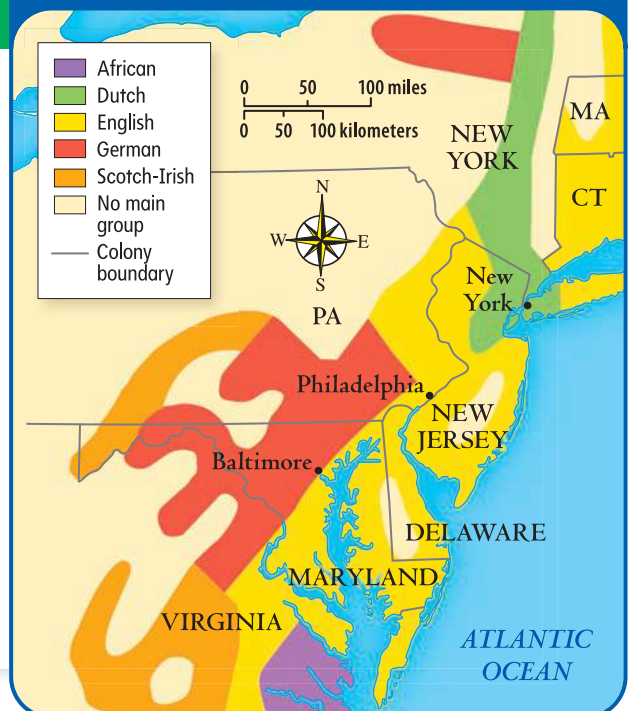
Skill

Use Historical Maps

Write a complete sentence to answer each question.

9. Which main groups settled in Pennsylvania?
10. Which main group settled in Northwestern Maryland?

Main Immigrant Groups in 1760





Virginia Test Practice

Read each question and choose the best answer. Then write the answer you have chosen on a separate sheet of paper.

1 European Colonies, Early 1700s

Colony	Reasons for Colonization	Government	Economic Activity
• New Spain (Spanish)	• Gold and silver • Land and power • Spread Catholicism to Native Americans	• Viceroys (Governors) with strong ties to Spain • No assemblies	• Silver mining, ranching, sugarcane plantations • Main exports: silver and other metals; sugar
• 13 Colonies (English)	• Land and power • Source of raw materials for England • Religious freedom	• Governors with weak links to England • Elected assemblies	• Small farms, plantations, private merchants • Main exports: tobacco, lumber, grain
• New France (French)	• Trade • Search for the Northwest Passage • Spread Catholicism	• Governors with strong links to France • No assemblies	• Trading posts, mainly for fur • Fishing • Main export: furs

Which of the following was a reason for the colonization of New France?

- A Finding gold and silver
- B Shipping materials to England
- C Wanting religious freedom
- D Searching for the Northwest Passage

2 Triangular Trade was a pattern of trade between —

- F Europe and the Americas
- G Europe, Africa, and Asia
- H Europe, Africa, and the Americas
- J England, Africa, and the Americas

3 What was the purpose of elected assemblies?

- A To give people a voice in government and protect their rights
- B To pass on information about laws created by the King
- C To enforce the same set of rules in each colony
- D To eliminate laws in the colonies

Why do people settle new areas?

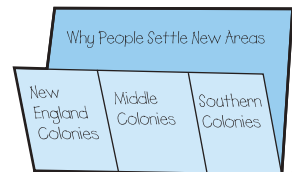


Write About the Big Idea

Descriptive Journal Entry

Use the Unit 3 Foldable to help you write a descriptive journal entry that answers the Big Idea question, *Why do people settle new areas?* Use the notes you wrote under each tab for details to support each main idea. Be sure to describe the region and why people settled in that area.

FOLDABLES™
Study Organizer



Make a Bar Graph

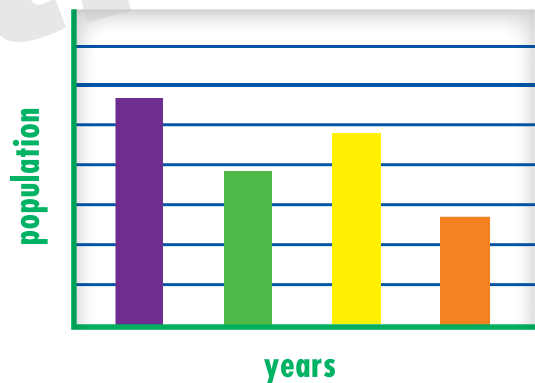
With a partner, make two bar graphs showing the population growth of the Thirteen Colonies from 1700 to 1760 and the projected population of the United States from 2000 to 2060.

- Use these figures to make your colonial bar graph.

1700	250,900	1740	905,600
1720	466,200	1760	1,593,600

- Use these figures to make your U.S. bar graph.

2000	275 million	2040	370 million
2020	323 million	2060	432 million



When you have finished your bar graphs, take turns presenting each graph to the class. Compare and contrast the rate of population growth.

Glossary

SAMPLE

This Glossary will help you to pronounce and understand the meanings of the vocabulary terms in this book. The page number at the end of the definition tells you where the word first appears.

Pronunciation Key

a at	ē me	ō old	ū use	ng song
ā ape	i it	ô fork	ü rule	th thin
ä far	ī ice	oi oil	ú pull	th this
âr care	î pierce	ou out	ûr turn	zh measure
e end	o hot	u up	hw white	ə about, taken, pencil, lemon, circus

A

A.D. (ā dē) “Anno Domini.” Latin for “in the year of the Lord.” Used before a numeral to indicate a year occurring since the birth of Jesus Christ (p. 27)

abolitionist (abəlīsh’ə nist) a person who wanted to end slavery in the United States (p. 251)

absolute location (ab sə lüt’ lō kā’shən) the exact location of a place expressed by longitude and latitude or street address (p. 59)

Adams-Onís Treaty (ad’ əmz ō’nēs’ trē’tē) Spain’s agreement to sell Florida to the United States (p. 219)

adobe (a dō’bē) a type of clay traditionally used as a building material by Native Americans and, later, Spanish colonists in the Southwest (p. 24)

ally (a’lī) a person, group, or nation united with another in order to do something (p. 83)

amendment (ə mend’mənt) an addition to the U.S. Constitution. (p. 209)

ammunition (am ū nish’ən) objects, such as bullets, that can be fired from a weapon (p. 163)

Anaconda Plan (an ə kon’də plan) the Union’s three-part plan for defeating the Confederacy and ending the Civil War (p. 262)

apprentice (ə pren’ tis) a person learning a craft or trade from a master (p. 120)

archaeologist (är kē ol’ə jist) a scientist who looks for and studies artifacts. See **artifact** (p. 21)

arid (ar’id) dry areas that receive very little precipitation each year (p. 294)

arsenal (ar’sə nəl) a storage place for weapons (p. 198)

Articles of Confederation (är’ti kalz uv kən fed ə rā’shən) the first plan of government of the United States. It gave more power to the states than to the central government. (p. 197)

artifact (är’ti fakt) an object made by humans long ago (p. 3)

assassination (ə sas ə nā ‘shən) the murder of an important person (p. 278)

assembly (ə sem’blē) a lawmaking body (p. 137)

B

B.C. (bē sē) Before Christ. Used after a numeral to indicate a year occurring before the birth of Jesus Christ (p. 27)

B.C.E. (bē sē ē) Before the Common Era. See **B.C.** (p. 27)

Note: This index lists many topics that appear in the book, along with the pages on which they are found. Page numbers after a *c* refer you to a chart or diagram, after a *g*, to a graph, after an *m*, to a map, after a *p*, to a photograph or picture, and after a *q*, to a quotation.

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Grade 5

Skills	
VS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by	
<p>a) analyzing and interpreting artifacts and primary and secondary sources to understand events in United States history;</p>	<p>SLonVA: VA 4-VA5 Introduction: 2, 8-11 Unit 1: Lesson 4: 38 Unit 1 Review: 48 Unit 2: Lesson 4: 75 Unit 2: Lesson 5: 80 Unit 2 Review: 96 Unit 3: Lesson 1: 102, 103 Unit 3: Lesson 7: 140 Unit 3 Review: 143 Unit 4, Lesson 6: 174 Unit 4 Review: 191, 192 Unit 5, Lesson 2: 205 Unit 5: Lesson 6: 228 Unit 5 Review: 239, 240 Unit 6: Lesson 4: 271 Unit 6 Review: 287, 288 Unit 7 Review: 333</p>
<p>b) analyzing and interpreting geographic information to determine patterns and trends in United States history;</p>	<p>Unit 1: Lesson 1: 25 Unit 1: Lesson 2: 29 Unit 1: Lesson 3: 33 Unit 1: Lesson 4: 27 Unit 1: Lesson 5: 41, 44 Unit 3: Lesson 1: 104 Unit 3: Lesson 2: 110 Unit 3: Lesson 3: 116 Unit 3: Lesson 4: 123 Unit 3: Lesson 6: 132, 133 Unit 4: Lesson 2: 154 Unit 4: Lesson 4: 161, 163 Unit 4: Lesson 6: 177 Unit 4: Lesson 7: 180 Unit 4: Lesson 8: 186 Unit 5: Lesson 1: 197 Unit 5: Lesson 3: 214 Unit 5: Lesson 4: 219, 221 Unit 5: Lesson 6: 229 Unit 5: Lesson 7: 235 Unit 6: Lesson 1: 246 Unit 6: Lesson 3: 262 Unit 6: Lesson 5: 276 Unit 7: Lesson 1: 293-295 Unit 7: Lesson 2: 298, 301, 303 Unit 7: Lesson 3: 305, 307, 308</p>

	<p>Unit 7: Lesson 5: 318 GH6-GH9, GH13-GH15</p>
<p>c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in United States history;</p>	<p>SLonVA: VA10-VA11 Introduction: 14-15 Unit 1: 18-19 Unit 1: Lesson 1: 27 Unit 2: 50-51 Unit 2: Lesson 2: 64 Unit 2: Lesson 4: 77 Unit 3: 98-99 Unit 3: Lesson 2: 108 Unit 3: Lesson 6: 134 Unit 3 Review: 144 Unit 4: 146-147 Unit 4: Lesson 6: 176 Unit 5: 194-195 Unit 5: Lesson 1: 203 Unit 5: Lesson 5: 224 Unit 5 Review: 239 Unit 6: 242-243 Unit 6: Lesson 1: 249 Unit 6: Lesson 2: 253 Unit 6: Lesson 3: 263 Unit 6: Lesson 4: 272 Unit 6: Lesson 5: 277 Unit 6: Lesson 6: 282 Unit 7: 290-291 Unit 7: Lesson 4: 313 Unit 7: Lesson 5: 318 Unit 7: Lesson 6: 321, 323 Unit 7: Lesson 7: 327</p>
<p>d) using evidence to draw conclusions and make generalizations;</p>	<p>SLonVA: VA9, VA11 Unit 3: 97D, 97F, 97G Unit 3: Lesson 1: 101, 103, 105 Unit 3: Lesson 2: 107, 109, 111 Unit 3: Lesson 3: 113, 115, 117 Unit 3: Lesson 4: 119, 121, 122 Unit 3: Lesson 5: 125, 127, 129 Unit 3: Lesson 6: 131, 133, 135 Unit 3: Lesson 7: 137, 139, 141 Unit 5: 193D, 193F, 193G Unit 5, Lesson 1: 197, 199, 201, 203 Unit 5: Lesson 2: 205, 207, 209, 211 Unit 5: Lesson 3: 213, 215 Unit 5: Lesson 4: 217, 219, 220 Unit 5: Lesson 5: 223, 225 Unit 5: Lesson 6: 227, 229, 231 Unit 5: Lesson 7: 233, 235, 237 Unit 7: Lesson 7: 327 Reference Section: R6-R7, R10-R11</p>
<p>e) comparing and contrasting historical, cultural, and</p>	<p>SLonVA: VA3</p>

<p>political perspectives in United States history;</p>	<p>Introduction: 6, 7 Unit 1: 17D, 17F, 17G Unit 1: Lesson 1: 21, 23, 25, 26 Unit 1: Lesson 2: 29, 31 Unit 1: Lesson 3: 33, 35 Unit 1: Lesson 4: 37, 39 Unit 1: Lesson 5: 41, 43, 45 Unit 3: Lesson 3: 114 Unit 4: Lesson 6: 172-173 Unit 6: Lesson 1: 247 Unit 6: Lesson 3: 260-261 Unit 7: Lesson 7: 329 Reference Section: R2-R3</p>
<p>f) determining relationships with multiple causes or effects in United States history;</p>	<p>Unit 2: 49D, 49F, 49G Unit 2: Lesson 1: 53, 55, 57, 58 Unit 2: Lesson 2: 61, 63, 65 Unit 2: lesson 3: 67, 69, 71 Unit 2; Lesson 4: 73, 75, 76 Unit 2: Lesson 5: 79, 81 Unit 2: Lesson 6: 83, 85 Unit 2: Lesson 7: 87, 89, 91, 93 Unit 3: Lesson 3: 115 Unit 3: Lesson 7: 139 Unit 6: Lesson 2: 253 Unit 6: lesson 6: 283 Unit 7: Lesson 2: 301 Reference Section: R4-R5</p>
<p>g) explaining connections across time and place;</p>	<p>SLonVA: VA5, VA7, VA8-VA9, VA11, VA13 Unit 1: Lesson 1: 26 Unit 2: Lesson 1: 58 Unit 2: Lesson 4” 76 Unit 2: Lesson 7: 93 Unit 3: Lesson 1: 105 Unit 3: Lesson 3: 117 Unit 3: Lesson 7: 141 Unit 4: Lesson 6: 176 Unit 5: lesson 2: 211 Unit 5: Lesson 5: 225 Unit 5: Lesson 7: 237 Unit 6: Lesson 2: 257 Unit 6: Lesson 4: 273 Unit 7: Lesson 7: 331</p>
<p>h) using a decision-making model to identify the costs and benefits of a specific choice made;</p>	<p>Introduction: 12-13</p>
<p>i) identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and</p>	<p>Introduction: 4 Unit 1: Lesson 2: 30 Unit 2: Lesson 7: 91 Unit 3: Lesson 4: 120, 121 Unit 3: Lesson 7: 139 Unit 5: Lesson 4: 217 Unit 5: Lesson 6: 230</p>

	Unit 6: Lesson 6: 282 Unit 7: Lesson 7: 330-331
j) investigating and researching to develop products orally and in writing.	SLonVA: VA10 Unit 1 Review: 47, 48 Unit 2: Lesson 4: 74 Unit 2: Lesson 5: 80 Unit 2: Lesson 7: 88 Unit 3: Lesson 3: 116 Unit 3 Review: 143 Unit 4 Review: 191 Unit 5 Review: 239 Unit 6: lesson 3: 264 Unit 6: Lesson 6: 284 Unit 6 Review: 287, 288 Unit 7: 281 Unit 7: Lesson 3: 306 Unit 7: Lesson 7: 330 Unit 7 Review: 333, 334
Geography	
USL.2 The student will interpret maps, globes, photographs, pictures, or tables to	
a) locate the seven continents and five oceans;	Unit 2: Lesson 1: 55, 59 GH10, GH11, GH16, GH17
b) locate and describe major geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range;	Unit 7: Lesson 1: 292-295 Unit 7: Lesson 2: 296-302 Unit 7: Lesson 3: 304-309
c) locate major water features and explain their importance to the early history of the United States: Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande, St. Lawrence River, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico; and	Unit 2: Lesson 1: 5, 9 Unit 2: Lesson 2: 62 Unit 3: Lesson 4: 123 Unit 4: Lesson 2: 154 Unit 4: Lesson 8: 186 Unit 5: Lesson 6: 229 Unit 6: Lesson 1: 246 Unit 6: Lesson 2: 253 Unit 6: Lesson 3: 262 Unit 6: Lesson 5: 276 Unit 7: Lesson 2: 300-301 Unit 7: Lesson 3: 308 GH6, GH7, GH8, GH13, GH14, GH15, GH18
d) recognize key geographic features on maps, diagrams, and/or photographs.	Unit 1: Lesson 2: 29 Unit 1: Lesson 3: 33 Unit 1: Lesson 4: 37 Unit 1: Lesson 5: 41 Unit 3: Lesson 1: 104 Unit 3: Lesson 2: 110 Unit 3: Lesson 3: 116 Unit 5: Lesson 1: 197 Unit 5: Lesson 3: 214 Unit 5: Lesson 6: 229 Unit 6: Lesson 5: 276 Unit 7: Lesson 1: 293

	<p>Unit 7: Lesson 2: 299-302 Unit 7: Lesson 3: 307-308 GH4-GH8, GH10-GH12, GH15, GH18-GH19</p>
Exploration to Revolution: Pre-Columbian Times to the 1770s	
USI.3 The student will apply social science skills to understand how early cultures developed in North America by	
a) describing how archaeologists have recovered material evidence of ancient settlements, including Cactus Hill in Virginia;	<p>SLonVA: VA4-VA5 Unit 1: Lesson 1: 20-26</p>
b) locating where the American Indians lived, with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo), and Eastern Woodlands (Iroquois); and	<p>Unit 1: 17C-17F Unit 1: Lesson 1: 20-26 Unit 1: Lesson 2: 28-31 Unit 1: Lesson 3: 32-35 Unit 1: Lesson 4: 36-39 Unit 1: Lesson 5: 40-45 Unit 1 Review: 48 Reference Section: R2-R3</p>
c) describing how the American Indians used the resources in their environment.	<p>Unit 1: 17C-17F Unit 1: Lesson 1: 20-26 Unit 1: Lesson 2: 28-31 Unit 1: Lesson 3: 32-35 Unit 1: Lesson 4: 36-39 Unit 1: Lesson 5: 40-45</p>
USI.4 The student will apply social science skills to understand European exploration in North America and West Africa by	
a) describing the motivations for, obstacles to, and accomplishments of the Spanish, French, Portuguese, and English explorations;	<p>Unit 2: 49C-49D Unit 2: Lesson 2: 60-65 Unit 2: Lesson 4: 72-76 Unit 2: Lesson 5: 78-81 Unit 2: Lesson 6: 82-85 Unit 2: Lesson 7: 86-93</p>
b) describing cultural and economic interactions between Europeans and American Indians that led to cooperation and conflict, with emphasis on the American Indian and European concept of land; and	<p>Unit 2: 49C-49D Unit 2: Lesson 1: 53 Unit 2: Lesson 2: 60-65 Unit 2: Lesson 4: 72-76 Unit 2: Lesson 5: 78-81 Unit 2: Lesson 6: 82-85 Unit 2: Lesson 7: 86-93 Unit 2 Review: 96 Unit 3: 97E-97F Unit 3: Lesson 1: 104-105 Unit 3: Lesson 3: 116</p>
c) identifying the location and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.	<p>SLonVA: VA6-VA7 Unit 2: Lesson 1: 56 Unit 2 Review: 95</p>
USI.5 The student will apply social science skills to understand the factors that shaped colonial America by	
a) describing the religious and economic events and conditions that led to the colonization of America;	<p>Unit 2: Lesson 4: 72-76 Unit 2: Lesson 5: 78-81 Unit 2: Lesson 6: 82-85 Unit 2: Lesson 7: 86-93 Unit 3: Lesson 1: 100-103</p>

	Unit 3: Lesson 2: 106-111 Unit 3: Lesson 3: 112-117 Unit 3: Lesson 4: 118-122 Unit 3 Review: 143 Unit 4: Lesson 1: 148-151
b) describing life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment to produce goods and services;	Unit 3: Lesson 1: 102-103 Unit 3: Lesson 2: 108-111 Unit 3: Lesson 3: 114-115 Unit 3: Lesson 4: 118-122 Unit 3: Lesson 6: 134-135 Unit 3 Review: 143
c) describing specialization of and interdependence among New England, Mid-Atlantic, and Southern colonies;	Unit 3: Lesson 4: 108-111 Unit 3: Lesson 3: 112-117 Unit 3: Lesson 6: 130-135
d) describing colonial life in America from the perspectives of large landowners, farmers, artisans, merchants, women, free African Americans, indentured servants, and enslaved African Americans; and	Unit 3: Lesson 4: 119 Unit 3: Lesson 5: 124-129
e) explaining the political and economic relationships between the colonies and Great Britain.	Unit 3: Lesson 6: 131-133 Unit 3: Lesson 7: 136-141 Unit 4: Lesson 3: 156-159
Revolution and the New Nation: 1770s to the Early 1800s	
USI.6 The student will apply social science skills to understand the causes and results of the American Revolution by	
a) explaining the issues of dissatisfaction that led to the American Revolution;	Unit 4: Lesson 3: 156-159 Unit 4: Lesson 4: 160-165
b) describing how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence;	Unit 3: Lesson 7: 136-141 Unit 4: Lesson 5: 166-169
c) describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, and the Marquis de Lafayette; and	Unit 4: Lesson 4: 165 Unit 4: Lesson 5: 166-169 Unit 4: Lesson 6: 170-176 Unit 4: Lesson 7: 178-183 Unit 4: Lesson 8: 184-189 Unit 4 Review: 191, 192
d) explaining reasons why the colonies were able to defeat Great Britain.	Unit 4: Lesson 7: 180-183 Unit 4: Lesson 8: 184-189
USI.7 The student will apply social science skills to understand the challenges faced by the new nation by	
a) explaining the weaknesses and outcomes of the government established by the Articles of Confederation;	Unit 5: Lesson 1: 196-201
b) describing the historical development of the Constitution of the United States; and	Unit 5: Lesson 1: 200-203 Unit 5: Lesson 2: 204-209 Unit 5 Review: 240
c) describing the major accomplishments of the first five presidents of the United States.	Unit 5: Lesson 2: 210-211 Unit 5: Lesson 3: 212-215 Unit 5: Lesson 4: 216-220
Expansion and Reform: 1801 to 1861	
USI.8 The student will apply social science skills to understand westward expansion and reform in America from 1801 to 1861 by	
a) describing territorial expansion and how it affected the political map of the United States, with emphasis on the	Unit 5: Lesson 3: 212-215 Unit 5: Lesson 4: 219

Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California;	Unit 5: Lesson 6: 228-229 Unit 5: Lesson 7: 232-237
b) explaining how geographic and economic factors influenced the westward movement of settlers;	Unit 5: Lesson 3: 212-215 Unit 5: Lesson 4: 219 Unit 5: Lesson 6: 228-229 Unit 5: Lesson 7: 232-237
c) explaining the impact of westward expansion on American Indians;	Unit 4: Lesson 8: 188-189 Unit 5: 193E-193F Unit 5: Lesson 3: 213-215 Unit 5: Lesson 5: 228-229
d) describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America; and	Unit 5: Lesson 5: 222-225
e) explaining the main ideas of the abolitionist and women's suffrage movements.	Unit 6: Lesson 1: 247 Unit 6: Lesson 2: 257
Civil War: 1861 to 1865	
USI.9 The student will apply social science skills to understand the causes, major events, and effects of the Civil War by	
a) describing the cultural, economic, and constitutional issues that divided the nation;	Unit 6: Lesson 1: 244-248 Unit 6: Lesson 2: 250-257
b) explaining how the issues of states' rights and slavery increased sectional tensions;	Unit 6: Lesson 1: 244-248 Unit 6: Lesson 2: 250-257
c) locating on a map the states that seceded from the Union and those that remained in the Union;	Unit 6: Lesson 1: 246 Unit 6: Lesson 3: 262
d) describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, and Frederick Douglass in events leading to and during the war;	Unit 6: 241C-241D , 242-243 Unit 6: Lesson 2: 254-257 Unit 6: Lesson 3: 258-263 Unit 6: Lesson 4: 266-271 Unit 6: Lesson 5: 274-279 Unit 6 Review: 288
e) describing critical developments in the war, including the location of major battles; and	Unit 6: Lesson 3: 258-265 Unit 6: Lesson 4: 266-273 Unit 6: Lesson 5: 274-279
f) describing the effects of war from the perspectives of Union and Confederate soldiers (including African American soldiers), women, and enslaved African Americans.	Unit 6: Lesson 3: 260-261 Unit 6: Lesson 4: 268, 272-273 Unit 6: Lesson 5: 279 Unit 6 Review: 287

SOCIAL STUDIES

THE UNITED STATES
EARLY YEARS