

# U.S. History to 1865 Study Guide

HISTORY AND SOCIAL SCIENCE STANDARDS OF LEARNING  
CURRICULUM FRAMEWORK 2008 (NEW)  
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## STANDARD USI.5A

### REASONS FOR COLONIZATION

The student will demonstrate knowledge of the factors that shaped colonial America by

- describing the religious and economic events and conditions that led to the colonization of America.

Colonies in North America were established for religious and economic reasons.

*Why did Europeans establish colonies in North America?*

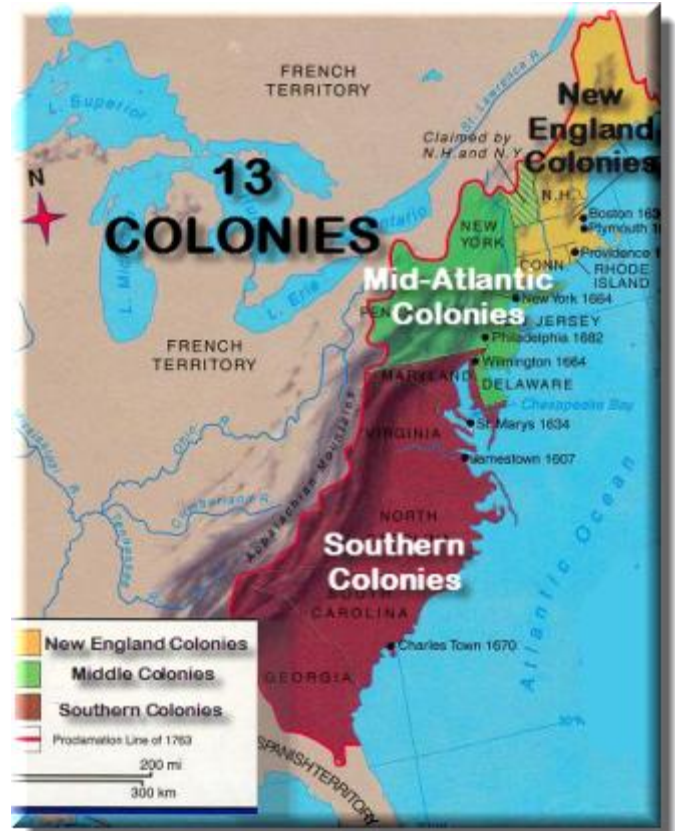
#### Colonies and the reasons they were established

- Roanoke Island** (Lost Colony) was established as an economic venture.
- Jamestown Settlement**, the first permanent English settlement in North America (1607), was an **economic venture** by the **Virginia Company**.
- Plymouth Colony** was settled by **separatists** from the **Church of England** who wanted to avoid religious persecution.
- Massachusetts Bay Colony** was settled by the **Puritans** to avoid religious persecution.
- Pennsylvania** was settled by the **Quakers**, who wanted freedom to **practice their faith** without interference.
- Georgia** was settled by people who had been in **debtors' prisons** in England. They hoped to experience economic freedom and start a **new life** in the New World.

## STANDARD USI.5B

### NEW ENGLAND, MID-ATLANTIC, SOUTHERN COLONIES

- life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment to produce goods and services, including examples of specialization and interdependence.



Life in the colonies was shaped by the geographical features of the settlements.

Economic specialization and interdependence existed among the colonies in the production of goods and services.

#### Terms to know

- resources:** natural, capital, or human
- specialization:** Focusing on one or a few products
- interdependence:** Two or more people depending on each other for goods and services

Specialization caused the colonies to be interdependent.  
(SEE CHART ON SECOND PAGE)

<i>How did climate, geographic features, and other available resources distinguish the three regions from each other?</i>		<i>How did people use the natural resources of their region to earn a living?</i>	<i>What are the benefits of specialization and trade?</i>		<i>How did political and social life evolve?</i>
Colonies	Geography and Climate	Resources	Specialization	Examples of Interdependence	Social/Political
<b>New England</b>	Appalachian <b>Mountains</b> , Boston harbor, <b>hilly</b> terrain, rocky soil, jagged coastline <b>Moderate</b> summers, cold winters	<b>Natural resources:</b> e.g., timber, fish, deep harbors <b>Human resources:</b> e.g., skilled craftsmen, shopkeepers, shipbuilders <b>Capital resources:</b> e.g., tools, buildings	<b>Fishing, shipbuilding,</b> naval supplies, <b>metal</b> tools and equipment	The New England colonies <b>depended on the Southern colonies for crops</b> such as tobacco, rice, cotton, and indigo, and for forest products such as lumber, tar, and pitch. They depended on the <b>Mid-Atlantic colonies for livestock and grains.</b>	<b>Villages and churches</b> were centers of life. <b>Religious reformers and separatists</b> Civic life: <b>town meetings</b>
<b>Mid-Atlantic</b>	Appalachian Mountains, coastal lowlands, <b>harbors and bays</b> Mild winters and <b>moderate climate</b> , wide and deep <b>rivers</b>	<b>Natural Resources:</b> e.g., rich farmlands, rivers <b>Human resources:</b> e.g., unskilled and skilled workers, fishermen <b>Capital resources:</b> e.g., tools, buildings	<b>Livestock, grains, fish</b>	The Mid-Atlantic colonies <b>traded</b> with the Southern and New England colonies to get the products they did not produce. The Mid-Atlantic colonies <b>depended on the Southern colonies</b> for tobacco, rice, cotton, indigo, and forest products. They <b>traded</b> with the New England colonies for <b>metal tools and equipment.</b>	Villages and cities, <b>varied and diverse lifestyles</b> , diverse <b>religions</b> Civic life: <b>market towns</b>
<b>Southern</b>	Appalachian <b>Mountains</b> , Piedmont, Atlantic Coastal Plain, <b>good harbors and rivers</b> <b>Humid climate</b> with mild winters and <b>hot</b> summers	<b>Natural resources:</b> e.g., fertile farmlands, rivers, harbors <b>Human resources:</b> e.g., farmers, enslaved African Americans <b>Capital resources:</b> e.g., tools, buildings	<b>Tobacco, rice, cotton, indigo,</b> forest products (lumber, tar, pitch)	The Southern colonies <b>depended on the New England colonies for manufactured goods</b> , including metal tools and equipment. They depended on the <b>Mid-Atlantic colonies for grains and other agricultural</b> products not plentiful in the South.	<b>Plantations (slavery)</b> , mansions, indentured servants, <b>fewer cities, fewer schools</b> , Church of England Civic life: <b>counties</b>

#### Farmers

- Worked the land according to the region
- Relied on family members for labor

#### Artisans

- Worked as **craftsmen** in towns and on plantations
- Lived in small villages and cities

#### Women

- Worked as **caretakers, house-workers, and homemakers**
- Were **not allowed to vote**
- Had **few opportunities** for getting an **education**

#### Free African Americans

- Were able to **own land**
- Had **economic freedom** and could work for pay and decide how to spend their money
- Were **not allowed to vote**

#### Indentured servants

- Were men and women who did not have money for passage to the colonies and who agreed to work without pay for the person **who paid for their passage**

## STANDARD US1.5c

### COLONIAL LIFE

c) colonial life in America from the perspectives of large landowners, farmers, artisans, women, free African Americans, indentured servants, and enslaved African Americans.

**he colonies were made up of different groups of people whose lives varied greatly depending on their social position.**

*How did people's lives vary among different social groups in colonial America?*

#### Large landowners

- Lived predominately in the **South**
- Relied on **indentured servants and/or enslaved African Americans** for labor
- Were educated in some cases
- Had rich social culture

- Were **free** at the end of their contract

### Enslaved African Americans

- Were captured in their native Africa and sold to slave traders; then were shipped to the colonies where they were sold into slavery
- Were **owned as property** for life **without any rights**.
- Were often **born into slavery** (Children of enslaved African Americans were born into slavery.)

## STANDARD US1.5D

### RELATIONS BETWEEN COLONIES & GREAT BRITAIN

- d) political and economic relationships between the colonies and Great Britain.

**Great Britain established and attempted to maintain control over the colonies.**

**England became Great Britain in the early 1700s.**

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*How did **Great Britain** impose political and economic **control** over the colonies?*

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### Economic relationships

- Great Britain imposed **strict control over trade**.
- Great Britain **taxed the colonies** after the French and Indian War.
- The colonies **traded raw materials for goods** made in Great Britain.

### Political relationships

- Colonists had to **obey British laws**, which were enforced by governors.
- **Colonial governors** were **appointed by the king** or by the proprietor.
- A colonial legislature **made laws** for each colony but was **monitored by the colonial governor**.