

COLONIAL DEVELOPMENTS FUN PACKET



The Europe Nations motivated by Mercantilism did Nation building in North and South America. They did awful things at times, but in the end it led to the creation of the 13 English colonies.

I am not sure even Doc McStuffins can fix this problem. Maybe a snuggle will help 😊

7TH GRADE SOCIAL STUDIES

MR. HIGBY

NAME: _____

“HEADS UP HEADBAND”

Directions: You will have 1 week to complete this assignment. You will need to define the vocabulary words below. You will need to put these in your own words, so that you can understand them. At the end of the week we will play “Heads Up Headband” for mustang points. You will only be eligible to play if the assignment is completed.

- 1) **MERCANTILISM** –
- 2) **COLUMBIAN EXCHANGE** –
- 3) **CONQUISTADORS** –
- 4) **PILGRIMAGE** -
- 5) **MARKETS** –
- 6) **RAW MATERIALS** –
- 7) **COLONIZATION** –
- 8) **TOLERANCE** –
- 9) **PERSECUTE** –
- 10) **PARLIAMENT** –
- 11) **SELF GOVERNMENT** –
- 12) **HOUSE OF BURGESS** –
- 13) **CASH CROP** –
- 14) **CHARTER** –
- 15) **ROYAL COLONY** –
- 16) **PROPRIETARY COLONY** –
- 17) **CONGREGATIONALISM** -

CRITICAL THINKING: TECHNOLOGY 1/3

The Age of Exploration:

Prior to the Age of Exploration, adventurous sailors occasionally recounted tales of beautiful and faraway lands, but the folk back home had very little knowledge of vast continents between Europe and Asia. Nor did Europeans even begin to imagine that sophisticated Native American civilizations thrived in other parts of the world. After 1492, numerous Europeans explored the “unknown” Americas hoping to find a faster and cheaper trade routes to the distant east. At the same time, strong central governments emerged, funding expeditions, which might lead to new sources of revenue. As explorers crossed and re-crossed the globe, they laid claim to lands in the New World, initiating a wave of conquest and colonization of the Western Hemisphere.

Advances in Technology:

Accurate mapmaking helps navigators better find locations and measure distances. Today, landsat imaging helps cartographers create highly detailed and accurate maps. Old World cartographers, however, created maps without modern technology. Imagine mapping coastlines and inland rivers without a bird's eye view of new lands! Yet, these map-makers were surprisingly accurate given their limited technology and knowledge of the New World. Interestingly, long before the Age of Exploration, Ptolemy mapped the ancient world suggesting that the earth was round, estimating its size, and dividing it into a grid system of latitude and longitude. During the Renaissance, cartographers rediscovered classical Greek and Roman scholarship, paving the way to advances in navigation.

The Portuguese took the early lead in developing navigational techniques. Aided by Prince Henry the Navigator in 1416, the Portuguese developed celestial navigation using quadrants and astrolabes. Celestial navigation determined latitude by observing the sun and stars. Many sailors, however, determined their course by dead reckoning, which used compass readings and measurements of a ship's speed to determine position. Both of these techniques were only effective in measuring latitude; early navigators did not have the technology to determine longitude. As early as 1530, Flemish astronomer Gemma Frisius suggested that longitude was related to time. Yet, clocks would not keep time at sea. Not until John Harrison's 1761 seagoing chronometer accurately kept time at sea could sailors mark longitude. For more information on mapmaking and navigation.

Advances in shipbuilding included improved sail designs, stronger hulls, and sleeker lines. New sails made the most efficient use of available winds and even allowed seaman to sail into the wind. Stronger hulls better withstood the tremendous impact of rough Atlantic seas. Sleeker design lines allowed ships to sail faster, slicing through water far more efficiently than older barge-like ship designs.

Explorers during the Age of Exploration attempted to find an easy ocean route to Asia. Portugal's Bartholmeu Dias sailed west around the tip of Africa, rounding the Cape of Good Hope in 1487. Vasco de Gama took the same route but continued on to the Indian Ocean in 1497-1499.

In the meantime, Christopher Columbus sailed west across the Atlantic, believing he could reach Asia that way. Instead, he encountered Caribbean islands. Between 1492 and 1504, Columbus made four voyages to this area for Spain, and always believed that he had reached the East Indies by sailing west.

Amerigo Vespucci charted 6000 miles of the South American coast, declaring that it was a previously unknown continent. In return, German mapmakers labeled the new continents “America” in his honor. Following Vespucci's work, early world maps including the New World emphasized the South America rather than North America. As late as **1554**, South America remained preeminent. With an early jump on New World conquest, Spain claimed sovereignty over most of South and Central America, and portions of North America. Additional explorers continued to chart these land claims and record their resources. During this time, Vasco de Balboa crossed the Isthmus of Panama and viewed the Pacific Ocean. Ponce de Leon traveled through Florida. Hernando de Soto explored much of southeastern North America, including South Carolina. As these explorers charted European claims, others continued searching for a western route to Asia. Ferdinand Magellan rounded the tip of South America and circumnavigated the globe in a voyage lasting from 1519-1521.

CRITICAL THINKING: TECHNOLOGY 2/3

Directions: Using the excerpt and answer the following questions.

- 1) Please list and explain 3 pieces of technology that allowed for the Age of Exploration.

EXAMPLE #1:

EXAMPLE #2:

EXAMPLE #3:

- 2) What motivated the Europeans Nations to explore?

CRITICAL THINKING: TECHNOLOGY 3/3

Directions: Using the excerpt and answer the following questions.

3) Explain:

a) Portugal sent out explores. Who were they? What was their strategy to reach India? What was the lasting impact of their voyages?

b) What was Columbus's strategy for reaching India?

c) What did Amerigo Vespucci do?

CRITICAL THINKING: SLAVERY 1/2

Directions: Read the following excerpt and answer the following questions.

Slavery in the New World:

When the Spanish showed up in the Americas in the 1500's they soon needed a labor source. The Native people were used at first. The Natives often died from disease or ran away. The result was that the Spanish needed a new labor source. This led to the importation of African Slaves.

In the 1619 Dutch traders sold twenty Africans in exchange for food and supplies. These initial Africans were not slaves at first. The Africans were used as indentured servants. The African and White indentured servants worked side by side in the tobacco fields. In order to ensure their labor force and prevent uprisings, the White servants were allowed to have their contracts run out. The Africans, however, were soon forced into slavery. To secure law and order slavery was instituted based on race. This was implemented fully after Bacon's Rebellion 1676.

Slavery developed in the 13 English colonies. The geography played a role in the large demand for slave labor in the South. A labor source was needed to cultivate the cash crops like tobacco, rice, indigo, and eventually cotton.

In the Dutch colony of New Amsterdam the Dutch West Indian Company began to grant partial freedom, referred to by historians as half-freedom, in the 1640s. These former slaves owed a tax to the Company; white colonists did not. They also had to work for the colony whenever they were needed, and their children were automatically slaves. However, these blacks no longer lived the life of the enslaved. They were able to farm their own lands, sell their produce, and keep the profits beyond what they owed in tax.

Things would change for these former slaves once the British took over the colony. The British were far harsher toward slaves than the Dutch had been. They eliminated most of the pathways to freedom and passed laws that greatly limited what enslaved people could do, whom they could gather with, and when and hours they could be out on the streets. However slaves in New York City did not live in quarters with large numbers of other black people, but in kitchens or back rooms of their owner's houses. Whereas in the South slaves would sometimes live on large plantations.

Slaves in the South most often worked either as servants in the house, or in the fields. In New York City, enslaved men often learned a skill, and worked as silversmiths, carpenters, coopers, or other tradesmen. A few were taught to read and write. Most enslaved women worked as domestic servants.

After the American Revolution attitudes towards slavery started to change. The concepts of freedom, equality and individual rights started to spread among the newly formed states. This was a slow and at times very painful process. New York and other Northern states created gradual emancipation laws, which allowed the slaves freedom overtime. By 1820 95% of black people in New York were freed. The quest to free the slaves would not be completed until the end of the American Civil War in 1865.

CRITICAL THINKING: COLUMBIAN EXCHANGE

Directions: Read the following excerpt and answer the following questions.

The Columbian Exchange:

The voyages of Columbus and other explores brought together two parts of the globe that previously had no contact: the continents of Europe, Asia, and Africa in one hemisphere and the Americas in the other. The contact led to an exchange of plants, animals, and diseases that altered life on both sides of the Atlantic. Scholars refer to this as the Columbian Exchange.



Disease had a major impact on the Americas. Disease was the largest killer of the Native People.

Europeans established large plantations worked by Native Americans and Africans.

- 1) Provide 2 items that Europe gained from the Americas. Provide 2 items that the Americas gained from Europe.
- 2) What were two major impacts of the Columbian Exchange? Explain.

CRITICAL THINKING: DOCTRINE OF DISCOVERY 1/2

Directions: Read the following excerpt and answer the following questions.

Doctrine of Discovery:

Papal Bulls of the 15th century gave Christian explorers the right to claim lands they "discovered" and lay claim to those lands for their Christian Monarchs. Any land that was not inhabited by Christians was available to be "discovered", claimed, and exploited. If the "pagan" inhabitants could be converted, they might be spared. If not, they could be enslaved or killed.

Example of the Treatment of Natives under this Doctrine:

The conquerors would read the following decree to the Native people, in a foreign language, that the land now was owned by the King and under God's will these Natives could convert or face the punishment.

“... But if you do not do this, and maliciously make delay in it, I certify to you that, with the help of God, we shall powerfully enter into your country, and shall make war against you in all ways and manners that we can, and shall subject you to the yoke and obedience of the Church and of their highnesses; we shall take you, and your wives, and your children, and shall make slaves of them, and as such shall sell and dispose of them as their highnesses may command; and we shall take away your goods, and shall do you all the mischief and damage that we can, as to vassals who do not obey, and refuse to receive their lord, and resist and contradict him: and we protest that the deaths and losses which shall accrue from this are your fault, and not that of their highnesses, or ours, nor of these cavaliers who come with us....” – Decree of Ferdinand and Isabella

Some of the hostilities which, according to the “Requirement” the people brought upon themselves, were described in some detail by the Spanish Priest Las Casas.

“And the Christians, with their horses and swords and pikes began to carry out massacres and strange cruelties against them. They attacked the towns and spared neither the children nor the aged nor pregnant women nor women in childbed, not only stabbing them and dismembering them but cutting them to pieces as if dealing with sheep in the slaughter house. They laid bets as to who, with one stroke of the sword, could split a man in two or could cut off his head or spill out his entrails with a single stroke of the pike, They took infants from their mothers' breasts, snatching them by the legs and pitching them headfirst against the crags or snatched them by the arms and threw them into the rivers, roaring with laughter and saying as the babies fell into the water, ‘Boil there, you offspring of the devil!.. They made some low wide gallows on which they hanged victim's feet almost touched the ground, stinging up their victims in lots of thirteen...”

CRITICAL THINKING: COLUMBUS LANDING 1/2

Directions: Using the images to and answer the following questions.



(top) Frank & Marie-Therese Wood Print Collections, Alexandria, Va.

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CRITICAL THINKING: NEW YORK

Directions: Read the following and answer the following questions.

New Netherland was the first Dutch colony in North America. It extended from Albany, New York, in the north to Delaware in the south and encompassed parts of what are now the states of New York, New Jersey, Pennsylvania, Maryland, Connecticut, and Delaware.

The Dutch claim to this territory derived from their sponsorship of Henry Hudson's voyages of exploration. In 1609, Hudson and his crew sailed the ship *de Halve Maen* (the Half Moon) from the Delaware Bay up to the river now named for Hudson. Upon his return to the Netherlands, Hudson described what he had found: a magnificent harbor, wide navigable rivers, and a land rich in natural resources.

The commercial possibilities of New Netherland attracted considerable interest during the era known as the Dutch Golden Age, when the newly independent United Provinces of the Netherlands became Europe's leading commercial power and Amsterdam its preeminent trading city. Soon after Hudson's report was made public, merchants and investors started sponsoring speculative voyages to the new colony. In 1621, the Dutch government chartered the West India Company with the goal both of bringing order to economic activity in New Netherland and of challenging Spanish influence in the New World.

Colonists arrived in New Netherland from all over Europe. Many fled religious persecution, war, or natural disaster. Others were lured by the promise of fertile farmland, vast forests, and a lucrative trade in fur. Initially, beaver pelts purchased from local Indians were the colony's primary source of wealth. In Europe, these pelts were used to produce fashionable men's hats. Over time, the Dutch colony's economy broadened and diversified.

New Netherland developed into a culturally diverse and politically robust settlement. This diversity was fostered by Dutch respect for freedom of conscience. Furthermore, under Dutch rule, women enjoyed legal, civil, and economic rights denied their British counterparts in New England and Virginia. Towns within New Netherland were granted the protections and privileges of self-government. New Amsterdam, thus, became the first European-style chartered city in the thirteen original colonies that would comprise the United States.

Dutch success produced many rivals, the English chief among them. Between 1652 and 1674, the two nations fought three wars. As a consequence of these wars, New Netherland came under British control in 1664. Despite this transfer of power, Dutch influence remained strong in the former New Netherland, throughout the seventeenth century and beyond; many parts of the colony remained culturally Dutch up to and beyond the American Revolution.

- 1) How did Henry Hudson's description of findings entice Dutch investment in what was then New Netherlands?
- 2) List 3 reasons why colonists came to New Netherlands. Explain.

CRITICAL THINKING: NEW YORK

Directions: Read the following and answer the following questions.

Key Members in the Creation of New Netherlands/New York:

Giovanni da Verrazzano:

He was sent in the 1520's by King Francis I of France to explore the East Coast of North America for a route to the Pacific. He made landfall near what would be Cape Fear, North Carolina. In early March and headed north to explore. Verrazzano eventually discovered New York Harbor. After returning to Europe, Verrazzano made two more voyages to the Americas. On the second, in 1528, he died. A number of reports say his was killed by unfriendly Natives. Other reports say he was captured by the Spanish and hanged.

Henry Hudson:

Hudson was an Englishman who sailed for the Dutch in 1609. He sailed the Hudson River to nearly Albany. Later the Dutch built Fort Orange. Eventually Hudson was sent a drift as his crew mutinied against him.

Peter Minuit:

He purchased Manhattan (part of present day New York City) from the Natives for about 24 dollars' worth of trinkets in 1626. Soon the town of New Amsterdam was established.

Peter Stuyvesant:

In 1645 he became Governor of New Amsterdam and ruled with an iron fist. He implemented policies that were widely unpopular. He ordered a restricted sale of intoxicants and forced people to attend church. He did have a number of important policies such as creating a fire department and sanitation department. He also elevated the standards which people in the settlement lived by. His rule was met with a great deal of resistance, as the people in the colony wanted self-government.

Charles II:

The King of England who decided to seize New Netherland for his brother James, the Duke of York in 1664. When the English arrived the Dutch were not prepared and presented very little resistance. Once the English took control of the colony it was renamed New York, after the Duke of York.

- 1) Time Line: Please list the historical person and what you should remember about them in the boxes along the timeline.

CRITICAL THINKING: EUROPEAN COLONIES 1/2

Directions: Read the chart and answer the following questions.

	English Colonies	French Colonies	Spanish Colonies
Settlement	Colonies established by royal charter. Earliest settlements were in Virginia and Massachusetts	Trading posts in Newfoundland: Quebec, Mississippi, Louisiana and Montreal	Crowned sponsored conquest gained riches for Spain: Florida, New Mexico, Texas, California, present day Mexico
Population	Recruited people with practical skills (Sawmill workers, lumbermen, farmers...), criminals, and immigrants from other countries.	Fur traders, merchants, and missionaries. No Protestants nor peasant farmers allowed.	Conquistadores, soldiers, and missionaries. Later famers and traders were sent.
Government	Local governments were established and representative assemblies created to tax themselves.	No political rights or representative government. Were subjects of the French King.	Governed by the crown. Appointed viceroys. Settlers had to obey the King's laws and could not make their own.
Religion	Mostly Non-Catholics. Religious tolerance practiced in most of the colonies (not in Mass.).	Protestants helped establish colonies, but were excluded from the colony. French Catholic clergy controlled life.	Settlers were restricted to Catholics; Protestants were persecuted and driven out.
Economy	Diverse economy. Farming, fishing, and trading. Cash crops such as tobacco in colonies like VA and SC/NC	Fur trade. Farming efforts were made, but failed in the Mississippi region.	Largely trade economy. Farming. Commerce was controlled by the Spanish military. (Regulations).
Population Growth	Large immigration. Early on German and French. 1627 population was around 1,000 in VA. By 1754 the population had grown to 1.5 million.	Slow growth; by 1627 no more than 5,000 colonists had settled in New France. By 1732 only 40,000 lived in Canada. By 1763 10,000 settlers lived in Louisiana including 5,000 slaves.	Slow growth due to greater emphasis on military conquest. Largest Spanish populations were in Florida, Texas, California, and Mexico.
Relations with Natives	Originally friendly; early colonists relied on Native Americans for trade and for help with survival. Eventually greed for land led to major conflicts.	Despite conversion efforts of missionaries, French respect for the Natives allowed many to forge alliances, especially in their wars against England.	Spanish missionaries saw Natives as heathens to be converted to Christianity; soldiers viewed them as fit only for killing or slavery.

- 1) How did the British Interaction with the Native Americans differ from that of the French? Explain.

CRITICAL THINKING: TRIANGULAR TRADE 1/3

Directions: Use the chart and answer the following questions.

The Triangular Trade:

The origins of the African Slave Trade can be traced back to the Age of Exploration in the 15 Century. Europeans had become quite addicted to the luxuries of exotic spices, silks and porcelain that could only be found in Asia. Unfortunately for them, Muslim traders had a complete monopoly over the trade routes to the Far East. Unsuccessful in the attempt to break the monopoly, they started to explore water routes that would enable them to bypass the Muslims. The Portuguese took the lead in that exploration and sent voyages down the west coast of Africa in hopes of finding a new route to the source of traded goods. On those voyages they found a new type of good – human beings.

Why did the Slave Trade Begin:

Mercantilism in Europe drove the Europeans to explore the world, establish an empire of the colonies, and bring back raw and produced goods to export from the mother country to be used or exported. As European empires expanded to the New World, however, they lacked one major resource – a work force. In most cases the indigenous peoples had proved unreliable (most of them were dying from diseases brought over from Europe), and Europeans were unsuited to the climate and suffered under tropical disease. Africans, on the other hand, were excellent workers: They often had experience of agriculture and keeping cattle, they were used to a tropical climate, resistant to tropical diseases, and they could be “worked very hard” on the plantations or in the mines.

Was Slavery New to Africa:

Africans had been traded as slaves for centuries reaching Europe via the Islamic-run, trans-Saharan, trade routes. Sales obtained from Muslim dominated North African coast however proved to be too well educated to be trusted and had a tendency to rebellion. Slavery was also a traditional part of African society – various states and kingdoms in Africa operated one or more of the following: Chattel slavery, debt bondage, forced labor, and serfdom.

Conditions for the Slaves:

All three stages of the Triangular Trade proved lucrative for merchants.

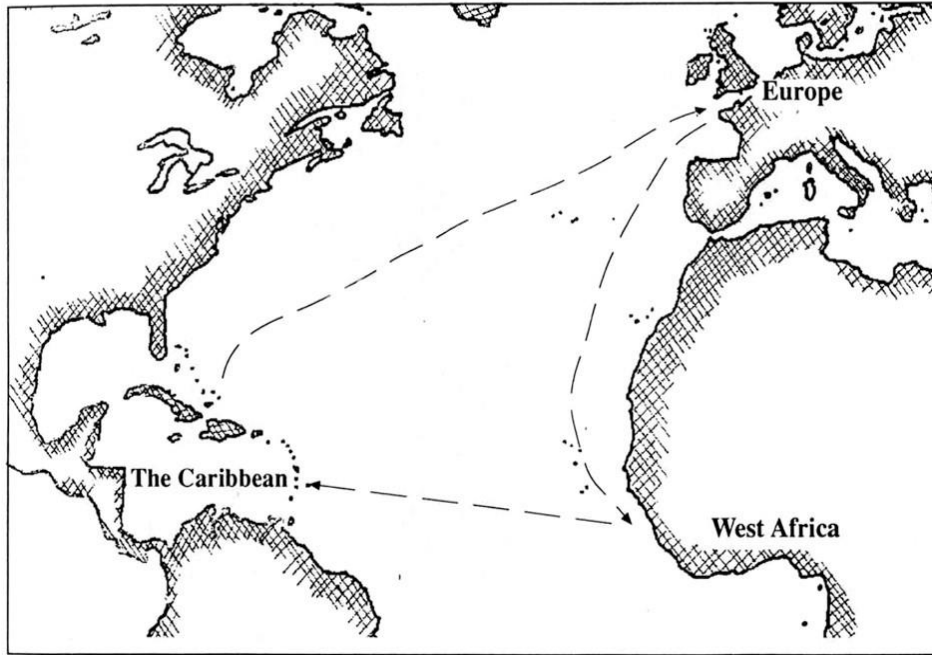
The first stage of the Triangular Trade involved taking manufactured goods from Europe to Africa: cloth, spirit, tobacco, beads, metal goods, and guns. The guns were used to help expand empires and obtain more slaves (until they were finally used against European colonizers). These goods were exchanged for African slaves.

The second stage of the Triangular Trade, The Middle Passage, involved shipping the slaves to the Americas.

The third stage of the Triangular Trade involved the return to Europe with the produce from the slave-labor plantations: cotton, sugar, tobacco, molasses and rum.

CRITICAL THINKING: TRIANGULAR TRADE 2/3

Directions: Use the chart and answer the following questions.



1. Plot the 3 stages of the Triangular Trade on the map.

2. The Middle Passage involved shipping slaves from? To where?

How Did the Europeans Obtain the Slaves:

Between 1450 and the end of the 19th century, slaves were obtained from along the west coast of Africa with the full and active co-operation of African Kings and merchants. (There were occasional military campaigns organized by Europeans to capture slaves, especially by the Portuguese in what is now Angola, but this accounts for only a small percentage of the total.)

Conditions for the Slaves:

Slaves were introduced to new diseases and suffered from malnutrition long before they reached the new world. It is suggested that the majority of deaths on the voyage across the Atlantic – the middle passage – occurred during the first couple of weeks and were a result of malnutrition and disease encountered during the forced marches and subsequent interment at slave camps on the coast. Conditions on the slave ships were terrible, but the estimated death rate of around 13% is lower than the mortality rate for seamen, officers and passengers on the same voyages.

Arrival in the Americas:

As a result of the slave trade, five times as many Africans arrived in the Americas than Europeans. Slaves were needed on plantations and for mines and the majority were shipped to Brazil, the Caribbean, and the Spanish Empire. Less than 5% traveled to the North America.

CRITICAL THINKING: TYPES OF COLONIES

Directions: Define the 3 types of colonies. Provide examples of each colony in the correlating box. Then label the colonies into 3 regions (New England, Middle Colonies, and Southern Colonies).

PROPRIETARY COLONIES

Define:

CHARTER COLONIES

Define:

ROYAL COLONIES

Define:

