

Colonial Life Is Diverse

RETEACHING ACTIVITY

Chapter 2, Section 4

Directions: Read the letter below about colonial Boston. Then list at least five examples each of sights and sounds found in colonial cities in the 1700's. Also, describe three problems that Boston and other early American cities faced. You will then better understand the diversity of people and life in colonial America.

Dear Abigail,

September 26, 1700

I am writing to you from Boston, where my family and I are visiting my father's brother, my Uncle John. This is my first time in Boston. The city is crowded with people and full of exciting things to do, and I will try to describe to you some of my experiences here.

Since we came to Boston to buy goods that we need on our farm, we have had a chance to browse in the colorful shops. One must take care walking, though, because of all the wagons. Some, filled with corn and other goods, creak noisily over the crowded stone or brick streets. These simple wagons contrast vividly with the decorated carriages of gentlemen and ladies that occasionally pass by.

Walking has other risks too. Animals of many sorts roam the streets. Pigs grunt in search of food scraps, sheep bleat on their way to slaughter, dogs bark and chase each other. On the streets, my sister and I can hardly hear each other talking, for all the animal noises!

The masts of sailing ships at the wharves form a grand sight. Goods unloaded there eventually find their way to some of the many shops I mentioned. You would be amazed at the wonderful things one can buy

here—bells, buttons, music boxes, steel knives, spices, harness fittings. My father was most interested in farm tools. But my mother was drawn to the beautiful rolls of silk and satin in some of the shop windows.

It is such a strange experience to mix with people on the streets whose languages are completely unknown to me. Uncle John remarked that people coming to the American colonies include the English, Germans, Scotch-Irish, and Dutch. Most of these people, though, just pass through Boston on their way to Pennsylvania or Delaware. It is a little confusing to hear these people speaking and not know what they are talking about. It must be hard for them to come to a new land.

Although Boston is fun to visit, I cannot imagine living here. It sometimes seems overly crowded and hectic. Then, too, there are constant fears of fire due to the many wooden buildings. The great number of people coming into the city has caused an increase in stealing and other crimes. Uncle John carefully locks up his home at night.

We will be home soon. I will have much more to tell you, I am sure!

Your friend,
Betsy

Diversity in Colonial Cities

Sights

1. _____
2. _____
3. _____
4. _____
5. _____

Sounds

1. _____
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4. _____
5. _____

Problems:

1. _____
2. _____
3. _____

Colonial Life

CHAPTER 2 REVIEW

Directions: Write T before the statements that are true and F before those that are false.

- _____ 1. Tobacco was the most important crop on the Tidewater plantations.
- _____ 2. Tidewater plantations were located on the hills bordering the mountains.
- _____ 3. Large numbers of indentured servants provided the labor on Piedmont farms.
- _____ 4. Piedmont farms were smaller and less productive than tobacco plantations along the rivers.
- _____ 5. One result of Bacon's Rebellion was that plantation owners turned to black slave labor rather than indentured servants.
- _____ 6. Slavery was the same as indentured servitude in that both slaves and indentured servants eventually gained their freedom.
- _____ 7. Indians were undesirable slaves in South Carolina because they were able to escape from their masters easily.
- _____ 8. Slaves in West Africa had more rights and received better treatment than slaves in the American colonies.
- _____ 9. Slave artisans were treated worse than field slaves.
- _____ 10. Slave artisans were skilled in a trade in which they used their hands.
- _____ 11. The triangle of trade that developed with the Northern colonies included Africa and the West Indies.
- _____ 12. An import is a product that is shipped out of a country or colony for trade or sale.
- _____ 13. Food and lumber were exported from the Northern colonies to the West Indies.
- _____ 14. The main export from the Northern colonies to Africa was sugar.
- _____ 15. Men and women shared child-rearing responsibilities on Northern farms.
- _____ 16. Colonial cities of the 1700's provided a place for farmers to buy and sell their goods.
- _____ 17. Most people who reached Boston from other countries settled in Boston itself.
- _____ 18. During the 1700's, people coming to the American colonies were primarily English, German, Scotch-Irish, Dutch, and African.
- _____ 19. The use of fireproof building materials made city buildings safe from fire.
- _____ 20. Colonial cities experienced an increase in crime as more people came to the cities.

The South Is a Divided Agricultural Society

RETEACHING ACTIVITY

Chapter 2, Section 1

Directions: Use the diagram below to complete the chart. List the characteristics of each group on the lines provided. You will then better understand the class divisions in Southern colonial society.

Tidewater Plantation Owners

Wealthy plantation owners became increasingly rich. Their farms were on fertile soil bordering rivers. Huge tobacco yields allowed them to use more indentured servants. (Indentured servants were people who worked for a term without wages. In exchange, their employers paid their passage to the colonies.) Indentured servants in turn produced even more tobacco for the plantations. The plantation owners were the lawmakers and the only voters in the colony. They voted lower taxes for themselves and passed laws that favored their own life style. To maintain a thriving fur trade, they protected Indian land rights.

Piedmont Farmers

Farmers who were not able to settle in the Tidewater area had to be content with smaller, less productive tobacco farms located in the Piedmont, an area of forests and hills bordering the Appalachian Mountains. Piedmont farmers had few indentured servants. They could not afford many servants because their farms yielded lower profits and they had to pay high taxes. Piedmont farmers had no say in their own government because only landowners with large holdings had the right to vote. Piedmont farmers were desperate for more land and fought with Indians over land rights.

Bacon's Rebellion

Conflict between these two groups over several issues, including voting rights, fairer taxes, and treatment of the Indians, resulted in the first revolt by the people of the colonies—Bacon's Rebellion. In 1676 a young man named Nathaniel Bacon led white settlers in an attack on Indians. Though the rebellion failed, it caused plantation owners to change from indentured servants to black slaves for labor.

	Tidewater Plantation Owners	Piedmont Farmers
1. Size of land holdings		
2. Location		
3. Source of labor		
4. Involvement in government		
5. Amount of taxes paid		
6. Treatment of Indians		
7. Major crop raised		

Slavery Flourishes in the South

RETEACHING ACTIVITY

Chapter 2, Section 2

Directions: Read each passage carefully. Then, on the line provided, write the letter of the sentence that best states the main idea of the passage. You will then better understand some conditions of slavery.

_____ 1. Slavery differed from indentured servitude in four important ways. First, the master owned the slave as living property, in the same way one might own a horse. Second, slavery was for life, not just for a number of years. Third, the children of slaves were slaves themselves. Fourth, family members could be sold to different owners and separated for life.

- a. Indentured servants eventually gained their freedom.
- b. In purchasing a slave, a master bought rights to the person, the products of the person's labor, and the person's future children.
- c. Slaves never earned their freedom.

_____ 2. In South Carolina, Indians were enslaved from the earliest times. Occasionally, English settlers enslaved Indian prisoners of war. More often, Indians themselves sold members of enemy tribes to the English. However, most captives were difficult to control because they had friends and relatives nearby, and they knew the way to return to their own lands. Captive Indians had much better knowledge of the fields and forests than the colonists did. The Indians could escape easily, and they were very hard to recapture.

- a. Indian slaves were difficult to hold captive because they knew the land well enough to escape easily into the forests.
- b. African slaves worked harder and were therefore more desirable than Indian slaves.
- c. Indian slaves were primarily prisoners of war put into the labor force.

_____ 3. Slavery existed in West Africa before the Europeans arrived there. However, in African societies slavery was very different from slavery in colonial America. For example, in Africa there was little plantation slavery; slaves held many positions and most had legal rights. Some slaves were household workers, while others worked in the fields. Some were soldiers in important units. Some slaves even served as governors of regions. People became slaves in Africa because they had been kidnapped, were prisoners of war, or were poor people seeking a protective master. Slavery in Africa did not happen to a person because he or she happened to be black.

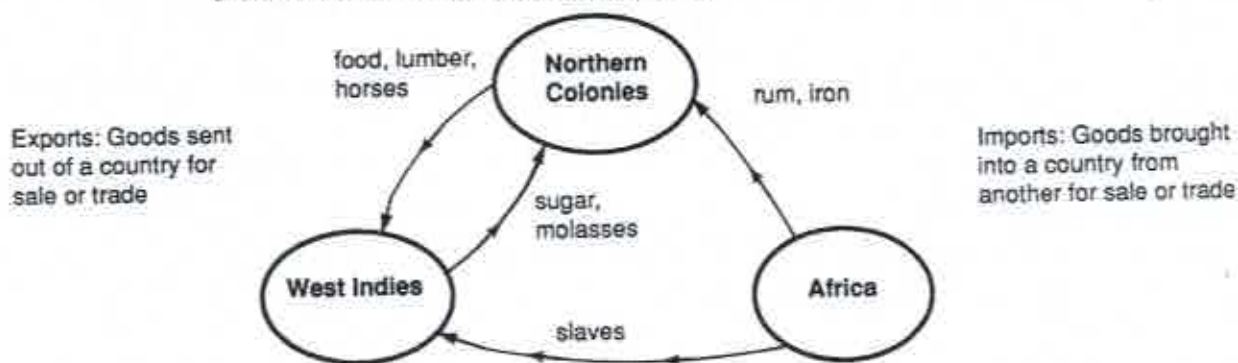
- a. Some slaves became regional governors.
- b. Slaves' work included household work and military service.
- c. Slavery in Africa differed from that in America in that it was not based on skin color.

_____ 4. Because there were few towns in Virginia, many jobs that were usually done in towns were performed on plantations instead. The slaves who did these jobs were mainly Virginia born, and many were artisans. Artisans are skilled workers in trades in which they use their hands. Among the slave artisans were blacksmiths and carpenters who were proud of their skills and usually knew more about their work than their overseers did. Unlike field laborers, artisans were not constantly watched; instead, they had independence and mobility.

- a. Most slave artisans were born in Virginia.
- b. Plantations in early Virginia were independent or self-contained because there were few towns.
- c. Slave artisans were skilled in a trade and generally had more self-pride and freedom from harassment than field laborers.

The North Develops Commerce**RETEACHING ACTIVITY****Chapter 2, Section 3**

Directions: Study the diagram. Then use it to answer the questions below. Next, refer to the paragraph about farming in the Northern colonies to fill in the chart at the bottom of the page. After completing these activities, you will better understand about life in the Northern colonies.



1. A triangle of trade developed between the Northern colonies, _____, and _____.
2. Goods produced in a country or colony that are purchased by and shipped to other countries are _____.
3. The main exports from Africa to the West Indies were _____.
4. Three exports of the Northern colonies to the West Indies were _____, _____, and _____.
5. Imports from the West Indies to the colonies were _____ and _____.

Farming in the Northern Colonies

Farming in the colonies involved the entire family. Women assumed the main responsibility for cooking, baking, sewing, spinning, weaving, washing, and candlemaking. Men generally were responsible for clearing the fields, planting, harvesting, and keeping the farm in good condition. Both men and women took part in child rearing, which was serious and strict. Children were taught to honor their God and their parents and to work hard in all they did.

Women's Responsibilities	Men's Responsibilities
Shared Responsibility	

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