

Focus on U.S. History:

The Era of Colonization and Settlement

Kathy Sammis

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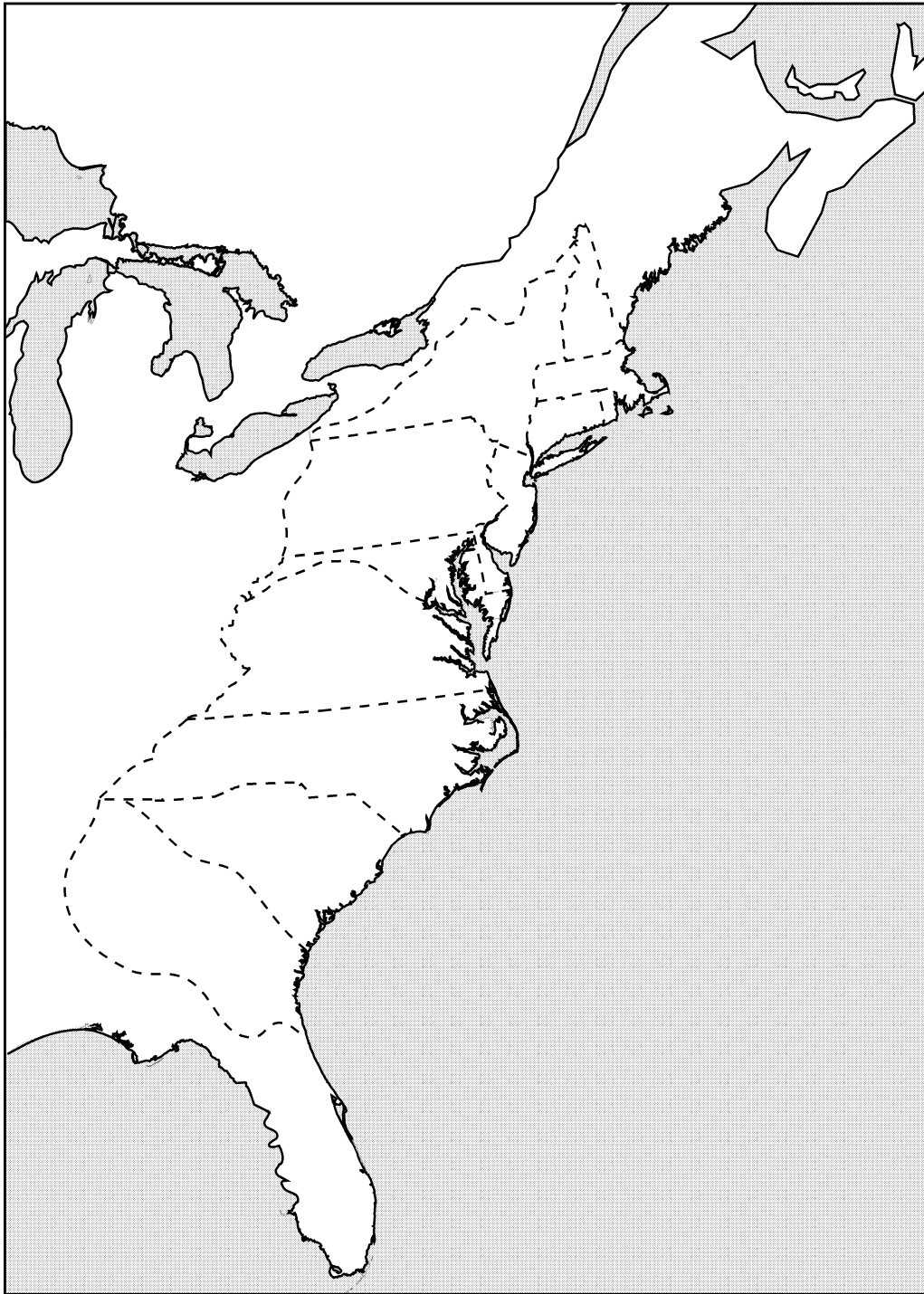
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Map of Colonial North America

for use with Units 1, 2, and 6





The Early Colonists

The objective of this unit is to give students an understanding of how European immigrants from various backgrounds helped form the North American colonies. The decision to emigrate (for those who had a choice in the matter) was not made lightly. The sea voyage was long, difficult, uncomfortable, expensive, and dangerous. The North American settlements were young; life in frontier areas was

primitive. Some immigrants were forced to come—by the justice system or by economic necessity. (We examine the forced emigration of Africans into slavery in Unit 7.) Others came for religious or political reasons, for adventure, or for profit. The activities in this unit help students understand all these aspects of colonial immigration.



Student Activities

The student background pages include an extra challenge activity. Students put themselves into the place of colonial promoters. They use what they have learned about why people might emigrate and how colonial immigration was promoted to create a “COME TO . . .” handbill for their colony. This would be a good wrap-up activity for the unit.

Mapping the Spread of European Settlements on the map of colonial North America shows how waves of European immigration spread settlements up and down colonial North America. Students finish up by creating a settlement time line from the dates they have identified.

Graphing European Immigration and Reading the Immigration Pie Charts show the ethnic composition of various colonies, underlining the diversity of the middle colonies and the primarily English or British nature of New England and the southern colonies.

Wanted: Colonists is the first of several original-source documents included in this book’s student activities. You might want to go over these aloud in class to assure that all students understand them.

Would You Emigrate? draws on the **Wanted: Colonists** readings and the student background

pages. Students put themselves in the place of potential European emigrants and identify why they might make a decision to emigrate. (Unit 4 examines religious reasons for making such a decision if students need help with these.) In the extra challenge activity students role-play discussing an emigration decision.

Those Who Came to the Colonies describes actual emigrants. Students use these descriptions to identify specific groups who came to the colonies: transported convicts, indentured servants, orphans, and so on. The extra reading selection gives students a flavor of the scary and very unpleasant possibilities of a transatlantic voyage.

Come to the Colonies! shows how not everything that people believed and hoped of the North American colonies was true. Students identify the inaccuracies in various promotional descriptions. *Caveat emptor.*

A Tale of Two Colonies uses summary descriptions and a comparison chart to help students identify why British North America’s first two permanent settlements very nearly had quite different outcomes—why Plymouth flourished almost at once, and why Jamestown almost failed.

Name _____

Date _____

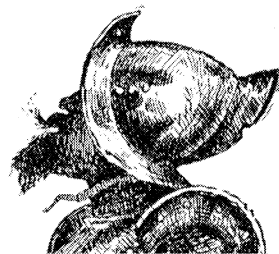
UNIT 1

STUDENT BACKGROUND SHEET

The Early Colonists

From the late 1400's through the 1500's, Europeans busily explored the "New World" that they had finally discovered. In the 1600's the European Age of Discovery gave way to an age of colonizing and settling. (We'll look at the conflicts this created, especially with Native Americans, in Unit 2.) Four major European powers competed for a share of North America: the Dutch, the French, the Spanish, and the English.

The **Spanish** established some settlements in North America very early—St. Augustine (Florida) in 1576 and Santa Fe (New Mexico) in 1610, for example. However, Spain focused most of its colonizing efforts farther south, in Central and South America and the Caribbean islands.



The **Dutch** started trading for furs with the Indians on the Hudson River in 1609. They founded New Amsterdam (later New York City) in 1624. Dutch settlers spread out a bit from this settlement over the next 50 years. However, the focus of Dutch interest in North America was on trade, not on settling large numbers of colonists. The Dutch colony of New Netherland fell to the English in 1664 and became New York.

Like the Dutch, the **French** were most interested in the North American fur trade. Exchanging goods for furs with Native Americans didn't call for large settlements. The French simply set up strings of small, isolated trading posts in northern areas. French Jesuit priests came and lived among Indians they hoped to convert to the Catholic faith. Some French settlers eventually came and founded scattered towns. However, they were greatly outnumbered by settlers in the English colonies to the south.



From the outset, the **English** intended to fill their North American colonies with settlers. The early explorers had found a vast land rich in natural resources. Spreading settlers over this land would give England, not some other European nation, control of its potential wealth. Wealthy upper-class Englishmen got charters from their government to establish colonies.

(continued)



Name _____

Date _____

UNIT 1

STUDENT BACKGROUND SHEET

The Early Colonists *(continued)*

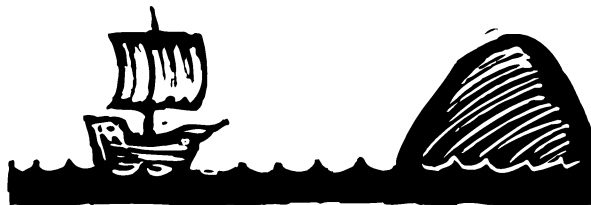
Why They Came

However, the streams of settlers who flowed across the Atlantic Ocean in the late 1600's and 1700's weren't members of the nobility. They were country gentry, merchants, yeoman farmers, and artisan-shopkeepers—in part. Many more were poor people, at the bottom of the social and economic ladder. Some were criminals and vagrants. The British government saved itself the cost of keeping them in jail by sending them off to the colonies. Others were *indentured servants*. These men and women sold themselves to a master for a given number of years. In return, the master paid for the servant's trip and living expenses. Sometimes people were kidnapped and sold as servants against their will. Conditions aboard ships on the way over were often horrible. Masters could be harsh, bent on wringing every possible ounce of labor out of servants during their terms.

Why were so many thousands upon thousands of people willing to sell themselves into virtual slavery for several years? Because the opportunities for poor people in the colonies simply did not exist for poor people in Europe. These prospects also lured other colonists. Land to own and farm was scarce in England and other countries. In families lucky enough to own land, the entire estate usually passed to the oldest son. Younger sons had to look elsewhere for a living. Land was abundant in the colonies. All sorts of businesses were needed and could thrive. Free emigrants could start right away to build their new lives. Once their term of service was over, transported convicts and indentured servants could pursue whatever calling appealed to them. Sometimes they got a

grant of land and start-up farming equipment at the end of their contract.

Colonists came to North America for religious reasons as well. You'll read about this in Unit 4.



Political conflicts also created colonists. For example, when King Charles I was beheaded, in 1649, Oliver Cromwell ruled England. Royal supporters who opposed Cromwell fled to the colonies. After Cromwell died, in 1658, Charles II took the English throne. Now, Cromwell's backers left for the colonies. Scots who rebelled against the British king in 1745 were pardoned if they moved to America.

This land of opportunity appealed to many. New England was settled mostly by English and Scottish colonists. Other colonies had more diverse populations. New York and parts of New Jersey and Delaware had begun as New Netherland, so they had many Dutch settlers. Pennsylvania attracted large numbers of Germans looking for religious freedom. Scots who had taken over Northern Ireland felt oppressed by their English rulers. These "Scotch-Irish" poured into the colonies. Fiercely independent, they populated much of western Pennsylvania and the Virginia and Carolina backcountry.

One group of colonists, of course, did not come willingly: black Africans, sent to the colonies as slaves. You'll read about this sad aspect of colonization in Unit 7.

(continued)



Focus on U.S. History:

The Era of Colonization and Settlement

Name _____

Date _____

UNIT 1

STUDENT BACKGROUND SHEET

The Early Colonists *(continued)*

Extra Challenge

Imagine you and a group of friends have gotten a charter to set up a new colony in North America. You hope to make a lot of money on this venture.

To succeed, your colony needs settlers. Use what you learn

in this unit about the colonies and early colonists to create an advertisement or poster intended to persuade people to emigrate to your colony and settle there. Your ad should be eye-catching and exciting and promise great things—but it should also be reasonably accurate.



Name _____

Date _____

UNIT 1
WORKSHEET 1

Mapping the Spread of European Settlements

Directions: Locate and label each of these colonies and towns on the map of Colonial North America. Add the date each was founded. Also, show whether it was French, Dutch, English, Spanish, or Swedish. (Hint: The colonies and towns are listed in the order in which they were founded, from the earliest date to the latest.)

St. Augustine

Roanoke

Port Royal, Nova Scotia

Jamestown

Quebec

Fort Nassau (Albany)

Plymouth

New Amsterdam (New York)

Boston, Massachusetts Bay Colony

St. Mary's, Maryland Colony

Providence

Hartford

Fort Christiana, New Sweden

New Haven

New London

New Jersey Colony

Charles Town, South Carolina

New Hampshire Colony

Philadelphia, Pennsylvania Colony

Germantown, Pennsylvania

Delaware (separate assembly established)

New Orleans

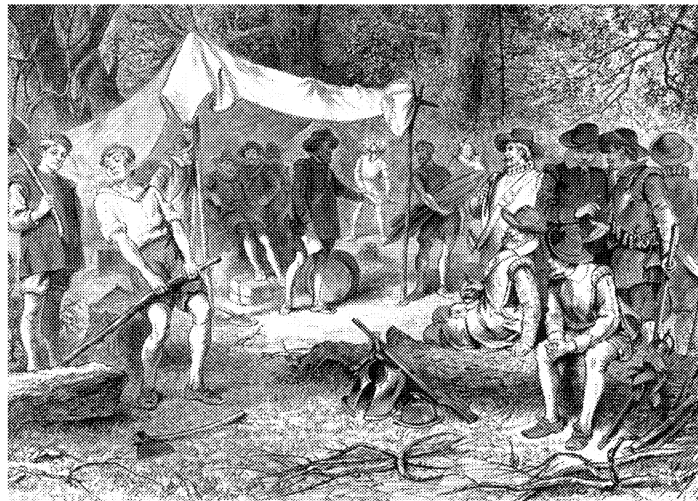
Baltimore

Georgia Colony

Challenge Question:

What common geographic feature do most of these early towns share?

Time Line: Use the founding dates on your map to create a time line of the spread of settlements in colonial North America.



Settlers setting up camp



Name _____

Date _____

UNIT 1
WORKSHEET 2

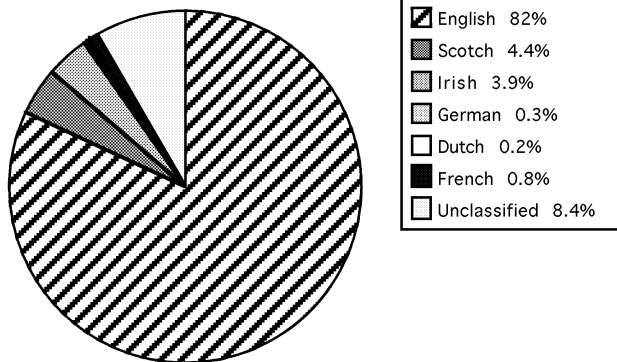
Graphing European Immigration

The first U.S. Census, taken in 1790, showed the European origins of the white U.S. population for each state/colony. Look at these pie charts for some representative states/colonies.

U.S. Population at First Census, 1790

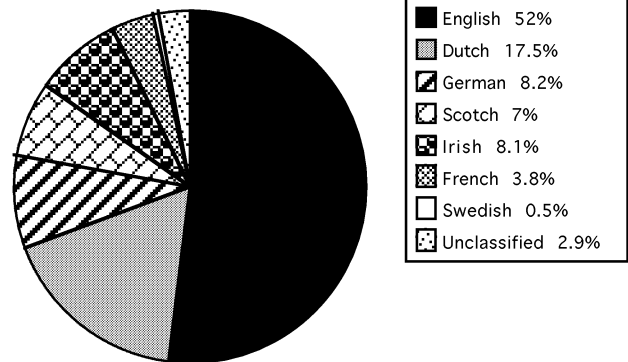
Massachusetts

(a New England colony)



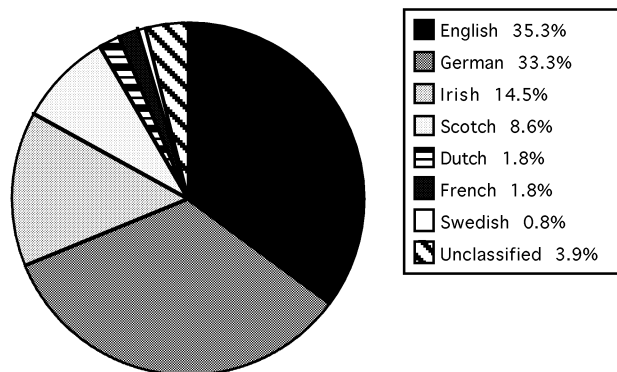
New York

(a middle colony)



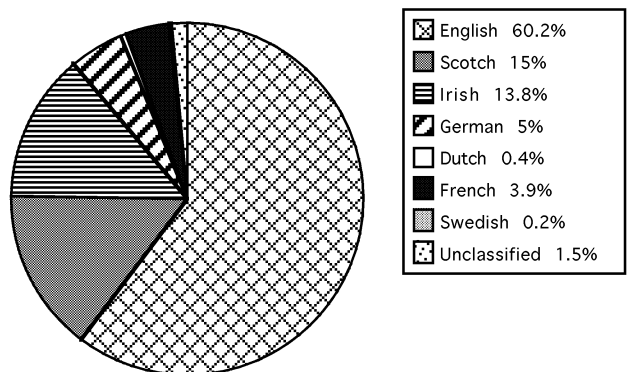
Pennsylvania

(a middle colony)



South Carolina

(a southern colony)



Name _____

Date _____

UNIT 1
WORKSHEET 3

Reading the Immigration Pie Charts

Directions: Learn more about the white immigrant population of the British North American colonies by answering these questions. Use the information in the immigration pie charts.



1. In which colonies were most people of English origin?

2. In which colonies were about 90 percent of the people from Great Britain and Ireland?

3. Which colony had the most ethnically diverse population? _____

Why might this have been true? _____

4. What ethnic group made up nearly 20 percent of New York's population? _____

Why would this have been so? _____
5. In which colony did people originally from Germany make up over one quarter of the population?

6. What were the two second-largest ethnic groups in South Carolina? _____

Extra Challenge:

From the pie chart information, develop a general statement about each type of colony's population.

- (a) New England: _____
- (b) Middle colonies: _____
- (c) Southern colonies: _____



Name _____

Date _____

UNIT 1
WORKSHEET 4

Wanted: Colonists

Promoters, religious leaders, and others offered a variety of reasons for colonizing North America. Here are some, in their own words.



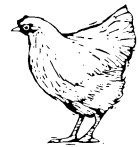
William Bradford, Pilgrim leader (early 1600's)

[On why the Pilgrims left England:] The work of God was no sooner manifest in them, but presently they were both scoffed and scorned by the profane multitude. . . . They could not long continue in any peaceable condition, but were hunted and persecuted on every side, so as their former afflictions were but as flea-bitings in comparison of these which now came upon them.



Sir George Peckham, investor in colonizing ventures (1583)

[T]he trade, traffic, and planting in those countries is likely to prove very profitable to the whole realm in general [and] to the particular profit of all adventurers. . . . And in the whole tract of that land [is] great plenty of mineral matter of all sorts, and in very many places, . . . and great stores of beasts, birds, and fowls both for pleasure and necessary use of man are to be found.



William Symonds, London minister (1609)

The reason why God will have His to fill the earth is because the Lord would have His works to be known [O]ne that hath the knowledge of the fear of God should communicate it to others . . . [T]he Lord . . . doth . . . call you to go and carry the Gospel to a nation that never heard of Christ.

The people, blessed be God, do swarm in the land [England] as young bees in a hive in June; insomuch that there is very hardly room for one man to live by another. . . . Lords of manors convert townships, in which were a hundred or two hundred communicants, to a shepherd and his dog. The true laboring husbandman . . . is now in many places turned laborer, and can hardly escape the statute of rogues and vagrants.



General James Oglethorpe, founder of Georgia colony (1733)

In America there are fertile lands sufficient to subsist all the useless poor in England, and distressed Protestants in Europe. [In this colony] many families, who would otherwise starve, will be provided for, and made masters of houses and lands. The people in Great Britain to whom these needy families were a burden, will be relieved. Numbers of manufacturers will here [in England] be employed for supplying them with clothes, working tools, and other necessities. And by giving refuge to the distressed Salzburgers and other persecuted Protestants, the power of Britain, as a reward for its hospitality, will be increased by the addition of so many religious and industrious subjects.

