

COLONIAL ECONOMY GAME



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TITLE: COLONIAL ECONOMY GAME

OBJECTIVES:

- Students will become familiar with the economy of the thirteen colonies.
- Students will be able to identify the three colonial regions.
- Students will be aware of the products of the early American settlers.
- Students will be able to identify the occupations of early American settlers.

INSTRUCTIONS:

1. Duplicate in classroom quantities student pages one, two and three.
2. Pass out the Reading entitled Colonial Economy. The reading may be used as either a Class or homework assignment. The reading question sheet may be used as either a pre/post test or homework/class work assignment.
3. The students may play as individuals or they may be divided into small groups that compete against each other.
4. As a culminating task the following paragraph may be assigned. The students should take notes throughout the game to complete the assignment.
“You have been hired by a group of wealthy European merchants who are planning to invest a large amount of money (capital) in the British North American thirteen colonies. They want you to travel to the colonies and examine the economies of the various regions. You are to report back to them in writing on what you consider are the most profitable investments in each of the colonial regions. Include as much detail on each region and its investments as you think is necessary.”

HOW TO PLAY:

1. Pass out the investment record sheets and student's sheets pages one, two, and three.
2. Read the following to the class....
“You are about to play a game on the economy of the thirteen colonies from around 1640 to 1770. Each player will take the role of a young colonial person starting out with a moderate amount of money or capital. Your task will be to increase your capital by making profitable investments. These investments will be made by you in each of the five colonial regions, one by one. The winner of the game will be the player with the most money or capital at the end of turn fifteen.”
3. Each player (or team if desired) starts out with 10 Capital Points. Each player may earn or lose Capital Points throughout the game. Capital Points are earned by making profitable investments. Capital Points are lost by making unprofitable investments.
4. The five investment areas should be written on the board. The areas are listed on student sheet page number one. The teacher will announce which colonial region players will be investing in for that turn. Use the following order: (1) New England, (2) Middle Colonies, (3) Southern Colonies/Tidewater, (4) Southern Colonies/Piedmont, (5) Frontier. Repeat three times. (New England will be the region in play on turns one, six and eleven, etc.)
5. Players must write the region in Column C to the right of the proper turn.
6. Next the players should examine the Investment Lists. From the lists one product only must be selected. Write this investment in Column D. Write the cost of the investment (found on the Investment List, student sheet page one, in Column E.) Write a minus sign in front of the number. The cost is the amount of money you are spending.
7. After all players have written down their choice of investment the teacher will read the

profitable investments for that region and the amount of profit it brings. NOTE: Land speculation is handled in a different manner. If a player wishes to invest in land speculation for the turn, they write “land spec” in Column D. The cost of Land Speculation may be either 2, 4, or 6 Capital Points. The player should write the amount they want to speculate in Column E. To find the profit or loss of Land Speculation roll one die and consult the Land Speculation Table on student page one. The players may have their investments either doubled, tripled, lose half or lose all money invested. If a no effect is rolled (three or four), the player neither wins or loses Capital Points. They will start the next turn with the same amount of Capital Points that they had in Column B of this turn.

8. If the investment made a profit, the player records the profit under Column F with a plus (+) sign. If the player's investment did not make a profit, it is a loss. Write the word “loss” in Column F. Do not write any numbers in Column F if you had a loss for the turn.
9. After all players have recorded their profits and losses, the Fate Table is consulted. The Fate Table is on student page 2. To use the Fate Table roll one die twice. The first roll number is found on the Fate Random Roll Table, student page number 2, going down. The second roll is found going across. Where the two numbers meet will be a letter. Look on the Fate Table Explanation List for the effect of the letter. (Example: the first number was three, the second was four. The Fate Letter is I.
The Fate Result may have an effect on profits (not losses) for the current turn only. If the Fate Result calls for a roll on the Random Area Table (student page one), roll one die and consult the Table. The die roll will tell you which, if any, regions will be affected this turn. If the current region was not the region designated, no fate takes place. If the Fate Roll had an effect, the profit or loss is recorded in Column G with either a + or – sign. You cannot lose more than your profit, the number in Column F. You may, however, win more than you profit, the number in Column F.
10. Next, each player figures their profit or loss for the turn. This is done in the following way: First, add or subtract the numbers in Columns E, F and G. Using that number, add or subtract it from the number in Column B. Write that number in Column H of the current turn and in Column B of the next turn. That number is the amount of Capital Points you start the next turn with.
11. Repeat the above steps fifteen times. The player with the most Capital Points in Column H is the winner.
12. **EXAMPLE OF ONE COMPLETE TURN:** It is Practice Turn One; each student has 10 Capital Points in Column B. The Colonial Region is Middle Colonies which is written in Column C. A student picks RUM DISTILLERIES, which he writes in Column D. The cost of a RUN DISTILLERY is six which he writes with a minus sign in Column E. After everyone has written their choice, the teacher announces that RUM DISTILLERIES makes a profit of twelve. The student writes +12 in Column E. Next, two die rolls are made. The first number is a five, the second is a one. The letter is C. On the Fate Explanation Table, C is Storms and Hurricanes. A roll on the Random Area Table is called for. The die is rolled and the number is five. The area affected is Southern Tidewater. Since, on this turn, the Middle Colony area is being played there is no effect and N.E. Is written in Column G to denote that there was no Fate Roll effect this turn. Next the student totals his profits/losses for the turn. He adds/subtracts his Profits in Column E (+12) from his cost in Column E (-6). $+12 - 6 = +6$. The +6 is added to the number in Column B, (+10). The total for the turn is +16. The +16 is written in Column H of turn one and in Column B for turn number two. The student's capital for turn #2 will be +16. He made a profit of six Capital Points in turn one.
13. If a player loses all his capital the teacher may decide to loan him additional Capital Points.

When the game is over the amount borrowed must be deducted from the total in Column H.

14. The Sequence of Play below may be used until assimilated. It might be written on the Chalkboard for handy reference.
 - a. Announce investment areas
 - b. players record type of investments
 - c. teacher announces profitable investments
 - d. players record profits or losses
 - e. Fate Table is consulted
 - f. players record Fate Results, if any players figure their profits or losses
 - g. players write new Capital Point totals in Column H of the current turn and in Column B of the next turn.
15. The game may be played more than once to increase learning.

ANSWERS TO READING QUESTION SHEET:

1. a 2. c 3. b 4. a 5. b 6. d 7. b 8. c 9. a 10. c 11. c 12. c 13. a
14. d 15. a

Teacher Sheet
PROFIT LIST

NEW ENGLAND COLONIES:

<u>TYPE OF PRODUCT:</u>	<u>PROFIT</u>	<u>COST</u>
1. subsistence farming	1	1
2. general farming	2	2
3. lumber/ship bldg.	14	8
4. naval stores	12	6
5. rum distilleries	12	6
6. fishing	5	2
7. coarse furs	2	1
8. dairying/livestock	3	2
9. potash/pearlash	2	1
10. trading/merchant	20	12
11. ships, triangle trade	28	14
12. land speculation	*	2,4,6

MIDDLE COLONIES:

<u>TYPE OF PRODUCT</u>	<u>PROFIT</u>	<u>COST</u>
1. subsistence farming	1	1
2. general farming	5	2
3. ship bldg.	14	8
4. copper manufacturing	14	8
5. iron manufacturing	14	8
6. furs, coarse	2	1
7. lumber	5	3
8. trade, merchant ships	20	10
9. large estates	40	20
10. manufacturing, glass, pottery, iron goods	15	8
11. livestock/dairying	6	2
12. mining copper or iron ore	25	15
13. land speculation	*	2,4,6

* ROLL ON LAND SPECULATION TABLE FOR PROFIT OR LOSS OR NO EFFECT

SOUTHERN COLONIES/TIDEWATER AREA

<u>TYPE OF PRODUCT:</u>	<u>PROFIT</u>	<u>COST</u>
1. indigo	12	5
2. rice	11	6
3. tobacco	14	7
4. plantations	40	20
5. cotton/sea island	12	6
6. land speculation		2,4,6

SOUTHERN COLONIES/PIEDMONT AREA

<u>TYPE OF PRODUCT</u>	<u>PROFIT</u>	<u>COST</u>
1. general farming	4	2
2. subsistence farming	1	1
3. pitch, tar and naval stores	12	6
4. coarse furs	2	1
5. land speculation	*	2,4,6

FRONTIER REGIONS:

<u>TYPE OF PRODUCT</u>	<u>PROFIT</u>	<u>COST</u>
1. subsistence farming	1	1
2. fine furs	4	1
3. grain into whiskey	3	1
4. land speculation	*	2,4,6

TABLES

Land Speculation Table		Random Area Table	
Die Roll	Result	Die Role	Result
one	money is doubled	one	Frontier
two	money tripled	two	New England
three	no effect	three	Middle Colonies
four	no effect	four	Southern Piedmont
five	You lose half your money	five	Southern Tidewater
six	You lose all your money	Six	all investment areas

COLONIAL ECONOMY READING



(The word economy refers to the production, distribution and consumption of goods and services.)

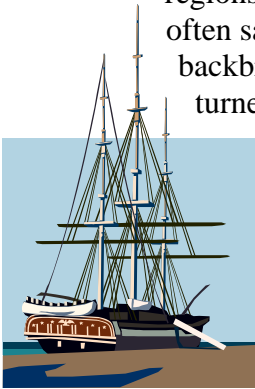
Today the United States has the richest and most diverse economy in the world. We have more factories, industries, farms and services than any other nation. This tremendous achievement has its roots in our Colonial history. There, the future seeds of our present economy were planted.

The first English Settlers that landed at Jamestown, Virginia in 1607 hoped to find gold or other precious metals. They were soon disappointed for there was no gold. But they soon discovered another source of wealth—tobacco. Tobacco was the first of several products that the Colonist found profitable. Indeed, the true wealth of America was found to be in the richness of the soil; over 90% of Colonial Americans made their living from agriculture.

Three different economic regions grew up in the thirteen British North American Colonies. These differences were caused by several factors. Some of the most important of which were weather, climate, types of soil and nearness to fisheries. The three colonial regions were called Northern or New England, the Middle or Bread, and the Southern Region. Each of these regions also had a frontier region. The frontier region in all three sections shared similar characteristics with each other.

NEW ENGLAND COLONIES

The Northern, or New England region consisted of the colonies of New Hampshire, Massachusetts, Connecticut and Rhode Island. New England's soil was not as fertile as the other regions. This was because glaciers had deposited rocks in prehistoric times. It was often said in New England that each year's surest crop was rocks. Farming was a backbreaking task that produced only limited results. Therefore, many colonists turned to the sea to earn a living. New England had many fine harbors, and offshore there were rich fishing grounds. The codfish quickly became a source of wealth for New England, and the codfish fisheries became known as the "goldmines" of New England. Whale hunting began and grew rapidly until there were hundreds of whaling ships operating out of New England ports. Commerce, trading in both the import and export business, became an important source of wealth. Fortunes could be made in the Triangle Trade. This involved shipping a cargo of rum from New England to the coast of West Africa. There it was traded for slaves. The slaves were then transported to the West Indies where they were again traded, this time for molasses. Finally, the molasses was taken back to New England where it was sold and turned into rum. The ship owner was able to make a profit at each stop in the triangle.



Manufacturing on a small scale also developed. There were rum distilleries, factories making beaver hats, iron forges, lumber mills, shipyards and naval stores. Naval stores consisted of such items as tar, pitch, rosin, and turpentine that were used by both the British Navy and Merchant Marine. The British Government was anxious for the colonies to manufacture naval stores, and they often paid bounties to encourage increased production.

MIDDLE COLONIES

The Middle Colonies were often called the Bread Colonies because of the great quantities of grain they produced. The middle colonies consisted of the New York, Pennsylvania, New Jersey and Delaware. This region had fertile soil and soon began exporting large quantities of grain products. In addition, vast forests provided the raw materials for ship building and a thriving lumber industry. Later in the colonial period, the manufacturing of iron, glass and pottery began to assume an important place in the economy. In parts of the Middle Colonies large estates grew up that were similar to the plantations of the South. One important difference was that the Middle Colony estates were worked by labor that was either free or indentured, not by slaves as on the southern plantations.



SOUTHERN COLONIES

The Southern Region consisted of the colonies of Virginia, Maryland, North Carolina, South Carolina and Georgia. There were actually two distinct regions in the Southern Colonies. The first was known as the Tidewater because it was close to water transportation. The chief products of this area were rice, indigo and tobacco. These products were the most profitable when worked on great plantations by African slave labor. The second area was farther away from the ocean and rivers and was known as the Piedmont area. Here people worked small farms, trapped and hunted. In most of the Southern Colonies there was tension and hatred between the Piedmont residents and the Tidewater aristocrats.



Conflicts between the two groups often broke out as the Piedmont farmers tried to get a voice in running their aristocrat dominated colonial governments.

FRONTIER

All the colonies had a backwoods or frontier region. These regions were inhabited by woodsmen who were not afraid of the loneliness or the threat of hostile Indians. The great majority of these pioneers were families and their animals. There was usually no need to grow a surplus for there was no way to get it to market. However, some frontiersmen turned their surplus grain into whiskey which was easier to transport to distant markets.



All the colonies shared in the wealth produced from internal and external trade. Tropical products such as sugarcane, dyewood, coffee, and molasses could not be grown in the thirteen colonies. American merchant captains managed to make a profit by first importing these tropical goods and then exporting them to Europe and beyond. Another method of gaining wealth was by land speculation. Many colonials bought cheap land hoping settlers would move there and pay them a higher price.

The Thirteen Colonies had a diverse and rich economy stretching from the fisheries of New England to the Plantations of the South. The British Government placed restrictions on the economic life of the Colonies that prevented it from reaching its full potential. Once the restrictions were removed by the American Revolution, the American economy exploded and eventually produced the greatest economic powerhouse the world had ever known.

READING QUESTION SHEET



1. Most Colonial Americans made their living from
a. agriculture b. manufacturing c. commerce d. hunting
2. The first important cash crop in the colonies was....
a. indigo b. cotton c. tobacco d. fruit
3. Which of the following was not a factor that led to differences between the colonial regions?
a. climate b. language c. types of soil d. weather
4. Which of the following was not one of the colonial regions?
a. New Britain Colonies b. Southern Colonies c. New England Colonies d. Middle Colonies
5. Which of these New England products became known as the “goldmine” of New England?
a. whale hunting b. codfish c. farming d. commerce
6. Which of the following was a type of manufacturing that grew up in New England?
a. cannon b. steam engines c. steel mills d. iron forges
7. What was another name often given to the Middle Colonies?
a. “goldmine” colonies b. “bread colony” c. “codfish colony” d. “Piedmont”
8. One of the differences between the Middle Colonies' large estates and the Southern Colonies' large estates was in the area of labor. Which of the following statements best describes this difference?
a. the Southern Colonies had free labor while the Middle Colonies had slaves
b. both the Middle and Southern Colonies had slaves
c. the Southern Colonies had slaves while the Middle Colonies used free or indentured labor
d. both regions used indentured labor
9. What did the Middle Colonies produce in large quantities?
a. grain b. rice c. rum distilleries d. codfish
10. Which of the following was one of the Southern Colonies?
a. Delaware b. New Hampshire c. Virginia d. Codtown
11. Which portion of the Southern Colonies was closer to water transportation?
a. Piedmont b. Middle Colony c. Tidewater d. Codtown
12. In which Southern Region were there large plantations?
a. Piedmont b. Middle Colony c. Tidewater d. Codtown
13. All the colonies shared one certain type of region. What was this region?
a. frontier b. piedmont c. tidewater d. goldmine area
14. Most pioneers on the frontier made their living by....
a. fishing b. manufacturing c. shipbuilding d. subsistence farming
15. What was the investment called where people brought cheap land hoping to sell it at higher prices in the future?
a. land speculation b. manufacturing c. naval stores d. commerce



INVESTMENT AREAS:

1. New England
2. Middle Colonies
3. Southern Colonies Tidewater
4. Southern-Colonies Piedmont
5. Frontier

II TYPES OF INVESTMENT: you may choose only one per turn:

1. AGRICULTURE INVESTMENTS

<u>Type of Investment</u>	<u>Cost</u>
Subsistence farming	1
general farming (grain, fruits, vegetables, etc)	2
dairying and livestock	2
grain into whiskey	2
Indigo	5
Rice	6
Tobacco	7
cotton, sea island	6
cotton, staple or upland	3
tropical products (sugar cane dyewood, molasses, coffee)	3
large estates with free or indentured labor	20
Plantations with slave labor	20

2. MANUFACTUREING INVESTMENTS

<u>Type of Investment</u>	<u>Cost</u>
ship building	8
naval stores	6
rum distilleries	6
potash/pearlash	1
copper manufacturing	8
Iron manufacturing	8
glass, pottery and iron goods manufacturing	8

3. MISCELLANEOUS

<u>Type of Investment</u>	<u>Cost</u>
search for gold or silver	<u>1</u>
furs, coarse	<u>1</u>
furs, fine	<u>1</u>
lumber	<u>3</u>
trade, merchant ships	<u>12</u>
land speculation	2, 4 <u>or 6</u>
fishing	<u>2</u>
triangle trade	<u>14</u>
copper or iron mining	<u>15</u>

TABLES

Land Speculation Table

Die Roll	Result
one	Money is doubled
two	Money is tripled
three	no effect
four	no effect
five	you lose half your money
six	you lose all your money

Random Area Table

Die Roll	Result
one	Frontier
two	New England
three	Middle Colonies
four	Southern Piedmont
five	Southern Tidewater
six	All investment areas



FATE TABLE LETTER EXPLANATION LIST

- A. Slave Revolt affects Southern Tidewater region only. All Investments in plantations are lost for this turn only. Write -20 in Column G if you made a plantation investment thus turn.
- B. Insects destroy crops, roll on Random Area Table. The area affected loses all agriculture investment for this turn only.
- C. Storms and hurricanes roll of Random Area Table. All profits are reduced by -4 (you cannot lose more than you had written in Column E).
- D. Cold weather/frost, affects New England and Middle Colonies only. All agriculture investment profits lose two (-2).
- E. Oversupply of manufacture goods, money invested in manufacturing or mining for this turn is lost. Write the amount invested with a – sign in Column G.
- F. Plague, roll on Random Area Table. All profits are reduced by -2 for this turn only.
- G. Pirates, affect merchants and Triangle Trade only. Roll one die, the number is the amount of profit you lose for this turn.
- H. Indentured servants flee, affects Great Estates in Middle Colonies only. Profits in Great Estates are reduced by -20 for this turn only.
- I. Bounties, the British Government offers bounties for tobacco and naval stores. All profits in these investments are +5 for this turn only. Write +5 in Column G.
- J. Indian attacks, affects Frontier area only. All profits in Frontier area are lost for this turn only.
- K. Over-hunting of furs. All for profits are reduced by -2. Write -2 in Column G.
- L. Hoof and mouth disease, roll on Random Area. All investment profits in livestock/dairying are lost for this turn only.
- M. Soil exhaustion, Tidewater region only. All profits in Tidewater are reduced by -6 for this turn only. You cannot lose more than you invested in Column E.
- N. Class conflict affects Tidewater/Piedmont area only. All investment profits are reduced by -3 for this turn only.
- O. War, Britain goes to war and there is an increased demand for farm products. All investments in agriculture are given a +5 in Column G.
- P. Labor shortage, all profits in all areas are reduced by -3 for this turn only.

Die Roll Down	One Across	Two	Three	Four	Five	Six
One	A	G	D	C	N	E
Two	I	E	L	J	K	H
Three	B	M	O	I	M	D
Four	J	H	F	B	A	O
Five	C	K	P	O	B	P
Six	L	N	F	L	G	I

INVESTMENT RECORD SHEET



A TURN	B CAPITAL	C COLONIAL REGION	D TYPE OF INVESTMENT	E COST --	F PROFIT / LOSS +, --	G +, -- N.E. FATE	H TOTAL ADD OR SUBTRACT AMOUNTS IN COLUMN E, F, G FROM THE AMOUNT IN COL. B
Practice							
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							