4th SS LEAP Practice Workbook
Week 2

1. Complete each day's work.
Week 2 Day 1
Chapter 3
Early Exploration

Unit Two: Early America
Standards Covered: 4.1.1, 4.1.6, 4.1.2, 4.1.3, 4.1.7, 4.2.1
Key term activity at the end of the chapter

Early Explorers

Motivation: Why did the early European explorers want to leave the safety of their homeland to sail across an ocean? No one had ever dared to sail across the Atlantic Ocean before. They could be shipwrecked in a storm, or, for all they knew, a monster from the sea could eat them. Why would they risk this? Some wanted to find a shortcut to China to get spices. Some wanted to become rich or famous. Some loved adventure. Some sailors that went along just because they needed a job.

Christopher Columbus

Starting in the 1400s, Europeans began exploring North America. Some even claimed territory. They started colonies. A colony is an area a country claims in a foreign land. The explorers often called their colonies by titles that began with “New.” The Pilgrims called their area “New England,” for example. And the Province of Quebec was in “New France.”

In 1492, Christopher Columbus set sail from Spain. He headed west, across the Atlantic Ocean, thinking he would end up in Asia. Columbus landed on a Caribbean island somewhere in the Bahamas. Native Americans already lived there, but Columbus claimed the land for Spain. He took several Native Americans home to Spain to show the king and queen. The people of Europe were impressed. They started calling the Americas the “New World.”
Amerigo Vespucci

Mapmaker Amerigo Vespucci explored the coasts of South America a few years after Columbus. He wrote letters home describing the new land he saw. People in Europe were fascinated by what they read. They called the new land “America” in honor of Amerigo Vespucci.

Ferdinand Magellan

Ferdinand Magellan wanted to reach the spices of China and India. He believed there was a way to sail through the Americas. He began his long voyage in 1519. Magellan sailed down the coast of South America and discovered a strait which was later named for him. The Strait of Magellan connects the Atlantic and Pacific Oceans.

Magellan crossed most of the Pacific. He arrived in the Philippines, where he was killed in a battle between two tribes. His crew continued without him. They reached the Spice Islands of Indonesia and eventually returned to Spain. Even though Magellan did not live to see it, his crew was the first to go completely around the world.

John Cabot

John Cabot was the first European after Leif Erikson to come to North America. He landed in Newfoundland almost 500 years after Erikson and his Viking group. Cabot liked what he saw of Newfoundland, but he returned to England soon after.

Henry Hudson

Henry Hudson was a Dutchman who believed he could find an all-water route or passageway through North America. Like Columbus, Magellan, and Cabot, Hudson wanted to reach the spices of East Asia. He was the first European to sail past what is now New York City. The river he followed north is now called the Hudson River. He did not succeed in his goal. But his discoveries helped lead to more explorations.

Juan Ponce de Leon

Juan Ponce de Leon was a Spanish explorer. In 1513, he became the first European to land in Florida. He went in search of gold and to claim more land for Spain.

Ponce de Leon won fame. We still know him as the European founder of Florida. But he did not live to enjoy either riches or fame. He died in Havana, Cuba, in 1521.
Hernando de Soto

In 1539, another Spaniard came to Florida. Hernando de Soto landed with 600 men. Over the next two years, he marched through large parts of the American Southeast. When De Soto died in 1542, his men buried him along the banks of the Mississippi River.

Francisco Vasquez de Coronado

Francisco Vasquez de Coronado explored parts of what is now the American Southwest. He came north from Mexico and marched through New Mexico. He and his Spaniards went all the way to what is now Kansas, and they were the first Europeans to see and describe buffalo.

Sir Francis Drake

Sir Francis Drake was an English explorer and privateer. A privateer was different from a pirate. He had permission from his government to attack foreign ships.

Drake often attacked Spanish ships and took their gold. The Spanish called him a pirate. The English called him a hero. Drake became the second person to lead an expedition around the globe.

Captain John Smith

The English founded their first successful colony in North America in 1607. They named it Jamestown, in honor of King James I of England. Captain John Smith became the leader of the settlement. Without his leadership, the colony would not have lasted.

Many of the colonists did not know how to farm or hunt. Many were wealthy men who were used to having servants do all the work. To handle this problem, John Smith announced a “no work, no eat” policy. Gentlemen who did not work would receive nothing to eat, he said. This policy helped the Jamestown colony survive.

Samuel de Champlain

Samuel de Champlain was a French explorer. He founded France’s first colony at Quebec City in 1608. It was on the St. Lawrence River. It helped protect the French fur trade and helped France establish more colonies in North America.

Results

Between Columbus, Magellan, De Soto, Coronado, Hudson, Drake, John Smith, and Samuel de Champlain, Europeans started New Spain, New Mexico, New Holland, New France, and New England. Now, let’s learn how to learn about history.

Primary and Secondary Sources

History is everything that has happened in the past. We learn about history in different ways. One way
Chapter 3 Early Exploration

to learn about history is through primary sources. **Primary sources** are documents, journals, or letters that come from the time that is being studied.

Say that you are studying the American Revolution. Letters written by soldiers during the Revolution are primary sources. Diaries written during that time are primary sources too. So are drawings or artifacts (objects made by people from different time periods) from the time of the American Revolution.

People also use secondary sources to study history. **Secondary sources** are what is written or said by people who have studied a historical event. Books about the American Revolution are secondary sources. A documentary on television about the Revolutionary War is also a secondary source.

<table>
<thead>
<tr>
<th>Primary Sources</th>
<th>Secondary Sources</th>
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</thead>
<tbody>
<tr>
<td>Public speeches</td>
<td>Textbooks and Encyclopedias</td>
</tr>
<tr>
<td>Letters, diaries, or private journals</td>
<td>Peer-review journals</td>
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<tr>
<td>Eyewitness accounts</td>
<td>Magazines and Newspapers</td>
</tr>
<tr>
<td>Clothing, tools, weapons, from a time period</td>
<td>Books or art after an event has happened</td>
</tr>
<tr>
<td>Photographs</td>
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</tbody>
</table>

Let's look at an example of some texts.

**Source 1**

There I found very many islands, filled with innumerable people, and I have taken possession of them all for their Highnesses, done by proclamation and with the royal standard\(^1\) unfurled, and no opposition\(^2\) was offered to me.

\(^1\)standard: flag

\(^2\)opposition: resistance

**Source 2**

Christopher Columbus searched for a passage to Asia. Instead of sailing East, he sailed across the Atlantic Ocean. He ended up finding land in the Caribbean Islands. He discovered Native Americans living there. He took land, people, and resources back to King Ferdinand and Queen Isabella.

Which source is the primary source? If you said Source 1, you're right. The author of Source 1 is Christopher Columbus. It describes his actions firsthand. The author of Source 2 states facts about Columbus without emotion toward the events. The information is written much later than the events happened. The source gives a broad overview of what happened.
Week 2 Day 2
Interpreting Timelines

People also use timelines to study history. **Timelines** are images that help us understand when things happened. Horizontal timelines run from left to right. Vertical timelines run up or down.

**Events of the Nineteenth Century**

As you can see in this timeline, the United States gained the Louisiana Territory in 1803. This gave the United States much more land and gave people a chance to move to the West. This is known as **expanding boundaries**. You can also see that in 1825 the Erie Canal was completed. This expanded shipping routes from New York City and the Atlantic Ocean inward to the Great Lakes.

Timelines are important to understand when events happen. They show how events shaped a culture over time. Many events in Louisiana's history have made a big impact on the United States as well as the world. When you know when these events occurred and how the events affected the world in general, you can gain a better understanding of history.

**Measurements of Time**

In history, it is important to know and understand the dates when events occurred. There are many ways to describe time. This section will help you know the specific units used to express time.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Definition</th>
<th>Example</th>
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<tbody>
<tr>
<td>Month</td>
<td>Any of the 12 parts of the calendar year (usually around 4 weeks or 30-31 days, except February)</td>
<td>January, May, December</td>
</tr>
<tr>
<td>Year</td>
<td>365 days (366 in a leap year)</td>
<td>2015</td>
</tr>
<tr>
<td>Decade</td>
<td>Span of 10 years</td>
<td>the 1950s (years 1950 - 1959)</td>
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<tr>
<td>Century</td>
<td>Span of 100 years</td>
<td>11th century (years 1001 - 1100)</td>
</tr>
<tr>
<td>Era</td>
<td>A span of time based on events or people (can be based on geologic periods, calendar events, dynasties, etc.)</td>
<td>Modern Era (the time in US History after World War II to the present)</td>
</tr>
<tr>
<td>Circa</td>
<td>Means the date is approximate or about that time (an exact date is not verified)</td>
<td>Socrates was born circa 470 BCE.</td>
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**Exploration Challenges**

Early explorers faced many difficulties. Crossing the ocean was dangerous. Navigation skills were far below what we know today. Errors in navigation led to many places being discovered by accident.
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Columbus ended up in the Bahamas instead of arriving in India. Exploration was not cheap, either. Explorers needed a patron (someone who sponsors another person). Kings and queens often funded exploration. But they wanted their money back, hopefully in silver or gold.

When explorers arrived in a new land, there were often problems. They encountered the native populations of those lands. Some encounters were peaceful. Others were hostile. Most explorers felt superior to the natives. They also wanted their land and resources. The native populations were harmed by disease and the firepower of the Europeans. Sometimes, the encounters ended in trade and peace. More often, they ended with conflict and war. And in most cases, the Europeans came off as the winners.

**Activity 1**

Look at the map below. This map was drawn in 1606. On the lines below, list the map features you can see. Is there a compass rose on the map? Do you think you could travel the world using this map?

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**1606 Map of the World**
Practice 1: Early Explorers

1. Which European was the first to reach any part of the Americas?
   A. John Cabot, who came to Newfoundland
   B. Ferdinand Magellan, who took his crew to the Philippines
   C. Captain John Smith, who arrived in Virginia
   D. Christopher Columbus, who came to the Bahamas

2. Many European explorations took place during the 15th and 16th

3. Which three of the following statements are most accurate concerning early exploration of the Americas?
   A. Kings and queens were not important in the Age of Discovery—they played no important roles.
   B. Many of the early explorers came from Italy, Portugal, and Spain.
   C. Many of the early explorers came from Russia, Poland, and Lithuania.
   D. Most of the early explorers hoped to find silver and gold, even if that was not their number-one motive.
   E. Henry Hudson and Ferdinand Magellan both wanted to reach the East by sailing in that direction.
   F. Ferdinand Magellan was the first person to make it completely around the globe.
   G. Kings and queens were quite important to the Age of Discovery—they often financed the voyages that took place.

4. What were some ways that Native Americans cooperated with European explorers?

5. What were some reasons there was conflict between the Native Americans and the European explorers?
Chapter 3 Key Term Activity

Fill in the blank with the correct word.

**Word Bank**

Christopher Columbus  Henry Hudson
Francis Drake  Juan Ponce de Leon
Francisco Vasquez de Coronado  Leif Erikson

Explorers came from all over Europe to the New World. 1. _________________ was the first to reach America. However, many people forgot his discovery for hundreds of years. The most famous explorer is 2. _________________ . He discovered the West Indies. In his search for cities of gold, 3. _________________ discovered Colorado. The first explorer to survive making it around the world was 4. _________________ . 5. _________________ discovered Florida and claimed it for Spain. 6. _________________ tried to find a way to sail across North America. These explorers led to colonization of America.

Key terms are defined in the book's glossary. Answers to Key Term Activities and chapter reviews are found in the Teacher's Guide.
Week 2 Day 3
Chapter 4
American Colonies

Unit Two: Early America
Standards Covered: 4.1.4, 4.2.1, 4.2.3, 4.5.2, 4.5.3, 4.9.2
Key term activity at the end of the chapter

European Colonies
The Age of Exploration led many European nations to claim land in the Americas. The European explorers called it the New World. They had many reasons to carry out colonization. They wanted land for agriculture and waterways to make trade easier. One thing the European explorers did not realize was the extent to which they needed help from the Native Americans. Time and again, early colonies were saved only by friendly assistance from Indian groups.

Native American Economics
Many Native American peoples lived in Stone Age conditions. This means they had not invented the wheel or developed sophisticated economic systems. Of course, there were exceptions, such as the Aztecs in Mexico and the Incas of Peru. But a majority of the Native American peoples lived in conditions that were centuries behind the Europeans. This means that they often benefited—at least at first—from contact with European settlers and explorers.

Spanish and Portuguese Colonies
Many Spanish and Portuguese settlers came to the Americas. The kings and queens of Portugal and Spain wanted the resources of the new lands in Central and South America and the Caribbean. Religion was another powerful motivating force. Portugal and Spain both wanted to spread Roman Catholicism in the New World. But there was another factor, one that is sometimes overlooked. Many early explorers and colonists wanted to become famous. They wanted people to remember their names long after they died. Between the adventurers, colonists, and religious leaders, Portugal and Spain sent some of their best and most skillful—as well as adventurous—inhabitants to the New World.

Spanish Missions
Spain first conquered Mexico, which was named New Spain. Soon afterward, Spanish monks and priests moved north to convert the Native Americans of the American Southwest to Christianity. They succeeded in many areas, especially New Mexico and southern California. The monks and priests built missions, which were combinations of towns and forts. Many Spanish names survive to this day, in places like Los Angeles (Place of the Angels) and San Francisco (Saint Francis). The monks and priests built the missions and taught the local Indians about the Roman Catholic faith.
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French Colonies

Canada is the nation directly north of the US. The first Europeans to explore the region were Vikings from Scandinavia. They came to Canada in the eleventh century but did not establish colonies. Centuries later, French explorers came up the St. Lawrence River to establish a colony in what is now the Province of Quebec. They colonized much of eastern Canada, which they called New France.

Like the Spaniards, the French wanted to spread Roman Catholicism. They established many missions, especially along the Great Lakes of the American Midwest. The French priests and monks were people of tremendous courage. Several of them lost their lives to Indian groups that did not want to be converted, but this did not stop more religious leaders from making the attempt. All the efforts of the monks and priests might have failed if not for the fur trade, however.

Beaver pelts were greatly desired. They were fashionable in France. Beaver hats became the rage in Paris, for example. They helped people keep warm in winter. Deer, beaver, and other animals were trapped for their furs. Sometimes the French did the trapping themselves. More often, they traded with Native Americans who did the actual work. The French became friendly with many different Native American groups. Some of those tribes later fought with the French in the long series of French and Indian Wars. The beaver trade is a good example of how skillful leaders and merchants used natural resources to accomplish their goals.

French Missionaries

Like Portugal and Spain, France was a Roman Catholic nation. The Society of Jesus, also known as the Jesuit Order, sent many missionaries to New France. One of the best-known was Father Jacques Marquette. He and a French-Canadian explorer named Louis Joliet canoed half-way down the Mississippi River. Many present-day towns and counties are named for Father Marquette.

Louisiana

France also wanted to control the southern part of what is now the US. In 1682, Rene-Robert Cavelier de La Salle canoed all the way down the Mississippi River. Arriving at the place where the Mississippi meets the Gulf of Mexico, La Salle claimed all the lands and waterways for King Louis XIV of France. Modern-day Louisiana gets its name from La Salle's journey of exploration. By 1750, France controlled all of present-day Louisiana as well as much of eastern Canada. Both areas were thinly populated because it was hard to persuade people from France to move to these remote locations.
Activity 1
Imagine that you have just arrived in either a Spanish or a French colony. The Spanish settled in the warm areas of what are now the US. The French colonies were mostly in the colder areas. Make a list on your paper of what you might need to survive. Would fur coats be important? Or sombrero hats? And what would your relations with the Native Americans be like? Present your findings to the class.

English Colonies
During the 1600s, many people left England for North America. They eventually established colonies along the Atlantic coast from Georgia in the South to Maine in the far Northeast. Like the Portuguese, Spanish, and French, the English had several different purposes for coming to America.

Different Regions
The English colonies were divided into three regions. The New England Colonies included Massachusetts, New Hampshire, Rhode Island, and Connecticut. The Middle Colonies were New York, New Jersey, Pennsylvania, and Delaware. The Southern Colonies were Maryland, Virginia, North Carolina, South Carolina, and Georgia. We will learn more about the colonists in the next section.

Practice 1: European Colonies

1. Why was beaver fur so important? Which colonist group benefited the most?

2. Which three of the following statements are most accurate concerning the early French colonies?
   A. France wanted to spread the Roman Catholic religion.
   B. France wanted to spread the Protestant religion.
   C. France benefited from the fur trade, especially in beaver pelts.
   D. The French settled on the East Coast, in what are now North and South Carolina.
   E. France sent many explorers to America, and all of them came back safe and sound.
   F. French settlers came up the Colorado River to settle in the American Southwest.
   G. French settlers came up the St. Lawrence River to settle in what is now Quebec, Canada.

3. Which European king or queen was Louisiana named for?
   A. Queen Elizabeth I, who is most famous for crushing the Spanish Armada
   B. King Louis XIV, who is most famous for building the palace of Versailles
   C. Queen Anne I, who is most famous for starting the House of Commons
   D. King Carlos II, who is most famous for starting the House of Lords
Week 2 Day 4
Chapter 4  American Colonies

Jamestown and Plymouth

Jamestown

The English were slower than the French and Spaniards. The first successful English colony was founded in 1607. The settlers sailed into Chesapeake Bay and anchored at a beautiful spot on what is now the James River. They named their settlement Jamestown, in honor of King James I. The first two years were very difficult. Many settlers went hungry. More than a few of them died. The colony was saved by Captain John Smith.

Captain John Smith was a merchant-adventurer. He was not meant to be the leader. But the painful first two years called for his talent and skill. Captain Smith saved Jamestown by making everyone work. Captain Smith also saved the colony by becoming friends with Pocahontas. She was the daughter of Chief Powhatan, leader of the local Indians.

The Powhatan Indians had already helped the colonists several times. The colonists would not have survived the first two winters without that help. But relations between the two groups did not remain friendly. At one point, Captain Smith was captured and brought before Chief Powhatan. Smith was about to be executed when Pocahontas leaped in to save his life. Pocahontas begged her father to spare Smith's life. But this was not all that Pocahontas did for the settlers.

Captain Smith left the colony after he was badly injured in a gunpowder explosion. Pocahontas stayed good friends with the colonists, and she married John Rolfe. Whether through his wife or through contact with other Native Americans, John Rolfe learned how to cure (dry) Virginia tobacco. This new product became the economic lifeblood of the Virginia colony. And even this was not the end of Pocahontas' story. She, her English husband, and their son traveled to England where she met King James I. Pocahontas made a positive impression on almost everyone she met. Sadly, she died of smallpox before returning home. But her remarkable story is a good example of the use of human resources.

Plymouth

The Virginia settlers came in hopes of finding silver and gold. Tobacco turned out to be far more important in their case. But other colonists came to America in search of religious freedom. They wanted to practice their faith(s) without interference from the government.

The Pilgrims came first. They landed at what is now Plymouth, Massachusetts, in 1620. The Puritans came ten years later. They established the Massachusetts Bay Colony, with the capital located at Boston. The two settler groups had a lot in common. Both groups wanted to govern their towns on the teachings of the Bible. And both had a lot of difficulties in the first few years.
English Colonists and Native Americans

The Pilgrims enjoyed good relations with the Native Americans. The Pilgrims might not have survived if Squanto had not come to their rescue. This remarkable Paxtuet Indian showed the Pilgrims how to plant many crops. He also acted as their go-between and translator when they met other Native Americans. Squanto had learned English several years earlier when he was kidnapped by English sailors and taken to England. Somehow, he managed to get back to his home area just in time to meet the Pilgrims in 1621.

Not all English colonists liked the Indians. The same was true the other way around. And the cultural differences between the two groups often led to conflict. The first big Indian war took place in Virginia. Chief Powhatan was dead, and his brother, whose name was Chief Opecanough, led a surprise attack on the colonists in March 1622. Three hundred settlers were killed on the opening day of the war. Armed with muskets and swords, the colonists took terrible revenge, killing many more Indians than they themselves had lost. And when Opecanough led a second attack on the settlers, in 1644, the vengeance was even more terrible. After the Indians were defeated, Opecanough's dead body was paraded through the streets of Jamestown.

Many Indians and settlers died in battles and wars. The Indians suffered their greatest loss from disease, however. European diseases such as measles, mumps, and smallpox killed many Indians who had no immunity to them.

King Philip's War

In 1675, an Indian leader attacked the Pilgrim and Puritan settlements in New England. His name was Metacom, but the English settlers called him King Philip, referring to King Philip II of Macedon, the father of the conqueror Alexander the Great. Metacom's warriors destroyed more than a dozen English towns before Metacom himself was hunted down and killed in Rhode Island in 1676. When the war ended, the English had a firm control over all of the southern parts of New England.

Practice 2: Jamestown and Plymouth

1. Read the statements below. Then select three which are most accurate concerning the Virginia settlement.
   
   A. John Smith was an important leader of Jamestown, capital of the Virginia colony.
   B. Pocahontas was a severe enemy of the Virginia colony.
   C. Powhatan did not care about the Virginia colony one way or the other.
   D. John Rolfe nearly ruined the Virginia colony through carelessness and neglect.
E. John Rolfe saved the Virginia colony through curiosity about tobacco and how best to cultivate it.
F. John Smith married Pocahontas, but after their divorce she married John Rolfe.
G. John Smith and Pocahontas may have had a romance, but she married John Rolfe.

2. Describe two ways in which Native Americans helped the English settlers in Virginia and Massachusetts.

3. Which sentence best describes the relationship between various natural resources found in the New World?
   A. Tobacco was best for the French, while codfish was most important to the English.
   B. Tobacco was best for the Virginia colonists, while beaver pelts were most important to the French.
   C. Codfish was best for the Spanish colonists, while wood and forest products were most valuable for the English.
   D. Beaver pelts, tobacco, and gold and silver were all equally important in the different colonies.

4. Imagine that you have visited both Jamestown and Plymouth. You are now back in England, where you describe the similarities and the differences between these two colonies. Write the letter to a friend, one who knows a good deal about the Pilgrims, the Puritans, and the adventurers who settled Jamestown.
Week 2 Day 5
Geography and Resources of the Colonies

Climate and Topography

The Northern Colonies enjoyed a cool climate. The winters were long and hard. But the colonists adapted to the challenge. They became first-rate loggers and fire-tenders. The Southern Colonies were much warmer, with mild winters and long, hot summers. The settlers learned to do their hardest work in the winter months. In both cases, the English colonists adapted to their new environment.

The English colonies grew up along the sea coast. Port towns like Jamestown and Plymouth expanded inland as their populations grew. Boston, New York, and Philadelphia were settled later, following the same pattern. The new cities and towns provided lots of interesting work. Carpenters, coopers (barrel makers), silversmiths, and shipbuilders found it easy to get work. So did blacksmiths and ropemakers. Coach makers did the finest, most detailed, work and earned the most money.
Most large cities were in New England and the Middle Colonies. The South was more spread out. This is because of the size of Chesapeake Bay and the number of inland waterways. Geography made life in the Southern Colonies different from elsewhere. The South became a land of small towns and plantations rather than cities and large towns.

Mountains generally served as barriers to movement and trade. The Appalachian Mountains stretch from Georgia in the south to Maine in the north. During the 1600s and 1700s, almost all English settlers lived between the Atlantic Ocean and the Appalachians. The mountains were too difficult to cross. Rivers, on the other hand, usually made movement and trade easier. The Potomac River in Virginia and the Hudson River in New York both made it easier for the colonists to move inland and set up new towns and plantations.

**The Environment’s Impact on Colonization**

Each group of colonies faced a set of challenges. The New England colonists faced the severe cold of winter. The Southern Colonies faced the intense heat of long summers. The Spanish colonies in New Mexico and southern California faced their own challenges, which included a scarcity of fresh water. The Spanish had a good response, or way, of coping with the challenge. They did not build many cities or towns. Instead, the Spanish settlers built **haciendas**, which were a combination of large farms and plantations.

**Southern Colonial Economics**

The Southern Colonies had an abundance of farmland and forests. The woods provided all that was
needed for the building of houses, barns, and ships. Tobacco was the cash crop which allowed the Southern Colonies to make money. The Southern colonists also had a lot of trade with the local Native Americans. The colonists usually traded finished goods like iron axes and copper kettles in return for deer skins and animal meat. The relationship with the English motherland was also important. The Southern Colonies provided tobacco, rice, and indigo to England.

**Plantations and Slavery**

During the 1600s and early 1700s, all of the English colonies had slaves. But after the US won its independence in 1783, things began to change. The Northern states relied less on slavery. The North started to develop more manufacturing and industry.

The South relied on cash crops, however. These were crops grown in large amounts that provided most of the region’s wealth. Tobacco, rice, indigo, and sugar were the most important Southern crops during the 1600s and early 1700s.

In 1794, a Northern man named Eli Whitney invented the cotton gin. This hand-powered device made producing cotton much faster. Cotton became the South’s most important cash crop.

Observers called the Southern farms plantations. Plantations required a lot of labor. Plantation owners used slaves to work the fields and harvest crops. They also used slaves for many household tasks.

**Middle Colonial Economy**

The Middle Colonies depended on both farming and commerce. Farmers raised cash crops like wheat, barley, and rye. The goods were shipped to England. The Middle Colonies also had several large cities like New York and Philadelphia.

**New England’s Colonial Economy**

The New England Colonies relied on the Atlantic Ocean for trade and commerce. Shipbuilding, lumber harvesting, and fishing were some of the most important kinds of work. The New England Colonies traded goods with the Southern Colonies as well as the Caribbean.

**Triangular Trade Route**

Slavery was most common in the Southern Colonies. All of the colonies benefited from the slave trade, however. Africans were captured in their homeland and brought to America as slaves. The Middle Passage was the middle leg of a triangular trade route (trade between three points). Raw materials went from America to Europe. Slave ships sailed from Europe to Africa. And the captured people were brought to plantations in America.
The Middle Passage was very hard. Many captured Africans lived in cramped quarters aboard slave ships. They suffered harsh treatment during the voyage. Many of them died because of poor sanitation, which led to disease. The English colonists viewed the slaves as **capital resources**.

**Activity 2**

Colonial Americans had many different ways of earning a living. Choose a colonial trade, like shipbuilding or silversmithing. Do some additional research. Create a short presentation about what you have learned to the class.

**Practice 3: Geography and Resources of the Colonies**

1. Explain how geography and climate influenced the Spanish colonies.

2. Slavery became most important to the economy of the —
   A. Southern Colonies.  B. Middle Colonies.

3. Which **two** of the following were **not** cash crops for the Southern Colonies?
   A. corn
   B. cotton
   C. rice
   D. indigo
   E. beaver fur

4. Which **three** of the following statements are most accurate concerning slavery in the American Colonies?
   A. Most of the slaves came from Asia and Europe.
   B. The South used slaves more than the Northern Colonies.
   C. The North used slaves more than the Southern Colonies.
   D. Rice was the number-one crop grown by slaves.
   E. Cotton was the number-one crop grown by slaves.
   F. Most slaves came to America by means of the Trans-Pacific Trade
Chapter 4 Key Term Activity

Fill in the blank with the correct word.

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<td>natural resources</td>
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<td>Pilgrims</td>
</tr>
<tr>
<td>Puritans</td>
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France, Spain, Portugal, and England all wanted 1. __________ from the Americas.
People often talk about Spanish gold, but the most valuable crop in the English colonies was tobacco, pioneered by 2. __________. The 3. __________ settled Plymouth, Massachusetts, while the 4. __________ established the Massachusetts Bay Colony. 5. __________ saved the Virginia colony by requiring every able-bodied person to work.

6. __________ was a Native American princess who went to London with her English-born husband. 7. __________ was a French priest who missionized among the Indians of the Midwest. 8. __________ was the leader of France and the person for whom Louisiana was named.

The 9. __________ was a terrifying experience for the captured Africans. Stolen from their homelands, they were brought to America where they worked on 10. __________.

Key terms are defined in the book's glossary.
Answers to Key Term Activities and chapter reviews are found in the Teacher's Guide.