

# U.S. History to 1865 Study Guide

HISTORY AND SOCIAL SCIENCE STANDARDS OF LEARNING -- CURRICULUM FRAMEWORK -- 2015 STANDARDS

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## STANDARD USI.5A REASONS FOR COLONIZATION

- a) describe the religious and economic events and conditions that led to the colonization of America.



- **Massachusetts Bay Colony** was settled by the Puritans to avoid religious persecution.
- **Pennsylvania** was settled by the Quakers, who wanted freedom to practice their faith without interference.
- **Georgia** was settled by people who had been in debtors' prisons in England. They hoped to experience economic freedom and start a new life in the New World.

## STANDARD USI.5B NEW ENGLAND, MID-ATLANTIC, SOUTHERN COLONIES

Colonies in North America were established for religious and economic reasons.

Colonies and the reasons they were established

- **Roanoke Island (Lost Colony)** was established as an economic venture.
- **Jamestown Settlement**, the first permanent English settlement in North America (1607), was an economic venture by the Virginia Company.
- **Plymouth Colony** was settled by separatists from the Church of England who wanted to avoid religious persecution.

- b) life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment to produce goods and services.

Geographic features influenced life in the colonies

The colonies consisted of different groups of people whose lives varied greatly depending on their social position.

Terms to know

- **resources:** natural, capital, or human

Colonies	Geography and Climate	Resources	Social life	Political and civic life
<b>New England</b>	<ul style="list-style-type: none"> <li>o Appalachian Mountains, harbors, hilly terrain, rocky soil, jagged coastline</li> <li>o Moderate summers, cold winters</li> </ul>	<ul style="list-style-type: none"> <li>o Natural: timber, fish, deep harbors</li> <li>o Human: skilled craftsmen, fishermen, merchants, shipbuilders</li> <li>o Capital: tools, buildings</li> </ul>	<ul style="list-style-type: none"> <li>o Village, school and church as center of life.</li> <li>o Religious reformers and separatists</li> </ul>	<ul style="list-style-type: none"> <li>o Town meetings</li> </ul>
<b>Mid-Atlantic</b>	<ul style="list-style-type: none"> <li>o Appalachian Mountains, coastal plains, harbors, rivers, rich farmlands</li> <li>o Moderate climate</li> </ul>	<ul style="list-style-type: none"> <li>o Natural: rich farmlands, rivers</li> <li>o Human: unskilled and skilled workers, farmers, fishermen, merchants</li> <li>o Capital: tools, buildings</li> </ul>	<ul style="list-style-type: none"> <li>o Villages and cities</li> <li>o Diverse cultural backgrounds</li> <li>o Diverse religions</li> </ul>	<ul style="list-style-type: none"> <li>o Market towns</li> </ul>
<b>South</b>	<ul style="list-style-type: none"> <li>o Appalachian Mountains, Piedmont, Atlantic Coastal Plain, harbors, rivers, fertile farmland</li> <li>o Humid climate</li> </ul>	<ul style="list-style-type: none"> <li>o Natural: fertile farmlands, rivers, harbors, forests</li> <li>o Human: farmers, enslaved African Americans, indentured servants</li> <li>o Capital: tools, buildings</li> </ul>	<ul style="list-style-type: none"> <li>o Plantations, mansions, few cities, few schools</li> <li>o Church of England</li> </ul>	<ul style="list-style-type: none"> <li>o Counties</li> </ul>

# STANDARD USI.5C

## SPECIALIZATION & INTERDEPENDENCE

c) specialization of and interdependence among New England, Mid-Atlantic, and Southern colonies;

**Economic specialization and interdependence existed among the colonies in the production of goods and services.**

**Specialization increases productivity. It also requires trade and increases interdependence.**

**Terms to know**

- **specialization:** Focusing on one or a few products
- **interdependence:** Two or more people depending on each other for goods and services

Colonies	Specialization	Examples of Interdependence
<b>New England</b>	o Fishing, shipbuilding, naval supplies, metal tools and equipment	o The New England colonies <b>depended</b> on the Southern colonies for <b>crops</b> such as tobacco, rice, cotton, and indigo. o They <b>depended</b> on the Mid-Atlantic colonies for <b>livestock and grains</b> .
<b>Mid-Atlantic</b>	o Livestock, grains, fish	o The Mid-Atlantic colonies <b>traded</b> with the Southern and New England colonies to get the products they did not produce. o The Mid-Atlantic colonies <b>depended</b> on the Southern colonies for tobacco, rice, indigo, and forest products. o They <b>traded</b> with the New England colonies for <b>metal tools and equipment</b> .
<b>South</b>	o Tobacco, rice, indigo, forest products (lumber, tar, pitch)	o The Southern colonies <b>depended</b> on the New England colonies for <b>manufactured goods</b> , including <b>metal tools</b> and equipment. o They <b>depended</b> on the Mid-Atlantic colonies for <b>grains and other agricultural</b> products not plentiful in the South.

# STANDARD USI.5D

## COLONIAL LIFE

d) colonial life in America from the perspectives of large landowners, farmers, artisans, merchants, women, free African Americans, indentured servants, and enslaved African Americans;

**The colonies were made up of different groups of people whose lives varied greatly depending on their social position.**

### Large landowners

- Lived predominately in the **South**
- Relied on **indentured servants and/or enslaved African Americans** for labor
- Were educated in some cases
- Had rich social culture

### Farmers

- Worked the land according to the region
- Relied on family members for labor

### Artisans

- Worked as **craftsmen** in towns and on plantations
- Lived in small villages and cities

### Merchants

- Worked to buy and sell goods to the colonists

- Lived in towns and cities

### Women

- Worked as **caretakers, house-workers, and homemakers**
- Were **not allowed to vote**
- Had **few opportunities** for getting an **education**

### Free African Americans

- Were able to **own land**
- Had **economic freedom** and could work for pay and decide how to spend their money
- Were **not allowed to vote**

### Indentured servants

- Were men and women who did not have money for passage to the colonies and who agreed to **work without pay** for the person **who paid for their passage**
- Were **free** at the end of their contract

### Enslaved African Americans

- Were **captured** in their native Africa and **sold** to slave traders; then were shipped to the colonies where they were **sold into slavery**
- Were **owned as property** for life and did not have **any rights**.
- Were often **born into slavery** (i.e., children of enslaved African Americans were born into slavery.)

# STANDARD US1.5E

## RELATIONS BETWEEN COLONIES & GREAT BRITAIN

e) political and economic relationships between the colonies and Great Britain.

**Great Britain established and attempted to maintain control over the colonies.**

### **Economic relationships**

- Great Britain imposed **strict control over trade**.
- Great Britain **taxed the colonies** after the French and Indian War.
- The colonies **traded raw materials for goods** made in Great Britain.

### **Political relationships**

- Colonists had to **obey British laws**, which were enforced by governors.
- **Colonial governors** were **appointed by the king** or by the proprietor.
- A **colonial legislature made laws** for each colony but was **monitored** by the **colonial governor**.