

# 3 Step-by-Step Instruction

## Objectives

As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Explain the impact of geography on the economies of the New England, Middle, and Southern colonies.
- Compare and contrast differences in the social structure of the three major colonial regions.
- Describe the cultural life in the British colonies.

## Prepare to Read

### Background Knowledge L3

Ask students to describe the ways in which U.S. regions differ today. Explain that even in colonial times, these regions were developing their own economies, societies, and cultures.

### Set a Purpose L3

- **WITNESS HISTORY** Read the selection aloud, or play the audio.

 AUDIO **Witness History Audio CD,**  
Paul Revere: A Silversmith

Ask **How was Revere typical of colonial business owners?** (*Sample: Some colonists, like Revere, were smart, multiskilled, and ambitious. They created businesses that boosted the economy of the colonies.*)

- **Focus** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (*Answer appears with Section 3 Assessment answers.*)
- **Preview** Have students preview the Section Objectives and the list of Terms and People.
- **Reading Skill** Have students use the *Reading Strategy: Compare and Contrast* worksheet. **Teaching Resources, p. 12**
- **NoteTaking** Using the Structured Read Aloud strategy (TE, p. T20), have students read this section. As they read, have students compare and contrast the three colonial regions. **Reading and Note Taking Study Guide**

# 3



▲ In a portrait by John Singleton Copley, Paul Revere holds a silver teapot.



## WITNESS HISTORY AUDIO

### Paul Revere: A Silversmith

Paul Revere is best remembered as a Patriot during the American Revolution. But even before the Revolution, Revere made outstanding contributions to the growing colonial economy. Like most boys, Revere learned a trade. His father taught him to be a silversmith, and when Revere achieved master craftsman status, he produced fine works of silver. Silver working was just one of his talents. Revere also learned to engrave copper plates for printing, make surgical instruments, clean teeth and replace missing teeth, and make and sell eyeglasses. After the American Revolution, Revere opened a hardware store, foundry, and a copper-rolling mill.

Clever and ambitious business owners like Revere contributed to a growing colonial economy. His contributions were acknowledged in his obituary, which read in part, “seldom has the tomb closed upon a life so honorable and useful.”

## Comparing Regional Cultures

### Objectives

- Explain the impact of geography on the economies of the New England, Middle, and Southern colonies.
- Compare and contrast differences in the social structure of the three major colonial regions.
- Describe the cultural life in the British colonies.

### Terms and People

staple crop                      dame school  
cash crop

### NoteTaking

#### Reading Skill: Compare and Contrast

Complete a chart like this one comparing the three regions of the 13 colonies.

	New England	Middle Colonies	Southern Colonies
Economy	• Fishing •	• •	• •
Society	• •	• Religious diversity •	• •

**Why It Matters** By the early 1700s, the economic and social foundations of Britain’s 13 colonies were in place. As the colonies developed, three distinct regions emerged, each with its own economic and social structure: New England, the Middle Colonies, and the South. Despite their differences, the regions were part of Britain’s North American empire. Later in the eighteenth century, events would cause the colonies to unite against a common cause: British rule. **Section Focus Question: How did life differ in each of the three main regions of the British colonies?**

### Regional Economic Patterns

The vast majority of people in the 13 colonies made their living as farmers. Other than shipbuilding and some ironworks, the colonies lacked industries. The few small cities were all seaports that focused on trade with England.

In spite of these broad similarities, the colonies had by the mid-1700s developed important regional distinctions. Variations in geography and climate helped explain the differences between life in New England, the Middle Colonies, and the South.

**New England** New England is an area with cold winters, a short growing season, and a rugged landscape. For these reasons, New Englanders could not raise the crops most in demand by Europeans: tobacco, sugar, rice, and indigo. Instead, most New Englanders worked

## Vocabulary Builder

small farms where they raised livestock and grew wheat, rye, corn, and potatoes for their own use. None of these **commodities** could profitably be shipped to England, where a similar climate permitted production of the same crops.

New Englanders did ship some products from their shores. They exported lumber from their forests and fish—especially cod—from the sea. They salted and then shipped the fish to Europe or to the West Indies to feed enslaved Africans working on sugar plantations. New Englanders also used wood harvested from regional forests to build ships.

The principal seaport in the region was Boston, which had about 16,000 people in 1750. There, merchants did a lively business carrying out the busy trade between the colonies and Great Britain.

**The Middle Colonies** As in New England, family farms prevailed in the Middle Colonies. But those farms were more prosperous than those in New England. With a more temperate climate, farmers in the Middle Colonies were able to produce more and better wheat than did the New Englanders.

Thanks to a growing export trade in wheat, the Middle Colonies boomed during the eighteenth century—while New England's economy stagnated. Philadelphia and New York became the two great seaports of the prospering Middle Colonies. Still, neither of these cities was large by today's standards. In 1760, Philadelphia had a population of only 25,000.

**The South** Because of an even warmer climate and longer growing season, the Southern Colonies could raise the most valuable and profitable colonial crops. In the Chesapeake colonies of Virginia and Maryland, planters raised staple crops of tobacco, though some in the 1700s were switching to wheat. **Staple crops** are crops that are in steady demand. These crops were also **cash crops**, crops grown for sale. North Carolina produced cattle and lumber, while South Carolina and Georgia harvested rice and indigo. (Cotton would not become an important crop until the 1790s.) Charleston, South Carolina, was the region's largest port. Near the coast, most of the population consisted of enslaved Africans working on plantations. In the hillier areas inland from the coast, white settlers and family farms prevailed.

 **Checkpoint** In what ways did agriculture differ in the three colonial regions?

## Regional Social Patterns

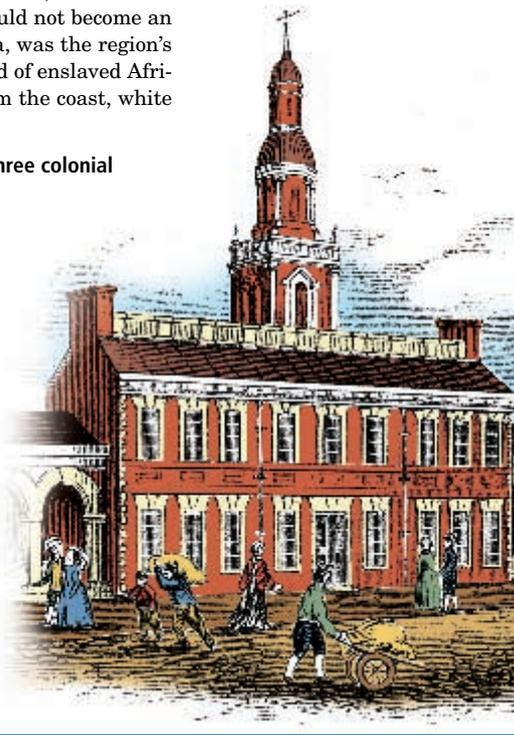
The three colonial regions also varied in the shape and form of the social life that developed there. Factors such as availability of education and patterns of settlement helped create distinct differences between the regions.

**Differences in Population** In New England and the Middle Colonies, there were relatively few African Americans. In parts of the South, they formed the majority of the population.

The three regions also attracted different types of free settlers. During the seventeenth century, most immigrants to the South were poor, young, single men. Seeking work for the short term and a farm for the long term, they worked as indentured servants. In contrast, most of the immigrants to seventeenth-century New England were of the middle class and could pay their own way. They immigrated to the colony

**Vocabulary Builder**  
**commodity**—(kuh MAHD uh tee) *n.* anything bought or sold; any item that is traded

Philadelphia was a large city by colonial standards.



## Teach

### Regional Economic Patterns

L3

#### Instruct

- **Introduce: Key Term** Point out the key term **cash crop** (in bold) in the text. Ask students if they can define **cash crop**. Discuss the benefits and drawbacks of a region's dependence on a **cash crop**.
- **Teach** Using the Numbered Heads strategy (TE, p. T23), have students discuss how the physical geography in the three colonial regions differed, and explain how geography affected agriculture in each region. Ask **Which area of the colonies was the most valuable within Britain's mercantilist system? Which area was least valuable?** (*The South was the most valuable. It produced cash crops that could not be grown in Britain and provided raw materials for British manufacturing; New England was the least valuable. Its physical geography was similar to Britain's, meaning it produced many of the same crops as Britain.*)
- **Quick Activity** Have students access **Web Code ncp-0305** to use the **Geography Interactive map** and then answer the Geography and History questions on the next page.

#### Independent Practice

Have students read the worksheet, *Geography and History: Regional Economy* and answer the questions. **Teaching Resources, p. 18**

#### Monitor Progress

As students fill in their charts, circulate to make sure that they record the economic characteristics of the three colonial regions. For a completed version of the chart, see **Note Taking Transparencies, B-25**.

#### Answer

## Connect to Your World

**Living History Museums** Colonial history lives at historic villages such as Colonial Williamsburg and Plimoth Plantation, where visitors can experience in-depth what life was like in seventeenth and eighteenth century America.

Colonial Williamsburg, the restored eighteenth-century capital of the Virginia colony, is the world's largest living history museum. It contains hundreds of preserved buildings that stood when George Washington and Thomas Jefferson walked its streets. Interpreters wearing period costumes wander the

grounds and demonstrate colonial-era work, cooking, music, and crafts for visitors.

In Massachusetts, Plimoth Plantation chronicles the life of the Plymouth colony, the Pilgrims who settled there, and their relationship with the Wampanoag and Massasoit Indians. Among the areas explored at this living museum is the true story of the first Thanksgiving.

Plimoth and Williamsburg may be the most famous, but there are other living history museums throughout the United States that allow today's visitors to travel back in time and experience life as it was long ago.

## Regional Social Patterns

L3

### Instruct

- Introduce** Display Color Transparency: *Dame Schools*, and point out the key term **dame school** (in bold) in the text. Explain that **dame schools** were grammar schools for girls that were often set up in women's homes because a grammar school education was generally unavailable to girls. Have students discuss what this fact suggests about how social patterns in the colonies differ from those today. **Color Transparencies A-11**
- Teach** Have students study the population graph on the next page. Discuss what the graph reveals about the population of the colonies during this period. Ask **Why were the Middle Colonies more attractive than New England to immigrants?** (*New England was an area of small family farm communities, often strictly controlled by Protestant leaders. Larger cities and farms in the Middle Colonies offered more economic opportunity and personal freedom for immigrants. The region's greater ethnic and religious diversity was also attractive.*) **Why would the coastal South have been less attractive to immigrants than the other two regions?** (*Sample: Much of the fertile coastal land was covered by plantations owned by wealthy planters, and much of the labor was done by enslaved people, so there were fewer job opportunities.*) Have students discuss elements of colonial life such as gender roles, economic opportunities, and the role of education.

### Focus On Geography

#### Geography and Regional Economies

The geography of a region determines what type of housing people build, what type of clothing they wear, and how they make a living. Each region of the 13 colonies developed an economy based on its geography.

New England's geography lent itself to fishing, lumber, and small-scale farming. Trade and commerce took hold in the New England city of Boston and in other towns along the coast. For their thriving wheat, rye, and barley crops, the Middle Colonies became known as the "breadbasket" of colonial America. Flour and other products were shipped to England and the West Indies from busy ports in New York and Philadelphia. Large plantations in the South grew tobacco, rice, indigo, and eventually cotton. Enslaved Africans tended these labor-intensive crops. Backcountry farmers in the Middle and Southern colonies scratched out a living on small farms.



#### ▲ New England Colonies

Fishing for cod off the coast of New England

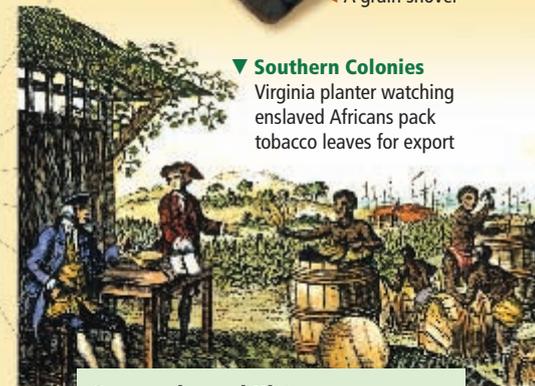


#### ▲ Middle Colonies

Family harvesting its crop



◀ A grain shovel



#### ▼ Southern Colonies

Virginia planter watching enslaved Africans pack tobacco leaves for export

#### Geography and History

- How did geography affect the economy in each of the three regions?
- How do you think geography affects your town or city?

## Answers

### Differentiated Instruction Solutions for All Learners

L1 Special Needs Students L2 English Language Learners L3 Less Proficient Readers

Students are learning about the regional differences that characterized the American colonies in the seventeenth and eighteenth centuries. Direct them to compare and contrast the regions, and to determine which region they would choose to live in if they were immigrants during that era. After making their decision, students should list their reasons on a sheet

of paper. Then, have them use this list to write a few words, phrases, or sentences to explain in which region they would prefer to live, and to give reasons for their choice. Have students who have picked different regions share their ideas with a partner or in small groups.

as families, which meant a better balance between males and females. For example, in 1650, New England had six males for every four females, compared with four men for every woman in the Chesapeake area.

European immigrants seemed to prefer the Middle Colonies most of all. These colonies became the most ethnically and culturally diverse region in the entire British Empire. In addition to religious tolerance, the Middle Colonies offered immigrants greater economic opportunities.

Though a less desirable destination for immigrants than the other regions, New England provided a healthier environment. A hilly land with fast-flowing rivers and streams, New England was free of the malaria and dysentery that killed so many colonists elsewhere. In New England, people who survived childhood could expect to live to about 70 years, compared to 45 years in the Chesapeake region.

With a healthier environment and better balance between men and women, New England enjoyed rapid population growth. During the seventeenth century, New England received only 21,000 immigrants—a fraction of the 120,000 transported to the Chesapeake area. Yet in 1700, New England had 91,000 colonists, more than any other region.

**Women in the Colonies** By law and custom, there were few opportunities for women outside the home. Most women were legal dependents of men, and men held all the power in colonial households. Married women could not own property, could not vote, could not hold political office, and could not serve on a jury. Although women who were widowed could inherit a portion of their husband's property, they did not have any political rights.

Both men and women depended on one another to run farms, businesses, and households. Men generally did the work of planting, raising, and harvesting crops. Women usually managed the household duties, such as cooking, gardening, sewing, and child care.

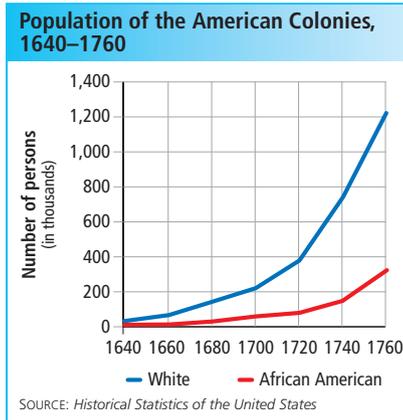
**Community Life** The New England Colonies granted land to men who banded together to establish a town. New England leaders favored compact settlement in towns to support public schools and to sustain a local church. As a result, more adults were literate in New England than in the other colonial regions. In addition, while New England had fewer wealthy families than in the other regions, there was a greater degree of economic equality. Most men in New England owned their own farm, shop, or fishing boat.

In the Southern Colonies, the plantation economy based on slavery produced great profits. However, each large plantation was far from the next, and back-country farmers were excluded from plantation society. With a population that was spread far and wide, the southerners found it harder to sustain churches and schools. Illiteracy was more common in the South. Slavery also promoted greater economic inequality. A few white people became rich planters, but most remained common farmers.

**Education** As you have read, schooling was more available in New England than elsewhere in the colonies. By the mid-1600s, Massachusetts law required towns to provide schools where students could learn the basics of reading and writing. The goal was to enable students to read the Bible.

Larger New England towns offered a more advanced “grammar school” education—generally to boys only. Some girls did receive a grammar school education in **dame schools**—private schools operated out of a woman's home.

**Graph Skills** As the graph illustrates, population in the American colonies grew steadily from the mid-1600s to the mid-1700s. *What was the white population in 1720? What were some of the reasons for the increase in both the white and African American populations?*



■ **Analyzing the Visuals** Draw students' attention to the illustration on the following page of a school in New England, the region with the greatest number of schools. Review why there were more schools in New England than in the other colonial regions. Discuss what New England schools were like, based on the illustration. Ask students to comment on the mix of girls and boys, how the students are dressed, the classroom, the teacher, and how the children are lined up to receive their lessons.

## Independent Practice

Ask students to write an essay on the status of women in colonial America. Ask them to comment in their essays on how the position of women affected colonial society.

## Monitor Progress

As students write their essays, circulate to make sure that they understand the unequal position held by women in seventeenth-century and eighteenth-century America.

## Differentiated Instruction Solutions for All Learners

### L4 Advanced Readers L4 Gifted and Talented Students

To learn more about life and society in colonial times, challenge students to design a colonial town typical of one region: the New England Colonies, the Middle Colonies, or the Southern Colonies. Students may create the communities in any number of ways, such as drawing a plan or map on a piece of poster board or making a physical model with materials such as cut paper, cardboard, or clay. Plans or models should show the locations of important buildings, such as a mill or inn, roads, farm fields, and physical features

such as rivers. Students should name their community and write paragraphs to describe its society, government, and economy.

Tell students that they may complete the activity using only the information in the text. However, they may supplement it with information taken from other sources they find in the library or on the Internet. Students can work alone, with a partner, or in a small group to complete the activity. Have students present their town plans or models to the class.

## Answer

**Graph Skills** Possible response: The white population in 1720 was about 400,000 people. The populations probably increased due to immigration and to increased births in the colonies as the standard of living improved.

## Assess and Reteach

### Assess Progress

L3

- Have students complete the Section Assessment.
- Administer the Section Quiz. **Teaching Resources**, p. 22
- To further assess student understanding, use **Progress Monitoring Transparencies**, 33.

### Reteach

If students need more instruction, have them read the section summary.

### Reading and Note Taking Study Guide

L3

### Adapted Reading and Note Taking Study Guide

L1 L2

### Spanish Reading and Note Taking Study Guide

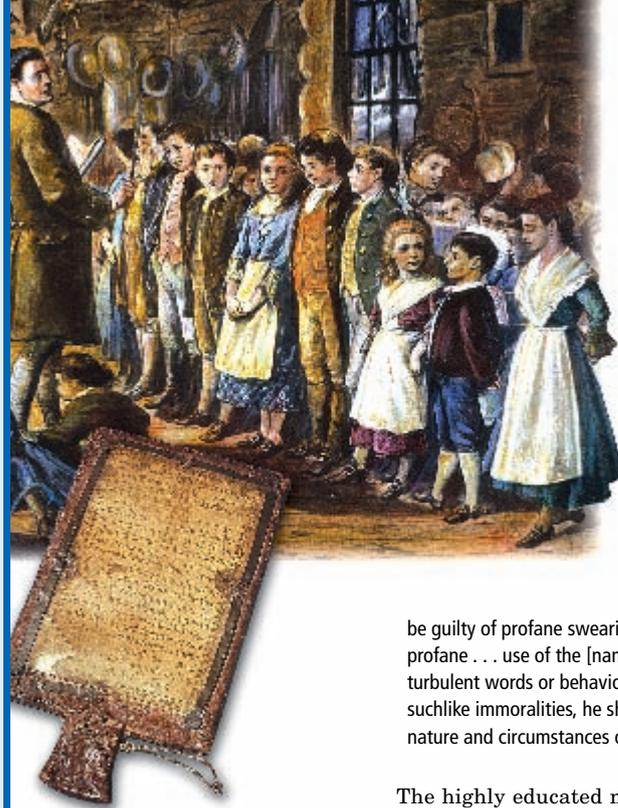
L2

### Extend

L4

See this chapter's Professional Development pages for the Extend Online activity on education in the American colonies.

## Answer



One-room schoolhouses were common in colonial New England. Hornbooks helped students learn to read.

Outside of New England, education was less widely available. Many colonists taught reading and mathematics to their own children. Wealthier families might hire a tutor to teach their children or send them to England to get an education.

Colleges were few, small, and very expensive. Most colonies had none, and only New Jersey had more than one—the College of New Jersey (Princeton) and Queens (Rutgers). Even the oldest and largest colleges—Harvard in Massachusetts, William and Mary in Virginia, and Yale in Connecticut—had fewer than 150 students. Only young men from prosperous families could attend. Most graduates became ministers.

During the colonial era, rules and regulations at colleges were quite strict. Students were expected to live moral and righteous lives, risking punishment or expulsion if they broke a rule. One rule stated:

#### Primary Source

“If any scholar shall be guilty of profane swearing, cursing, vowing, any petty or implicit oath, profane . . . use of the [name of God], . . . fighting, striking, quarreling, challenging, turbulent words or behavior, . . . idleness, lying, defamation, talebearing, or any other suchlike immoralities, he shall be punished by fine, confession, . . . or expulsion, as the nature and circumstances of the case may require.”

—Regulations at Yale College, 1745

The highly educated minority were expected to lead the common people. Although most colonists attended only grammar schools, most were better educated than their counterparts in Europe, many of whom were illiterate.

✓ **Checkpoint** How did education differ from one region to the other?

## SECTION 3 Assessment

### Progress Monitoring Online

For: Self-test with vocabulary practice  
Web Code: nca-0306

#### Comprehension

1. **Terms and People** How does each term below relate to life in the colonies? Answer the question in one or two sentences that use each term.
  - staple crop
  - cash crop
  - dame school

#### 2. NoteTaking Reading Skill:

**Compare and Contrast** Use your completed chart to answer the Section Focus Question: How did life differ in each of the three main regions of the British colonies?

#### Writing About History

3. **Quick Write: Write a Thesis Statement** Immigrants to the colonies decided in which region they would live. Based on what you have read in this section, write a thesis statement for a problem-solution essay on deciding where to live from the point of view of a new immigrant.

#### Critical Thinking

4. **Compare and Contrast** In what ways were each of the major regions of the British colonies similar to one another, and in what ways were they different?
5. **Draw Conclusions** Why do you think more immigrants moved to the Middle Colonies and the Southern Colonies?
6. **Analyze** How do the goals and opportunities for education differ between colonial times and today?