

Lesson 1: Founding of the Colonies

☐ Getting Started

In the 16th and 17th centuries, Europeans migrated, at first slowly and then in greater and greater numbers, to North America in search of new lives for themselves.

Some sought opportunities for wealth and acclaim.

Some sought the freedom to worship and live as they pleased.

Some hoped to escape imprisonment or poverty in Europe.

As they arrived in North America, these migrants found that it was already populated by native people skilled in surviving in its climate and terrain. The newcomers had to adapt to life in a new land and, as they did so, they interacted with the people who already lived there and also those forcibly brought there to provide enslaved labor. In this unit, you'll learn about the challenges that colonists faced, both in the early days of the British colonies and much later as those colonies struggled to become an independent nation.

In this introductory lesson, you'll begin reading about the founding of the British colonies, view an episode of *America: The Story of Us*, and complete a map of colonial America.

NOTE: Throughout this year in history, you will view episodes from the miniseries *America: The Story of Us*. If the YouTube links do not work, the program may be available through streaming sites such as Amazon, Apple, or Roku. Your local library may have streaming availability as well. Consult a parent if you have trouble accessing the series.

Stuff You Need

- *Great Colonial America Projects You Can Build Yourself!* by Kris Bordessa
- colored pencils or markers

Ideas to Think About

- Why do individuals, families, and communities decide to migrate from one location to another?
- How do religion, culture, government, and economics interact in decisions about whether to remain in one location or migrate to a new place?

Things to Know

- Europeans migrated to North America for a variety of reasons hoping to find access to gold or other easy sources of wealth, seeking religious freedom, hoping to make better lives for themselves than was possible in their home countries, or avoiding imprisonment in Europe.
- Some African people came to the North American colonies against their will; they were captured and forced to become indentured servants and, later, slaves.
- **Proprietary colonies** were colonies in which an Englishman owned the land and governed the colony. Several colonies (Delaware, North Carolina, South Carolina, Maryland, New York, New Jersey, Pennsylvania, and New Hampshire) were all originally proprietary colonies.
- Most colonies were self-governed early on, with the king granting the owners of proprietary colonies or royally-appointed governors broad powers to manage the affairs of the colony without royal interference. Over time, though, the British monarchy sought more control over colonial affairs.

☐ Reading and Questions

Read Chapter 1 of *Great Colonial Projects You Can Build Yourself!* by Kris Bordessa and then answer the questions that follow. This chapter reviews the founding of European colonies in North America. Much of this information may be review for you if you completed the *Age of Discovery* unit in Beyond the Page's 11-13 level.

1. What did the earliest English colonists hope to achieve in settling Roanoke and Jamestown?

2. How were the motivations of the colonists aboard the Mayflower different from those who settled in Virginia?

3. Who originally settled many of the middle colonies?

4. Describe the Triangle Trade.

Activities

☐ Activity 1: America, The Story of Us

For this first activity, you'll watch the first episode of the History Channel's mini-series *America: The Story of Us*. It is titled "Rebels" and covers the colonial period of United States history.



America: The Story of Us — Rebels

www.beyondthepage.com/link/11606/

Free with an Amazon Prime subscription. Scroll down to watch the "Rebels" episode.



America The Story of Us - "Rebels"

www.beyondthepage.com/link/11927/

Free to borrow with a public library card. Scroll down to "Rebels."

Often, when people watch television or a video online, they do so passively, just sitting back and enjoying the story without actively thinking about what they are viewing. When you watch episodes of *America: The Story of Us* as part of your homeschool social studies work, try to be an active viewer. Here are some tips for doing so:

- Watch with curiosity about history. Ask yourself questions like, "Why did things turn out that way instead of some other way?" or "Where did the film's writers get their information?" or "How is the time period I'm learning about different from today and different from other time periods I've learned about?"

- Think about the craft of film-making. Wonder why the film's director and editors made the choices that they made, how the special effects were created, or how the costumes and sets were designed.
- Don't be afraid to hit the "pause" button. If you have a question, pause the film and ask a parent, look up more information online (with a parent's assistance and permission), or consult a book on the same topic.
- Take notes as you view to remind yourself of things you'd like to know more about or important information that you've learned.

As you watch Episode 1, keep a pad of paper and a pencil handy. During this first episode, jot down notes about anything you learn while watching that is new information for you. When taking notes, don't worry about writing complete sentences or about grammar and spelling. It's fine to just write down a few words or a phrase to remind yourself of each new thing you've learned. For example, if you had never heard about the Lost Colony and wonder about theories about what happened to it, you could write "Roanoke — Lost Colony — What might have happened?" and that will remind you later that you had a question about the Lost Colony so that you can look up more information about that topic.

After you watch the first episode of *America: The Story of Us*, talk to a parent about what you found interesting about the video. Your parent will have some questions to discuss with you as well.

☐ **Activity 2: Mapping the 13 Colonies**

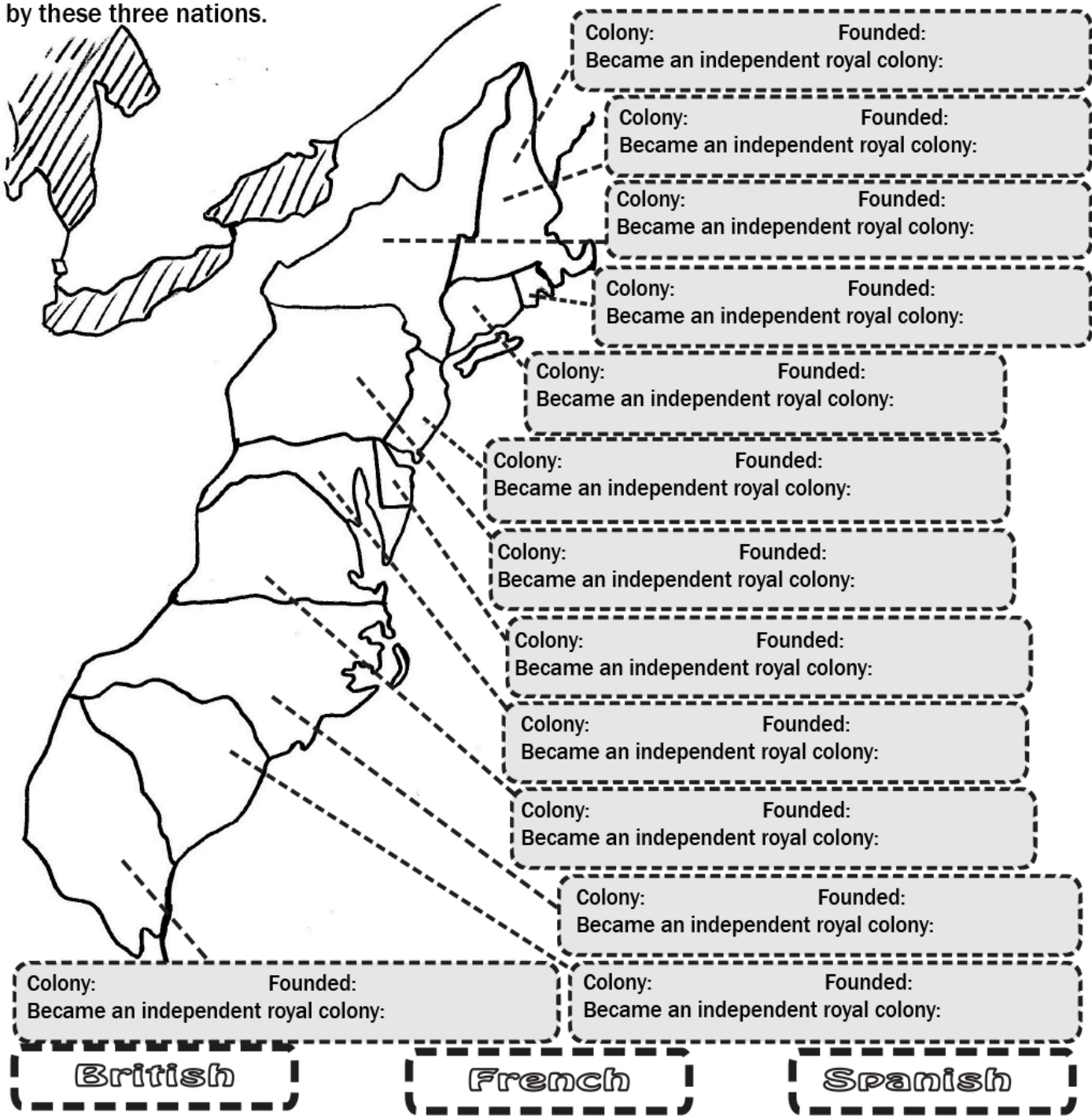
In this activity, you'll label a map of the original thirteen colonies, highlighting their date of founding or the date when they became a royal colony and showing their locations in relation to the French and Spanish areas in North America. You'll find information about each colony and its founding in the timeline on pages vi to ix in *Great Colonial America Projects You Can Build Yourself!* The maps on pages 12 and 18 may also be useful in completing the "Mapping the 13 Colonies" page.

Wrapping Up

This lesson has given you a brief overview of the founding of the British colonies in North America. In the next two lessons, you'll take a more detailed look at the history and culture of individual colonies, learn more about why their residents decided to settle there, and discover the ways that they interacted with the native people of each region and people brought from other faraway lands to work in the colonies.

Mapping the 13 Colonies

Instructions: Find each colony on the map and write its name and the date when it was founded (either first chartered, explored, or settled by Europeans) and the date when it became an independent royal colony. Then choose colors for the British, Spanish, and French areas of North America and color in the map key. Then, using the map on page 12 of *Great Colonial America Projects You Can Build Yourself!* as a guide, shade in the areas controlled by these three nations.



Lesson 1: Founding of the Colonies

Getting Started

✿ Ideas to Think About

- Why do individuals, families, and communities decide to migrate from one location to another?
- How do religion, culture, government, and economics interact in decisions about whether to remain in one location or migrate to a new place?



Things to Know

- Europeans migrated to North America for a variety of reasons hoping to find access to gold or other easy sources of wealth, seeking religious freedom, hoping to make better lives for themselves than was possible in their home countries, or avoiding imprisonment in Europe.
- Some African people came to the North American colonies against their will; they were captured and forced to become indentured servants and, later, slaves.
- **Proprietary colonies** were colonies in which an Englishman owned the land and governed the colony. Several colonies (Delaware, North Carolina, South Carolina, Maryland, New York, New Jersey, Pennsylvania, and New Hampshire) were all originally proprietary colonies.
- Most colonies were self-governed early on, with the king granting the owners of proprietary colonies or royally-appointed governors broad powers to manage the affairs of the colony without royal interference. Over time, though, the British monarchy sought more control over colonial affairs.

⦿ Skills

- Describe the factors that led to the founding and settlement of the American colonies including religious persecution, economic opportunity, adventure, and forced migration. (SS)
- Analyze the important geographic, political, economic, and social aspects of life in the region prior to the Revolutionary Period. (SS)
- Compare political, economic, religious, and social reasons for the establishment of the 13 English colonies. (SS)
- Assess the impact of geography on the settlement and developing economy of the Carolina colony. (SS)
- Identify and describe American Indians who inhabited various colonies and assess their impacts on those colonies. (SS)

Introducing the Lesson

In this introductory lesson, your child will begin reading about the founding of the British colonies, view an episode of *America: The Story of Us*, and complete a map of colonial America.

NOTE: Throughout this year in history, your child will view episodes from the miniseries *America: The Story of Us*. If the YouTube links are not working, the program may be available through Amazon. Your local library may have streaming availability as well through Hoopla. As needed, advise your child on how to access this series.

Reading and Questions

1. What did the earliest English colonists hope to achieve in settling Roanoke and Jamestown?

They sought wealth, either in the form of gold or other precious materials, or perhaps through the opportunity to find a trade route to the far East.

2. How were the motivations of the colonists aboard the Mayflower different from those who settled in Virginia?

The Puritans aboard the Mayflower were Separatists who wanted to be independent of the Church of England. Unlike Virginia's earliest colonists, the Pilgrims who settled in Massachusetts were seeking religious freedom.

3. Who originally settled many of the middle colonies?

Several of the middle colonies were originally settled by the Dutch, but the colonies came under English control in 1664.

4. Describe the Triangle Trade.

European ships traveled to west Africa, where they exchanged rum for enslaved African people. Europeans then took slaves to the Caribbean, where they traded some of them for sugar and molasses. They then took those goods and the slaves that had not been sold or traded to the North American colonies where they exchanged sugar, molasses, and slaves for tobacco and cotton. The European traders then took sugar, tobacco, and cotton back to Europe.

Activities**Activity 1: America, The Story of Us**

You may have noticed that, unlike the social studies programs of most middle schools, the U.S. history units of this level of Moving Beyond the Page do not use a traditional textbook. Textbooks usually provide a workable narrative of a large swath of history, but they may not be as engaging to read as living books or the real "meat" of history — primary sources written by the people who lived the history that students are studying. The survey of U.S. history presented at the 12-14 level incorporates numerous primary sources, mini-biographies, Internet-based resources, project-driven books, and books about specific topics in U.S. History. In order to provide a narrative of U.S. History that students can use as a frame of reference and provide some continuity throughout the year, we have selected the History Channel's 12-part mini-series *America: The Story of Us* as a companion resource that will be used throughout the social studies units.

For this activity, your child will watch "Rebels," the first episode of *America: The Story of Us*. You may want to watch the episode in advance of your child's viewing or watch each episode together with your child or as a family. Remember that viewing a documentary doesn't have to be a passive experience — your child will get a lot more out of each episode if he is thinking about what he already knows about each topic and viewing each segment with a critical eye and lively curiosity. Throughout the units, your child will be encouraged to take notes and think about questions while watching each segment of the mini-series. In this first episode, he is invited to keep a running list of new information that he is learning from the video. If you are watching with your child, be prepared to pause your viewing to answer any questions your child may have or to look up additional information in the other books used in the curriculum, on the Internet, or in reference books that you may have at home. You may also want to pause the video occasionally and ask your child to summarize the segment you just viewed or to predict what might happen next. This kind of active viewing experience can help your child learn as much as possible from the documentary.

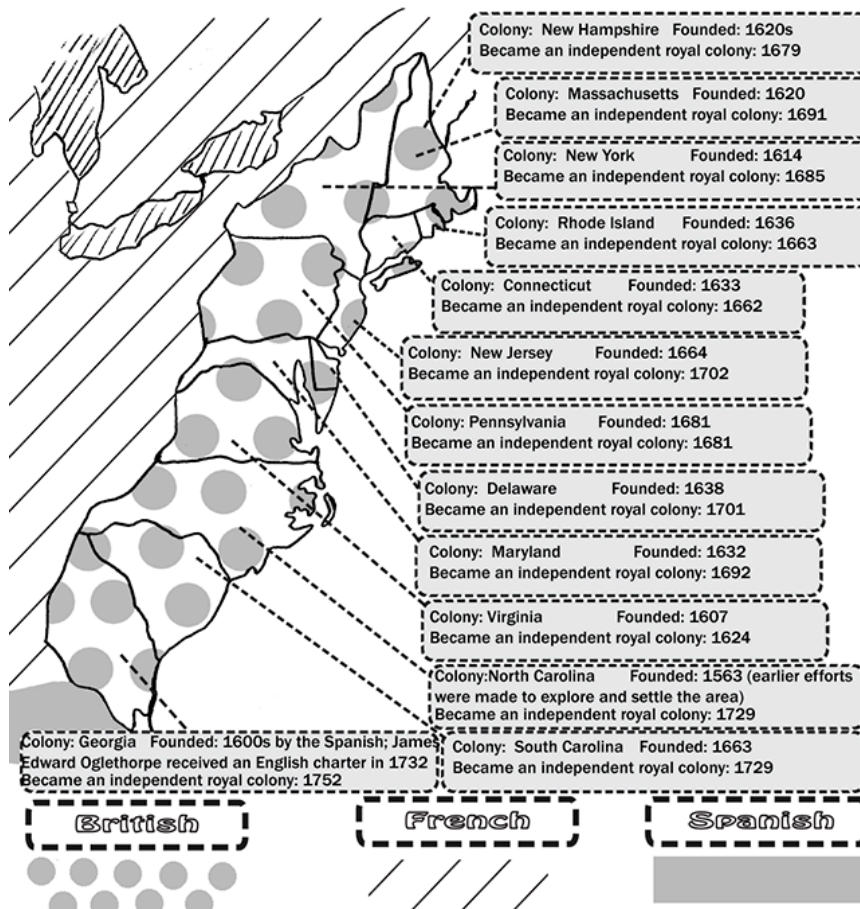
After viewing this first episode, discuss some or all of the following questions with your child:

- Why did the early colonists at Jamestown experience such early difficulties? (Settlers brought more technology for testing for gold than for growing food, and they made enemies of the native people quickly.)
- What turned Jamestown from a disaster to a financial success? (Tobacco)
- How were the settlers at Plymouth different from those at Jamestown? (They sought religious freedom instead of profit.)
- What did the feast that became known as Thanksgiving celebrate? (A time of peace between native people and the colonists of Plymouth, after the colonists had supported a local tribe in their fight against a rival group.)
- How do you think you would have felt about the British stationing troops in Boston if you lived there at the time? (Answers will vary.)
- Why were trees important to the colonial and global economy? (Wood was a valuable commodity -- it could be used for building ships to support the British navy and shipping industry. As the video makes clear, wood drove the global economy the way that oil drives it today.)
- How did Revere's engraving of the Boston Massacre figure into the move toward revolution? (Soldiers firing into the unarmed crowd made for a powerful image, and as the image and the news of what had happened spread around the colonies, people were outraged.)
- At Lexington, how did the two sides match up against each other? (The colonists were a small group of poorly trained, poorly equipped militiamen while the British army was the best trained force in the world. They outnumbered the colonists, had better equipment, had more training, and were more highly organized and experienced.)

Activity 2: Mapping the 13 Colonies

In this activity, your child will label a map of the original thirteen colonies, highlighting their date of founding and showing their locations in relation to the French and Spanish areas in North America. An answer key has been provided. Please note that in the cases of North Carolina and Georgia, the founding dates are somewhat ambiguous since North Carolina had earlier failed attempts at colonization and, in Georgia, there were scattered Spanish settlements before British settlements appeared. In the case of Pennsylvania, the founding date and royal colony date are the same, but the book doesn't make this crystal clear, so be prepared to clarify for your child as needed. You can find the locations of British, French, and Spanish territories on the map on page 12 of *Great Colonial America Projects You Can Build Yourself!*

Answer Key - Mapping the 13 Colonies



Wrapping Up

Questions to Discuss

- What were some of the reasons why people migrated from Europe to North America? (Your child may mention the desire for wealth -- or at least the hope of escaping poverty -- the desire to practice a religion not permitted in their home country, or avoiding imprisonment.)
- How were the colonies governed early on? (Your child should understand that the colonies were either ruled by the men who owned the land -- in proprietary colonies -- or were managed by governors. Self-government became an important feature of colonial governance, but the king wanted to change that as the colonies became more economically successful and he wished to have more control over them.)
- What did you like about the film that you watched today? Was there anything that you didn't like about it?

Things to Review

- Review your child's map of the thirteen British colonies.