

Section 4

Step-by-Step Instruction

Review and Preview

Students have read about England's New England and Middle Colonies. They will now learn about the challenges faced by colonists in the South.

Section Focus Question

What factors influenced the development of the Southern Colonies?

Before you begin the lesson for the day, write the Section Focus Question on the board. (*Lesson focus: The Southern Colonies capitalized upon the area's fertile soil and long growing season.*)

Prepare to Read

Build Background Knowledge

Remind students of the struggles colonists faced in New England and in the Middle Colonies. (*Possible answers: poor location choices, conflict with the Dutch, conflict among themselves, conflict with Native Americans*)

Ask students to consider why colonists settled in the South. Use the Idea Wave strategy (TE, p. T24) to help students brainstorm. (*Possible answers: The other areas were getting crowded, the climate was milder.*)

Set a Purpose

- Read each statement in the Reading Readiness Guide aloud. Ask students to mark the statements True or False.

All in One Teaching Resources, Unit 1, Reading Readiness Guide, p. 76

- Have students discuss the statements in pairs or groups of four, then mark the worksheets again. Use the Numbered Heads participation strategy (TE, p. T24) to call on students to share their group's perspectives. The students will return to these worksheets later.

Answer

✓ **Checkpoint** The climate provided a long growing season that farmers used to raise tobacco and rice. Both of these crops required many workers in the field.



▲ Virginia planters feast as their slaves harvest tobacco.

Persons of the Worst Character

“These overseers are indeed for the most part persons of the worst character. . . . They pay no regard to . . . the lodging of the field negroes. Their huts, which ought to be well covered, and the place dry where they take their little repose, are often open sheds, built in damp places; so that, when the poor creatures return tired from the toils of the field, they contract many disorders.”

—Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano*

The Southern Colonies

Objectives

- Describe the geography and climate of the Southern Colonies.
- Describe the early history of Virginia.
- Explain how Maryland, the Carolinas, and Georgia were founded.
- Identify the factors that produced the Tidewater and backcountry ways of life.

Reading Skill

Compare and Contrast As you read about the Southern Colonies in this section, think about how they are the same and different from one another. What physical features do they share? What human features? In what ways are the communities and places different? Comparing and contrasting will help you better understand the colonies.

Key Terms and People

Nathaniel Bacon debtor
Lord Baltimore plantation
James Oglethorpe

Why It Matters The New England and Middle Colonies had much in common. But the two regions also differed because of local geographic conditions and other factors.

🔗 **Section Focus Question: What factors influenced the development of the Southern Colonies?**

Geography of the Southern Colonies

During the 1760s, Charles Mason and Jeremiah Dixon were hired to settle a boundary dispute between Maryland and Pennsylvania. They conducted a survey—a careful measuring of an area with scientific instruments using the techniques of mathematics—that took four years to complete. The boundary they drew is known as the Mason-Dixon line. This line on a map marked much more than the boundary between two colonies. After the American Revolution, it was the dividing line between the northern states where slavery was abolished and the southern states where slavery persisted.

Five colonies were located south of the Mason-Dixon line: Maryland, Virginia, North Carolina, South Carolina, and Georgia. They shared a coastal area called the Tidewater, a flat lowland that includes many swampy areas. On its west, the Tidewater blends into a region of rolling hills called the Piedmont.

The climate of these states is warm and humid. Hot summers provide a long growing season that colonial farmers used to raise crops such as tobacco and rice. Both crops required many workers in the fields and thus were partly responsible for helping to spur the early development of slavery.

✓ **Checkpoint** What conditions favored the development of a plantation economy?

Differentiated Instruction

L1 Less Proficient Readers

Make a Timeline Using the information on p. 85, have students track changes in the Virginia population during the 1600s by filling in a timeline. Students should place dated entries for Native Americans

L1 Special Needs

on the top of the timeline and entries for settlers on the bottom. Then have students work in pairs to make two generalizations based on the information in their timelines.

Virginia Grows

Virginia's population grew gradually during the 1600s. New settlers arriving from Europe made up for the fact that disease and difficult living conditions kept the death rate high. After 1650, the death rate fell, and the population increased more quickly. In 1640, about 10,000 settlers lived in Virginia. By 1670, the number had reached 40,000.

The makeup of Virginia's population also changed. By the 1670s, there were more children because fewer were dying at a young age. The percentage of women in the population rose as well.

Conflicts With Native Americans As Virginia's white population grew, the Native American population shrank. Disease and violence took their toll. In 1607, there had been about 8,000 Native Americans in Virginia. By 1675, only about 2,000 Native Americans were left.

Farmers took over more land to plant tobacco. This led to trouble with the Native Americans. There were two violent confrontations—one in 1622 and the other in 1644. Although the Native Americans killed hundreds of colonists, they were defeated both times. After 1644, the Native Americans living near the coast had to accept English rule.

Bacon's Rebellion There was more trouble to come. Beginning in the 1660s, wealthy Virginia tobacco planters bought most of the good farmland near the coast. That left no land for poorer colonists who wanted to start their own farms. Most of these colonists were young men who were forced to work the land for wealthier farmers. The young men also were angry because without property, they could not vote.

Many poor colonists moved inland to find good farmland. Fighting broke out with Native Americans, and people were killed on both sides. Farmers on the frontier demanded that the governor take strong measures against the Native Americans. However, the governor hesitated. He hoped to avoid an all-out war with the Native Americans, partly because he benefited from his fur trade with them.

Nathaniel Bacon became the leader of the frontier settlers. In 1675, he organized a force of 1,000 westerners and began attacking and killing Native Americans. The governor declared that Bacon and his men were rebels. Bacon reacted by attacking Jamestown, burning it to the ground, and forcing the governor to run away.

The revolt, known as Bacon's Rebellion, collapsed when Bacon became sick and died. The governor hanged 23 of Bacon's followers. Still, he could not stop English settlers from moving onto Native American lands.

Checkpoint What was the main cause of Bacon's Rebellion?

Bacon's Rebellion

Nathaniel Bacon (center) is shown here taking part in the burning of Jamestown during his 1675 rebellion. **Critical Thinking:**

Explain Problems How did the interests of frontier settlers differ from those of colonists in towns and on plantations?



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Teach

Geography of the Southern Colonies

Virginia Grows

pp. 84–85

Instruction

- **Vocabulary Builder** Before teaching this lesson, preteach the High-Use Words **proprietor** and **contrast** using the strategy on TE p. 64.
- **Key Terms** Have students continue filling in the See It–Remember It chart for the Key Terms in this chapter.
- Read Geography of the Southern Colonies and Virginia Grows with students using the Oral Cloze strategy (TE, p. T22).
- Ask: **How did Virginia's population change in the 1600s?** (*New settlers arrived and the death rate fell.*)
- Ask: **What caused trouble between Virginia's farmers and Native Americans?** (*Virginia's farmers took over more land to plant tobacco.*)

Independent Practice

Have students begin to fill in the Study Guide for this section.



Interactive Reading and Notetaking Study Guide, Chapter 3, Section 4 (Adapted Version also available.)

Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure students understand the importance of the unique geography of the Southern region. Provide assistance as needed.

Answers

Explain Problems Establishing farms inland, the frontier settlers needed protection from the Native Americans they were displacing.

Checkpoint the desire for western land

Vocabulary Builder

Use the information below to teach students this section's high-use words.

High-Use Word Definition and Sample Sentence

proprietor , p. 86	<i>n.</i> owner of a business or a colony Lord Baltimore was the proprietor of Maryland in colonial times.
contrast , p. 89	<i>n.</i> difference shown between things when compared The lives of women and men in colonial times Provided many contrasts .

Religious Toleration in Maryland

p. 86

Instruction

L2

- Have students read Religious Toleration in Maryland. Remind students to look for causes and effects.
- Ask: **What was Calvert's aim in settling Maryland?** (He wanted to provide Catholics with a safe colony.)
- Have students discuss the fears that arose with tensions between the Protestants and Catholics living in Maryland. (Catholics began to fear that they would lose their rights.) Ask: **How did the Acts of Toleration seek to address colonists' fears?** (It welcomed all Christians, including Catholics, and gave adult male Christians the right to vote and hold office.)

Independent Practice

Have students continue to fill in the Study Guide for this section.



Interactive Reading and Notetaking Study Guide, Chapter 3, Section 4 (Adapted Version also available.)

Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure students understand the importance of conflicts that arose due to Virginia's rapid population growth. If students do not seem to have a good understanding, have them reread the section. Provide assistance as needed.

Answers

(a) in the Tidewater region of Maryland, Virginia, and North Carolina; (b) As port cities, they offered easy access inland and overseas by water.

Reading Skill Virginia's conflicts arose between rich and poor and colonists and Native Americans due to land shortages. Maryland's conflicts arose between Protestants and Catholics for religious reasons.

Checkpoint adult, male Christians

MAP MASTER®
Skills Activity

The long growing seasons and warm climate of the Southern Colonies provided good conditions for raising crops.

(a) Understand a Map Key In what regions was tobacco an important crop?

(b) Identify Benefits What advantages did the location of Norfolk and Savannah offer merchants?

MapMaster Online

For: Interactive map
Visit: PHSchool.com
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Religious Toleration in Maryland

In 1632, King Charles I granted a charter for a new colony to George Calvert, an English Catholic. Catholics suffered great discrimination in England. Calvert aimed to set up a colony where Catholics could live safely. His colony, Maryland, lay across Chesapeake Bay from Virginia.

The first settlers included both Catholics and Protestants. They grew tobacco and harvested the sea life of Chesapeake Bay. When George Calvert died, his son, Cecil Calvert, **Lord Baltimore**, became proprietor. As the charter required, there was a representative assembly similar to the House of Burgesses in Virginia.

Soon there was tension between Protestants and Catholics. Fearing that Catholics might lose their rights, Lord Baltimore got the assembly to pass the Act of Toleration, in 1649. It welcomed all Christians and gave adult male Christians the right to vote and hold office. Although the Toleration Act did not protect people who were not Christian, it was still an important step toward religious toleration in North America.

Checkpoint Who benefited from Maryland's toleration?

Colonies in the Carolinas and Georgia

By the 1660s, a few settlers from Virginia had moved south beyond the colony's borders. In 1663, King Charles II granted a charter for a new colony to be established there, in the area called Carolina.

Vocabulary Builder
proprietor (proh PRI ah tor) *n.*
owner of a business or a colony

Compare and Contrast
Compare and contrast the population growth, agriculture, and political tensions of Maryland with those of Virginia.

Differentiated Instruction

L1 English Language Learner **L1 Less Proficient Readers** **L1 Special Needs**

Evaluate Learning Give students a page protector to put over their text. Have students reread Religious Toleration in Maryland and mark each sentence with a "?" if they are uncertain about its content, a "*" if they understand the sentence, or a "!" if

they find the information interesting or new.

Review any sentences that students have marked with a question mark. Then, pair students to compare the sentences they found interesting or new.

The northern part of Carolina developed slowly. It lacked harbors and rivers on which ships could travel easily. Settlers lived on small farms, raising and exporting tobacco. Some produced lumber for shipbuilding.

The southern part of Carolina grew more quickly. Sugar grew well in the swampy lowlands. Many planters came from Barbados in the West Indies. They brought enslaved people to grow sugar. Soon the colonists were using slave labor to grow another crop, rice. It became the area's most important crop.

As rice production spread, Carolina's main city, Charles Town (today's Charleston), eventually became the biggest city in the Southern Colonies. By then, Carolina had become two colonies: North Carolina and South Carolina.

Georgia The last of England's 13 colonies, Georgia was founded for two reasons. First, the English feared that Spain was about to expand its Florida colony northward. An English colony south of Carolina would keep the Spanish bottled up in Florida. Second, a group of wealthy Englishmen led by **James Oglethorpe** wanted a colony where there would be protection for English **debtors—people who owe money**. Under English laws, the government could imprison debtors until they paid what they owed.

Georgia's founders wanted Georgia to be a colony of small farms, not large plantations. Therefore, slavery was banned. However, this restriction was unpopular with settlers and did not last. By the 1750s, slavery was legal in Georgia.

Checkpoint Why did Oglethorpe and the other founders establish the colony of Georgia?

Change in the Southern Colonies

During the 1700s, the Southern Colonies developed two distinct ways of life. People along the coast lived very differently from people who settled inland on the frontier.

The Tidewater Region The most important feature of life along the coast in the Southern Colonies was the **plantation, a large farm** especially in a hot country where crops such as cotton, sugar, and rice are grown. This led to an economy dominated by plantations in the Tidewater region. The plantation system began in Virginia and Maryland when settlers started growing tobacco. It spread southward when planters found other crops they could export profitably to Europe.



Biography Quest

James Oglethorpe
1696–1785

James Oglethorpe was a fighter. A soldier since the age of 16, he fought in many winning battles. Later, as a member of England's Parliament, he fought against slavery and other injustices.

In 1728, a friend of Oglethorpe's died of smallpox while in jail for debt. Oglethorpe organized a committee to investigate conditions in debtors' prisons. Four years later, he founded Georgia as a place where debtors could start a new life.

Biography Quest

Why did Georgia colonists later rebel against Oglethorpe?

For: The answer to the question about Oglethorpe

Visit: PHSchool.com

Web Code: mvd-1034

Colonies in the Carolinas and Georgia

p. 86

Instruction L2

- Have students read Colonies in the Carolinas and Georgia. Remind students to look for the sequence of events.
- Ask: **How did the development of northern Carolina compare to southern Carolina?** (*Northern Carolina developed slower than southern Carolina.*)
- Ask: **Why was Georgia founded as a colony?** (*The English feared that the Spanish were about to expand the Florida colony northward, and a group of wealthy English settlers wanted a colony where there would be protection for English debtors.*)

Independent Practice

Have students complete the Study Guide for this section.



Interactive Reading and Notetaking Study Guide, Chapter 3, Section 4 (Adapted Version also available.)

Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure students understand the role of religion in the Maryland Colony. Provide assistance as needed.

History Background

The Carolina Colony Carolina was originally a proprietary colony. When Charles II granted a charter for the new colony of Carolina in 1663, he gave control of the colony to eight men known as the Lords Proprietors. The Lords Proprietors and their descendants appointed all colonial officials in Carolina, including the gover-

nor, yet the colonial assembly was made up of elected representatives. In 1729, Carolina became a royal colony. Although the English king now appointed colonial officials, representatives were still elected to the colonial assembly, continuing the process of self-government in the colonies.

Answers

Biography Quest The colonists did not like Oglethorpe's strict management of the colony.

Checkpoint to protect English land claims from the Spanish and to give English debtors a place to live

Change in the Southern Colonies

p. 87

Instruction


L2

- Have students read Change in the Southern Colonies. Remind students to look for comparison clues.
- Ask students to describe the Tidewater region. (*The Tidewater economy was dominated by sugar, rice, and tobacco plantations. Large farms producing labor-intensive cash crops led to the rise in southern slavery. A few people were very wealthy, the rest were poor and worked for the plantation owners.*) Then have students describe life in the backcountry. (*Poor families lived in shacks on small farms they did not usually own. The people did not feel represented by the colonial government.*)
- Show the transparency Climate and Agriculture in the 13 Colonies. Have students compare the Southern Colonies to New England and the Middle Colonies.

Color Transparencies, Climate and Agriculture in the 13 Colonies

Independent Practice

Have students complete the Study Guide for this section.

 **Interactive Reading and Notetaking Study Guide,** Chapter 3, Section 4 (Adapted Version also available.)

Monitor Progress

- As students complete the Notetaking Study Guide, circulate to make sure students understand the difference between life in the Tidewater and backcountry regions. Provide assistance as needed.
- Tell students to fill in the last column of the Reading Readiness Guide. Probe for what they learned that confirms or invalidates each statement.

 **Teaching Resources, Unit 1,** Reading Readiness Guide, p. 76

Answer

Reading Charts (a) Possible answer: Pennsylvania and Maryland (b) 11 colonies

Founding of the 13 Colonies

Colony / Date Founded	Leader(s)	Reason(s) Founded
New England Colonies		
■ Massachusetts Plymouth / 1620 Massachusetts Bay / 1630	William Bradford John Winthrop	Religious freedom Religious freedom
■ New Hampshire / 1622	Ferdinando Gorges John Mason	Profit from trade and fishing
■ Connecticut / 1636	Thomas Hooker	Expand trade; religious and political freedom
■ Rhode Island / 1636	Roger Williams	Religious freedom
Middle Colonies		
■ New York / 1624	Peter Minuit	Expand trade
■ Delaware / 1638	Swedish settlers	Expand trade
■ New Jersey / 1664	John Berkeley George Carteret	Expand trade; religious and political freedom
■ Pennsylvania / 1682	William Penn	Profit from land sales; religious and political freedom
Southern Colonies		
■ Virginia / 1607	John Smith	Trade and farming
Maryland / 1634	Lord Baltimore	Profit from land sales; religious and political freedom
■ The Carolinas / 1663 North Carolina / 1712 South Carolina / 1719	Group of eight proprietors	Trade and farming
■ Georgia / 1733	James Oglethorpe	Profit; home for debtors; buffer against Spanish Florida

Reading Charts

Skills Activity

By 1733, England had established 13 colonies on the Atlantic coast of North America. These colonies were founded for a variety of reasons.

- (a) **Interpret a Chart** Identify one Middle Colony and one Southern Colony founded for religious reasons.
- (b) **Understand Sequence** How many English colonies were there by 1700?

The Tidewater region in South Carolina and Georgia was well suited for rice. However, rice-growing required large numbers of workers laboring in hot, humid, unhealthy conditions. This was one reason rice-farming helped promote the spread of slavery. In time, the enslaved population outnumbered the free population of South Carolina.

Differentiated Instruction

L1 Less Proficient Readers

Gaining Comprehension Suggest to students that they use a ruler to help them keep their place as they read, line by line, down a page. Have students mark unfa-

miliar words or phrases with a sticky note, or jot down questions that occur as they are reading. Periodically provide assistance to the students to clarify these issues.

The plantation system did not just create a society of slaveholders and enslaved people in the Tidewater. It also divided the white community into a small group of wealthy people and a much larger group with little or no property, most of whom were poor and lived in the backcountry South.

The Backcountry The backcountry was cut off from the coast by poor roads and long distances. Families usually lived on isolated farms. They often did not legally own the land they farmed. Many families lived in simple one-room shacks. Few families had servants or enslaved people to help them with their work. Women and girls worked in the fields with the men and boys.

In the backcountry, people cared less about rank. Life in the backcountry provided a sharp contrast to life near the coast. As a result, backcountry people believed that the colonial governments on the coast did not care about them. They thought that colonial government cared only about protecting the wealth of the Tidewater plantation owners.

Checkpoint How did people live in the backcountry?

Looking Back and Ahead As you have seen, the English colonies developed along distinct regional lines. But Spain, too, was competing for influence in North America. It had started its own colonies long before the English arrived.



Vocabulary Builder

contrast (KAHN trast) *n.* difference shown between things when compared

Progress Monitoring online

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Section 4 | **Check Your Progress**

Comprehension and Critical Thinking

- (a) **Summarize** How did the geography of the Southern Colonies affect the kinds of crops that were grown there?
(b) **Draw Conclusions** Why did the struggle for rich farmland affect the colonists in Virginia?
- (a) **Recall** Why did Lord Baltimore want Maryland's Act of Toleration?
(b) **Compare** How would you compare the motives of Lord Baltimore in founding the colony of Maryland with those of James Oglethorpe in founding Georgia?

Reading Skill

- Compare and Contrast** Compare and contrast the Tidewater and the backcountry regions of the Southern Colonies.

Key Terms

- Read each sentence. If the sentence is true, write YES. If the sentence is not true, write NO and explain why.
- Debtors** could not be imprisoned under English law.
 - There were many **plantations** where crops such as wheat, fruits, and vegetables were grown.

Writing

- List the different groups of people living in the Southern Colonies between 1620 and the 1700s. Write two or three sentences about each group.

Assess and Reteach

Assess Progress L2

Have students complete Check Your Progress. Administer the Section Quiz.

Teaching Resources, Unit 1, Section Quiz, p. 89

To further assess student understanding, use the Progress Monitoring Transparency.

Progress Monitoring Transparencies, Chapter 3, Section 4

Reteach L1

If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide and complete the accompanying question.

Interactive Reading and Notetaking Study Guide, Chapter 3, Section 4 (Adapted Version also available.)

Extend L3

Have students suppose that they are English colonists who have just arrived in the Virginia Colony. Have them write a journal entry identifying who they are, why they came to the colony, and what their life is like.

Progress Monitoring Online

Students may check their comprehension of this section by completing the Progress Monitoring Online graphic organizer and self-quiz.

Answer

Checkpoint on small, isolated farmland that they usually did not own

Section 4 Check Your Progress

- (a) The warm, humid climate provided a long growing season that farmers used to raise tobacco, rice, as well as other crops.
(b) It led to conflicts between poor colonists and Native Americans over land; it led to hostility between poor farmers and wealthy plantation owners.
- (a) There was tension between Protestants and Catholics, and he was afraid Catholics might lose their rights.

- (b) Both colonies were founded to protect groups of people. Lord Baltimore founded Maryland so that Catholics could practice their religion freely. Oglethorpe founded Georgia as a land of small farms and a place where English debtors would be protected from imprisonment.
- The Tidewater was the region along the coast; the backcountry was cut off from the coast by poor roads and long distances. People in the Tidewater lived on large plantations owned by slavehold-

ers. In contrast, the people in the backcountry were poor, did not own their land, and were not divided according to social rank.

- No. Debtors were people who owed money and could be put in jail.
- No. Crops, such as rice, sugar, and cotton were grown on plantations.
- Lists should be accurate and contain two or three sentences explaining each group.