



Name _____

Date: _____

Course: US History/Ms. Brown

Homeroom:



7th Grade US History
Standard # – Do Now – Day #40

Aims: SWBAT identify the three geographic areas of the 13 colonies
SWBAT identify and explain mercantilism

DO NOW

Directions: Answer the following questions in complete and historically accurate sentences. You must attempt each question, there should be absolutely no blank spaces. Be sure to provide examples and evidence to support your answers.

1. Would you rather live in the New England or Southern Colonies? Explain your answer using at least 3 details from this week’s readings.

2. How does geography affect the economy? Provide at least two examples.



Name _____

Date: _____

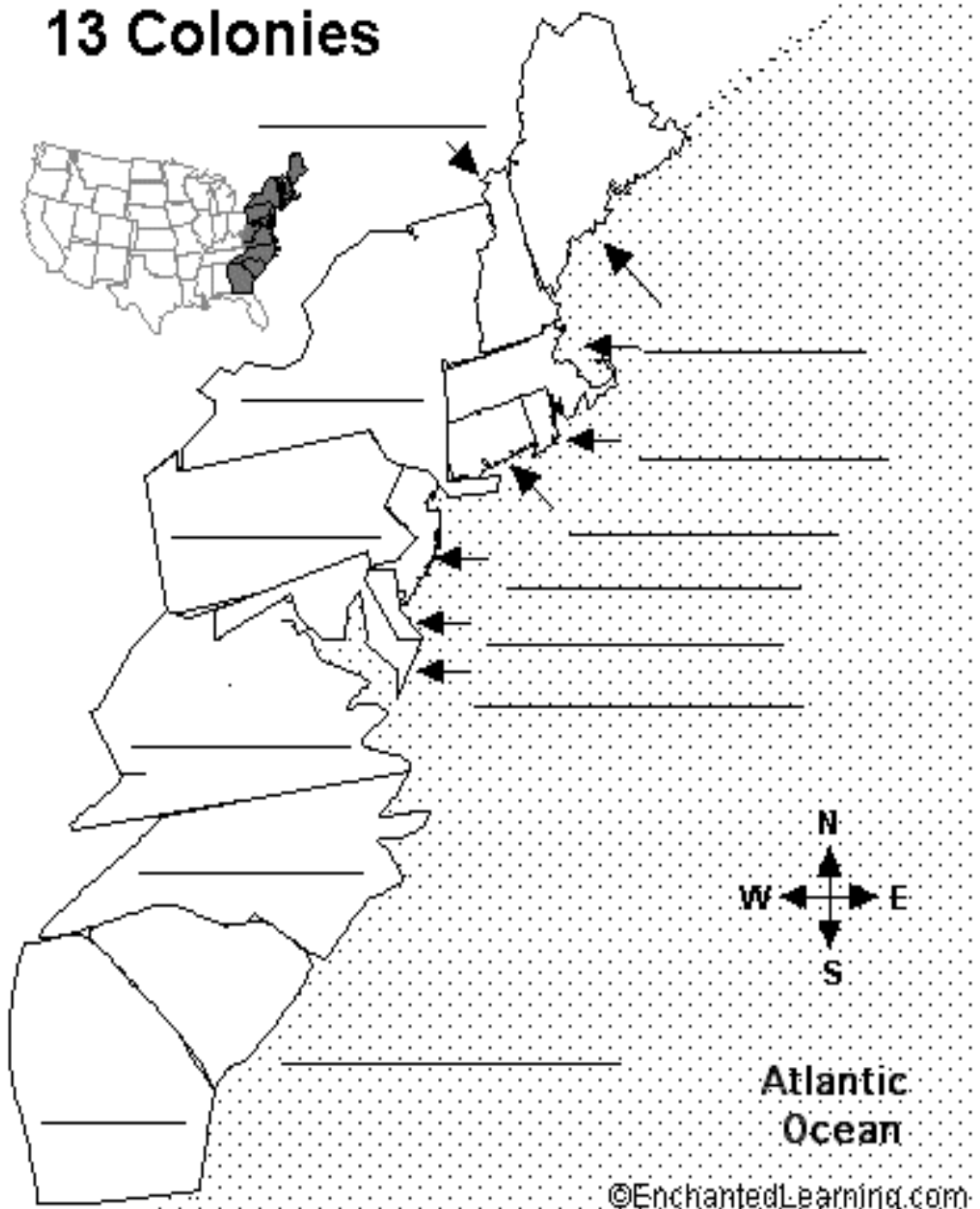
Homeroom: _____

MAP MINUTE!

Score: ____/13 Mastered/Passing/Not Mastered

- Connecticut = CT
- Delaware = DE
- Georgia = GA
- Maryland = MD
- Massachusetts = MA
- New Hampshire = NH
- New Jersey = NJ
- New York = NY
- North Carolina = NC
- Pennsylvania = PA
- Rhode Island = RI
- South Carolina = SC
- Virginia = VA

13 Colonies



©EnchantedLearning.com



Name _____ Date: _____ Homeroom: _____

DAILY DEBRIEF

Mercantilism: The colony ships materials ONLY to the mother country and buys goods ONLY from the mother country.

Critical Thinking: Why would a mother country want to set up a system like mercantilism?

The Thirteen Colonies



What geographic differences might exist between the colonies? How might this affect the history of these colonies?



Name _____ Date: _____ Homeroom: _____

Vocabulary

Democracy- _____

Republic- _____

Revolution - _____

Overview: The English Democratic Tradition

- **Magna Carta:** In 1215, the British king at the time, King John, signed the Magna Carta, or “Great Charter.” This was a significant or important victory for democracy in Great Britain. By signing, King John helped to establish the idea that the rule of the monarch (a king or queen) was limited. A monarch could not do whatever he or she wanted.

Question: How does this relate to our government today?

- **Parliament:** In 1265, Parliament was founded. It was made up of representatives from around England. Over time, it became a law making body, with the power to approve laws and taxes proposed by the king or queen.

Question: How does this relate to our government today?

- **Glorious Revolution:** After many problems and a revolution, in 1689, Parliament offered the crown to Prince William of Orange and his wife, Mary. In exchange, they had to agree to a law known as the English Bill of Rights. This law said that the power to make laws and impose taxes belonged to the people’s elected representatives in Parliament, and no one else. It also included a list of rights that belonged to the people, such as the right to petition the government and the right to a trial by jury.

Question: How does this relate to our government today?

In America....

The American colonists saw the Glorious Revolution as a victory not only for Parliament, but for their colonial assemblies as well. They wanted to choose the people who made their laws and set their taxes. After all, weren’t they Englishmen? (Remember, these rights were not granted to any woman—in England or the colonies).



Name _____ Date: _____ Homeroom: _____

Task:

You will now conduct an investigation. Follow the clues to get a clearer idea of the relationship between England and her American colonies. Some of this is review, and some of this is new. All of the evidence, however, will give you clues in understanding the growing tension between England and the Americas.

Clue #1

Colony- (def.)

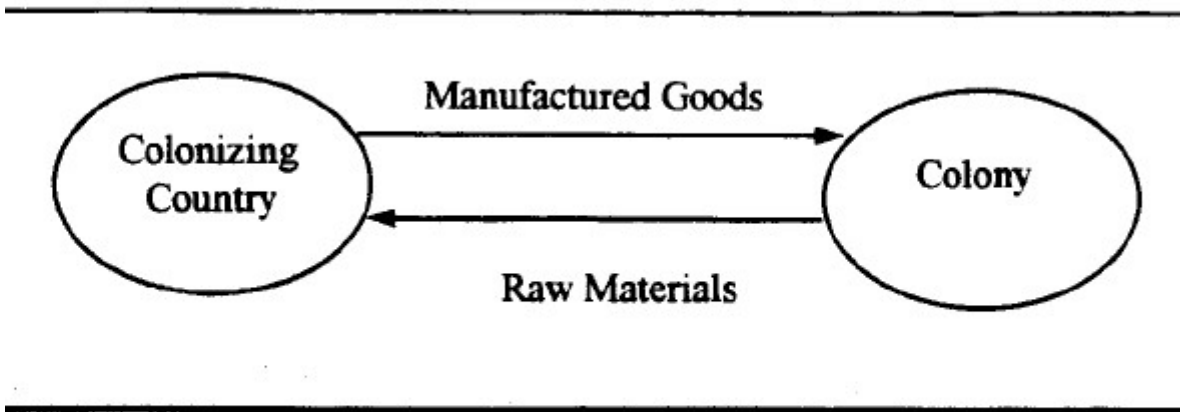
a distant territory controlled by another country, often referred to as the motherland

a group of people who leave their native country to form in a new land a settlement subject to, or connected with, the parent nation

- 1. Based on the definition, which group- colony or motherland- holds power?

- 2. Using the definition, how might colonists react to your answer to question #1?

Clue #2



- 1. Which economic system is illustrated in the picture above?



Name _____ Date: _____ Homeroom: _____

2. Using your outside knowledge, which side gains the most from this relationship- the colonizing country or the colony?

Clue#3

Three Types of British Colonies in North America			
	Colony Governed by Corporate Charter	Royal Colony	Proprietary Colony
King's Relationship to the Colony	The king granted land to a company. The company governed this land. The charter companies were usually self-governed and the people retained their English rights.	The king and his ministers ruled the land.	The king granted land to a family, person, or group of people. These people (proprietors) had as much governing power as the king over their lands.
How the Governor is Chosen	The governor was elected by those qualified to vote.	The king appointed a governor and a council of assistants. The governor had veto power.	The proprietor usually appointed a governor and a council of assistants.
How the Legislature is Chosen	The two-house legislature (upper and lower houses) was elected by the voters.	The governor and the council acted as the upper house. The lower house was elected by voters.	The governor and the council were the upper house. The lower house was elected by voters.

Source: Norman K. Risjord, *History of the American People*, Holt, Rinehart, and Winston (adapted)

1. List one democratic aspect, or feature, of a colony governed by corporate charter.

2. List one democratic aspect of a royal colony.

3. List one democratic feature of a proprietary colony.

4. Which type of colony seems to be the most democratic? Why?



Name _____ Date: _____ Homeroom: _____

Clue #4

Navigation Acts

- Colonists could *only* sell raw materials (such as cotton, indigo) to England
- Colonial goods were given a monopoly of the English market (meaning: other foreign countries could not sell those products to England)

1. What was one benefit of the Navigation Acts, from the colonists' point of view?

2. What was one negative aspect of the Navigation Acts?



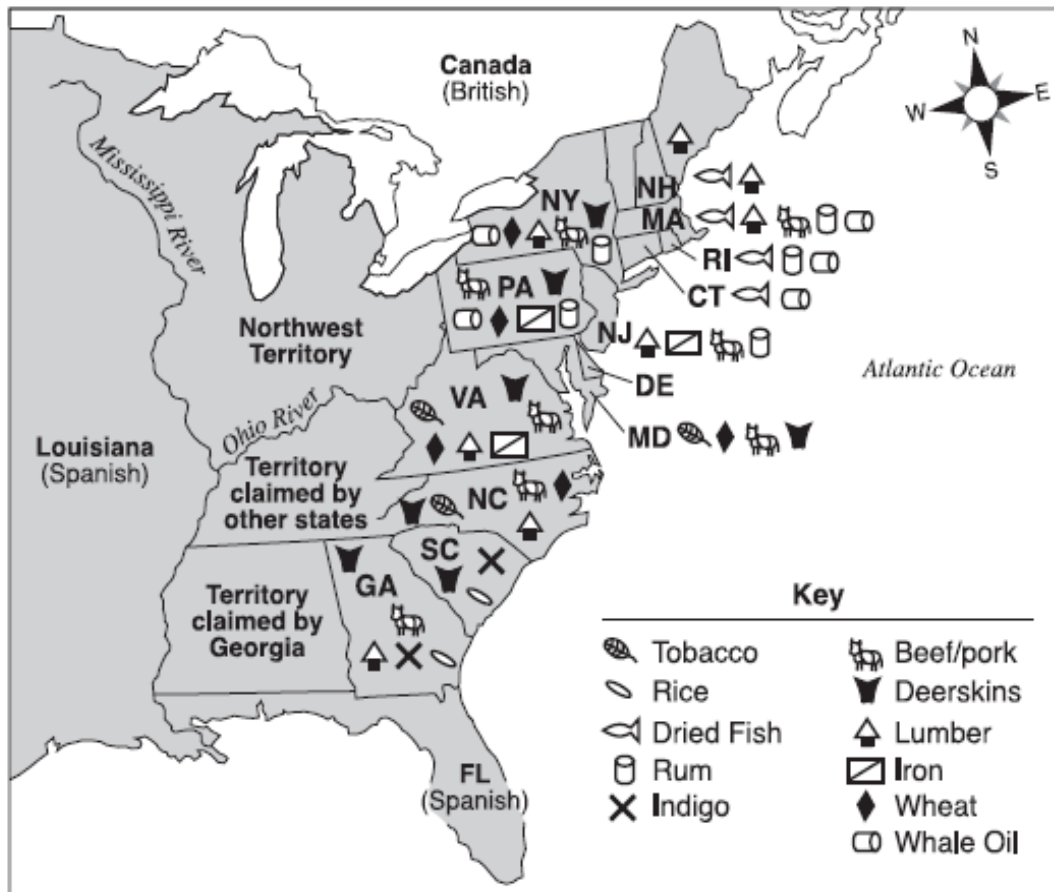


Name _____ Date: _____ Homeroom: _____

HOMEWORK

Directions: Use the map and your knowledge of history to answer the questions below in complete sentences. You must use TAG in order to receive full credit for your answers.

_____/10 Mastered/Passing/Not Mastered



Source: Alice Hanson Jones, *Wealth of a Nation to Be*, Columbia University Press (adapted)

1. What goods did New York produce? Which colonial area is New York a part of?

2. What goods did Massachusetts produce? Which colonial area is Massachusetts a part of?



3. Which goods did Georgia produce? Which colonial area is Georgia a part of?

4. What is the main reason for the differences in production?

5. How would you describe the relationship between the English and the American colonies?

6. Which aspects do you think pleased the colonists? Which aspects may have angered the colonists?

7. If you were a colonist, how would you have reacted to England's role in the colonies? Explain.



Name _____ Date: _____ Homeroom: _____

EXIT TICKET

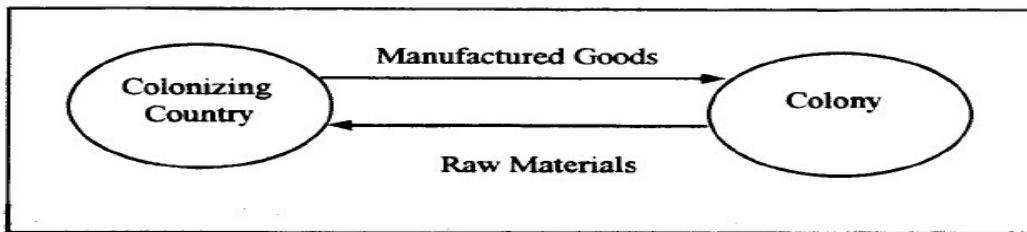
_____/5 Mastered/Passing/Not Mastered

1. Use the chart below to answer question 1

- Colonies must sell raw materials to the mother country
- Colonies must buy finished products from the mother country
- Accumulation of national wealth is the goal

The three statements above best describe

- a. slavery
- b. free trade
- c. mercantilism
- d. Puritan beliefs



2. Which economic system is illustrated in the diagram?

- a. Socialism
- b. Mercantilism
- c. Capitalism
- d. Feudalism

3. The British system of mercantilism was opposed by many American colonists because it

- a. placed quotas on immigration
- b. discouraged the export of raw materials to England
- c. placed restrictions on trading
- d. encouraged colonial manufacturing

4. In its economic relationship with its North American colonies, Great Britain followed the principles of 18th century mercantilism by

- a. outlawing the African slave trade
- b. limiting the colonies' trade with other nations
- c. encouraging the development of manufacturing in the colonies
- d. establishing laws against business monopolies

5. The British benefited from their mercantilist relationship with the American colonies primarily by

- a. supporting the growth of colonial industries
- b. prohibiting colonists from fishing and fur trading
- c. taking large amounts of gold and silver from the southern colonies
- d. buying raw materials from the colonies and selling them finished products