

Lesson 1: Working and Trading

Vocabulary

apprentice someone who learns a skill by working for an experienced person

artisan a worker skilled at making things by hand

triangular trade routes trade routes that are between three regions; they make the shape of a triangle

Middle Passage the middle part of a slave's journey from Africa to the Americas

Life for Young Workers

Many young people in the colonies were **apprentices**. Apprentices learned skills from experienced workers, such as rope makers and carpenters. These skills could help them make money as **artisans**. Artisans are workers who make things by hand. Apprentices had to work very long hours. They had little free time. Not all young people were apprentices. Many worked on farms. Others made soap, candles, and other products for their homes.

Colonial Economies

The colonial areas had different economies. The New England economy depended on fishing and timber. The economy of the Middle Colonies was based on farming and minerals such as iron. The Middle Colonies were called “the breadbasket of the colonies” because they grew so much wheat. The Southern Colonies had an economy based on farming. Farms ranged in size from small family farms to large plantations. Cash crops included tobacco, rice, and indigo.

Colonial Trade Routes

The slave trade was very important to the colonial economy. Colonial ships used **triangular trade routes**, or routes shaped like triangles, to trade goods for slaves. On a common triangular trade route, ships sailed from the colonies. The ships brought guns and other goods to West Africa. These things were traded for captured Africans. Then the ships brought the Africans to the West Indies. This part of the trip is known as the **Middle Passage**. Many Africans died on this long and hard journey. The Africans were traded for sugar and molasses in the West Indies. Then ships brought the goods to the colonies. This finished the triangle.

Lesson 2: Cities, Towns, and Farms

Vocabulary

self-sufficient able to take care of oneself without help

town common an open space in a colonial town where animals could graze

City Life

In 1723 the city of Philadelphia, Pennsylvania, was growing. Benjamin Franklin helped Philadelphia become a successful city. He started the city's first newspaper, library, and hospital. He also set up the first volunteer fire department in the 13 Colonies. Philadelphia was the largest city in the 13 Colonies by the mid-1700s. Other colonial cities were New York, Boston, and Charleston.

Colonial Towns

Small towns were set up in New England and the Middle Colonies. Many towns in New England were **self-sufficient**. This means that the towns provided most of their own food and services. Food was grown in fields surrounding the town. Families living in the town owned small plots of land. They grew crops and raised animals on this land. The towns were built around a **town common**, or open grassy area where sheep and cattle could graze. Blacksmiths, coopers, shoemakers, and other workers often had workshops around the town common. The most important building in New England towns usually was the meeting house, where town meetings were held. Many towns in the Middle Colonies were busy marketplaces. Farmers sold crops in these marketplaces. They also came to buy clothing and tools. Most New England and Middle Colony towns had workshops and mills.

Southern Plantations

The Southern Colonies had large farms called plantations. Plantations grew cash crops such as tobacco, rice, and indigo. They were mostly self-sufficient. These farms were owned by wealthy landowners called planters. Enslaved Africans did most of the work on the plantations. People called overseers gave the slaves orders. Overseers often beat slaves if they did not follow their orders. Many slaves had to work very long hours.

Farming Families

Most colonists lived on small family farms. Farming families worked very hard. They made or grew most of what they needed.

Lesson 3: Everyday Life in the Colonies

Vocabulary

Great Awakening a movement in the 1730s in which people again became interested in religion

almanac a book with facts and figures about many topics

Studying and Playing

Public schools in the colonies were different from schools today. Many schools had only one room. Students of different ages worked together. They learned the basics: reading, writing, and math. Schools also taught students how to be polite. When students became teenagers, most left school and went to work. Only a very small number went to college. Colonial children did a lot of chores at home. They also found time to play games and sports.

Religion in the Colonies

Many different religious groups lived in the colonies. In Europe many people were treated badly because of their religious beliefs. Some colonies were safe places people could run to if they were treated badly. Many colonies were set up as places where people could practice their religion freely. Protestants began the **Great Awakening** in the 1730s. This movement got many colonists interested in religion again. Preachers traveled around and gave fiery speeches. George Whitefield was a leader of the Great Awakening. He collected money to build an orphanage.

Reading

There were dozens of newspapers in the colonies during the 1770s. Colonial families often read together for entertainment. They read newspapers and books. One of the most popular books was Benjamin Franklin's *Poor Richard's Almanack*. An **almanac** is a book that gives facts about many subjects. Only the Bible was more popular during colonial times. Colonists also wrote letters to stay in touch with one another.

Colonial Meals

Corn was used to make many foods. Colonists used it to make bread, pudding, and pancakes. They also made stews made of meat or fish and vegetables. Colonists also ate ice cream, donuts, and fruit pies.

Lesson 4: Slavery in the Colonies

Vocabulary

Stono Rebellion event in 1739 in which enslaved people fought with slave owners

Slavery, North and South

Most slaves in the North worked in towns and cities. They worked in stores, inns, and in people's homes. Slaves in the North could not travel without permission. Yet these slaves had more chances to improve their lives than slaves in the South. They could earn money by working at night. They could also buy their freedom.


Slavery in the South

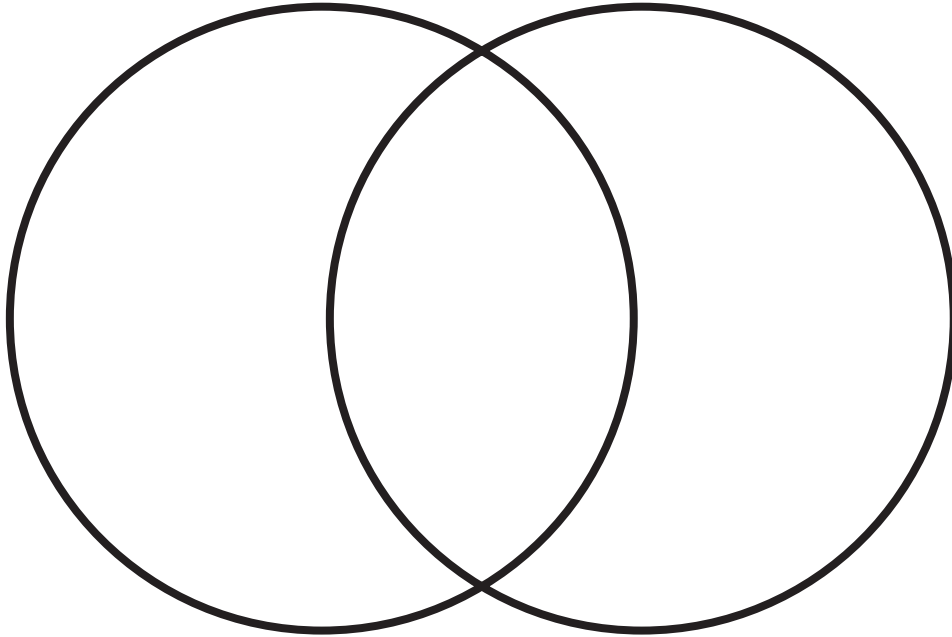
In the 1700s the number of slaves in the Southern Colonies grew quickly. This region had more slaves there than in other parts of the colonies. Most slaves in the Southern Colonies worked on plantations. Most enslaved people were taken from West Africa. They brought many skills to the colonies. Some could grow rice. Others were expert carpenters, blacksmiths, or tailors. Slaves had to work very long hours. Their families were often split apart. Many slaves kept African culture alive on the plantations. Family members got together whenever they could. They made musical instruments like those in Africa.

Resisting Slavery

Slaves found many ways to show that they hated slavery. Many tried to escape. Some slaves attacked slave owners. In the **Stono Rebellion**, slaves fought against slave owners in South Carolina in 1739. About 25 white colonists were killed. The slaves were then captured and killed. Olaudah Equiano became a slave when he was a child. He wrote a book in 1789 about how slavery was wrong. Of slavery Equiano said, "Surely this . . . violates [breaks] that first natural right of mankind, equality and independency."

Lesson 1: Review

1.  **Compare and Contrast** Complete the diagram comparing and contrasting the economies of two different colonial areas.



2. Explain the hardships and benefits of working as an apprentice.

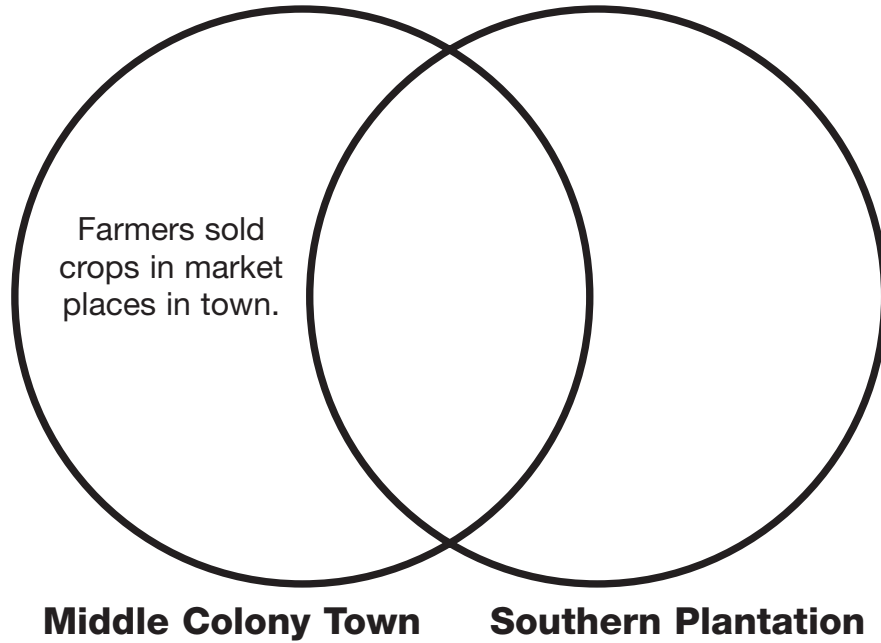
3. Which region was known as “the breadbasket of the colonies”? Why?

4. Describe a common triangular trade route. Where did the ships sail? What did they carry from each port?

5. **Critical Thinking: Make Decisions** Think about all the types of work described in this lesson. If you were a colonist, which would you most like to do? Explain.

Lesson 2: Review

1. **Compare and Contrast** Complete the diagram comparing and contrasting a Middle Colony town and a Southern plantation.




2. What are some ways that Benjamin Franklin helped improve life for people in Philadelphia?

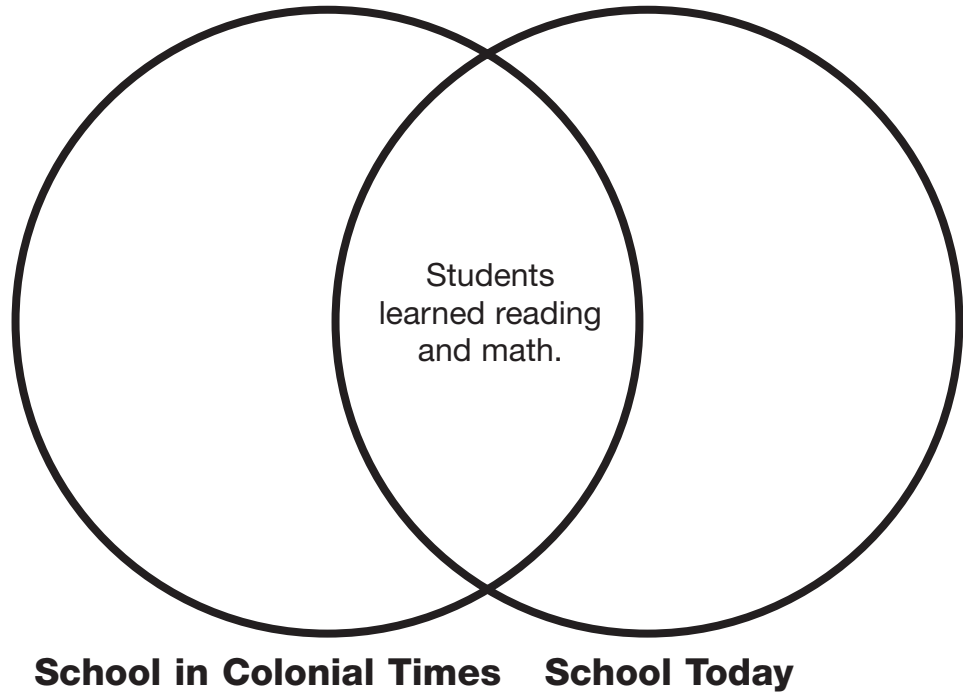
3. **Critical Thinking: Evaluate** You know that New England towns were often built according to a careful design. Do you think this design helped the towns to become self-sufficient? Explain.

4. What types of crops were grown on plantations in the Southern Colonies?

5. Suppose you lived during colonial times. What are four different kinds of places you could live? Which would you choose?

Lesson 3: Review

1.  **Compare and Contrast** Complete the diagram comparing and contrasting school in colonial times with school today.




2. How were schools in colonial times different from schools today?

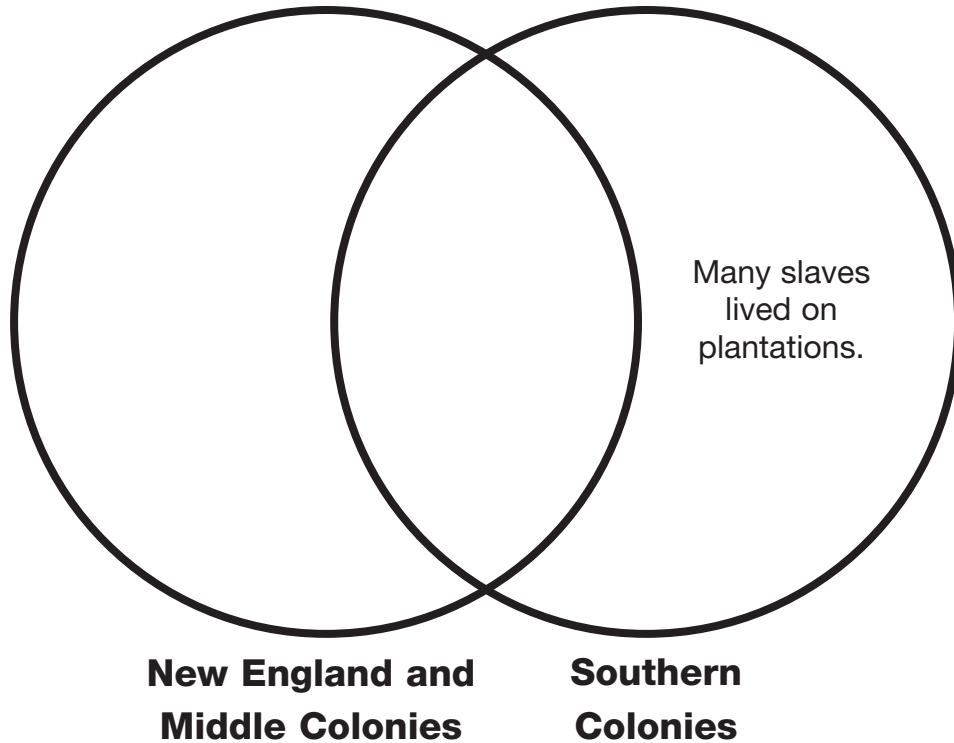
3. **Critical Thinking: Cause and Effect** Why were some of the English colonies home to people of many different religions?

4. What was the only book in the colonies that sold more copies than *Poor Richard's Almanack* during the mid-1700s?

5. Describe some common meals that a colonial family might enjoy.

Lesson 4: Review

1.  **Compare and Contrast** Complete the diagram comparing and contrasting slavery in the different regions of the colonies.



2. In which region of the 13 Colonies did slavery expand most rapidly during the 1700s?

3. How were enslaved Africans able to keep their traditions alive on plantations?

4. What happened during the Stono Rebellion?

5. **Critical Thinking: Analyze Primary Sources** Based on the quote by Olaudah Equiano on page 227, how would you describe his opinion of slavery?
