

# The Southern Colonies

# 7



▶ Frontier Culture Museum in Staunton, Virginia



**Start  
with a  
Story**

# Molly Bannaky

written by Alice McGill illustrated by Chris K. Soentpiet



In 1683, young Molly Bannaky was working for a wealthy landowner in England. Every morning, she woke up at five o'clock to milk the landowner's cow. One morning, Molly spilled all the milk that was in her pail. For this mistake, she was taken to court for stealing. The court ruled that Molly had to leave the country and go to the American colonies.

For seven years, Molly worked as an indentured servant in the Maryland Colony. Afterward, she was given her freedom, and her life changed greatly. Read now about Molly's new life in the Maryland Colony.





**A**fter working for the planter for seven years, Molly was free to go. As the law required, the farmer gave her an ox hitched to a cart, a plow, two hoes, a bag of tobacco seeds, a bag of seed corn, clothing, and a gun. Acres and acres of fertile land stretched ahead of her. Just before sunset that same day, Molly left the road and went four miles into the wilderness, where she staked her claim.

That a lone woman should stake land was unheard of, but Molly's new neighbors saw the way she jutted out her chin. They helped her cart the tobacco to the warehouse to sell. But Molly soon realized that the farm was too much for her to manage alone.

One day Molly read a posted announcement that a ship would be landing soon. Because she needed help in working her land, she decided to watch the docking of this ship—a slave ship. She watched the men of Africa file by, one after the other. She saw the misery, anger, and shame on their faces as they were forced to mount the auction block. Then Molly noticed a tall, regal man who dared to look into the eyes of every bidder. Molly bought him and vowed to treat him well and set him free just as soon as her land was cleared.



Molly talked to this man, using her hands and arms to tell him of her homeland and of her years as an indentured servant. . . . He told her his name: Bannaky.

Molly and Bannaky grew to love each other. She signed his freedom papers, and a traveling minister performed their marriage rites . . . her neighbors came to accept this marriage and to respect Bannaky. In times of drought he shared his knowledge of irrigation and crop rotation, learned at an early age in his native country.

Years passed. Molly and Bannaky had four young daughters. . . . In time she had a grandson. . . . In her Bible, Molly wrote her new grandson's name: Benjamin Banneker. She taught this young boy to read and write. She told him about his grandfather, a prince who was the son of a king in Africa, and about her days as a dairymaid across the ocean in England.





When Benjamin Banneker grew up, he became a scientist and mathematician. He taught himself astronomy and land surveying. In 1791 and 1792, he worked with Andrew Ellicot, another surveyor, to plan the city of Washington D.C. Banneker became a famous author of his own almanac. In 1791 he sent a copy of his almanac to Thomas Jefferson. With it, he included a letter expressing his views on the injustice of slavery.

## Response Corner

- 1 Why did Molly bring Bannaky to her farm?
- 2 Imagine that you have been sent to the Maryland Colony in 1683 to be an indentured servant. Write a brief description of what your daily life is like.





# Lesson

# 1

## Time

1600

1750

1632

Lord Baltimore  
founds the  
Maryland Colony

1712

The North Carolina and  
South Carolina Colonies  
are formed

1733

James Oglethorpe  
founds the  
Georgia Colony



## WHAT TO KNOW

How did geography affect where people settled in the Southern Colonies?

- ✓ Describe the location and physical setting of the Southern Colonies.
- ✓ Explain why the Southern Colonies were founded.
- ✓ Discuss how slavery affected the Southern Colonies.

## VOCABULARY

**constitution** p. 275

**debtor** p. 276

**backcountry** p. 277

## PEOPLE

George Calvert

Cecilius Calvert

James Oglethorpe

## PLACES

Maryland

Virginia

North Carolina

South Carolina

Georgia



## SUMMARIZE



California  
Standards

HSS 5.3, 5.3.4, 5.4, 5.4.1, 5.4.2,  
5.4.3, 5.4.6, 5.4.7

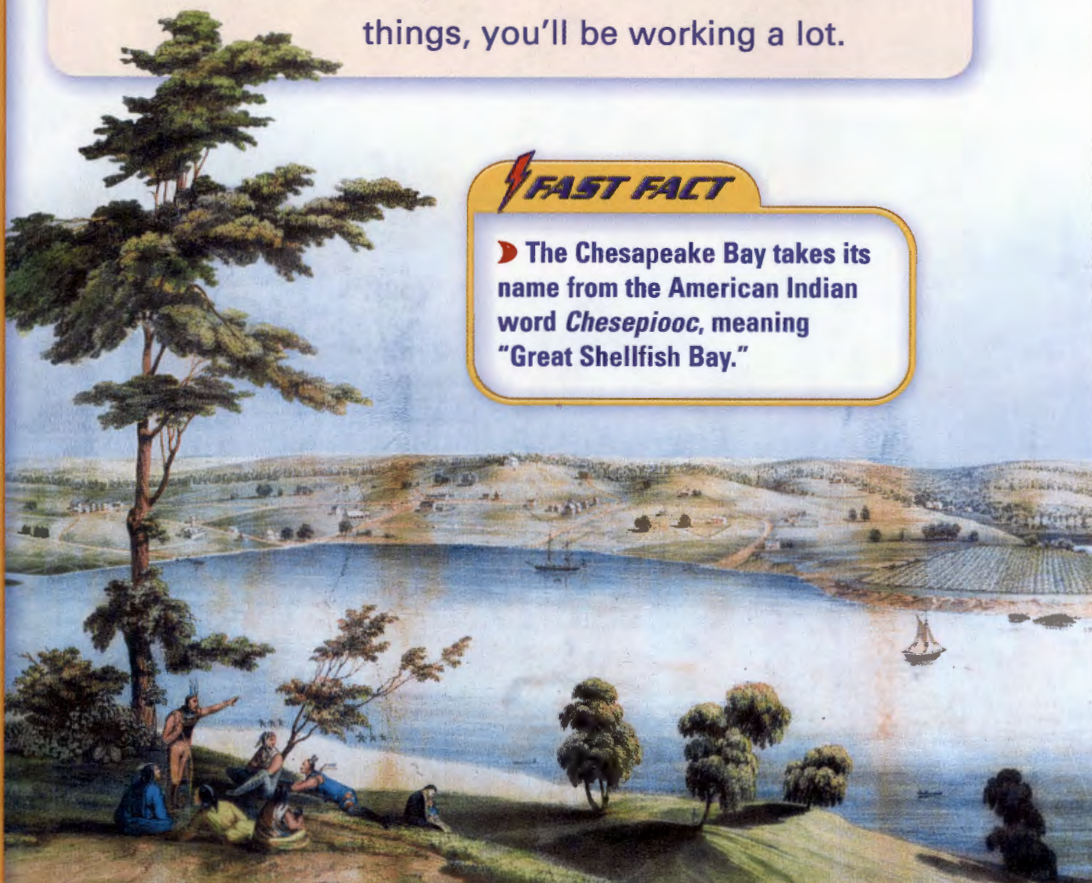
# Settling the South

**You  
ARE  
THERE**

The year is 1650 and you stand on a hillside looking down at the huge bay below. Two months ago, you boarded a ship in England to come to the **Maryland** Colony. The land looks very different from the crowded streets of London. Fields of crops stretch as far as you can see. You left London because you couldn't find a job there. Here, you'll be working for a wealthy landowner. From the looks of things, you'll be working a lot.

## FAST FACT

► The Chesapeake Bay takes its name from the American Indian word *Chesepiooc*, meaning "Great Shellfish Bay."







► This painting shows an artist's view of the founding of Maryland. Why do you think people are shown carrying a cross?

## Maryland

The Maryland Colony was founded by the Calverts, a family of wealthy English landowners. The Calverts, who were Catholic, wanted to build a colony in North America that not only made money, but also provided a refuge for Catholics. Like the Quakers who founded Pennsylvania, Catholics in England could not worship as they wished.

**George Calvert**, also called Lord Baltimore, had been a member of the Virginia Company. Calvert asked King Charles I to give him a charter for a new colony along the Chesapeake Bay, to the north of Virginia.

Calvert died before the charter was signed in 1632. His oldest son, **Cecilius Calvert**, became the new Lord Baltimore

and the owner of the new colony. He called the colony Maryland.

Cecilius Calvert chose his brother, Leonard, to be Maryland's first governor. The Calvert brothers had learned from the unfortunate experiences at Jamestown, in the colony of Virginia, and they planned their colony carefully. There would be no "starving time" in Maryland.

In 1633, the Calverts sent the first colonists to Maryland. Most of these colonists arrived as indentured servants. The ships carrying them landed near the mouth of the Potomac River. There, the colonists founded their first settlement, now called St. Mary's City.

### READING CHECK ✨ SUMMARIZE

What were the reasons for the founding of the Maryland Colony?





► With the passage of the Toleration Act by Lord Baltimore, Maryland became known throughout the English colonies for its religious freedom.

## Life in Maryland and Virginia

The Maryland Colony had much in common with its older neighbor, **Virginia**. The two colonies shared the same relative location next to the Chesapeake Bay and the Potomac River. They had the same mild climate, and tobacco grew in the fertile land along the Coastal Plain.

Some colonists in Maryland grew rich from huge tobacco plantations. However, most struggled on small farms. Many of Maryland's farmers had come to the colony as indentured servants. Maryland's government helped former servants by giving each of them land, clothes, tools, and barrels of corn.

In the early 1700s, more people lived in Virginia than in Maryland. In fact, Virginia had become the largest English colony in North America and, in 1699, moved its capital to Williamsburg.

Virginia and Maryland had similar governments. Both colonies had governors, and both elected representatives to assemblies. However, the king controlled the royal colony of Virginia, while the Calverts controlled the proprietary colony of Maryland.

Unlike Virginia, Maryland welcomed many different religions. In 1649, the Maryland assembly passed the Toleration Act, which allowed religious freedom in the colony to all Christians.

### READING CHECK **COMPARE AND CONTRAST**

What physical features did Maryland and Virginia have in common?



# The Carolina Colonies

As the populations of Maryland and Virginia grew, some colonists started building villages and farms farther south. In 1663, England's new king, Charles II, granted land for another colony called Carolina. The new colony stretched all the way from Virginia to Spanish Florida.

The charter divided Carolina among eight English leaders, called the Lords Proprietors. In 1669, these leaders wrote a **constitution**, or a written plan of government, for Carolina. The constitution allowed free, male colonists to elect some leaders and make some laws. Still, most of the power belonged to the proprietors and the king.

The Carolina Colony soon became hard to govern. It covered a huge area, and the colonists often ignored laws they disliked. In 1712, the colony was divided into two new colonies—**North Carolina** and **South Carolina**. In hilly North Carolina,

farmers grew tobacco and corn. In contrast, farmers in South Carolina had problems growing tobacco in the flat, swampy land. When settlers from the West Indies arrived with their African slaves they started growing rice and the colony began to prosper. Rice soon became South Carolina's most important crop.

## READING CHECK ✨SUMMARIZE

Why was the Carolina Colony hard to govern?



**ANALYZE SKILL Analyze Maps** Tobacco (below) was mostly grown in the upper South.

**Location** What was the southernmost city?





# Georgia

England, France, and Spain claimed the area to the south of South Carolina. By 1727, England's new ruler, King George II, knew that if he did not send colonists there, he might lose control of the area.

Then a wealthy English leader named **James Oglethorpe** had an idea. Why not send imprisoned English **debtors**—people who owed money—to settle the colony? The settlers would defend the land. Oglethorpe also hoped to give the debtors a chance to start a new life. He wrote,

**“By such a Colony, many families, who would otherwise starve, will be provided for, and made masters of houses and lands.”\***

\*James Oglethorpe. *Some Account of the Designs of the Trustees for Establishing the Colony of Georgia in America*. W. O. Force, 1839.



► James Oglethorpe

Oglethorpe's idea seemed like the perfect solution, and King George II gave Oglethorpe and his partners a charter. They named their colony **Georgia**, in honor of the king. In 1733, the first group of colonists arrived in Georgia and founded the settlement of Savannah.

Hoping to avoid conflicts, Oglethorpe did not allow trading with American Indians. He also limited the size of farms

and did not allow slavery. As a result, Georgia had no plantations at first. However, the settlers were divided on the issue of slavery. By the 1740s, some settlers were illegally importing slaves to the colony. In 1751, Georgia's leaders decided to allow slavery. Over time, Georgia's successful economy was a result of plantations and the labor of enslaved Africans.

## READING CHECK MAIN IDEA AND DETAILS

Why did James Oglethorpe found the Georgia Colony?





# Heading West

In the early 1700s, most cities, towns, farms, and plantations in the 13 colonies were located near the coast, on the Coastal Plain. At that time, few colonists had settled in the Piedmont—the land between the Coastal Plain and the Appalachian Mountains. Settlers called this frontier region the **backcountry** because it was beyond, or “in back of,” the area settled by Europeans.

The thick forests, hills, and lack of roads made travel to the backcountry difficult. However, by the mid-1700s, many settlers in the 13 colonies began to move to areas west of the Coastal Plain. From Pennsylvania, large numbers of German immigrants had begun moving into the backcountry of Virginia and the Carolinas. To get there, the settlers followed an earlier American Indian trail. As more people used the trail, it became

wide enough for wagons to use. This widened trail eventually became known as the Great Wagon Road.

## READING CHECK SUMMARIZE

Why was it difficult to reach the backcountry?



## GEOGRAPHY

### The Great Wagon Road

From Pennsylvania, the Great Wagon Road passed through the Shenandoah Valley of Virginia and along the eastern side of the Blue Ridge Mountains. The land there was hilly and travel on the road was difficult, but it was the only way to get wagons loaded with household goods to the backcountry. Thousands of people followed the old American Indian trail.

Among them was Daniel Boone, who later became a well-known explorer.





## PRIMARY SOURCES

### Secotan Village

#### ANALYSIS SKILL Analyze Drawings

The village of Secotan was an American Indian settlement near the Pamlico River in what is now North Carolina. This drawing of the village was made by John White, an early English colonist.

- 1 American Indians hunting deer
  - 2 American Indians gathering for a feast
  - 3 Cornfields
  - 4 Ceremonial dance circle
- ❖ Why do you think the Indians planted corn close to their homes?



## Conflicts with American Indians

Thousands of Cherokee, Creek, Powhatan, and other American Indian tribes lived in the areas that became the Southern Colonies. As more Europeans arrived, their settlements began to spill over onto American Indian lands. Just as it had in the New England colonies, anger and resentment grew as settlers built their villages and farms on American Indian sites.

In North Carolina, for example, German and Swiss settlers destroyed the Tuscarora village of Chattawka (chah•TAW•kah) in order to build the settlement of New Bern. Some colonists believed that the remaining American Indians were not treated fairly, either. During that time, one settler said that the other colonists had:

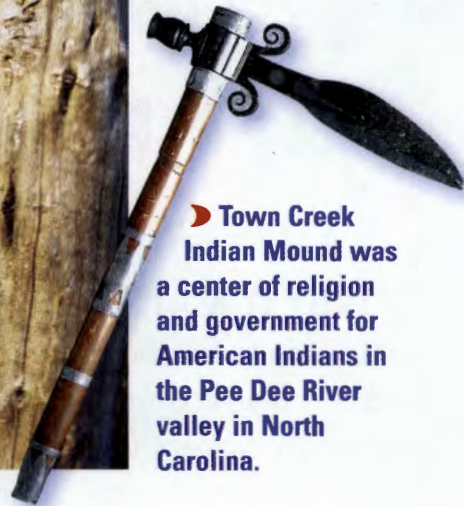
“cheated these Indians in trading, and would not allow them to hunt near their plantations, and . . . took away from them their game [animals], arms, and ammunition.”\*

In 1711, these and other land losses caused the Tuscarora to attack several settlements. The Indians hoped to frighten away the settlers, but their attacks led to the Tuscarora War. By 1713, when the war finally ended, 950 Tuscarora Indians had been either killed or captured and sold into slavery.

Settlers in the Southern Colonies kept pushing Indians away from their lands. Some Indians were captured and sent to the West Indies to work on sugarcane plantations. Others died while fighting the colonists over land or trade. Even peaceful Indian groups died in large

\*Baron Christopher De Graffenreid. *North Carolina: The History of a Southern State*. Umi Research Press, 1973.





► **Town Creek Indian Mound** was a center of religion and government for American Indians in the Pee Dee River valley in North Carolina.

numbers from European diseases such as smallpox and measles.

As their numbers decreased, several American Indian groups decided to move west to lands that European settlers had not yet reached. As they left, however, the settlers began to move still further inland.


#### READING CHECK CAUSE AND EFFECT

**What effect did settlers have on American Indians in the Southern Colonies?**



### Summary


The Southern Colonies were made up of Virginia, Maryland, North Carolina, South Carolina, and Georgia. Some settlers came for land and others for religious reasons. Indentured servants and enslaved Africans were brought to the region as workers. Over time, conflicts grew between settlers and American Indians.

## REVIEW

-  How did geography affect where people settled in the Southern Colonies?
- Use the term **debtor** in a sentence about the founding of Georgia.
- Which Southern Colony was founded as a refuge for Catholics, and who founded it?

### CRITICAL THINKING

-  How did the physical characteristics of the backcountry affect the movement of settlers?
-  Identify one primary source and one secondary source in this lesson. Explain how you identified each.

-  **Make an Illustrated Time Line** Make a time line from 1600 to 1750. Then label the dates of important events in the settlement of the Southern Colonies. Draw pictures near those labels to illustrate what happened.

-  **SUMMARIZE**  
On a separate sheet of paper, copy and complete the graphic organizer.

#### Key Fact

England wanted to protect its land claims.

#### Key Fact

Oglethorpe started a colony for debtors.

#### Summary





## Read Circle Graphs

### ► WHY IT MATTERS

You can learn about the population of the British colonies in many different ways. To compare the populations of different colonies, you might use a circle graph. A **circle graph** is a graph that shows data as parts of a whole.

This kind of graph is sometimes called a pie chart because it is round and divided into parts that are like pieces of a pie. You have probably seen such graphs in newspapers, on the Internet, on television, and in textbooks. To understand the

information they contain, you need to know how to read a circle graph.

### ► WHAT YOU NEED TO KNOW

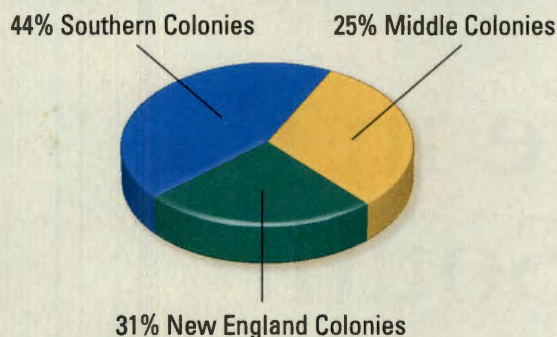
The first circle graph on page 281 gives information about the population of the New England, Middle, and Southern Colonies in the middle of the 1700s. The second graph gives information about different ethnic groups living in those colonies. An **ethnic group** is a group of people from the same country, of the same race, or with a shared culture.

► **By 1750, more than 1 million people lived in the 13 colonies. Virginia had the largest population. Today, reenactors at Colonial Williamsburg show visitors what life was like in Virginia in the colonial era.**

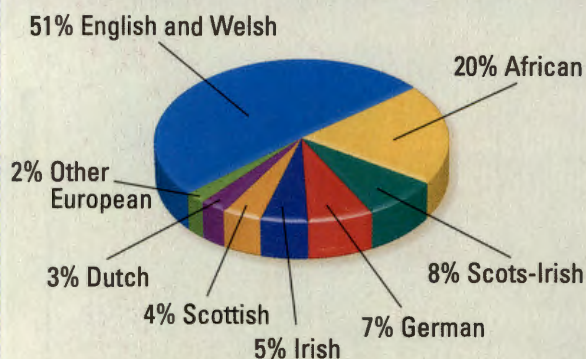




## Population of the 13 Colonies by Region, 1750



## Population of the 13 Colonies by Ethnicity, 1750



As on many circle graphs, the data on these graphs are given in percents, shown by the symbol %. A **percent** is one-hundredth of a total or a whole. For example, if you cut a pie into 100 equal pieces, those 100 pieces together are 100% of the pie, or the whole pie. Fifty pieces are one-half of the pie, or 50% of it. Ten pieces are one-tenth of the pie, or 10% of it. Each piece would be one one-hundredth, or 1%, of the whole pie.

### ► PRACTICE THE SKILL

Use the circle graphs above to answer the following questions.

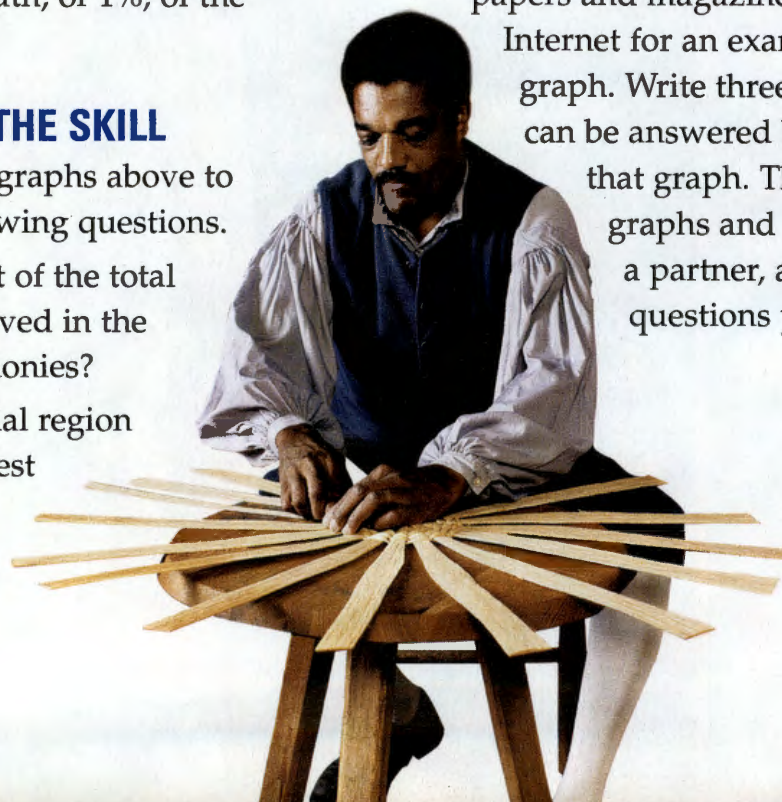
- 1 What percent of the total population lived in the Southern Colonies?
- 2 Which colonial region had the highest

population? The lowest? How can you tell?

- 3 What percent of the total colonial population in 1750 was German?
- 4 Which ethnic group had the second-highest population in 1750?

### ► APPLY WHAT YOU LEARNED

**Make It Relevant** Look through newspapers and magazines or on the Internet for an example of a circle graph. Write three questions that can be answered by reading that graph. Then trade circle graphs and questions with a partner, and answer the questions you receive.



► This reenactor demonstrates the skills that workers needed in colonial times.



# Lesson

# 2

Time

1600

1750

1619

First Africans  
arrive in Virginia

1750

About 200,000 slaves  
live in the Southern Colonies

## Life in the South



### WHAT TO KNOW

How did plantations affect life in the Southern Colonies?

- ✓ Describe how slavery influenced daily life in the Southern Colonies.
- ✓ Identify ways in which slaves tried to deal with the hardships of their lives.
- ✓ Describe what government was like in the Southern Colonies.
- ✓ Explain the role that religion played in Southern colonists' lives.

### VOCABULARY

**institutionalize** p. 283

**planter** p. 284

**overseer** p. 284

### PEOPLE

Anthony Johnson

### PLACES

Spanish Florida

Fort Mose



### SUMMARIZE



California  
Standards

HSS 5.4, 5.4.3, 5.4.5, 5.4.6, 5.4.7

**YOU  
ARE  
THERE**

The crowd that is gathered in the middle of the town's market square is looking at two people bound in shackles and standing on a platform. They were recently brought over from Africa on a slave ship and are about to be sold as slaves. You try to imagine how scared and heartbroken they must feel after having been taken so far away from their homes and families.



➤ Iron shackles like these (above) were often used to bind the hands or feet of enslaved people.





# Slavery and Society

The first Africans most likely arrived in Virginia in 1619. Within a few years, traders from Europe and the West Indies brought thousands of enslaved Africans to the colonies. These Africans had been taken from their homes, chained together in ships, and sent to colonial cities to be sold.

At first, Africans had been sold in the colonies as indentured servants. However, as the need for workers grew, assemblies began to pass laws making slavery legal. In time, slavery became **institutionalized** (in•stuh•TOO•shuh•nul•ized), or a part of life, in the colonies. By the mid-1700s, slavery was legal in all 13 colonies. These laws said that the children of enslaved people were also slaves. As a result, families were often split up and sold to different owners.

Many enslaved Africans ended up working on plantations in one of the Southern

Colonies. By 1750, about 200,000 slaves lived in the region. The way slaves were treated varied with their owners. Slave owners were free to beat, whip, or insult slaves. Slaves had little hope of escape, and the law did not protect them.

Slaves were not allowed to speak out against slavery, but they did not accept the system. Slaves often did whatever they could to resist, or act against, slavery. They broke tools, pretended to be sick, or worked slowly. Such actions were dangerous, however, and slaves had to be careful to avoid punishment.

Enslaved Africans tried to deal with the hardships of their lives. They preserved their culture by telling stories about Africa and by singing African songs. By the late 1700s, the Christian religion also became a source of strength for some slaves.

## READING CHECK ✨ SUMMARIZE

How did laws help institutionalize slavery?



➤ One way enslaved Africans preserved their culture was through music. The gourd banjo (left) is an instrument that was developed in Africa. This portrait (right) shows an enslaved woman from South Carolina.







## Plantation Life

Most slaves in the Southern Colonies lived and worked on plantations. Slave labor and cash crops such as tobacco and rice made some **planters**, or plantation owners, very rich. They became the richest people in the Southern Colonies.

Not all plantation owners were alike. A few started as poor indentured servants who slowly bought more land and slaves. Others were wealthy English settlers who had been granted huge pieces of land by the king or the royal governors.

The first plantations were built along rivers on the Coastal Plain. The rivers provided a way to ship cash crops to port cities. By 1750, settlers had moved farther west, and they had started large plantations there. As planters grew richer, the

amount of land they owned also grew. Some plantations looked like small villages. The main building on a plantation was the planter's house, which was often two or three stories high. Slaves usually helped build these large homes.

In general, there were two kinds of slaves—field slaves and house slaves. Field slaves worked in the fields, raising crops such as tobacco, rice, and sugarcane. House slaves worked in the planter's home.

Many buildings surrounded the planter's home. Some were workshops, where slaves made nails, bricks, barrels, and other items used on the plantation. The kitchen was in a building by itself.

Wealthy plantation owners hired **overseers** to watch the field slaves as they worked. The overseer's house was





often near the planter's, but slave houses were usually far from the planter's house. A typical slave home was a one-room wooden building. Near their homes some slaves kept small gardens, which they tended after working the planter's land.

Most planters did not work in the fields, but they did have many responsibilities. Running a plantation was like managing a small town and a business at the same time. Planters had to provide food and housing for everyone on the plantation.

Besides taking care of the plantation, a planter's duties included public service, or working for the community. Planters often served as judges or as members of the colonial assembly. Some planters served as advisers to the governor.



## A Closer Look

### A Southern Plantation

Many plantations in the Southern Colonies were self-sufficient. Planters grew food, and skilled workers produced needed goods.

- 1 fields
- 2 overseer's house
- 3 slave houses
- 4 hospital
- 5 kitchen
- 6 planter's house
- 🔍 How were plantations self-sufficient?

Because plantations were far apart, there were few schools. Instead, planters hired private tutors for their children. The tutors often lived and taught on the plantation. However, enslaved children were not allowed to receive an education.

**READING CHECK** 🔥 **SUMMARIZE**

How were plantations like small villages?





► Reenactors show how people on small farms prepared fields for planting.

## Life on Small Farms

Much of the Southern economy depended on large plantations. However, most Southern colonists lived and worked on small farms. They planted and harvested their own crops.

Former indentured servants often became owners of small farms. Unlike planters, few became wealthy. Many families on small farms lived in one-story houses. Their children slept up in a loft, where goods were stored.

During the late 1600s, most families on small farms owned little furniture other than beds. By the middle of the 1700s, some farmers were a little better off. They were able to buy cushions for their hard wooden chairs. Some even bought glass mirrors and china plates.

People on small farms often lived far from each other. As a result, church services were both a religious and social event for people on small farms. Parents discussed news while children played together. Poor farm families looked forward to church days. Some families traveled for hours to reach the closest church.

People on small farms did not usually own slaves. Those who did rarely owned more than one or two. Slaves and owners lived and worked close together, but slaves still were not treated as equals. Some colonists thought slavery was wrong, but it continued because plantation owners claimed they depended on the work of enslaved Africans.

### READING CHECK SUMMARIZE

How did most Southern colonists make their living?



## Free Africans

Not all enslaved Africans in the Southern Colonies remained slaves. Some found ways to escape, and others were able to buy their freedom. However, it was difficult to escape from slavery.

Some free Africans were able to buy land and start their own farms. During the 1640s, a former slave named **Anthony Johnson** bought land in Virginia. Johnson soon became a wealthy tobacco planter. He even bought an enslaved African named Casor.

A few other free Africans were also wealthy enough to buy slaves. Most did not want to be a part of the system of slavery. However, some free Africans did buy enslaved relatives in order to free them.

Few slaves were lucky enough to be set free. Instead, they risked their lives to run away from their owners. Runaway slaves were often captured and returned to their owners. Those who were not captured often found help in **Spanish Florida** or from American Indian tribes.

As slaves escaped to Spanish Florida, the Seminole Indians provided food and shelter. Runaway slaves were given land on which to grow crops, and in return they agreed to give one-third of their crops to the Indians. These former slaves often dressed like Seminoles and learned the Seminole language. In time, they became known as the Black Seminoles.

Other free Africans in Spanish Florida started their own communities. In 1738, a new town for free Africans was settled.

## Cultural Heritage

### Fort Mose

In 1738, the Spanish governor of Florida set up the town of Fort Mose for free Africans. The governor hoped the settlement would help protect St. Augustine from English attacks. In many ways, the town of Fort Mose was like other Spanish towns. The African settlers of Fort Mose were loyal to Spain. They formed a military unit that fought beside Spanish soldiers and helped defend St. Augustine.

► This silver medallion was found at the Ft. Mose Historic Site.







► Enslaved Africans who ran away often had to journey hundreds of miles to reach safety.

Florida's governor decided to set up a town called **Fort Mose** (moh•SAY). This was the first settlement in North America for free Africans. While living in Spanish Florida, the people of Fort Mose were able to practice their African ways.


**READING CHECK** ✨ **SUMMARIZE**

**How were some Africans in the Southern Colonies able to become free?**


## Summary


Life in the Southern Colonies was full of contrasts. Plantation owners were very rich, but they depended on the work of enslaved Africans. On small farms, many former indentured servants lived in poverty. Not all Africans were enslaved. Some bought their freedom or escaped.

## REVIEW

1.  How did plantations affect life in the Southern Colonies?
2. Describe the role of a **planter** and the role of an **overseer**.
3. How did enslaved people preserve their culture?

### CRITICAL THINKING

4. How do you think enslaved people felt when their families were broken up?
5.  **ANALYSIS SKILL** Why do you think more people in the colonies did not speak out against slavery?

6.  **Draw a Scene** Choose a scene from daily life in the Southern Colonies that you read about in this lesson. Then draw a picture of that scene, and write a caption describing what it shows about life in a Southern Colony.

7.  **SUMMARIZE**

On a separate sheet of paper, complete this graphic organizer.

#### Key Fact

Plantations were self-sufficient.

#### Key Fact

Enslaved people lived on plantations.

#### Summary



# Olaudah Equiano

*“When I looked around the ship and saw . . . black people of every description chained together, . . . I no longer doubted my own fate.”\**

Olaudah Equiano (OH•luh•dah ek•wee•AH•noh) was only 11 years old when he was taken away from his homeland on a slave ship. It was 1756. For the next ten years, he would be enslaved in the English colonies.

Olaudah Equiano was born in the African kingdom of Benin. He was the youngest of seven children, and his father was a leader in their village. One day, slave traders sneaked into the village and kidnapped Equiano and his sister. He never saw his family in Africa again.

The slave ship sailed to the West Indies, and Equiano was then sent to the Virginia Colony. There, he was sold to an English navy officer who took him on several journeys. Over time, Equiano was able to earn enough money from trading that he bought his freedom at the age of twenty-one.

Equiano later wrote a book about his life in Africa, his time as a slave, and his return to freedom. Equiano spent the rest of his life giving speeches around the world to try to end slavery.

\*Olaudah Equiano. *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, The African*, edited by Shelly Eversley. Modern Library, 2004.

## Biography

Trustworthiness  
Respect  
Responsibility  
Fairness

## Caring

Patriotism

## Why Character Counts

❖ How did Equiano show he cared about enslaved people?

### Bio Brief

1745

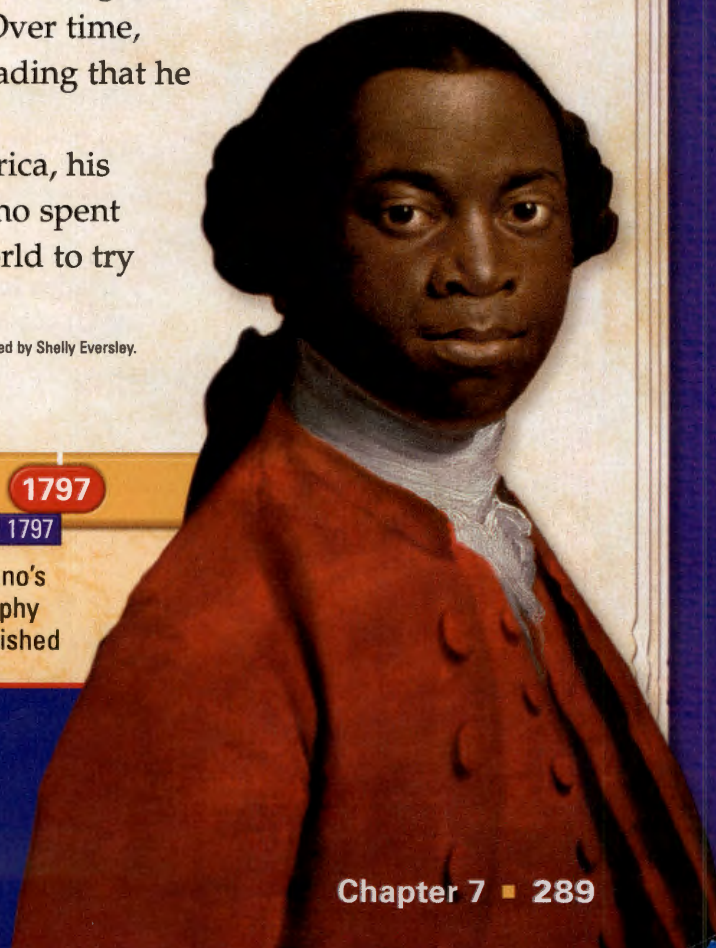
Born 1745?

• 1756 Equiano is kidnapped and sold into slavery

1797

Died 1797

• 1780 Equiano's autobiography is first published





1729

Baltimore, Maryland, is founded

1740s

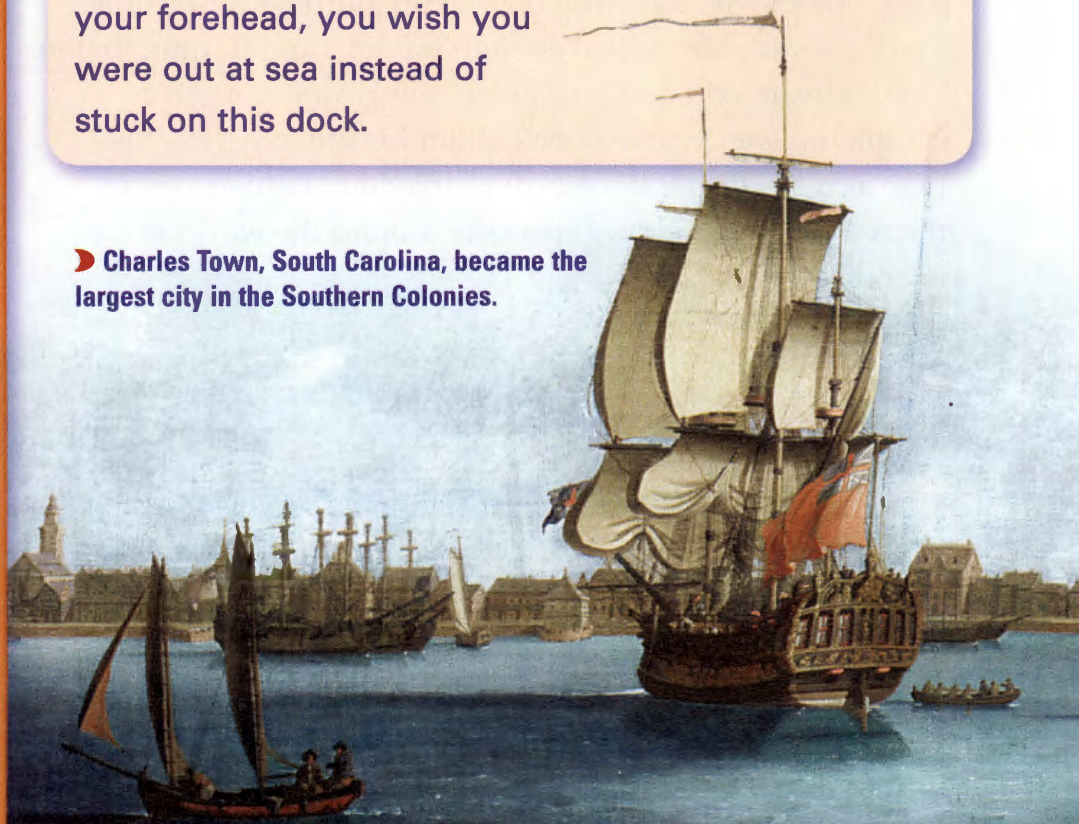
Charles Town exports 30 million pounds of rice per year

# The Southern Economy

## YOU ARE THERE

It's so hot that your shirt sticks to your back. You and several other workers are loading hundreds of barrels of rice onto a ship in **Charles Town**, South Carolina. The huge ship arrived from England two days ago. Its tall mast casts a shadow across the entire dock. You stop for a moment to look up at the ship's sails. As you wipe the sweat from your forehead, you wish you were out at sea instead of stuck on this dock.

► Charles Town, South Carolina, became the largest city in the Southern Colonies.



## WHAT TO KNOW

How did people in the Southern Colonies use natural resources to earn a living?

- ✓ Understand how geography affected the economy of the Southern Colonies.
- ✓ Identify the major industries in the Southern Colonies.
- ✓ Explain how the Southern economy depended on slavery.

## VOCABULARY

**indigo** p. 291

**interdependence** p. 292

**broker** p. 292

## PEOPLE

Eliza Lucas Pinckney

## PLACES

Charles Town

Baltimore

Wilmington



## SUMMARIZE



California Standards

HSS 5.4, 5.4.1, 5.4.5, 5.4.6



## Eliza Lucas Pinckney

Eliza Lucas Pinckney moved to South Carolina with her parents in 1738. When she was 16 years old, her father had to return to the West Indies. Eliza started experimenting with indigo seeds her father had sent her. She worked so hard that she wrote, "I hardly allow myself time to sleep or eat."\*

After three years, Eliza was able to grow an indigo plant that produced an excellent dye. She gave some of her seeds to neighbors and friends. Within a few years, South Carolina planters were selling 1 million pounds of indigo a year to clothmakers in Europe.

**Make It Relevant** Why is it important to work hard at whatever task you have?

\*Eliza Lucas Pinckney. *The Letterbook of Eliza Lucas Pinckney*. University of South Carolina Press, 1997.



## Cash Crops

Port cities like Charles Town were important to the economies of all the Southern Colonies. Plantations produced tons of cash crops each year, and those crops needed to be shipped to markets in England and the West Indies to be sold.

Plantations in different colonies grew different crops. In Maryland, Virginia, and northern North Carolina, tobacco was still the main cash crop. Growing tobacco required many workers and a lot of land. After about seven years, tobacco plants would use up all the nutrients in the soil. This meant that in order to grow more tobacco, farmers had to clear more land.

Tobacco plantations were not as successful farther south, in southern North Carolina, South Carolina, and Georgia. The climate there was too warm and wet

for tobacco to grow well. With the labor of their slaves, many plantation owners and small farm owners began growing rice. In fact, rice became such an important cash crop in South Carolina that it was often called "Carolina gold."

On drier land, rice did not grow well. Here, landowners found they could grow indigo plants. From these plants, they made **indigo**, which is a blue dye that was used in the clothmaking process.

Indigo became an important cash crop after **Eliza Lucas Pinckney** experimented with the plant. Using seeds from the Caribbean, Pinckney spent several years growing different kinds of indigo. By the 1740s, planters across South Carolina had started growing indigo, too.

### READING CHECK ✨SUMMARIZE

What were some of the cash crops in the Southern Colonies?



# The Economy Grows

Plantations were the most important part of the economy in the Southern Colonies. Planters owned much of the best land and most of the slaves. They also produced nearly all of the region's cash crops.

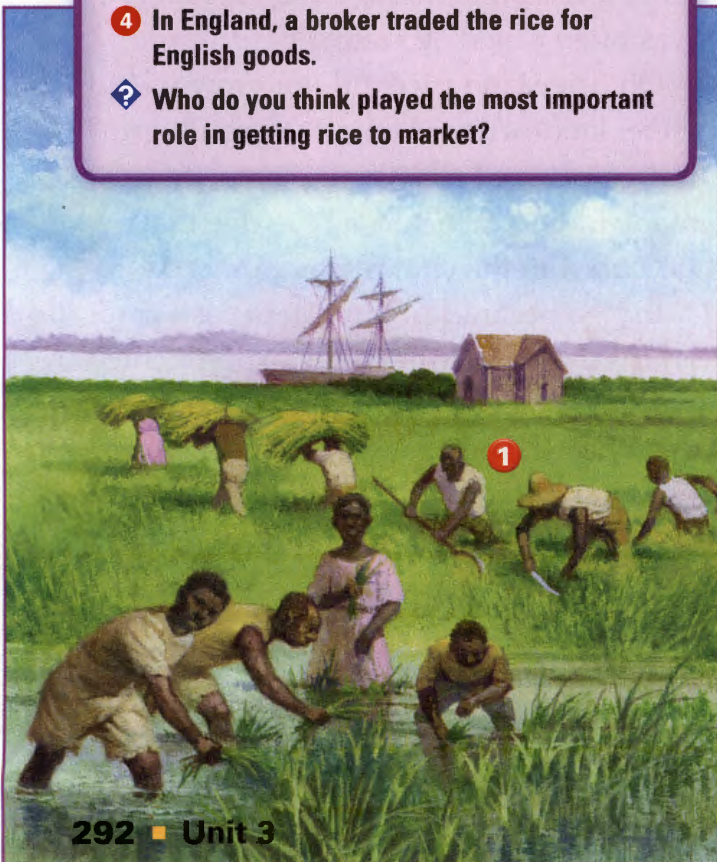


## A Closer Look

### Rice from Farm to Market

An enormous amount of labor was required to start a rice plantation. Most rice plantations were set up along tidal rivers and swamps. Slaves drained, cleared, and leveled swamps.

- 1 After rice was planted, fields were flooded several times during the growing season. This helped the rice grow. When the water was drained from the field, workers tended to the plants.
  - 2 Workers harvested the rice. They threshed, or separated, the rice grains from the plant.
  - 3 When the rice was ready for market, brokers agreed to take the rice to England.
  - 4 In England, a broker traded the rice for English goods.
- ❖ Who do you think played the most important role in getting rice to market?



Although plantations were self-sufficient, their economies depended on others. Depending on others for goods or services is called **interdependence**. Owners of large plantations needed people to sell their crops. Most often, a broker did this. A **broker** is a person who is paid to buy and sell for someone else.

Planters sent their crops to England or the West Indies together with a list of things they wanted the broker to buy for them. The broker sold the crops overseas, bought what the planter wanted, and sent the goods back to the colonies.

As plantations grew larger and more productive, traders and merchants in the Southern port towns grew richer from exporting more cash crops. By the mid-1700s, some settlements along the southern Atlantic coast, such as Norfolk and Savannah, had grown into large towns and cities.





When ships carrying goods from England arrived, imported tea, coffee, furniture, and silverware were sold to planters and to people in the cities. Then the ships sailed back to England loaded with tobacco, rice, and indigo.

Relative location affected the success of both plantations and cities. The most successful plantations were often located near ports or deep rivers. Their location made it easier to ship crops to England and other markets. Likewise, cities located near rivers did well.

Charles Town, South Carolina, was built at the point where the Ashley and Cooper Rivers join and empty into a deep harbor. An early visitor to Charles Town wrote that the great number of ships would soon make it a busy town. He was right. By the 1740s, ships sailing from Charles Town carried about 30 million pounds of rice to England every year.

### **FAST FACT**

The colonists had no standard money. They used coins and bills from Europe. Each colony also issued its own money, such as these coins.



**Baltimore, Maryland**, was founded in 1729 on the Patapsco River, which flows into Chesapeake Bay. Baltimore prospered as the busy port exported increasing amounts of grain and tobacco produced in Maryland. As the demand for new ships grew, Baltimore also became a major center for shipbuilding.

### **READING CHECK** **SUMMARIZE**

**How did the relative location of Charles Town affect its growth?**





## Other Industries

Although agriculture and trade were the most important parts of the Southern Colonies' economy, the region did have other industries. Like farming, nearly all of these industries were based on the region's natural resources.

Thousands of deer, beavers, and other animals lived in the forests of the Southern Colonies. At first, the colonists traded with American Indians for furs to sell in Europe. Later, many settlers in the backcountry made a living as hunters and trappers. These settlers often lived beyond areas already settled by other colonists. They were also used to cooperating with the American Indians for profit.

The region's forests were important natural resources, too. The port city of **Wilmington, North Carolina**, became an

important shipping center for forest products because of its location on the Cape Fear River. Wilmington was founded in the 1720s after colonists from South Carolina began moving north. They were looking for fertile soil to start new plantations. Instead, they found lots of trees. They brought in workers to cut down the trees and to build sawmills.

Colonists also found the trees useful for making naval stores. Southern pine trees provided tar, turpentine, and pitch needed to waterproof the wood and rope on ships. One colonial governor said in 1734, "There is more pitch and tar made in the two Carolinas than in all the other provinces on the Continent."\*

Most of these naval stores were sent to England from Southern port cities such as Wilmington. However, some were kept for use in the Southern Colonies.

\*Gabriel Johnston. *The Way We Lived in North Carolina*. University of North Carolina Press, 2003.

► **Baltimore's location near the Chesapeake Bay helped it become a busy port city.**





Shipbuilding became a large industry in the colonies. In the late 1700s, Baltimore, Maryland's shipyards became well known for improving the way ships were built. Shipbuilders developed the Baltimore clipper. It was one of the world's fastest sailing ships.

**READING CHECK** ✨ **SUMMARIZE**

What were the other industries of the Southern economy based on?


**Summary**

The Southern Colonies had an interdependent economy. Enslaved Africans and other workers produced cash crops, furs, lumber, and naval stores. Then merchants and traders in port cities shipped these goods to England and to other colonies.




➤ Southern Colony trappers and hunters often had to travel long distances.


**REVIEW**

1.  How did people in the Southern Colonies use natural resources to earn a living?
2. What clues can you use to remember the meaning of the term **interdependence**?
3. What were the busiest port cities in the Southern Colonies? How do their locations help explain their growth?

**CRITICAL THINKING**

4. **ANALYSIS SKILL** Give one example of a primary source in this lesson. How do you know it is a primary source?
5. **ANALYSIS SKILL** How did the location of a farm in the Southern Colonies affect the kind of crops that were grown?

6.  **Make a Table** Make a three-column table. List the Southern Colonies in the first column. In the second column, list major industries in each colony. Then make a third column that lists the goods produced.

7.  **SUMMARIZE**  
On a separate sheet of paper, complete this graphic organizer.

Key Fact	<b>Summary</b> Brokers were an important part of the Southern Colonies economy.
Key Fact	





## Read a Land Use and Products Map

### ► WHY IT MATTERS

Colonists in North America depended on natural resources for their livelihood. Not all the colonies had the same resources, so they did not all make the same products. To find out about the resources and products in each colony, you can use a land use and products map. **Land use** is the way in which the land in a place is used.

### ► WHAT YOU NEED TO KNOW

In the map on the next page, symbols stand for key resources found in the 13 colonies and for goods produced there. These goods were important not only because they were sold in the colonies but also because they were exported for sale in Europe. The map does not show every land use or product—just the most important ones.

► **Lumber (below)** was sent to England for shipbuilding and naval stores. **Tobacco (right)** was cured, or hung up to dry, before it was packed in barrels and shipped.

### ► PRACTICE THE SKILL

Use the land use and products map on page 297 to answer these questions.

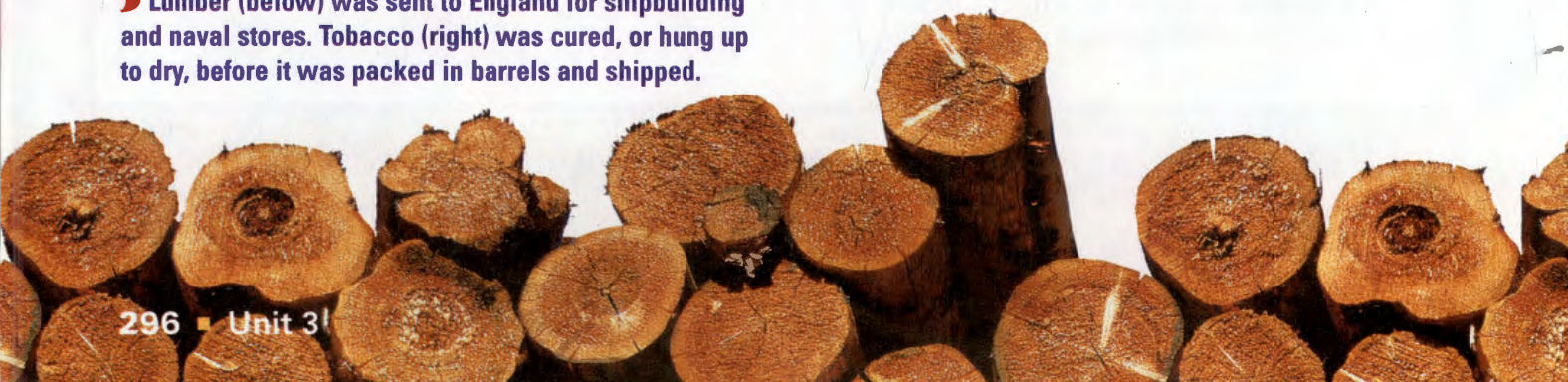
- 1 What were the main crops produced in the Southern Colonies?
- 2 In which colonies was lumber an important product?
- 3 In which colonies were naval stores produced?
- 4 Based on this map, what generalizations can you make about the economy in each of the three colonial regions?

### ► APPLY WHAT YOU LEARNED

**ANALYSIS SKILL** **Make It Relevant** Look through encyclopedias, atlases, and almanacs or on the Internet to find a land use and products map for your state. Then use the information on the map to write three sentences about the economy in your state.



Practice your map and globe skills with the **GeoSkills CD-ROM**.





# Colonial Products







**1632**  
Lord Baltimore  
founds the  
Maryland  
Colony

## Reading Social Studies

When you **summarize**, you tell a shortened version of what you have just read.



### Summarize

Complete this graphic organizer to show that you can summarize facts about the Southern Colonies. A copy of this graphic organizer appears on page 76 of the Homework and Practice Book.

## Life in the Southern Colonies

### Key Fact

Planters grew cash crops such as tobacco.

### Key Fact

Planters traded cash crops for goods and services.

### Key Fact

Planters sold their cash crops in England.

### Summary



## California Writing Prompts

**Write a Report** Enslaved Africans were able to preserve their culture under very hard conditions. Write a report with facts and details that explains how they were able to accomplish this.

**Write a Narrative** Imagine that your family has settled in the backcountry of the Southern Colonies. Write a story about your new life on the frontier. Be sure to describe your surroundings and any challenges you might face.



1700

1750

- **1712**  
The colonies of North Carolina and South Carolina are formed



- **1729**  
The city of Baltimore, Maryland, is founded



- **1733**  
James Oglethorpe establishes Georgia, the last of the 13 colonies

## Use Vocabulary

Identify the term that correctly matches each definition.

1. to make a regular part of life
2. a person who buys and sells for another person
3. a written plan of government
4. a person who owes money
5. a blue dye

**constitution**, p. 275  
**debtor**, p. 276  
**institutionalize**, p. 283  
**indigo**, p. 291  
**broker**, p. 292

## Use the Time Line

**ANALYSIS SKILL** Use the chapter summary time line above to answer these questions.

6. In what year was Carolina divided into two colonies?
7. When was the last of the 13 colonies founded?

## Apply Skills

Read a Circle Graph

8. Look at the circle graph showing ethnicity on page 281. What percent of the colonial population was African?

## Recall Facts

Answer these questions.

9. What religious group did the Calvert family belong to?
10. How did enslaved people act against slavery?
11. Why were there few schools in the Southern Colonies?
12. Why was Fort Mose important?

Write the letter of the best choice.

13. What was the main cash crop in Virginia, Maryland, and North Carolina?  
A rice  
B tobacco  
C indigo  
D wheat
14. Which city was an important shipbuilding center?  
A Jamestown, Virginia  
B Baltimore, Maryland  
C New Bern, North Carolina  
D Savannah, Georgia

## Think Critically

15. **ANALYSIS SKILL** Why were southern waterways important?
16. **ANALYSIS SKILL** How did the relative location of South Carolina affect the kind of crops grown there?



# Colonial Williamsburg

## GET READY

Colonial Williamsburg is the restored and rebuilt capital of eighteenth-century Virginia. The town is a living-history museum where you can experience the sights, sounds, and smells of colonial life. You can talk with people in historical costumes who stroll the streets or tend their shops. Guides bring history to life by portraying actual citizens who lived in Williamsburg in the 1700s. In Colonial Williamsburg, history is more than just names and dates. It is the story of people just like you who lived in another time.

## LOCATE IT



## WHAT TO SEE



Visitors to Colonial Williamsburg can take a wagon ride to see and learn about the buildings that line Duke of Gloucester Street.



Near the James Geddy House, you can take turns at hoop-rolling, stilt-walking, ninepins, and other colonial children's games.

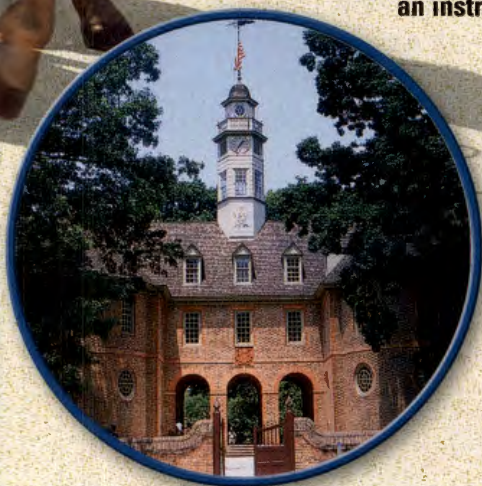




In this shop a violin-maker uses traditional tools to create an instrument.



Milliners (MIH-luh-nerz) were busy in a time when women's hats were an important part of their outfits. The millinery shop displayed the latest styles in bonnets.



The Capitol is where the Virginia House of Burgesses met to pass laws and debate important issues of the day.

### A VIRTUAL TOUR



Visit VIRTUAL TOURS at  
[www.harcourtschool.com/hss](http://www.harcourtschool.com/hss)





# Review



## THE BIG IDEA

**Commonality and Diversity** The 13 English colonies were founded in different regions of North America and for different reasons.



## Summary

### Settling the Colonies

Thousands of English Puritans arrived in New England in the 1630s. Their religious beliefs shaped their lives. At town meetings, men who owned land elected public officials. These meetings taught the colonists to govern themselves.

The Middle Colonies—New York, New Jersey, Pennsylvania, and Delaware—were south of New England. People from many parts of the world settled there. Fertile land, a mild climate, rivers, and ports helped make the region prosperous.

Maryland, Virginia, North Carolina, South Carolina, and Georgia made up the Southern Colonies. Many enslaved Africans lived in this region. Most settlers owned small farms. A few lived on plantations and owned slaves. Southerners grew cash crops. Like other colonists, they sold these exports to England.

Early settlers often cooperated with American Indians, but growing settlements led to conflicts. Many Indians were killed, and others moved west.

## Main Ideas and Vocabulary

Read the summary above. Then answer the questions that follow.

- What did New England colonists do at town meetings?
  - elected public officials
  - raised barns
  - built schools
  - met with American Indians
- What does the word prosperous mean?
  - poor
  - crowded
  - successful
  - fair
- Where did most enslaved Africans live in North America?
  - in the New England Colonies
  - in the Middle Colonies
  - in Spanish Florida
  - in the Southern Colonies
- What is an export?
  - a product only made in New England
  - a product stolen from another country
  - a product that is never sold
  - a product sold to another country





## Recall Facts

Answer these questions.

5. What leader helped found the colony of Massachusetts?
6. What were four products that New England settlers exported?
7. Who were the Quakers?
8. What two ministers helped lead the Great Awakening?
9. In what ways did enslaved Africans respond to their condition?

Write the letter of the best choice.

10. Which region was called the "breadbasket colonies"?  
A New England  
B the Middle Colonies  
C the Southern Colonies  
D the backcountry
11. Which type of material do blacksmiths work with?  
A iron  
B wood  
C seeds  
D wax
12. Who established the Georgia Colony?  
A William Penn  
B John Winthrop  
C King George II  
D James Oglethorpe
13. Which statement best describes relations between settlers and American Indians in the Southern Colonies?  
A The Indians frightened away most of the settlers.  
B Both groups lived peacefully side by side.  
C The settlers pushed the Indians away from their lands.  
D The Indians cheated the new settlers in trade.

## Think Critically

14. **ANALYSIS SKILL** Explain two reasons that farming was easier in the Middle Colonies than in New England.
15. **ANALYSIS SKILL** Describe the role that religion played in the founding of Maryland and Pennsylvania.

## Apply Skills

**ANALYSIS SKILL** Read a Land Use and Resources Map

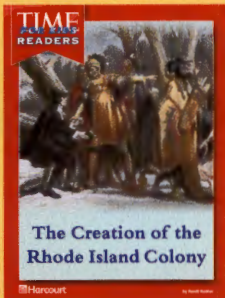
Use the map below to answer the following questions.

16. What colony produced furs?
17. What colony produced mostly iron?
18. Which two colonies raised cattle?





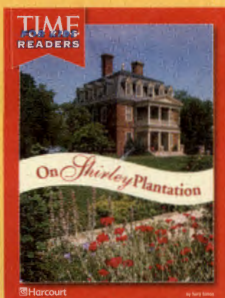
## Read More



■ *The Creation of the Rhode Island Colony* by Randi Hacker.



■ *William Penn: Founder of Pennsylvania* by Jeffrey Nelson.



■ *On Shirley Plantation* by Terry Simon.

## Show What You Know

## Unit Writing Activity



**Write a Narrative** Imagine that you are a new settler in one of the colonies that you have read about. Write a story about what life is like in your colony. Tell about the role of religion, how your society is organized, how people govern themselves, and how colonists earn their livings. Make sure your narrative has a setting, or location, and a plot, or story.

## Unit Project



**A Colonial Fair** Plan a display for a fair about daily life in the 13 English colonies. Focus on one New England, Middle, or Southern colony, and decide how you will show what life was like there. Your display should show the role of religion in your colony, how its society was organized, how the people governed themselves, and how they earned a living.



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