

Date:

Student Name:

Week 27 - Thirteen Established Colonies

General Information for All Grades

In this last week of Unit 3, we will finish our studies by pulling back to view the bigger picture. We will see how far the colonies have come in the period we have been studying, roughly from 1600 to 1750. In these 150 years, God caused the eastern seaboard of North America to be populated with immigrants from Europe and Africa. Have you ever heard America called the great melting pot of the world? This is a metaphor; it means that people from many different cultures have come to America (the pot) but they have not retained their separate identities. Much like a stew, each “ingredient” adds flavor, texture, and an important element to the pot, but as the pot simmers, all are melted together into the one dish that we call “stew.” So it was with American immigrants. Though they had diverse backgrounds, to which they often expressed strong loyalties, most American colonists came to share more things in common with neighbors in the new land than they did with friends and relations back home. Already, in colonial times, the American melting pot was simmering!

Let’s remember who came to America as we review what we have learned during this unit. We have seen European adventurers seeking easy wealth, religious dissenters looking to worship as they chose, leaders who became political exiles, honest laborers wanting a better life for their families, and paupers trying to get a new start. Some came willingly, relieved to get away from Europe and carrying with them great hopes for their futures. Other Europeans were forced to emigrate by poverty, unpopular beliefs, or press gangs.

Of course, the majority of forced immigrants were African Americans. Europeans first tried unsuccessfully to enslave Native Americans, but they were familiar with American territories and could easily slip away into forests. Almost by accident, Europeans traded with African victors in local skirmishes on the African coasts. The slave market was fairly modest until the 1680’s, and slave laws were not as harsh as they later became. Before 1680, English immigrants made up the majority of new arrivals to America (up to 90%), but from 1680 to the time of the American Revolution, the balance of immigration shifted, so that more black African slaves were imported than all other European immigrant groups combined. An abominable “trade triangle” developed, whereby the colonists shipped sugar, cotton, and tobacco to Europe, where they traded these for manufactured goods that would delight African warlords. They then sailed to western Africa and traded their goods for living cargo: slaves crammed in cruel numbers into their fastest ships. These slave traders then made the infamous “middle passage” to the colonies. So inhumane were the conditions on slave ships that during the voyage (which could take anywhere from one to four months, depending on weather conditions) fully 10% of slaves would die. When Africans arrived, they were in unfamiliar territory, with no hope of return to their homelands. Over the years, slaves formed a subculture of their own, even as European colonists developed an evertighter, and harsher slave code to control a population that often outnumbered them significantly.

Because of significant and ongoing European immigration, the populations of cities like Philadelphia, New York, and Boston swelled. Many European colonists prospered and were able to produce more than their basic, subsistence needs. They therefore had time and inclination to recreate, as best they could, the cultural refinements of the homelands they had left. Often, people from specific geographic regions of Europe congregated and attempted to continue their unique, ethnic cultures in the New World. Three things supported the special characteristics of such transplants: family, church, and schools. Some immigrant communities—like the Puritans and the German Pietists (misnamed the Pennsylvania Dutch)—retained control of all three of these crucial facets of their culture and were able to perpetuate their ethnic traditions in largely the same fashion as in the European communities they left behind. Other groups blended more quickly into the melting pot. Since all English colonies were administered according to English laws, colonial society as a whole looked most like that of England, with a few exceptions.

This week you will be reading about daily life and work in the colonies, and about how their cultural life developed beyond a mere struggle for survival. Depending on your learning level, you might be reading about their craftsmanship, the childhoods of important patriots in various regions of the colonies, or daily life on a Southern plantation. The general thing to notice as you finish your studies from this unit is how far the colonies have come in the 150-year period that we covered in Unit 3.

ALL READING

- ☐ Streams of Civilization Vol. 2 by Garry J. MOes p 66 (start at Culture) – 75

LG

- ☐ Anything about the 13 colonies and life of children there.

UG

- ☐ Making Thirteen Colonies by Joy Hakim chapters 31-32, 34, 38

DIALECTIC & RHET Reading

- ☐ Robinson Crusoe by Daniel Defoe
- ☐ Trial and Triumph chapter 31
- ☐ Anything about or written by Jonathan Edwards (*Sinners in the hands of an Angry God*)
- ☐ Yuli – Jonathan and Sarah: An Uncommon Union by Edna Gerstner

Lower Grammar Words

plantation

auction

chamber pot

parlor

overseer

cravat

corset

Upper Grammar Words (All Lower Grammar Words +)

cooper

wheelwright

artisan

lathe

stave

forge

anvil

bellows

smelt

crucible

galley

milliner

Lower & Upper Grammar People

Daniel Boone

John Adams

Handwriting practice lines (solid top and bottom, dashed middle).

Handwriting practice lines (solid top and bottom, dashed middle).

Abigail Smith Adams

Handwriting practice lines (solid top and bottom, dashed middle).

Dialectic and Rhetoric People

John Hancock

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Jonathan Edwards

Sarah Edwards

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Handwriting practice lines consisting of four sets of three horizontal lines (top, middle dashed, bottom).

(Jonathan Edwards' Wife)

THINKING AND ACCOUNTABILITY QUESTIONS FOR DIALECTIC AND RHETORIC STUDENTS

Accountability Questions

Our general goal for this week-plan is to pull back from our detailed studies of the histories of Colonial America and Europe and look at the big picture. In this unit, you have covered about 150 years of history. Our theme for this week is “colonial culture.” The main, overarching question we are asking you this week is, “How much have the colonies developed in 150 years?” A secondary focus is, “What went on in Europe during the Colonial American period, and how did European events shape colonial history?”

1. By way of review as we close out this unit, fill in the chart High School Worksheet Week 27 that you expand in your notebook. Using it, compare and contrast regional differences in the British colonies. This exercise will draw on your studies of this entire unit, so feel free to use your class notes or reading assignments from the past seven weeks. Connecting them to the monarch who was behind the colonization of the region will help you with thinking questions.
2. What was the First Great Awakening? What part did Jonathan Edwards play in it?

Thinking Questions

1. This week, you have read about the childhoods of numerous people who would grow up to be famous American patriots. They lived in different regions of the American colonies. Prepare to discuss three things that interested you about their unique histories in the context of Colonial America. What did these accounts show you about daily life in the American colonies during the early 1700's?
2. From memory, can you link the settlement histories of each of the thirteen colonies with the English monarch who was on the throne when they were settled? Try to connect unique aspects of life in each colony with the monarch who presided over its settlement or with political conditions in England during the time it was settled. How many connections can you find? (After trying this exercise from memory, correct yourself from your notes, and come to class prepared to share the connections you made.)
3. Last week, we studied the tussle for empire between the British and French in America. This clash was related to struggles between these two countries in Europe. As a review exercise, sum up the differences in government and national religions in Britain and France. Make a list of two columns for England and France. Make notes as to their religion and government as a compare and contrast.