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Colonial America

U.S. History – Learning Target Track Sheet

Unit 1: Colonialism

Big Idea Question: What were the reasons for Colonization and the effects there of?

<u>Learning Target</u>	<u>Vocabulary</u>
Check #1: I can...	
Check #2: I can...	
Check #3: I can...	

Era: Colonial America

Questions (Form questions about the main ideas of each section of notes. Helpful hint: Questions could be based on interpreting, showing examples, cause and effect, summarizing the main idea, inferring a what if, etc.)

I can analyze the reasons for colonization and the effects there of.

Summary (Summarize the main idea/s of the notes on this page into 1-2 statements. Helpful Hint: fit the main idea into a core theme.)

Teenage World

The Setting: Imagine that when you wake up tomorrow morning all people over eighteen years of age have disappeared. There are no parents to tell you what to do, no teachers to give you assignments, no police officers to enforce the law, and no government leaders to set policy. The military no longer exists, nor do the people who serve as doctors, nurses, paramedics, and firefighters. In short, adult authority and services have vanished. As teenagers, you are now the oldest people in this new world. You have complete freedom of action, as well as new responsibilities.

Part I

To start, you must consider what will be the foundation of your new society. The questions below will help you and your fellow group members to organize your thoughts.

1. First, decide which natural rights people should enjoy. (Keep in mind that natural rights are not determined by the government. They stem simply from the fact that you are human.)
 - a.
 - b.
 - c.
 - d.
 - e.
 - f.
 - g.
2. Now, consider your interaction with others. List several problems that might arise in your new society if everyone has complete freedom of action.

3. As an individual, are you capable of securing all of the natural rights you have listed? In what areas would you need to cooperate with others? Do you have a responsibility to help the less able members of society, such as young children?

Part II

Political thinkers would call the world you have been asked to imagine a “state of nature”—the natural state of human beings not governed by an authority structure. Some philosophers say that such a state would bring peace, prosperity, and harmony. Others see a war of everyone against everyone. These different views display the historical debate on human nature. These beliefs influence their ideas about government and politics.

Name: _____

1. At the start of civilization, people joined together to address common concerns, such as making weapons for hunting or bringing water to their fields. What common concerns should you address together in your society?

- a.
- b.
- c.
- d.
- e.
- f.
- g.

2. Now that you have identified common concerns, you must begin thinking about a structure to address them. That means creating a government. In your society, how would the leaders of your government be selected? Should everyone, including your five-year-old brother or sister, have a voice in the selection process?

3. Imagine that disputes have arisen between members of your society. Each side claims that his or her natural rights are being violated. How do you propose that such disputes be settled?

4. With the establishment of a government, you must begin to define the authority of the government and the rights and responsibilities of the individual.

a. Government authority: What power should the government have to carry out its decisions? For example, should the government be empowered to punish individuals who refuse to comply with its decisions?

b. Individual rights and responsibilities: Should you have a voice, direct or indirect, in determining the decisions of the government? What responsibilities do you have to help the government carry out its mission?

5. John Locke saw the relationship between government and the citizenry as a "social contract." In Locke's view, both sides of the social contract were bound by certain duties and obligations. Imagine that you have become dissatisfied with the government you have created. At what point would you feel that the government has broken its end of the social contract? At what point would you be justified in rebelling against the government?

13 Colonies Billboard Checklist

This information must be complete and accurate for your billboard to receive full credit!!!!

Criteria	Score
Group Members	
Colony Name	
<p>Who founded the <u>colony</u></p> <p>Billboard identifies who founded the colony and basic info about that person / group of people</p>	
<p>What type of people live <u>in your colony</u></p> <p>Billboard Identifies who lives in the colony and basic info about that person / group of people</p>	
<p><u>Job opportunities</u></p> <p>Billboard uses images to promote job opportunities for colonists coming to that colony. What type of economic activity was common?</p>	
<p><u>Government Type</u></p> <p>Billboard uses images and explains how the government is structured and how it functions.</p>	
<p>A slogan/moto for your <u>colony</u></p> <p>Group creates a unique slogan that fits the colony. NOT THE STATE SLOGAN TODA!!!! MAKE ONE UP!</p>	

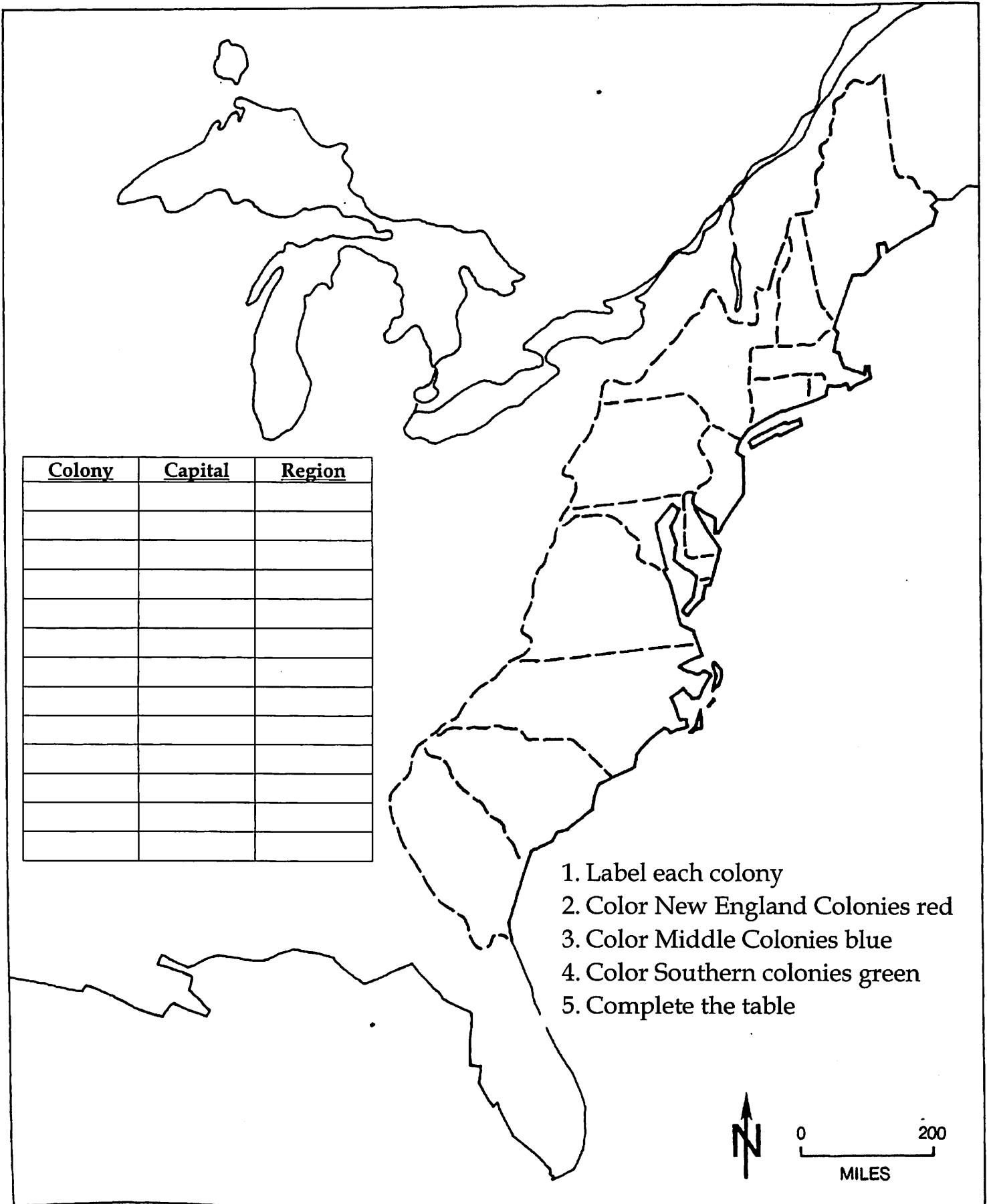
13 Original Colonies Chart

Complete this chart using you're the internet and/or the text book

Colony Name	Founder's name or group name	Reason for founding	Type of Government	Economic Activities
Virginia				
Massachusetts				
New Hampshire				
Maryland				
Connecticut				
Rhode Island				
Delaware				

Colony Name	Founder's name or group name	Reason for founding	Type of Government	Economic Activities
North Carolina				
South Carolina				
New Jersey				
New York				
Pennsylvania				
Georgia				

Thirteen Colonies



Use your textbook, pages 66-71 to answer the following questions

1. Describe the theory of **mercantilism**. According to **mercantilism**, what were the roles of colonies?

2. List six (6) different goods Great Britain received from the colonies:

- | | |
|----|----|
| A. | D. |
| B. | E. |
| C. | F. |

3. What motivated England's Parliament to pass the **Navigation Acts** in 1651?

4. Describe the relationship between England and the colonies during the period of **salutary neglect**.



Use your textbook, pages 72-78 to answer the following questions

1. How did plantations shape the economy in the South?

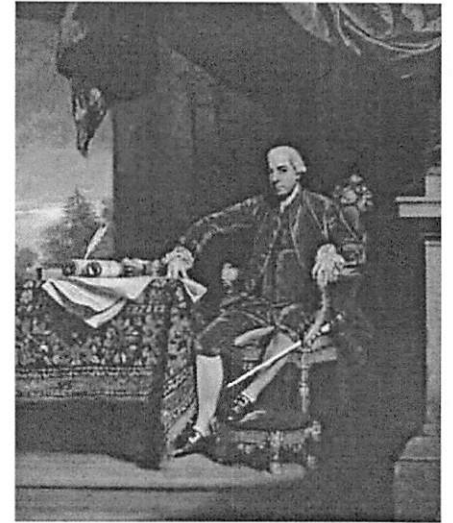
2. List three (3) things Southern planters controlled in terms of Southern society:

A.

B.

C.

3a. Who were **indentured servants**?



3b. Why did a decline in the use of **indentured servants** fuel the **slave trade**?

3c. Can you think of any other reasons to explain an increased reliance on slaves in the South?



4a. List three (3) regions involved in **Triangular Trade**:

A.

B.

C.

4b. List four (4) specific goods traded in **Triangular Trade**:

A.

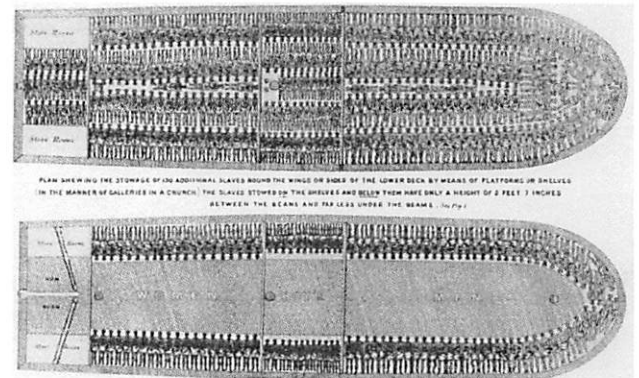
C.

B.

D.

Use your textbook, pages 72-78 to answer the following questions

5. Describe the hardships endured by Africans on the Middle Passage.



6. Which African influences remained strong in South Carolina and Georgia?

7. What was the Stono Rebellion?

Use your textbook, pages 79-84 to answer the following questions

1. Describe the economy in the commercial North.

2. Describe Philadelphia.



3. How did the **Salem Witch Trials** highlight social and religious tensions?

4. In what ways did the **Enlightenment** influence political thinking?

5. Explain how the **Great Awakening** loosened the grip of the Puritan Church.