# **United States History Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Unit 1 Mini-Project: Advertising the Colonies Date:\_\_\_\_\_\_\_\_\_\_\_\_\_ Period:\_\_\_\_\_**

Directions: In your groups, you must come up with a television commercial for the British region you are given. The best advertising campaigns will highlight features of that region that would be attractive to settlers. You should consider government, economy, social structure, and religion in your commercial. The class will vote on the top 3 commercials that most effectively sell their region.

# **REGION: New England**

|  |  |
| --- | --- |
| Dates Settled | 1620; 1630; 1640 |
| Who Settled | Pilgrims and Puritans from England |
| Why Settled | Religious freedom |
| Religion | Puritan (Congregationalist). They were intolerant of other religions and other views, so Puritans kicked out the founders of Rhode Island and Connecticut. Rhode Island eventually became a center of religious toleration under Roger Williams. Puritans also banished a woman, Anne Hutchinson, for teaching un-Puritan religious doctrines in her home. Tried to maintain tight control over social life in the belief that the sins of one person could reflect badly on the entire community. |
| Economy | Focused on fishing, building ships, and trade. Soil was rocky and growing season shorter, so farms were small. More equal distribution of wealth, especially early on in the colonies’ development. |
| Government | Voting limited to male church members. Each town met in a town meeting to decide upon important laws and rules. Each colony had a charter that made it self-governing, so colonists elected people to represent them. Mayflower Compact (1620) of the Pilgrims established the idea of majority rules in a self-governing colony. Thomas Hooker’s Connecticut had the first written constitution in the colonies, the Fundamental Orders (1639), which allowed adult free men who were residents to vote for their leaders. |
| Relations with Indians | The settlers destroyed and enslaved Indians they saw as a threat (such as the Pequots) and took land from them. A major Indian war in 1675 (King Philip’s War) eliminated major Indian powers threatening colonists. Some colonists did want to convert the Indians to Christianity, so the Christian New Testament was translated into an Indian language (*Up-Biblum God*) and special towns were created for Christian Indians (the “praying towns”). |
| Social Life | Lived in towns. Settlers came with families. Life expectancy was higher than in the South. As the colonies grew, wealthy merchants in cities like Boston came to be the dominant leaders. |
| Geography | 71,991.8 square miles. Mountains in the west (Appalachians); fertile lands along the rivers (Connecticut River); good harbors on the coast. Short, mild summers, cold winters. |
| Population (by 1750) | 360,000 |
| Average Income (in 1774) | (per person): $57.4 |
| Value of Exports (1772) | £417,000 |

# **United States History Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Unit 1 Mini-Project: Advertising the Colonies Date:\_\_\_\_\_\_\_\_\_\_\_\_\_ Period:\_\_\_\_\_**

Directions: In your groups, you must come up with a television commercial for the British region you are given. The best advertising campaigns will highlight features of that region that would be attractive to settlers. You should consider government, economy, social structure, and religion in your commercial. The class will vote on the top 3 commercials that most effectively sell their region.

# **REGION: Middle Colonies**

|  |  |
| --- | --- |
| Dates Settled | 1660-1680 |
| Who Settled | English settlers; Quakers; Swedes; Dutch |
| Why Settled | New York was conquered from the Dutch by the Duke of York, who was interested in New York’s economic potential. Pennsylvania was settled by Quakers seeking religious freedom. |
| Religion | Wide diversity of religions: Quakers in Pennsylvania, Dutch Reformed Churches in New York. Pennsylvania was the most religiously tolerant of the colonies. |
| Economy | The Middle colonies were the “breadbasket” of colonial America. They produced wheat and other grains and traded from the large port cities of Philadelphia and New York. |
| Government | Pennsylvania had one of the most democratic forms of government, with adult males having a say in the making of laws in the colony’s written constitution. Pennsylvania’s constitution protected the traditional rights of Englishmen, such as trial by jury and freedom of the press. New York was slower to adopt a more democratic government but tried to do so in 1683, giving adult free males rights to vote for representatives and requiring that taxes be voted for by representatives (it was rejected by the King of England, James II). |
| Relations with Indians | New York traded with the Indians for furs and entered into a relationship (the “Covenant Chain”) with the English in 1677 to protect trade and settle disputes. William Penn adopted a very enlightened approach to Indians, insisting on meeting with them and buying their lands formally before settling in Pennsylvania. There was some violence against Indians, however, by those people living in the western part of Pennsylvania. |
| Social Life | Outside the cities of Philadelphia and New York, the largest cities in colonial America, most people were relatively economically equal, farming their land. Pennsylvania was often called the “best poor man’s country” for its cheap land. In the cities, however, wealthy merchants controlled politics and social life. Families settled the region, leading to higher life expectancy and a more rapidly growing population. |
| Geography | 111,831 square miles. Four distinct seasons, with cold winters and hot, humid summers. Good ports at Philadelphia and New York. Rivers lead to interior to help trade (Hudson, Delaware, Susquehanna, Schuykill). |
| Population (by 1750) | 296,500 |
| Average Wealth (in 1774) | (per person): $76.11 |
| Value of Exports (1772) | £473,000 |

# **United States History Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Unit 1 Mini-Project: Advertising the Colonies Date:\_\_\_\_\_\_\_\_\_\_\_\_\_ Period:\_\_\_\_\_**

Directions: In your groups, you must come up with a television commercial for the British region you are given. The best advertising campaigns will highlight features of that region that would be attractive to settlers. You should consider government, economy, social structure, and religion in your commercial. The class will vote on the top 3 commercials that most effectively sell their region.

# **REGION: Southern Colonies**

|  |  |
| --- | --- |
| Dates Settled | 1607; 1634; 1660; 1730 |
| Who Settled | English settlers |
| Why Settled | Though Maryland was settled to provide a religious refuge for Catholics, the rest of the southern colonies were founded to make money. |
| Religion | Dominant religion was the Church of England (Anglican), but church-going was very low among colonists with few of them caring about religion or church attendance. Small pockets of other religions (mostly Baptist and Methodist) grew in isolated spots. No official religious toleration, except in Maryland. |
| Economy | Dominated by plantations producing staple crops for sale to markets across the Atlantic. Virginia produced tobacco and South Carolina grew large quantities of rice. A large number of deerskins bought from southern Indians also shipped out of southern ports. |
| Government | Colonies were self-governing, particularly Virginia, which had a House of Burgesses by 1619 to make laws for the colony. Free adult male colonists insisted on voting for representatives who would vote for taxes. Most colonies were directly ruled by England (“royal colonies”) though some governed by groups of investors called Proprietors, who often allowed the colonists a lot of freedom in order to encourage settlement. |
| Relations with Indians | Massacred and enslaved the Indians of the Southeast who were closest to the Atlantic coast. Took their lands by force. Indians who were more powerful and located in the interior traded with the colonists (mostly deerskins in exchange for guns, bullets, paint, cloth, and alcohol). |
| Social Life | Rich plantation owners dominated the government and social life of the colonies, building large houses and using African slave labor to farm their tobacco and rice plantations. Lots of poor farmers, especially in the Carolinas. In Virginia in 1676, poor farmers, frustrated with lack of protection on the frontier from Indians, revolted against the colony’s leaders in Bacon’s Rebellion (led by the newly arrived Nathaniel Bacon). After the rebellion was ended, planters paid more attention to the concerns of poor farmers. |
| Geography | Warm, humid summers, with a long growing season. Mild winters. Flat coastal plains suitable for plantations, with large rivers leading to the coast. Few cities (only Charleston was large enough to be called a “city”). |
| Population (by 1750) | 514,300 |
| Average Wealth(in 1774) | (per person): $107.77 |
| Value of Exports (1772) | £1,563,000 |



**United States History Presenters:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Unit 1: Selling the Colonies – Rubric Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Government**  **2 Points** | **Social Life**  **2 Points** | **Economy**  **2 Points** | **Religion**  **2 Points** | **Total** |
| **Northern Colonies** | \_\_ stable  \_\_ promotes liberty | \_\_ classes not rigid  \_\_ little violence | \_\_ abundant resources  \_\_ chance of making $$ | \_\_ freedom of religion  \_\_ religious choice |  |
| **Middle Colonies** | \_\_ stable  \_\_ promotes liberty | \_\_ classes not rigid  \_\_ little violence | \_\_ abundant resources  \_\_ chance of making $$ | \_\_ freedom of religion  \_\_ religious choice |  |
| **Southern Colonies** | \_\_ stable  \_\_ promotes liberty | \_\_ classes not rigid  \_\_ little violence | \_\_ abundant resources  \_\_ chance of making $$ | \_\_ freedom of religion  \_\_ religious choice |  |

**United States History Presenters:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Unit 1: Selling the Colonies – Rubric Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Government**  **2 Points** | **Social Life**  **2 Points** | **Economy**  **2 Points** | **Religion**  **2 Points** | **Total** |
| **Northern Colonies** | \_\_ stable  \_\_ promotes liberty | \_\_ classes not rigid  \_\_ little violence | \_\_ abundant resources  \_\_ chance of making $$ | \_\_ freedom of religion  \_\_ religious choice |  |
| **Middle Colonies** | \_\_ stable  \_\_ promotes liberty | \_\_ classes not rigid  \_\_ little violence | \_\_ abundant resources  \_\_ chance of making $$ | \_\_ freedom of religion  \_\_ religious choice |  |
| **Southern Colonies** | \_\_ stable  \_\_ promotes liberty | \_\_ classes not rigid  \_\_ little violence | \_\_ abundant resources  \_\_ chance of making $$ | \_\_ freedom of religion  \_\_ religious choice |  |

**United States History Presenters:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Unit 1: Selling the Colonies – Rubric Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Government**  **2 Points** | **Social Life**  **2 Points** | **Economy**  **2 Points** | **Religion**  **2 Points** | **Total** |
| **Northern Colonies** | \_\_ stable  \_\_ promotes liberty | \_\_ classes not rigid  \_\_ little violence | \_\_ abundant resources  \_\_ chance of making $$ | \_\_ freedom of religion  \_\_ religious choice |  |
| **Middle Colonies** | \_\_ stable  \_\_ promotes liberty | \_\_ classes not rigid  \_\_ little violence | \_\_ abundant resources  \_\_ chance of making $$ | \_\_ freedom of religion  \_\_ religious choice |  |
| **Southern Colonies** | \_\_ stable  \_\_ promotes liberty | \_\_ classes not rigid  \_\_ little violence | \_\_ abundant resources  \_\_ chance of making $$ | \_\_ freedom of religion  \_\_ religious choice |  |

**United States History Presenters:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Unit 1: Selling the Colonies – Rubric Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Government**  **2 Points** | **Social Life**  **2 Points** | **Economy**  **2 Points** | **Religion**  **2 Points** | **Total** |
| **Northern Colonies** | \_\_ stable  \_\_ promotes liberty | \_\_ classes not rigid  \_\_ little violence | \_\_ abundant resources  \_\_ chance of making $$ | \_\_ freedom of religion  \_\_ religious choice |  |
| **Middle Colonies** | \_\_ stable  \_\_ promotes liberty | \_\_ classes not rigid  \_\_ little violence | \_\_ abundant resources  \_\_ chance of making $$ | \_\_ freedom of religion  \_\_ religious choice |  |
| **Southern Colonies** | \_\_ stable  \_\_ promotes liberty | \_\_ classes not rigid  \_\_ little violence | \_\_ abundant resources  \_\_ chance of making $$ | \_\_ freedom of religion  \_\_ religious choice |  |

**United States History Presenters: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Unit 1: Colonies Commercial Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Colony: Middle, Southern, Northern**

|  |  |
| --- | --- |
| **Rate the Commercial on a Scale of 1 to 10**  1 = does not encourage me to move to this region  10 = makes me definitely want to move here | **List TWO reasons presented that would make you want to move to the region as described in the commercial:** |
|  |  |

**United States History Presenters: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Unit 1: Colonies Commercial Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Colony: Middle, Southern, Northern**

|  |  |
| --- | --- |
| **Rate the Commercial on a Scale of 1 to 10**  1 = does not encourage me to move to this region  10 = makes me definitely want to move here | **List TWO reasons presented that would make you want to move to the region as described in the commercial:** |
|  |  |

**United States History Presenters: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Unit 1: Colonies Commercial Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Colony: Middle, Southern, Northern**

|  |  |
| --- | --- |
| **Rate the Commercial on a Scale of 1 to 10**  1 = does not encourage me to move to this region  10 = makes me definitely want to move here | **List TWO reasons presented that would make you want to move to the region as described in the commercial:** |
|  |  |

**United States History Presenters: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Unit 1: Colonies Commercial Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Colony: Middle, Southern, Northern**

|  |  |
| --- | --- |
| **Rate the Commercial on a Scale of 1 to 10**  1 = does not encourage me to move to this region  10 = makes me definitely want to move here | **List TWO reasons presented that would make you want to move to the region as described in the commercial:** |
|  |  |

**United States History Presenters: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Unit 1: Colonies Commercial Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Colony: Middle, Southern, Northern**

|  |  |
| --- | --- |
| **Rate the Commercial on a Scale of 1 to 10**  1 = does not encourage me to move to this region  10 = makes me definitely want to move here | **List TWO reasons presented that would make you want to move to the region as described in the commercial:** |
|  |  |

**United States History Presenters: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Unit 1: Colonies Commercial Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Colony: Middle, Southern, Northern**

|  |  |
| --- | --- |
| **Rate the Commercial on a Scale of 1 to 10**  1 = does not encourage me to move to this region  10 = makes me definitely want to move here | **List TWO reasons presented that would make you want to move to the region as described in the commercial:** |
|  |  |

**United States History Presenters: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Unit 1: Colonies Commercial Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Colony: Middle, Southern, Northern**

|  |  |
| --- | --- |
| **Rate the Commercial on a Scale of 1 to 10**  1 = does not encourage me to move to this region  10 = makes me definitely want to move here | **List TWO reasons presented that would make you want to move to the region as described in the commercial:** |
|  |  |

**United States History Presenters: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Unit 1: Colonies Commercial Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Colony: Middle, Southern, Northern**

|  |  |
| --- | --- |
| **Rate the Commercial on a Scale of 1 to 10**  1 = does not encourage me to move to this region  10 = makes me definitely want to move here | **List TWO reasons presented that would make you want to move to the region as described in the commercial:** |
|  |  |