Label your binders:

1. **Class Resources** (← put your syllabus and the "Six Concepts" sheet here)
2. **Bellringers**
3. **Notes** (← put your Unit 1 study guide before your Unit 1 notes)
4. **Papers/ Projects**
5. **Graded Work**
13 Colonies Map
- Label each colony
- Create a key
- Color each of the 3 regions a different color (Southern, Mid-Atlantic, New England)
- Label: Appalachian Mtns, Chesapeake Bay, Atlantic Ocean, New France
MERCANTILISM REVIEW
THE SOUTHERN COLONIES: VIRGINIA

Ms. Luco
IB History
Standards

**SSUSH1** Compare and contrast the development of English settlement and colonization during the 17th century.

b. Explain the development of the Southern Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development.
Objective

Students will be able to describe the English settlement of the Southern colonies in order to compare & contrast their development with other English colonial regions in North America.
Inquiry

What challenges were faced by English settlers in the Southern colonies?
Key Vocabulary

- **Joint-stock company** – a company run by a group of investors that raised capital by selling shares
- **Proprietary colony** – all land belonged to 1 person/group of people
- **Royal colony** – colony administered by a royal governor appointed by the crown
- **Headright system** – large plantations given to wealthy colonists in return for transporting labor
- **Indentured servitude** – contracted to serve for 4-7 years in return for passage to America
- **House of Burgesses** – 1st representative colonial assembly in Virginia; early example of colonial self-government
- **Bacon’s Rebellion** – rebellion against Virginia governor by frontier colonists; led to increased reliance on African slave labor
Navigation Acts (1663)

- Laws designed to keep English colonies from competing with their mother country

3 criteria:
1. All goods shipped to or from North America had to travel on English ships
2. Any imported goods from Europe had to be processed through an English port
3. Most colonial resources could only be exported to England

- Bad news for colonists?
- Good news for England?
Exports of the English Colonies

In the early 1700s, almost every colonist farmed the land. Most families had small farms, but a few had plantations. Although colonists made a living from farming, each region grew different crops. Look at the map to find the major crops and goods each region exported. What goods were exported from each of the New England, Middle, and Southern colonies?
English Colonies

Reasons for colonization:
- Religious, political, or economic opportunity
  - Changes in the English economy
  - Social changes/ Religious conflict
  - Competition with Spain

Colonies would offer:
- Bases to raid Spanish ports
- Markets for English goods
- Freedom from reliance on Asian trade
- Relief from overcrowding in English cities
- Resources that could be extracted for manufacturing
Context – English Colonization

- **John Cabot** (1497) - led 1st exploration of North America for England

- **English Reformation**
  - Henry VIII broke with Catholic Church in 1534 – est. Church of England (Anglican Church)
    - No interest in American colonies
  - **Puritans** - religious minority wanted to “purify” Anglican Church
Context – English Colonization

- **Elizabethan Era** (1558-1603)
  - Before 1588:
    - Piracy more profitable than colonization (*Privateers*)
    - North Atlantic cod fishing profitable (no need for permanent settlements)
  - 1588 – King Philip of Spain attacked England with Spanish Armada – Spain was defeated
  - **Effect:** England replaced Spain as major naval power
The “Lost Colony”

- **Roanoke**, 1584 – 1590
- [https://youtu.be/kFMnMEYwqIM](https://youtu.be/kFMnMEYwqIM)
VIRGINIA
Jamestown
(1607)

- **Virginia Company**
  - **Joint-stock company**: a company run by a group of investors that raised capital by selling shares
  - Granted **royal charter** by King James I – gave company authority to settle and govern a colony
  - Ships and 105 men sent to **Chesapeake Bay**
  - Goal: Gold and other valuable resources

- 1st permanent English settlement in North America
Powhatan Confederacy

- Chesapeake home to about 14,000 Algonquian people
- Powhatan Confederacy led by Chief Powhatan
  - Maintained peaceful coexistence at first
  - Eager to form trading alliance
Challenges of Jamestown

- **Starving Time**
  - Winter of 1609-10
  - Over 400 colonists died
  - James River - disease!

- **John Smith**
  - “He that will not work will not eat.”

- Powhatan assistance and withdrawal

- War against Powhatans

- **John Rolfe** and **Pocahontas**

- Death of King Powhatan
Tobacco

- Introduced to England in 1580s
- "Merchantable commodity"
- Introduced to Jamestown by John Rolfe
- Required great deal of labor and land
- **Headright system**: 50 acres of land offered to immigrants who bought their own passage, or landowners who paid for someone else’s passage
  - **Goal: Increase migration**
  - By 1622, 10,000+ colonists sent to Jamestown
- "Frontier of Exclusion"
House of Burgesses

- **House of Burgesses**  
  (Established 1619)
- 1st elected representative assembly in America
- Authority over taxes and finance
- Development of self-government
What challenges were faced by the colonists at Jamestown?
STARVING TIME DBQ
<table>
<thead>
<tr>
<th>Section 1</th>
<th>Section 2</th>
<th>Section 3</th>
<th>Section 4</th>
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Jigsaw Reading Step 1

Read ALL and the number section that was assigned to you. You may take notes on your chart.
Jigsaw Reading Step 2

Meet with your classmates that were assigned the SAME number. Discuss the text and come to a consensus about the most important points. What does this section reveal about the “starving time”?
Jigsaw Reading Step 3

Return to your original seat. Each group member will share what their assigned section was about. Complete the remaining columns in your graphic organizer as you listen.
Independent Work

Individually you will answer the following in 2-3 paragraphs each, supported with examples and evidence from the WHOLE document.

1. How does the author describe the "starving time"?
2. Where does the author place the blame for this situation?