Introduction to the Southern Colonies

Objective (The student will...):
- Create a 3D manipulative to showcase their knowledge of the Southern Colonies

Mini-Project Requirements:
- Project is based upon all of the Southern Colonies, and not just focusing on one colony.
- Your project must highlight facts from each of your data sheets: Key People, Geography, Native Americans, European Settlement, Government, & Everyday Life.
- Each fact must use the appropriate heading listed above.
- Each Fact MUST contain a minimum of 3 sentences.
- Each fact must have a graphic (clipart or hand drawn) that directly relates to the fact presented.
- You may use the internet for clipart, and gathering data on Key People only.

Timeline:
- Day #1 will be spent gathering your facts and writing your three + sentences in your own words.
- Day #2 will be spent working on your 3D model.
- Day #3 will be spent putting finishing touches on your 3D model. Due at the end of class.

Rubric:

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>100%</th>
<th>80%</th>
<th>60%</th>
<th>20%</th>
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<tbody>
<tr>
<td>Content - Accuracy</td>
<td>At least 6 clear &amp; accurate facts are displayed on the manipulative.</td>
<td>5-4 clear &amp; accurate facts are displayed on the manipulative.</td>
<td>3-2 clear &amp; accurate facts are displayed on the manipulative.</td>
<td>Less than 2 clear &amp; accurate facts are displayed on the manipulative.</td>
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<tr>
<td>18 Points</td>
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<tr>
<td>Use of Class Time</td>
<td>Used time well during each class period. Focused on getting the project done. Never distracted others.</td>
<td>Used time well during each class period. Usually focused on getting the project done and never distracted others.</td>
<td>Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.</td>
<td>Did not use class time to focus on the project or often distracted others.</td>
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<td>4 Points</td>
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<td>Attractiveness</td>
<td>The manipulative is exceptionally attractive in terms of design, layout, and neatness.</td>
<td>The manipulative is attractive in terms of design, layout and neatness.</td>
<td>The manipulative is acceptably attractive though it may be a bit messy.</td>
<td>The manipulative is distractingly messy or very poorly designed. It is not attractive.</td>
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<td>4 Points</td>
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<td>Neatness</td>
<td>Design is clear is quite creative and easy to read.</td>
<td>Design is clear and describes content well and is moderately easy to read.</td>
<td>Design is somewhat creative and is moderately easy to read.</td>
<td>Design is clear is too plain and/or does not focus the content of the manipulative well and is not easy to read.</td>
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<td>4 Points</td>
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Overview of the Southern Colonies

Geography

The coastlines of the southern colonies consisted of large, safe harbors and rugged, rocky shores. There were mountains, rivers, fertile valleys, plateaus, and dense forests. Winters were mild—snow generally fell only in the mountains. Summers were hot and humid. Early Europeans described this area as a place of great bounty.

Along the southern colonial coast, there were great harbors, such as Chesapeake Bay in Maryland and Virginia, which offered refuge from ocean winds and deep water for European ships. These areas soon became major shipping centers with large towns of European settlers. Traveling further south, the coastline became more rugged and dangerous. Frequent and unpredictable storms dashed ships to pieces along the rocky shore. This area, now known as the Outer Banks in North Carolina, became the home of many pirates, who used the rugged coastline to their advantage in stealing goods from passing ships.

Moving inland, there were dense pine forests, which Europeans saw as an excellent source of lumber for use in the colonies and exportation to their homelands. There were lush, green fields and plateaus, perfect for raising crops. And there were wetlands—a haven for mosquitoes, which brought yellow fever to the colonists. The wetlands also provided a place where rice grew well.

Heading further west, the fields and plateaus gave way to mountains. These gently sloping, green mountain ranges are now known as the Blue Ridge and Smoky Mountains, and are part of the Appalachians.

Wide, deep rivers covered the land that made up the southern colonies. Native Americans and colonists used these “water roads” for transportation. Many settlements and plantations grew up along the rivers, which provided an excellent means for the transportation of goods.
Overview of the Southern Colonies
Native Americans

Native Americans have lived in the lands that made up the southern colonies for over 12,000 years. These ancestors of modern Indian people were at first nomadic. As the knowledge of how to grow corn spread north from Central America, these ancient people began to farm. The customary crops were the “three sisters” — corn, beans, and squash.

One ancient group of Native Americans called the Mound Builders lived in present day Georgia and Alabama, and into the midwest and central Canada. They built mounds of dirt, shaped as animals, sacred objects, and cones. Archaeologists believe mounds were used for spiritual practices and to honor the dead.

Many groups descended from these ancient people, including such Algonquian-speaking tribes as the Powhatan and Susquehannock, who lived mainly in present day Virginia and Maryland. These people lived along rivers and other waterways in villages of 200-1,400 people. Villages were often surrounded by palisades or high walls for protection. Within these protective walls, women and children tended fields and lived in wigwams with aunts, uncles, and grandparents. Men hunted and fished in the lands surrounding the village. When the English arrived in Virginia in 1607, they encountered the Powhatan empire, which was ruled by a man named Powhatan.

Other major groups living in the area were the Cherokee who lived in the mountains and the Creek who lived nearer to the coast. The Creek people called themselves Muskogee. The Europeans called them “Creek” because the people generally lived along rivers and streams. While the groups spoke different languages, they both established confederacies, similar to the Iroquois League of Five Nations for governing and decision making. They lived in villages of 50 to 2,000 people. These settlements had private homes, public buildings, and town squares, where festivals and meetings were held. A common festival celebrated among the Cherokee people was the Green Corn Festival to help assure a bountiful corn harvest. Singing, drum playing, flutes and rattles, dancing and games similar to lacrosse and soccer were common at these festivals.

The Tuscarora people, who lived in present day North and South Carolina, were “people of the longhouse,” or Iroquois. They lived in the area until the early 1700s, when a war with the colonists over the loss of Indian lands greatly decreased their population. The Tuscarora moved north to New York colony to be with the other Iroquois nations.
Overview of the Southern Colonies
   Everyday Life

In the early years of the southern colonies, life was grueling and often deadly for many people. Because of marshy, bug-infested land and hot, humid weather, disease spread rapidly and killed many people. Many early colonists also knew little about farming and often risked starvation. Trading English goods with the Native Americans for food was one way to stay alive. As the tobacco and other cash crop industries grew, life became easier for some of the southern colonists. A cash crop is one that can be used as money. Not all people got rich from raising cash crops. Many remained poor farmers and slaves. A few of the southern colonies’ richest residents lived in huge homes (plantations) with fine furnishings. Many families did not own slaves and lived in one-room shacks with no natural light. When compared to the other colonial regions, the southern colonies featured the greatest diversity in lifestyles—from people who were very rich to people who were very poor.

Life for southern colonial children was most markedly different from that of northern colonial children. Children from wealthier southern families played with toys. In the north during the Puritan rule, play was often seen as evil. When southern children turned 10, boys and girls were separated. It was considered wrong for them to spend time together unsupervised. The only time they were allowed to be together was at church, dances and parties, and then their actions were closely watched by adults. At age 10, girls stayed inside, learning to keep house and guide servants and slaves. Boys stayed outside, playing and learning farm chores. Southern colonial children generally had some schooling, although school was not considered as important as it was in the north.

Slave and servant children began working at about the age of seven—girls in the house, preparing meals and doing housework, and boys in the fields, tending crops. Most slave children were not taught to read and write. In fact, in many colonies it was against the law to teach a slave these skills. Plantation owners feared that slaves who could read and write would pass messages to each other and rise up or revolt against the masters.

Since plantations and farms were so far apart from each other, people looked forward to any opportunity to socialize. Going to church was an important part of southern colonial life, as much for the religious teachings as for the chance to see friends and neighbors at parties held after church. Church was important to slaves, too, because the time spent there allowed them a break from work and an opportunity visit one another. The Christian religion became very important to many slaves, since they were not allowed to practice the religions of their homeland.
Overview of the Southern Colonies
European Settlement

Many Europeans settled in the lands that made up the southern colonies, and they came for many reasons: to create a better lives for themselves and their families; for religious freedom; to escape prison; and to get rich. Africans were also among these new settlers, brought to America first as indentured servants, and later as slaves.

The earliest settlers are believed to have been the Spanish and French, who established forts in the area of present day North and South Carolina and Georgia in the early 1500s. These settlements were short-lived, probably due to the Spaniards’ cruel treatment of the Native Americans and lack of food. The Spanish moved further south to establish a settlement in present day Florida. In 1585, they established St. Augustine, the oldest European settlement in what is now the United States.

England saw Spain moving into North America, and wanted to be a part of the migration, too. So in the 1580s Sir Walter Raleigh sent a party to establish a colony. For the next several years, England unsuccessfully tried to establish a colony. Supply ships were continually destroyed, and the settlers eventually disappeared.

Jamestown became England’s first permanent settlement in the new world. It was founded in 1607. The colony was named Virginia and extended all the way south to present day Georgia.

At first new settlers remained in the areas that are now Maryland and Virginia. Fear of Spanish attack kept people from settling further south. In 1621 King Charles divided the large Virginia colony into smaller separate colonies, creating Carolana to the south. Settlement of Carolana remained slow. In the 1660s Carolana was sold to a group of English businessmen, making it a privately owned colony. The population slowly developed as the English, Swiss, French Huguenots (French Protestants in search of religious freedom), and Scottish began to set up towns. In 1712 the colony was divided, creating North and South Carolina.

The final area to be settled by Europeans was Georgia. It was not set up as a colony until the 1730s, about 125 years after Jamestown had been established. The colony was created by a man named James Oglethorpe and 20 other people who invested money in the colony. Oglethorpe wanted a place where people from England who were poor or in debt (owing money) could make a fresh start. Because of Oglethorpe’s tolerance of differences, many people moved to Georgia to escape harm in Europe. These groups included Jews and German Lutherans.

As settlements developed and farming became a major industry of the south, a new group of settlers arrived: Africans, who were brought against their will to work the plantation fields. By the mid-1700s there were more Africans living in some southern colonies than white Europeans or Native Americans.
Overview of the Southern Colonies
Government

Some of the southern colonies were royal, established by the King of England. Others began as proprietorships, owned by individual people. Eventually these proprietorships were sold to the English government and became royal colonies.

The government in royal colonies had two levels. The first level was the governor, who was appointed by the king or the person holding the charter. This governor appointed a council to advise him on decisions related to the colony. Since the governor and his council had strong ties to the English government, they did not necessarily represent all the people of the colony. So an assembly was established in which people were elected to represent their towns or areas in colonial government. In some cases, these assemblies could not make laws, they could only advise the governor’s council. In Virginia, this system became known as the House of Burgesses. The first House of Burgesses met in 1619 – a year before the Mayflower Compact. The House of Burgesses was the first step toward representative government in the new world. A burgess is a citizen representative of a town.

In a proprietorship, the owners of the colony appointed a governor. Maryland, North and South Carolina, and Georgia all began as proprietorships. The owners appointed governors to carry out their wishes, which were often in conflict with those of the colony’s residents. Settlers often became angry with their governors and revolted against them. In some cases, colonists established assemblies to help make laws or at least advise the governor. Some governors refused to listen to assemblies and even outlawed them. Eventually the owners of North and South Carolina got fed up with the conflict and sold the colony to the English government. In Georgia, an English Parliament member named James Oglethorpe and his investors went broke trying to set up the colony and sold it to recoup some of their losses. In Maryland, a group of traders disagreed with the notion of religious freedom under which the colony had been formed. They revolted and won the colony for themselves.
Overview of the Southern Colonies

Key People

Cecil Calvert was the second Lord Baltimore. He inherited Maryland from his father. Calvert and his family were Catholic, a form of Christianity that was seen as wrong in England. Cecil wanted a colony where all Christians could have religious freedom.

Margaret Brent moved with her sister and two brothers to Maryland. She became that colony’s first female landowner. She helped to organize troops against a revolt by William Claiborne to take over the colony, and she became the first female lawyer in the colonies.

Powhatan was the leader of a large Native American empire in Virginia composed of about 10,000 people from 30 tribes. He suspected that the English had come to take over his people’s land, and he fought hard to protect his people and their ways of life.

John Smith, a soldier of fortune, traveled with the first settlers to Jamestown in 1607. He was a skillful mapmaker and writer. In fact, his map of the Virginia area was used for nearly 200 years.

Matoax, best known as Pocahontas, was a daughter of Powhatan. Her marriage to the tobacco farmer John Rolfe is believed to help create temporary peace among these two groups.

Gustavus Vasa was a slave in Virginia. He was also known as Olaudah Equiano. After gaining his freedom, Vasa wrote an autobiography about his capture, journey on the slave ship, and life as a slave. He also presented a petition to the English parliament against slavery.

John White was the governor of the Roanoke settlement in 1588. White left the struggling colony to travel back to England for supplies. Returning three years later, he found the colonists had disappeared. Thus, Roanoke became known as the Lost Colony.

Blackbeard was a pirate who sailed the waters off the North Carolina shore. He was named for his thick braided beard. Blackbeard and other pirates robbed merchant ships that sailed passed the colony.

Eliza Lucas Pinckney was the daughter of a plantation owner in South Carolina. She figured out how to grow indigo for fabric dye in the South Carolina soil. Many plantation owners became rich from Eliza’s discovery.

Tomochichi was a Yamacraw mico or chief, who granted land to English Parliament member, James Oglethorpe, to build the first settlement in Georgia. He got along well with Oglethorpe, who was a fair man. Their positive relationship led to peaceful negotiations between the colonists and Native Americans.