



Florida

5 Studies Weekly

OUR STATE, OUR NATION

Native American Lands

Native Americans had great respect for the Earth and all life on it. They used the land they lived on in many different ways. Some farmed the land. They stayed near the same location for a growing season that was three to four months long. Some hunted game in the forests and the waterways. They used each part of an animal to meet their needs for clothing, tools, weapons, utensils, and bedding. They also gathered wild fruits, nuts, and berries. The fruit was dried and preserved to eat in the winter. The land provided for their wants and needs.

These resources were sometimes used by multiple groups at the same time. The Native American nations would create alliances over the resources and the land. Other times, Native Americans defended the lands to protect their access to these resources. However, the Native Americans believed that land was not something to be

owned. They had no units of measurement for measuring land. For Native Americans, land use was shared or fought over, but the land itself was never owned.

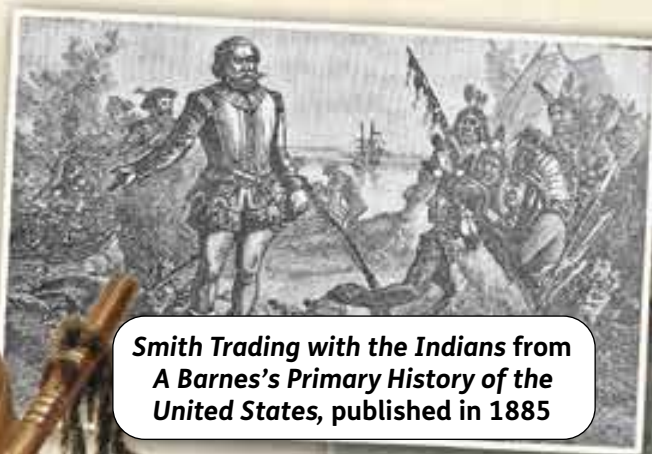
The Europeans wanted the land for their farms and domesticated animals. More importantly, they wanted to use the resources for economic gain. The Europeans had a system of measurement for land. Surveying created boundaries. These lines could be marked clearly so everyone could know and follow the rules of ownership.

When Europeans came to America, they brought the idea of land ownership with them. Native Americans frequently negotiated and traded the same area of land to many different Europeans, just as they did with fellow Native Americans. These differences caused confusion between the two groups. Europeans thought they were buying rights to own the land. Native Americans thought the

Europeans were paying for the right to use the land temporarily. They considered the negotiated cost a “user’s fee.” This fee would give the colonists access to the land for hunting, fishing, and using some of the resources. It was not for ownership. This cultural difference often led to Native Americans being brought into the colonial courts on charges of breaking a negotiated contract.

Not every colonist or colonial government negotiated or traded with Native Americans for the land. There were many instances of colonial governments selling land to new settlers that had not been negotiated for with the local Native American nations.

All Native American land was acquired by Europeans through negotiation, trade, or force. These opposing views of how to use the land brought each side to various levels of conflict from court testimony to bloodshed and war.



Smith Trading with the Indians from A Barnes's Primary History of the United States, published in 1885



Mandan Village by Karl Bodmer, 1843

Distribution of Land in the Colonies

During the colonial era, colonists saw the land as readily available for free, white men. In England, the monarch decided who owned property. When colonists sailed to America, they hoped to seize opportunities that came along with land ownership. If they owned land, these men could vote and hold government offices.

In the New England Colonies, early colonists received 50 acres of land. They took the greatest risks to be there, so this land was meant as a reward. Families obtained land if they promised to farm and improve the property. The land was surveyed, and then land deeds were processed by the royal governor’s office. These deeds were sometimes recorded in the colony’s government records.

In the Middle Colonies, proprietors could sell or gift land to others. The proprietor determined the price, and the measurement of the land was recorded in the proprietor’s office. Individuals could then resell part or all of the land. This was one way people could **speculate**, or purchase large tracts of land and then resell them in smaller parts for profit.

In the Southern Colonies, the headright system was established by the governor and the colonial government. The government gave 50 acres of land to adult men. They were also given 50 acres for each person who worked for them. A clerk in the governor’s office recorded land measurements and transfers. These large pieces of land became known as plantations.



Early map of New Jersey and Philadelphia by cartographer Robert Morden, d. 1703

ESSENTIAL QUESTION

What was daily life like for those who settled in the Southern, Middle, and New England Colonies?

Mercantilism

The American colonies were chartered to trade with England. Colonists sent raw materials to England. These raw materials would be used in England to make manufactured goods that would be exported to the English colonies. This economic system is called **mercantilism**. In the mercantile system, governments want to increase **exports**, or what they sell to other countries. They also want to decrease **imports**, or what they buy from other countries. That keeps more money flowing into their economies. When a country sells more than it buys, it has a **favorable balance of trade**.

Mercantilism in the colonies meant that the colonies could not sell their raw materials to anyone but the English. They were not allowed to import anything except from England. This guaranteed that only English goods were sold in the colonies. To keep this balance, England also charged tariffs. A **tariff** is a tax on goods coming from another country. Tariffs were added to the cost of the goods.

This made the goods more expensive.

Each colony in America had a deep-water seaport. Large ships crisscrossed the Atlantic with goods to and from these ports from all over the world. A port was essential to the economy in each colony. Each port had a royal customs office at the docks. This office checked and taxed all cargo being brought on or off ships. This ensured the royal customs officer knew exactly what was being shipped. This also guaranteed the royal customs officer knew where the ships were going.

England created rules to make sure they would have a favorable trade balance. These rules were called the Navigation Acts. They required:

- Only England or English colonial ships could carry cargo between England and the colonies.

- Certain goods, including tobacco, rice, and furs, couldn't be shipped to foreign nations unless they went through England or Scotland first. The English government would pay bounties, or rewards, to Americans who produced certain raw goods while raising tariffs on the same goods produced in other countries.

- American colonists would not compete with English manufacturers in large-scale manufacturing.

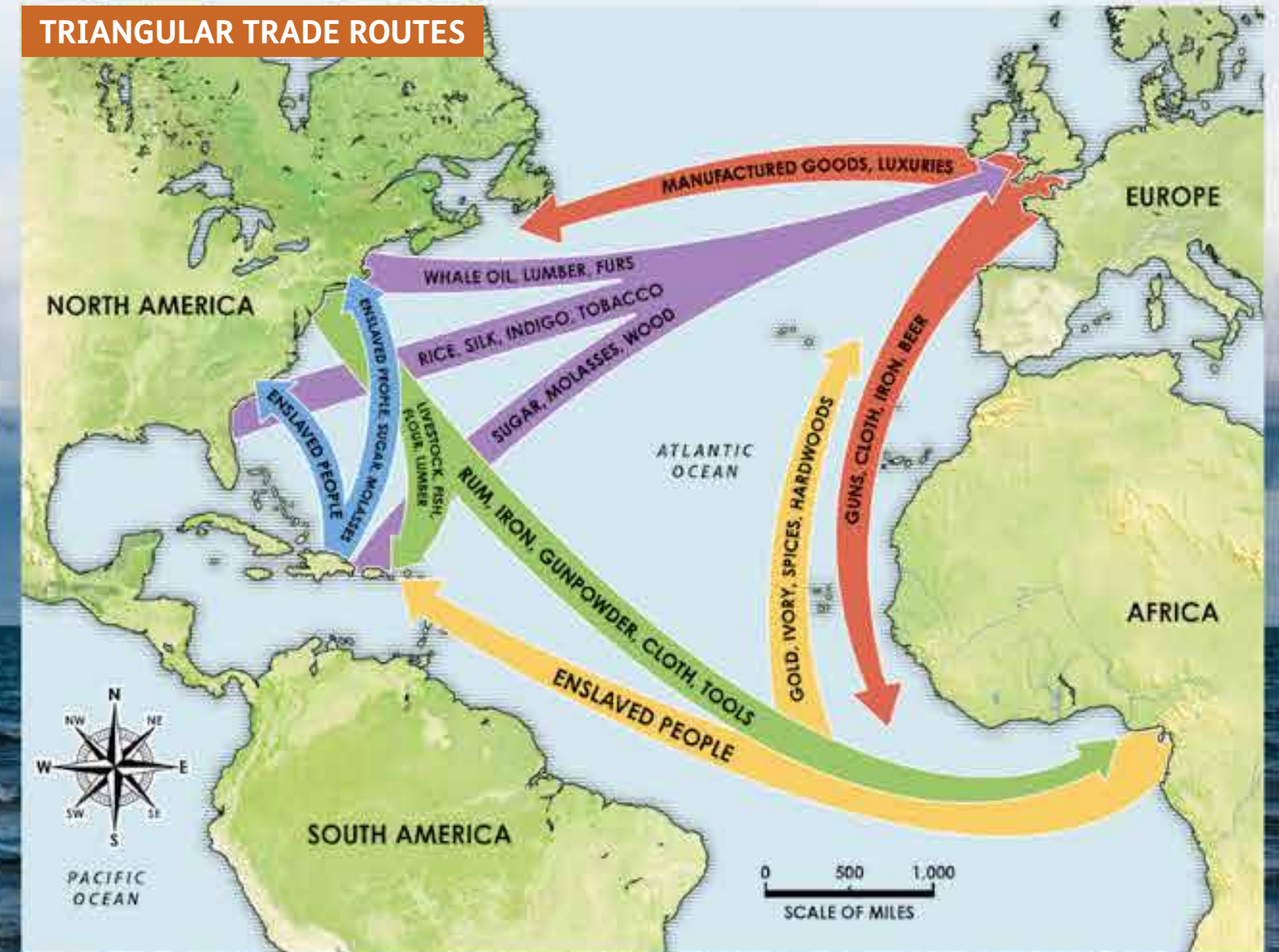
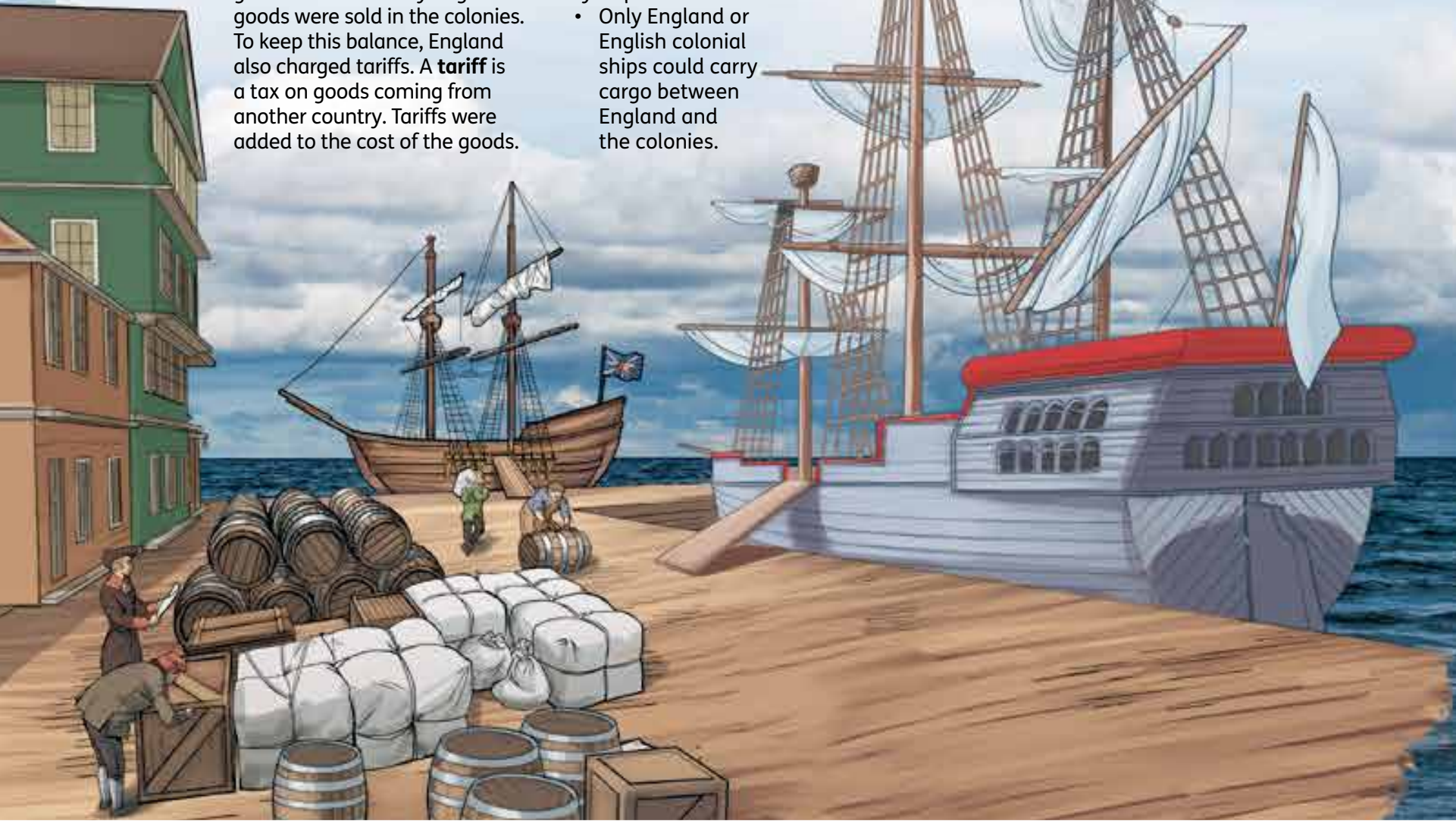
This favorable trade balance created a network of trade routes between England, Africa,

and America and the West Indies. It was referred to as triangular trade because there were three connecting routes. Each part of the triangular route had a name. The voyage from Europe to Africa was called the Outward Passage. Ships carried manufactured goods for trade in Africa. Enslavers traded human beings for these manufactured goods. The enslavers captured adults as well as children. They were then sold to become enslaved workers for the colonies. The Middle Passage, as it

was called, went from Africa to the West Indies and American colonies. The Inward Passage then shipped raw materials to England.

In the triangular trade system, as in the Columbian Exchange, England benefited greatly from the natural resources of America. Each section of the colonies had specialized goods they provided in this trade triangle. The geographic location, the climate, and the population of the colony determined what

goods it produced. American colonies built economies based on supply and demand. This system was regulated by the government to make sure England made a large profit. The mercantile system made many colonists in the Americas and investors in England rich. It was the drive for wealth that created mercantilism. Merchants involved in the triangle trade pursued wealth. They gained wealth by neglecting the well-being of indentured servants and enslaved people.



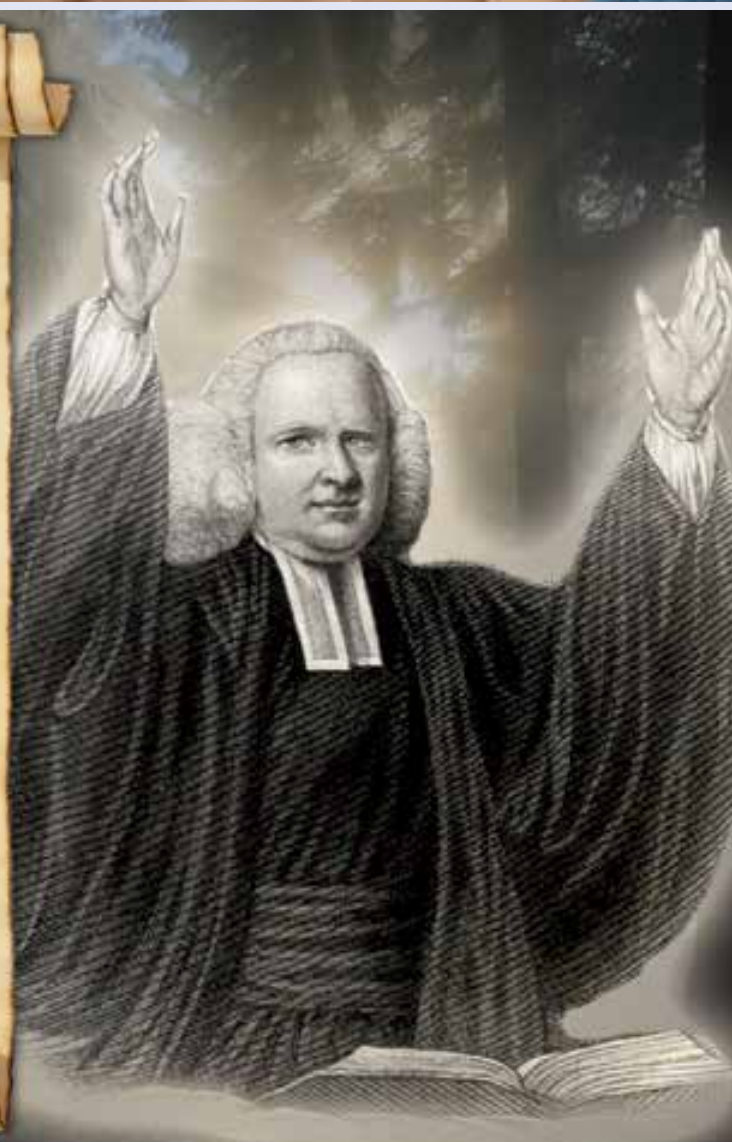
George Whitefield

George Whitefield was born on Dec. 16, 1714, in Gloucester, England. In 1736, Whitefield became a deacon in the Anglican Church. He preached in England, saving money so he could meet John Wesley, a religious reformer, who had moved to America. He journeyed to Georgia to meet Wesley, and they became friends. However, Wesley and Whitefield eventually had a disagreement about religion and did not stay friends.

Once in Georgia, Whitefield didn't stay long. He quickly returned to England. He wanted to raise money so he could set up an orphanage near Savannah, Georgia. He traveled between America and England seven times. That was almost 23,000 miles at sea!

Whitefield was a preacher, but he taught in a different way than many preachers of the time. When churches in England wouldn't allow him to teach their members, Whitefield went outside. This was called open-air preaching. People listened to Whitefield because he was such a good public speaker. He taught people to depend on God. He said, "What! Get to heaven on your own strength? Why, you might as well try to climb to the moon on a rope of sand!"

Back in America, Whitefield taught Presbyterian congregations. He kept preaching outside. He preached where other ministers would not. Whitefield taught Native Americans, people who had little money, and people who were enslaved. He preached more than 15,000 sermons and was considered the most popular preacher of the Great Awakening. The Great Awakening lasted about a decade and helped turn many people to religion.



Cycle of Debt

There are factors that determine the price of a commodity or product. Some of these factors include the cost of production, the quality of the product, and how many products will be available in the future. The most critical factor is demand, or the desire people have to buy a product. If there is no demand, it doesn't matter how much of a product there is or what it costs. If no one wants it, it won't sell.

In Great Britain, there were large companies that bought and sold one valuable product: tobacco. These companies were called brokerages. Only brokerages could buy American tobacco. Tobacco farmers worked with brokerage firms to get the tobacco from the plantation to Great Britain. The broker would decide how much the plantation owner's tobacco was worth.

In the 17th century, no direct payment was involved. The brokerage house worked like its own bank. The plantation owner would be given credit for the value of the tobacco. This amount of credit was recorded by the brokerage house.

Manufactured goods had to be purchased from Great Britain and shipped to the colonies. If there was anything the

plantation owner and his family wanted to buy from Great Britain, they made a list and gave it to the broker. The broker purchased the items using the credit from that year's tobacco sales.

The owner had to trust the broker with these purchases. There were no prices on the list, so the owner didn't know how much each item would cost. The broker would purchase only the best for his client.

Most of the time, the cost of the items was more than the owner had in his account. The broker promised that the planter could pay off the rest when he returned with the next year's crop. The plantation owner would then be in debt to the broker. This process often repeated the next year. So, the plantation owner would always be in debt to the broker. It was extremely difficult to reverse this cycle.



Name _____

Daily Life in the Colonies

Life in the early 1700s was very different from when the colonies were first established. There was a greater trade balance. This meant more manufactured goods were available from England, like paper, sugar, and tea. Colonists could trade for or buy things. They didn't have to make everything themselves.

Every city had a newspaper, which included news, weather, opinions, and advertisements. Even though most people could read, they often gathered at a local meeting house to hear the news read out loud.

Farmers sold their produce at markets. Families in the city would have a kitchen garden. They would still go to the market to purchase or trade with items such as meat, vegetables, and preserved fruit. Much of the preparation was done before

foods arrived in city kitchens. This eased the workload of women and children.

Colonists' daily diets included dried or salted meat and corn mush or bread. Meals might include a stew or pie filled with meat and vegetables in gravy. The drink of choice was apple cider. People rarely drank water because it was not clean. People living in cities often got sick from bad water.

Craftsmen took in apprentices to teach them a trade. These boys acted as servants in a craftsman's household and shop. They ran errands, tended fires, cleaned, and learned the trade. Blacksmiths, silversmiths, glassworkers, and printers were all open for apprenticeships.

Boys had two shirts, one for work and one for church. Socks were mended until they couldn't be mended anymore.

Women and girls usually had only one dress and a few aprons. Aprons protected their dresses for church on Sundays. When children outgrew their clothing, they passed it down to their siblings.

Shoes were individually made by village shoemakers to a general size. There were no right or left shoes. They did not fit well and had to be tied or buckled to stay on. Only the very wealthy could have shoes made to fit their feet.

The average lifespan of a colonist in the 1700s depended on their work situation, their wealth, and luck. Poor and enslaved people died young from disease, accidents, or being overworked. Those who had easier work could expect a longer life. Although life had gotten better since the early days of colonization, it still wasn't easy. Every day presented its own difficulties.



Games, Science, Technology, and Travel During Colonial Times

You might think living in the 1700s was boring. There were no computers or televisions or even places to get a soda. If you wanted to go somewhere, you couldn't jump into the family car and head out. How did children in the 1700s travel? What games did they play? What were technology and science like?

The most common way to travel in the 1700s, although not the fastest, was on foot. Some people had a wagon or horse and buggy, while some rode on horseback. To get from one country to another across the ocean, people traveled by ship. A trip from England to America took about 6–8 weeks each way. Most children worked at home to help their families survive. Sometimes they worked for other people to learn a trade or earn extra money. When they had time to play, children played games like tag or hide-and-seek, jumped rope, or played marbles.

Communication technology wasn't very developed in the 1700s. If a person needed to talk to someone in another town, they couldn't call them on the phone or send them a message online. The telephone wasn't invented until 1876, and the first home computer wasn't invented until 1975. People in the colonies communicated by talking face-to-face or by writing letters. A letter could take weeks to arrive after it was sent. Before there was an official postal service, letters and packages were usually carried

by someone who was traveling to another destination. Letters and packages were easily lost because of this, and sometimes they never made it to their destinations.

In the 1700s, people knew electricity existed, but they didn't understand it. Benjamin Franklin was one of the first people to understand electricity and how it affected the world around him. Franklin was always conducting science experiments. He believed lightning might be the same thing as electricity, and he was right. He was mostly right about the Aurora Borealis, which is another name for the Northern Lights. Franklin was convinced that the colors in the sky were caused by electrical charges in the air.

