

## Colonial Regionalism

This sample task contains a set of primary and authentic sources about the development of regions in the Thirteen Colonies.

### Alignment

The questions in this task align to the following social studies grade-level expectations.

- 5.3.2 Describe cooperation and conflict among Native Americans, Europeans, and Africans
- 5.3.4 Compare and contrast religious groups that settled colonial America and examine the role of religion in colonial communities
- 5.3.6 Explain and give examples of how Native Americans, Europeans, and free and enslaved Africans adapted to living in the New England colonies, the Middle colonies, and the Southern colonies
- 5.5.1 Describe ways in which location and environment influenced the settlements and land use in colonial America
- 5.9.1 Describe trade between the Americas, Western Europe, and Western Africa during the colonial period
- 5.9.2 Analyze the differences in the economies of the New England colonies, Middle colonies, and the Southern colonies

### Contents

This sample task contains the following sections:

- [Primary and Authentic Sources](#)
- [Assessment Items](#)
- [Extended-Response Task](#)
- [Scoring Rubric](#)
- [Scoring Notes](#)
- [Printable Student Version](#)

### Task Directions

- Teachers may choose to use or modify this sample as part of an instructional lesson or as a formative or summative assessment.
- Teachers should provide students access to the printable student version of the task items, which excludes GLE alignment, answer keys, and scoring information.
- Students should then read or review the sources and answer the questions.
- For additional specifications about the task, please see the [Assessment Guidance](#) for grade 5.

**Primary and Authentic Sources**

Read and study Sources 1 through 4 about indentured servitude and slavery in the British North American colonies. As you read, you may take notes in the space next to the sources or on page 5 in this answer document. Then use the sources to answer questions 1 through 12.

**Source 1:** Chart of Regional Differences between Colonies

**Regional Differences between Colonies**

Region	Colonies within Region	Main Economic Activities
New England colonies	Rhode Island, Connecticut, Massachusetts, New Hampshire	fishing, logging
Middle colonies	Delaware, Pennsylvania, New York, New Jersey	grain farming, mining
Southern colonies	Maryland, Virginia, North and South Carolina, Georgia	tobacco and rice farming

**Source 2:** Chart of Number of Enslaved People Arriving in Present-Day United States, 1626-1800

	Estimated Total	New England Region Total	Middle Region Total	Southern Region Total
<b>1651-1675</b>	1,695	0	1,004	691
<b>1676-1700</b>	8,296	272	886	7,138
<b>1701-1725</b>	29,752	69	916	28,767
<b>1726-1750</b>	78,454	2,350	1,716	74,388
<b>1751-1775</b>	103,538	2,492	4,825	96,221
<b>1776-1800</b>	18,546	0	134	18,412
<b>TOTALS</b>	<b>240,281</b>	<b>5,183</b>	<b>9,481</b>	<b>225,617</b>

Source 3: Map of the Thirteen Colonies

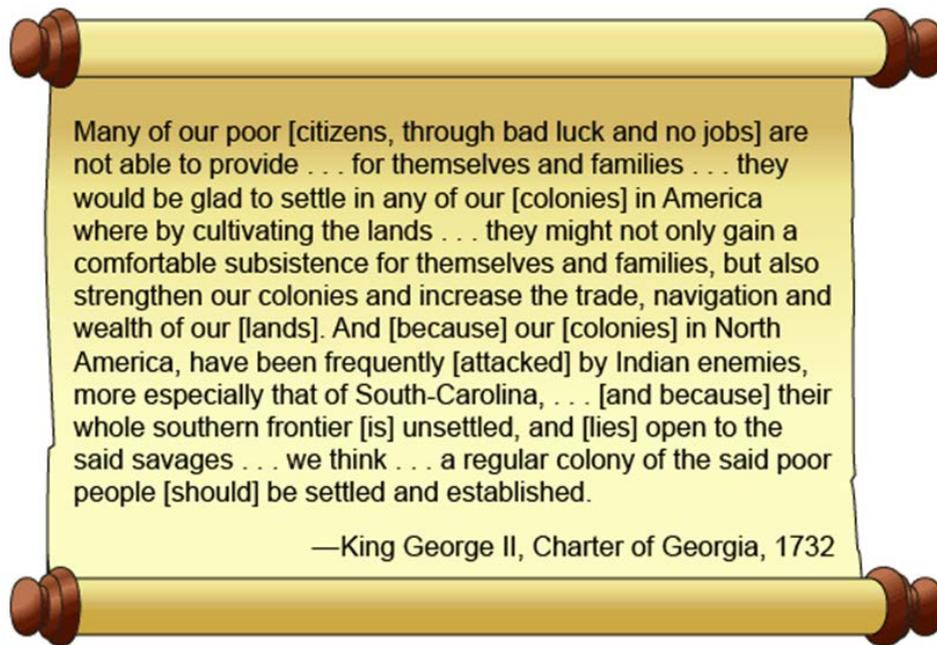
### The Thirteen Colonies



**Source 4:** Excerpt from Georgia’s Colonial Charter, 1732

In 1732, King George II gave James Oglethorpe a charter to establish the new colony of Georgia at the southern end of Britain’s territory in North America. It was the last of the original thirteen American colonies to be founded.

Oglethorpe hoped to attract those British subjects who had been put in jail for not paying their debts. He believed Georgia would be a place for them to resettle and become hard-working farmers. Oglethorpe’s plan was different from many of the other thirteen American colonies, which had generally been established by wealthy businessmen and religious groups.



**Item 1: Multiple Choice**

What was the most important factor in determining a person's social class in the British Colonies?

- A. job title
- B. skin color
- C. family wealth
- D. birth country

**Item 2: Multiple Choice**

Based on Source 1, which of the following statements best describes the relationship between colonists and their environment during the American colonial period?

- A. Settlers intentionally abused the environment to make it more difficult for Native Americans to survive.
- B. Colonists changed their local environment to get the resources necessary for survival.
- C. Native Americans controlled the most important areas of North America, so colonists relied on them for survival.
- D. Colonists searched for areas where the environment could protect them from Native American attacks.

**Item 3: Multiple Choice**

How did settlers' religion influence the power of colonial governments in New England?

- A. New England colonial charters and governments did not include any mention of religion.
- B. The freedom to practice any religion was protected by all New England's colonial governments.
- C. Colonial governments and the Christian Church often fought over power, which led to civil war in several New England colonies.
- D. New England settlers created governments that followed the rules set by their religious beliefs.

**Item 4: Multiple Choice**

How did the Quakers' philosophy on religion and government compare to that of the Puritans?

- A. Quakers believed in religious freedom for all. Puritans believed that all colonists should be Christian.
- B. Neither Quakers nor Puritans practiced their religion after leaving England.
- C. Both Quakers and Puritans believed in religious freedom for all.
- D. Quakers wanted a government based on religious obedience. Puritans did not want to mix religion and government.

**Item 5: Multiple Choice**

What effect did the Great Awakening of the 1730s and 1740s have on the British Colonies relationship with Britain?

- A. Preachers encouraged colonists to buy more British goods to create a stronger bond with their King.
- B. Colonists became frustrated with Britain when Parliament passed laws to stop some preachers from speaking in the Colonies.
- C. **Preachers' idea that people had the ability to worship outside of the church eventually influenced colonial ideas about life independent of Britain.**
- D. Colonists joined with British citizens in rejecting the message of the Great Awakening, which brought the two groups closer together.

**Item 6: Multiple Choice**

Based on Source 1, which of the following statements best explains how the environment influenced economic and social development in the Southern Colonies?

- A. Rocky soil and access to fresh water allowed rewarded shipbuilders and fishermen with large amounts of power and wealth.
- B. Longer growing seasons and fertile soil created a plantation economy and social classes divided by race.
- C. The lack of fertile land made trade and mining more important to the Southern economy, and merchants and miners gained additional power.
- D. Lack of access to seaports prevented the South from interacting with other regions, which slowed their economic and social growth.

**Item 7: Multiple Select**

Based on Source 2, why did Southern Colonies increase the importation of enslaved people during the 18th century? Choose two correct answers.

- A. Native Americans were an unreliable labor source in the Colonies and had to be replaced from another source.
- B. European nations refused to accept enslaved people and sent most of them directly to the Southern Colonies for settlement.
- C. The number of European indentured servants decreased in the Colonies.
- D. More Africans came to the Southern Colonies to buy land and start their own plantations.
- E. Enslaved people were imported to serve in the colonial army against Britain during the American Revolution.

**Item 8: Multiple Choice**

How did the growth of tobacco farming in the South affect the people of Africa?

- A. In order to grow more tobacco, colonists imported more enslaved people to work in fields, which decreased the continent's population.
- B. As tobacco farming grew, Africans smoked more tobacco, which was bad for their health.
- C. More tobacco farms led to more opportunities for Africans to move to the Americas to start a business in the colonies.
- D. Africans learned how to grow tobacco in Africa to export it to the Americas.

**Item 9: Multiple Choice**

Why did Europeans use fewer Native Americans as enslaved labor during the 17th and 18th centuries?

- A. Native Americans commonly died after being exposed to European diseases.
- B. Enslaved African were less expensive to get than Native Americans.
- C. Colonial governments banned the use of Native Americans for work on colonial plantations.
- D. Native Americans protested for their rights in the colonies and Europeans agreed.

**Item 10: Multiple Choice**

Which statement is the best example of the interdependence between regions in the Triangular Trade?

- A. African populations decreased by millions due to the slave trade to the Americas.
- B. The Southern Colonies grew rice and indigo, then traded it for British manufactured goods and enslaved people.
- C. Britain bought raw materials cheaply and resold manufactured goods to colonists at higher prices.
- D. The Northern Colonies charged the British higher prices for furs and lumber than the Middle Colonies could.

**Item 11: Technology Enhanced Item**

Using the map of the British Colonies in Source 3 and the economic activities listed in Source 1, match each geographic or climate description with the appropriate region(s). Record the description from the list below into the correct location on the chart. All options will be used and may be used more than once.

abundant forests	rocky soil	fertile soil
shortest farming season	iron ore reserves	swampy wetlands
	longest farming season	

<b>New England Region</b>	<b>Mid-Atlantic Region</b>	<b>Southern Region</b>

**Correct Answers:**

<b>New England Region</b>	<b>Mid-Atlantic Region</b>	<b>Southern Region</b>
abundant forests	iron ore reserves	swampy wetlands
rocky soil	fertile soil	fertile soil
shortest farming season		longest farming season

**Scoring Rubric:**

2 points: 7-8 correct answers

1 point: 4-6 correct answers

0 points: 0-3 correct answers

**Item 12: Constructed Response**

Based on the sources and your knowledge of social studies, identify and explain two reasons why the English North American colonies developed into separate and distinct regions.

Scoring Information	
Score Points	Description
2	Student’s response correctly identifies <b>two</b> reasons why the English North American colonies developed into separate and distinct regions <b>and</b> correctly explains the significance of each example.
1	Student’s response correctly identifies <b>one</b> reasons why the English North American colonies developed into separate and distinct regions <b>and</b> correctly explains the significance of each example. <b>OR</b> Student’s response correctly identifies <b>two</b> reasons why the English North American colonies developed into separate and distinct regions <b>and</b> does <b>not</b> correctly explain the significance of each example.
0	Student’s response does <b>not</b> identify reasons why the English North American colonies developed into separate and distinct regions <b>and</b> does <b>not</b> explain the significance of each example.

**Scoring Notes**

**Reasons for distinct development:**

- Geography
- Settlers’ motivations
- Economic production
- Accept other reasonable responses

**Explanation of how these factors contributed to the development of distinct colonial regions:**

Geography

- The New England Colonies had rocky soil, mountainous terrain, and a short growing season, which discouraged agriculture and encouraged manufacturing.
- The Middle Colonies had plenty of arable land, fertile soil, and access to vast coastlines, which allowed it to develop economic bases in agriculture, manufacturing, and mining.
- The fertile soil of the Southern Colonies made it particularly well-suited for plantation-style agriculture.

### Settler motivations

- English colonists had diverse motivations for coming to North America. In part, the cultural differences among colonies can be attributed to this diversity.
- Some of the earliest colonies were settled by private companies with the goal of making a profit. For example, the founding of Jamestown was funded by the Virginia Company of London, which hoped to find gold in North America, and many of those who took part in its founding hoped to gain wealth through their expedition. The Carolinas were established with similar goals in mind, creating a common theme among the southern British colonies.
- On the other hand, several northern colonies were established by those searching for religious freedom. Massachusetts (Pilgrims), Pennsylvania (Quakers), Maryland (Catholics), Connecticut (Puritans), and Rhode Island (religious dissidents) were established with religious goals in mind.
- Several other colonies were established as centers of trade (New York, Delaware, New Jersey) or, in the case of Georgia, as a destination for petty criminals from England.

### Economic production

- Based in part on their unique geographic features, colonial regions emphasized different areas of economic emphasis, including agriculture, trade, and manufacturing. For example, rocky soil, abundant forests, and vast coastline of the northern colonies discouraged reliance on agriculture beyond subsistence and diverted many colonists in the region to take up maritime trades, such as shipbuilding, trade, fishing, and whaling.
- The fertile soil of the Southern Colonies produced diverse and profitable yields that shaped the region's economic growth for centuries. This region specialized in cash crops for export - including tobacco, cotton, and indigo - which also required a unique reliance on chattel slavery. The prevalence of fertile soil in the region also discouraged the development of industries other than agriculture.
- The Middle Colonies also had fertile soil to grow large amounts of food, and they exported their food surplus, iron ore, and several manufactured goods to other colonies and Europe. This was the most economically diverse region in English North America.

**Printable  
Student Version**

**\*Note: Some sources are available only in digital format. A link is provided and will require the use of a computer to view the source.**

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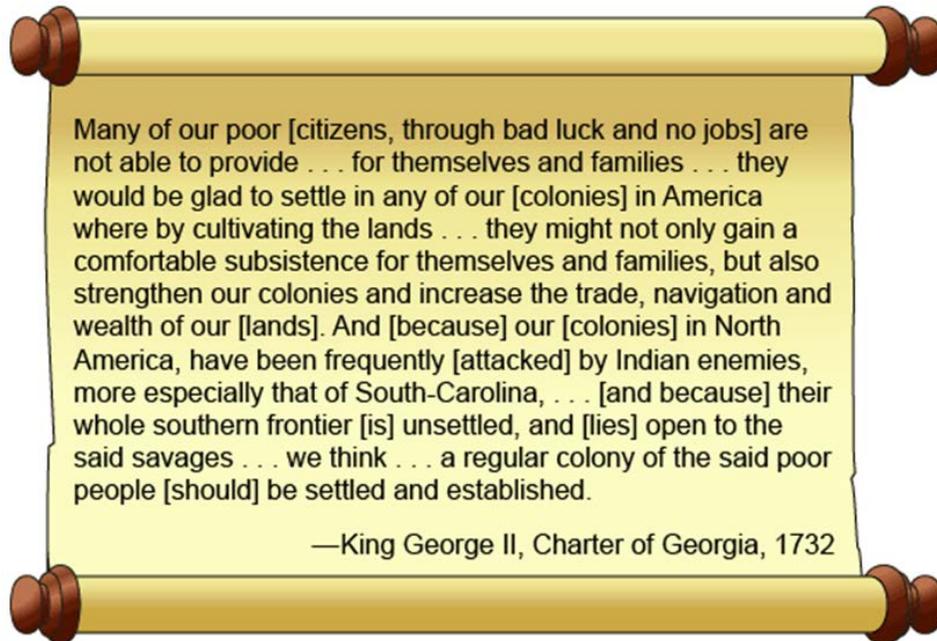
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Many of our poor [citizens, through bad luck and no jobs] are not able to provide . . . for themselves and families . . . they would be glad to settle in any of our [colonies] in America where by cultivating the lands . . . they might not only gain a comfortable subsistence for themselves and families, but also strengthen our colonies and increase the trade, navigation and wealth of our [lands]. And [because] our [colonies] in North America, have been frequently [attacked] by Indian enemies, more especially that of South-Carolina, . . . [and because] their whole southern frontier [is] unsettled, and [lies] open to the said savages . . . we think . . . a regular colony of the said poor people [should] be settled and established.

—King George II, Charter of Georgia, 1732

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