Colonial Recruitment Poster

Imagine you are an enterprising young Englishman who wants to start your own colony in one of the three major areas of colonial America. Choose an area and design two advertisements convincing people to leave their homes and settle in your new colony in the new world. The first advertisement is just “text” to be printed in a newspaper. Ad size is 4” by 6”. The second advertisement is a poster to be hung in a tavern and must include graphics/drawings. The poster MUST be entirely hand drawn... no clip art/computer graphics. Poster will be graded using the following criteria:

- Poster contains a fictional name of your new colony (5 points)
- Poster contains the location of your proposed colony (10 points)
- Poster contains at least two reasons to come to your colony. What is appealing about your colony? **Remember, you are recruiting colonists.** (10 points)
- Poster contains a description of the economy of your colony. What will people do to make a living? (10 points)
- Poster done on paper given in class. (5 points)
- Poster is hand drawn; best efforts were used. **IS IT NEAT?** (5 points)
- Poster contains illustrations designed to attract potential colonists. **Does it look like a place they would want to live?** (15 points)
- Poster is colorful and attractive. Good use of color. (10 points—five or more colors; 2 points per color up to five)
- Creativity and Effort (10 points)
- Newspaper text for advertisement is attached to back of poster. This should be a more detailed description of your colony to go along with your poster. (20 points)

**Geography of Colonies**

1. New England (New Hampshire, Massachusetts, Rhode Island,
Connecticut)  
Dense forests, rich in timber and fur-bearing animals covered the hills and the valleys. Streams and waterfalls were numerous. Many harbors dotted the coastline and fish were plentiful. Good farmland was limited. The soil was rocky and the terrain hilly. Growing seasons were short and winters long and severe.

2. Middle Colonies (New York, New Jersey, Pennsylvania, Delaware)  
The coastal plain and river valleys were fertile and well suited to agriculture. Rainfall was ample and climate moderate. Rivers provide access to the interior. Excellent harbors were found at the mouths of the Hudson and Delaware Rivers. The inland forest were rich in timber and fur-bearing animals.

3. Southern Colonies (Maryland, Virginia, North Carolina, South Carolina, Georgia)  
Favored with fertile soil, warm climate, abundant rainfall, and long growing season. Broad, slow-flowing rivers linked the inland areas with coastal ports. Valuable pine forest were found in the Carolinas. Much of South Carolina and Georgia covered with marshes.

Geographic conditions influence economic life.  
Since geographic conditions varied in the three sections of colonial America, the people in each section earned their living in different ways. Because of the harsh climate and poor soil, many New Englanders found farming unprofitable. Utilizing the other natural resources of their area, they turned to such pursuits as fishing, lumbering, and shipbuilding. Both in New England and the Middle colonies the people took advantage of their excellent harbors to develop an extensive trade and commerce. Because of the fertile soil and mild climate, the Southern colonists found it most profitable to devote themselves to farming.

Importance of farming  
Farming was the chief occupation in all the colonies. It engaged the efforts of nine-tenths of the people and supplied most of the necessities of life. Although the farms varied in size and type, the typical American colonist lived on a small, self-supporting, family operated farm. Because travel was slow and difficult, particularly in the backwoods areas, the colonial family had to rely upon itself for many needs. The farmer cleared the land, raised all the food his
family needed, built his own house and furniture, and made many of his own farm implements and tools. His wife took care of the vegetable garden and poultry. She preserved food for use during the winter, and made candles and soap. She spun wool and linen yarn, wove cloth (called homespun) and made the family’s clothing. The necessity for self-reliance gave the colonial farmer a feeling of independence, a love of freedom, and a sense of responsibility.

Colonial agriculture

1. New England. The average New England farm was small. It produced food primarily for the family, with little left over for sale. The main crop was corn, or maize. Also grown was barley, rye, flax (used for making linen), and a variety of fruits and vegetables. Farmers raised chickens, and pigs and owned one or two horses, a pair of oxen, some cattle, and possibly a few sheep.

2. Middle colonies. The Middle Colonies were known as the “bread colonies” because of their abundant grain crops, particularly corn and wheat. The farmers also planted fruit orchards, grew vegetables, cultivated flax, and raised poultry, cattle, sheep, hogs, and horses. Except in the Hudson Valley, a region of large estates, the average farm in the Middle Colonies was of moderate size.

3. Southern Colonies. For their own needs, Southern farmers raised corn, wheat, vegetables, fruits and livestock. In addition, they produced three major cash crops, that is, crops grown for sale rather than for farmer’s own use.

a. Tobacco. Virginia, Maryland, and North Carolina produced millions of pounds of tobacco for export. For a long time tobacco was the most important crop in the south.

b. Rice. The coastal lowlands and marshes of South Carolina and Georgia were ideal for growing rice. This produce therefore became the chief cash crop of the region and brought prosperity to the planters.

c. Indigo. The leaf of this plant yields a blue dye that was in great demand by the English textile industry for coloring cloth. Indigo was second only to rice as a cash crop in South Carolina and Georgia. Most Southern farms were small, family-operated enterprises similar the ones in the other colonies. However, commercial agriculture in the South was dominated by plantations, or large farms consisting of hundreds or thousands of
acres. The plantation system of agriculture arose because:
a. European demand for Southern crops was heavy.
b. Tobacco, rice, and indigo could be profitably produced on a large scale with unskilled labor.
c. Large tracts of fertile land was available.
The typical plantation was a self-sufficient unit, almost independent of the outside world. It was worked by slaves and indentured servants who lived on the plantation. It not only raised a cash crop but produced most of its own food and other necessities. Usually located along a riverbank, it had its own docking facilities to enable ocean-going sailing ships to load and unload cargo. The wealthy planter imported luxury goods such as expensive clothing, furniture, and housewares from England in exchange for the produce he exported. The Southern plantation was the big business enterprise of the colonial period.

**COLONIAL INDUSTRY**

1. **Local industries.** In every well-established community, local industries arose to serve the needs of the colonists. Blacksmiths shoed horses and produced tools and iron goods. Leatherworkers made harnesses and shoes. Cabinetmakers built furniture. Millers operated gristmills to grind grain into flour and ran sawmills to cut logs into lumber. These enterprises were usually conducted on a small scale by the owner and his apprentices—boys who were placed under the care of a master craftsman.

2. **Fishing and Whaling.** The waters off New England teemed with cod, halibut, mackerel, haddock, and herring. Enormous quantities of fish were caught. The fish were salted, dried, and shipped to Europe and the West Indies. The principle ports of the New England fishing fleets were Gloucester, Marblehead, and Salem. Oyster fishing was a profitable occupation in Maryland, Virginia, and the Long Island region of New York. Whaling was another important economic activity. Whaling vessels sailed from New Bedford, New London, and Nantucket Island, in New England, and from Sag Harbor on Long Island. Whale oil brought high prices, since it was widely used as fuel for lamps.

3. **Shipbuilding.** To meet the great demand for fishing boats and merchant vessels, New England developed a flourishing shipbuilding
industry. Shipbuilders used timber from nearby forests and imported iron, canvas, and rope from England. New England vessels became world-famous for speed and seaworthiness. The principle shipbuilding centers were Boston and Salem.

4. **Lumbering.** The great forests of New England were another important source of income for the colonists. Woodsmen felled the trees and hauled them overland by oxen or floated them downstream to nearby sawmills. Here the lumber was prepared for such commercial uses as building ships and houses. Other important lumbering centers in colonial America were the Hudson Valley, southeastern Pennsylvania, and North Carolina.

5. **Production of Naval Stores.** The forests of yellow pine that covered North Carolina yielded great quantities of pitch, tar, resin, and turpentine. These naval stores were in great demand for keeping ships watertight.

6. **Fur Trading.** Furs and hides were income producers in all the colonies. In New England and Middle Colonies, fur traders bought furs at trading posts such as Fort Orange (Albany) and Springfield (in central Massachusetts). Here the Indians would bring their season’s catch and trade it for axes, knives, beads, cloth, guns, ammunitions, and rum. In the Southern Colonies, fur traders traveled to distant Indian villages far in the interior to purchase pelts and hides.

7. **Distilling.** Molasses imported from the West Indies was used to manufacture rum. By 1750 distilleries in the New England towns of Providence, Newport, Boston, and Medford were producing several million gallons of rum a year for domestic consumption and for use in the African slave trade.

8. **Ironworking.** The discovery of iron ore in southern New England, the Hudson Valley, and southeastern Pennsylvania led to the establishment of a small but thriving ironworking industry. The colonists in these areas produced pig and bar iron, as well as such finished articles as chains, anchors, barrel hoops, utensils, and tools.

**COLONIAL COMMERCE**

1. **New England.** New England merchants carried on an extensive trade with Europe, the West Indies, and the other colonies. They exported fish, whale oil, furs, lumber, ships, leather goods, and ironware. They imported cloth, glass, china, silverware, tea, and wine. Boston became a thriving port and the commercial center of New
England.

**Trade Routes**

**Route #1**
- a. Rum was manufactured in New England and shipped to the west coast of Africa, where it was traded for black slaves.
- b. The slaves were transported to the West Indies and exchanged for molasses and hard money (gold and silver).
- c. Molasses was brought to New England, where it was distilled into rum, thus beginning another cycle of triangular trade. The money was used to pay for imports of British goods.

**Route #2**
- a. Grain, meat, lumber, and fish were brought to the West Indies and exchanged for sugar, molasses, and fruit.
- b. These products were transported to England and traded for manufactured goods.
- c. The manufactured goods were carried back to America and sold to the colonists.

2. **Middle Colonies.** Furs, iron, and lumber were exported to England in exchange for manufactured goods. Wheat, beef, lumber, and horses were shipped to the West Indies in exchange for sugar, molasses, and wine. Philadelphia and New York were the chief trading centers and ports of the Middle Colonies.

3. **Southern Colonies.** Although the Southern Colonies carried on some trade with the West Indies, the main commerce of the South was with England. Southerners exported tobacco, rice, indigo, naval stores, and hides to England. In return, the South imported tools, furniture, clothing, china, silverware, linens, wines, and tea. Charleston (in South Carolina) was the main seaport in the South. Savannah and Baltimore also emerged as trading centers.

**SOCIAL AND CULTURAL LIFE**

**HOW THE COLONISTS LIVED**

1. **Homes.** The earliest homes of the new settlers were either bark-covered huts or crudely built log cabins set in small clearings in the woods. Later, when they could pay more attention to comfort and beauty, the colonists built more substantial homes. In New England, the typical colonial house was a low wood cottage with a sloping roof. It was dignified but simple, with little outside adornment. In New York, the Dutch influence was reflected in brick homes with steeply pitched
roofs. In Pennsylvania, many houses were built of stone obtained from nearby quarries. In the Southern Colonies, the wealthy planters built spacious mansions with wide porches, large halls, and graceful stairways. The main house was usually surrounded by a number of separate buildings: a kitchen, barn, carriage house, laundry, etc.

2. Furnishings. In the average home, the furnishings were simple and practical. Whether made by the man of the house or the village craftsman, the tables, chairs, cupboards, beds, and other furniture were built for long life and hard wear. Colonial furniture had a beauty and simplicity that are admired and imitated to this day. The wealthy merchants and planters imported their furnishings from England. Upper-class homes usually contained fine mahogany furniture, expensive linins, silverware, and china.

3. Heating and Lighting. The fireplace was an important feature in the colonial dwelling. It was used not only to heat the house but also to cook the food. In the evenings, whale-oil lamps, candles, and the fireplace supplied light.

4. Food. Food was plentiful but plain. Cooking was done in iron pots hung over the fire. Meat was roasted on rotating spits. Bread was baked in ovens built into the fireplace. There was no refrigeration. Meats had to be salted, dried, or smoked, and vegetables and fruits had to be preserved or dried to assure an adequate supply of food over the winter.

5. Recreation. The colonists worked hard, but they found time for pleasure during the winter months and on holidays. Fishing, hunting, ice skating, sleigh riding, cockfighting, dancing, card playing, and cricket were their chief forms of relaxation. People also got together at house raising, corn huskings, elections, fairs, Sunday church services, and weddings. The wealthy Southern planters enjoyed such pastimes as horseracing, fox hunting, and elaborate balls. The Puritans in New England, on the other hand, disapproved of idle amusements. Viewing the Sabbath as a day of rest and worship, they enacted strict “blue laws”. These forbade all forms of entertainment on Sunday.

6. Travel and Communication. The earliest colonial roads were narrow Indian trails. By the middle of the 18th century, the main seacoast were linked by post roads, roads over which the mail was carried. A traveler journeying over one of these roads on horseback
or by stagecoach encountered many hazards: deep ruts, countless
tree stumps, un-bridged streams, mud in the spring, dust in the
summer, snow in the winter. Inland travel was even more difficult,
since the country was covered by dense forests. A westward traveler
either followed an Indian trail or paddled his way along one of he
many rivers. Because of the lack of good roads, few colonists
journeyed far from home.

**SOCIAL CLASSES**

Class distinction in colonial America was not entirely determined by
birth, as it was in Europe, but by occupation, property, and income.
The population was divided into the following three broad classes:

1. The **upper class** dominated the economic, political, and social life
   of colonial America. It was made up of
   a. Plantation owners in the Southern Colonies and large landholders
      in the Middle Colonies.
   b. Wealthy merchants in the cities of New England and the Middle
      Colonies.
   c. Puritan clergymen in New England
   d. Government officials, lawyers and doctors

2. The **middle class** made up the bulk of the population of the
   colonies. It consisted of:
   a. Small, independent farmers
   b. Craftsmen who served as shipwrights, blacksmiths, shoemakers,
      millers, bakers, brewers, carpenters, etc.,
   c. Tradesmen and shopkeepers

3. The **lower class** consisted of:
   a. Indentured servants, whose employers paid their passage to
      America and who were bound to their employers until they had
      fulfilled their period of service
   b. Slaves, who were bound to their masters for life. Indentured
      servants and slaves were found in all the colonies.

**POPULATION**

1. Population Growth
   - 1625—2,000
   - 1640—50,000
   - 1690—250,000
   - 1715—435,000
   - 1755—1,500,000
• 1763—2,000,000
• 1775—2,750,000

3. Regional Distribution. About half of the people lived in the Southern Colonies. The remainder was divided almost equally between New England and the Middle Colonies.

4. Order of Population (1775)
1. Virginia
2. Massachusetts
3. Pennsylvania
4. North Carolina
5. New York
6. Maryland
7. South Carolina
8. Connecticut
9. New Jersey
10. New Hampshire
11. Rhode Island
12. Delaware

5. Different Races and Nationalities. European whites constituted 80% of the population of colonial America, and African blacks 20%. Nine-tenths of the blacks were slaves, mostly in the South. Settlers of English origin comprised the largest group. Germans, Scots, Scotch-Irish, Irish, and Dutch were also found in large numbers. There were smaller groups of Swiss, French Huguenots, Swedes, Welsh, Spaniards, and Belgians.

EDUCATION
Educational facilities were limited, and most children did not advance beyond the “three r’s” (reading, ‘riting, ‘rithmetic). Pupils learned by means of a hornbook. This consisted of a sheet of paper mounted on a board and covered by transparent horn to protect it against wear. The hornbook contained the alphabet, the Lord’s Prayer, or verses from the Bible. The most widely used textbook in colonial days was the New England Primer. This taught the alphabet, reading, and religion by means of rhymed sayings.
1. New England. The Puritans established the first public school system in the colonies. In 1647 Massachusetts passed a law requiring each town of 50 families to have a primary school. Each town of 100 families was also required to establish a Latin grammar
school to prepare qualified boys for college. Harvard, the first college in the English colonies, was founded by the Puritans at Cambridge, Massachusetts, in 1636 to train young men for the ministry. Later, the Puritans founded Yale in Connecticut and Dartmouth in New Hampshire. The Baptist established the College of Rhode Island (Brown), also for the purpose of preparing students for the ministry.

2. Middle Colonies. In New Netherland, education was controlled by the Dutch Reformed Church, which supported schools in almost every community in the colony. The Church opened the first primary school in New Amsterdam in 1638 and the first Latin school about 20 years later. When the English took over New Netherland, they made no provision for public education. Until the Revolution, only church-sponsored schools and private academies existed in New York. In Pennsylvania, William Penn established schools as early as 1683. The schools were supported by the parents of the attending children. In New York, the Anglicans established King’s College (Columbia). In New Jersey, the Presbyterians founded the College of New Jersey (Princeton), and the Dutch Reformed Church started Queen’s College (Rutgers). These institutions were intended mainly to prepare young men for the ministry. In Pennsylvania, Benjamin Franklin and others founded the College and Academy of Philadelphia (University of Pennsylvania) for the teaching of secular (nonreligious) subjects. It offered a wide variety of courses designed to prepare students for many different careers.

3. Southern Colonies. The children of the plantation owners were educated at home by private tutors, or were sent to England. However, the children of small farmers, frontiersmen, indentured servants, and slaves received little or no education.