

# TEKS Cluster: Exploration and Colonization

**8.2 History.** The student understands the causes of exploration and colonization eras.

Connected Knowledge and Skills 8.3, 8.7, 8.11, 8.12, 8.15, 8.23, 8.25

## Reasons for Exploration and Early Colonization

- ❖ 8.2(A) identify reasons for English, Spanish, and French exploration and colonization of North America  
*Readiness Spiral Standard: 8.1(A)*
- 8.2(B) compare political, economic, religious, and social reasons for the establishment of the 13 English colonies  
*Supporting Spiral Standards: 8.1(B), 8.10(A)*

## Physical and Human Geography of the Colonial Regions

- ❖ 8.11(A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, ... in the United States *Spiral Standard*
- 8.23(A) identify racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration  
*Readiness Spiral Standards: 8.10(B), 8.10(C), 8.12(C)*
- 8.2(B) compare political, economic, religious, and social reasons for the establishment of the 13 English colonies  
*Supporting Spiral Standards: 8.10(A), 8.11(B), 8.23(D)*

## Economics of the Colonial Regions

- ❖ 8.11(A) analyze how physical characteristics of the environment influenced ... economic activities in the United States *Spiral Standard*
- 8.7(D) analyze the impact of slavery on different sections of the United States
- 8.12(B) explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery  
*Readiness Spiral Standard: 8.10(B), 8.12(C)*
- 8.7(B) compare the effects of political, economic, and social factors on slaves and free Blacks  
*Supporting Spiral Standard: 8.12(A)*

## Representative Government and Its Growth

- ❖ 8.3(A) explain the reasons for the growth of representative government and institutions during the colonial period  
*Readiness Spiral Standards: 8.1(A), 8.15(D)*
- 8.3(B) analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government
- 8.3(C) describe how religion and virtue contributed to the growth of representative government in the American colonies
- 8.15(E) explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, and John Locke in the development of self-government in colonial America
- 8.25(A) trace the development of religious freedom in the United States  
*Supporting Spiral Standard: 8.23(D)*

# Reasons for Exploration and Early Colonization

TEKS Cluster: Exploration and Colonization

## Student Expectations

- ❖ 8.2(A) identify reasons for English, Spanish, and French exploration and colonization of North America (R)
- 8.2(B) compare political, economic, religious, and social reasons for the establishment of the 13 English colonies (S)

### Connected Spiral Standards

- Major eras: colonization ... and describe their causes and effects 8.1(A)
- Significance of 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact 8.1(B)
- Locate places and regions directly related to major eras and turning points 8.10(A)

## Academic Vocabulary

Vocabulary	Terms	
colonize/colonization*	Asia*	France*
exploration*	British Colonial North America*	Great Lakes Region*
overpopulation*	Catholic missions*	North America*
profit*	English	Spanish
religious tolerance*	Europe/European Exploration*	
trade*		

## Stimulus

Speech/Journal/ Diary	Letter/ Newspaper Article	Government Document	Secondary Source Text
Photograph/ Painting	Political Cartoon/ Advert./Other	Map	Chart/Table*
Graph	Graphic Organizer*	Bulleted List of Facts	Timeline

## Item Types

Short Constructed Response (2 pts)	Multiselect (2 pts)	Multipart (2 pts)	Match Table Grid (2 pts)
Drag and Drop (1-2 pts)	Hot Spot (1-2 pts)	Inline Choice (1-2 pts)	Hot Text (1-2 pts)
			Multiple Choice* (1 pt)

## Interesting Items

8.2(A) 2018 #6      8.2(A) 2016 #31      8.2(B) 2021 #24      8.2(B) 2015 #27  
8.4(A) 2024 #37

## Content Builder

- Many nations explored and colonized North America, including England, France, and Spain.
- Exploration was the result of global competition, the spread of Christianity by missionaries, the search for wealth (new sea routes to India and China, gold, silver, and other treasure), explorers' desire for fame, and for empires to claim new territory and expand (God, Gold, Glory) lands.
- Colonization, the development of lasting settlements, was fueled by push (overpopulation in Europe) and pull factors.

Reasons for Colonization	England	France	Spain
	Commercial profit and to escape religious persecution	Focus on fur trading	Establish Catholic missions

- Exploration and colonization was competitive. English settlements in the north and Spanish settlements in the southwest were the most successful.
- As a result of European exploration and colonization efforts, the indigenous peoples of the Americas faced exposure to and death from diseases, enslavement, and the loss of their culture.

Reasons for the establishment of (English) 13 Colonies	Nations	Individuals and Groups
	<ul style="list-style-type: none"> <li>economic opportunity (mercantilism)</li> <li>source of raw materials and markets</li> </ul>	<ul style="list-style-type: none"> <li>freedom from persecution</li> <li>freedom to practice religion of their choice</li> <li>opportunity to own land and escape debt (economic opportunities)</li> </ul>

## Instructional Implications

When you teach Reasons for Exploration and Early Colonization, remember to:

- Use physical maps of North America and have students predict how certain landforms and bodies of water will impact settlement patterns, influence adaptations to the environment, and influence economic activities.
- Use maps that show the population of both indigenous people and settlers over time to show students the impact of cultural contact.
- Read first-hand accounts from settlers (Jamestown, Plymouth, etc.) and categorize reasons for colonization as well as push-pull factors of immigration.

## Learning from Mistakes

Students may make the following mistakes:

- Not understanding the competitive nature of exploration and colonization
- Not being able to apply their understanding of "God, Gold, and Glory" to examples of economic reasons (trade routes and fur trading) and religious reasons for exploration and early colonization
- Not understanding that different regions of North America were settled by different groups for different purposes

## Student Expectations

- ❖ 8.11(A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, ... in the United States (R)  
*Spiral Standard*
- 8.23(A) identify racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration (R)
- 8.2(B) compare political, economic, religious, and social reasons for the establishment of the 13 English colonies (S)

## Connected Spiral Standards

- Locate places and regions directly related to major eras and turning points 8.10(A)
- Compare places and regions' geography 8.10(B)
- Effects of physical and human geography on events 8.10(C)
- Positive and negative consequences of human modification of the environment 8.11(B)
- Causes and effects of economic differences among different regions 8.12(C)
- Contributions of various groups to our national identity 8.23(D)

## Academic Vocabulary

Vocabulary	Terms	
climate*	13 English/British colonies*	Massachusetts*
immigration*	1607 - Jamestown*	New England*
natural harbor*	1620 - Plymouth*	Pilgrims*
push/pull factor*	Anne Hutchinson*	Puritans*
refuge*	Catholics*	Roger Williams*
religious freedom*	General James Oglethorpe*	Thomas Hooker*
religious persecution*	Maryland Colony*	Virginia*

## Stimulus

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## Content Builder

- The three colonial regions are: the New England, Middle, and Southern colonies.

New England Colonies	Middle Colonies	Southern Colonies
<ul style="list-style-type: none"> <li>• located in the northeast, along the Atlantic coast</li> <li>• settled by Pilgrims and Puritans</li> <li>• established primarily for religious freedom</li> <li>• cold climate with harsh winters, dense forests, and harbors</li> </ul>	<ul style="list-style-type: none"> <li>• located in the mid-Atlantic region, along the Atlantic coast</li> <li>• inhabited by diverse groups of settlers (Catholics, Jews, Baptists, Quakers, etc.)</li> <li>• established for religious freedom and economic opportunity</li> <li>• moderate climate with cold winters and warm summers, rolling hills, and arable land</li> </ul>	<ul style="list-style-type: none"> <li>• located in the upper and lower South, along the Atlantic coast</li> <li>• neighbored Spanish Florida</li> <li>• settled by debtors and Christians</li> <li>• comprised of large numbers of African slaves brought to this region beginning in the 1600s</li> <li>• established primarily for economic opportunity</li> <li>• warm climate with long summers, short winters, and plenty of rainfall; wide, slow-moving rivers; and flat, fertile land</li> </ul>

- The Appalachian Mountains were a barrier to westward settlement.
- Movement between colonies was difficult due to a lack of infrastructure.
- Groups within colonies were often in conflict with one another and with outside groups, such as American Indians.

## Instructional Implications

When you teach Physical and Human Geography of the Colonial Regions, remember to:

- Have students analyze images of physical geographic features in each colonial region and predict how they will impact settlement patterns, population distribution, and economic activities.
- Have students analyze present-day population maps of the East Coast and explain how physical characteristics of the environment helped to create urban areas.
- Study weather reports and climate maps of the East Coast and generalize how these conditions impact settlement patterns, population, and economic activities.

## Learning from Mistakes

Students may make the following mistakes:

- Not understanding the connection between the physical characteristics of the environment and settlement patterns
- Confusing the different religious groups and where they settled

## Interesting Items

- 8.10(C) 2019 #18
- 8.11(A) 2023 #10
- 8.23(A) 2018 #19

## Student Expectations

- ❖ 8.11(A) analyze how physical characteristics of the environment influenced ... economic activities in the United States *Spiral Standard* (R)
- 8.7(D) analyze the impact of slavery on different sections of the United States (R)
- 8.12(B) explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery (R)
- 8.7(B) compare the effects of political, economic, and social factors on slaves and free Blacks (S)

## Connected Spiral Standards

- Compare places and regions of the United States in terms of physical and human characteristics 8.10(B)
- Economic differences among regions 8.12(A)
- Causes and effects of economic differences among different regions 8.12(C)

## Academic Vocabulary

Vocabulary		Terms
agricultural expansion*	populations*	Colonial transatlantic trade*
cash-crop agriculture*	natural harbors*	colonies in America*
commercial profit*	profit/profitability*	European countries*
export*	revenue*	transatlantic slave trade*
immigrant*	slaves*/enslaved	West African coast*
mercantilism		

## Stimulus

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## Interesting Items

8.10(B) 2013 #7	8.11(A) 2016 #33	8.12(B) 2023 #5	8.12(C) 2021 #14
8.11(A) 2022 #6	8.11(A) 2015 #5	8.12(B) 2021 #39	

## Content Builder

- European colonization was strongly motivated by a desire for wealth and new economic opportunities.
- Physical and human geographic features, (e.g., dependence on slavery, a long or short growing season, fertile soil, and access to water) played a role in creating economic differences among the colonial regions.
- Economic differences existed among regions of the United States.
  - New England – shipping and trade (lumber, milling, ship building, fur trapping and tradings, whaling, and fishing)
  - Middle Colonies – the “bread basket” (grain/agriculture) and cottage industry
  - Southern Colonies – the plantation system (cash crops)
- Enslaved Africans
  - The first enslaved Africans were brought to the English colonies in the 1600s. Slaves were used primarily as forced labor to work on plantations in the Southern Colonies and fill a labor need.
  - The climate of the South was ideal for growing cash crops. As demand for cash crops increased, the increased demand for labor led to the rapid growth of slavery.
  - The small population of slaves in the New England colonies worked primarily in houses or in shipyards.
  - The Transatlantic Slave Trade developed as part of the triangular trade route. Slaves from Africa were sold in the colonies. The money for the sale of slaves was used to purchase tobacco and other goods to be sold to England.
  - The triangular trade was used by England to reinforce mercantilism. All goods had to be shipped through England, allowing the British to profit and to keep the colonies from competing against England.
  - Quaker (Pennsylvania) beliefs about equality, coupled with an economic system that was not dependent on slave labor in the Middle and New England colonies, paved the way for conflict over the slavery issue (for years to come).

## Instructional Implications

When you teach Economics of the Colonial Regions, remember to:

- Read slave narratives so that students understand the horrific nature of the Middle Passage, the institution of slavery, the prolific nature of slavery in the colonies, and the impact of slavery on political and social forces.
- Have students predict how the economic differences among colonial regions impacted future events in U.S. history.
- Remind students that slavery continued throughout this period and did not end until the end of the Civil War with the 13th Amendment.

## Learning from Mistakes

Students may make the following mistakes:

- Not understanding the connections between the physical geography and climate of a region and their impact on the economy/economic activities
- Not being able to connect the impacts of Mercantilism on the Colonists
- Not understanding that slavery existed in all colonies and that the work the enslaved persons differed
- Not understanding the difference between enslaved people and indentured servants
- Not understanding the importance of the triangular trade to the global economy during this time period

## Student Expectations

- ❖ 8.3(A) explain the reasons for the growth of representative government and institutions during the colonial period (R)
- 8.3(B) analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government (S)
- 8.3(C) describe how religion and virtue contributed to the growth of representative government in the American colonies (S)
- 8.15(E) explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, and John Locke in the development of self-government in colonial America (S)
- 8.25(A) trace the development of religious freedom in the United States (S)

## Connected Spiral Standards

- Major eras: colonization ... and describe their causes and effects 8.1(A)
- Constitutional Principles: limited government, republicanism, popular sovereignty 8.15(D)
- Contributions of various groups of people 8.23(D)

## Academic Vocabulary

Vocabulary		Terms	
assembly*	representative government/institutions*	Enlightenment philosophers*	Parliament*
charter*		Fundamental Orders of Connecticut*	rights of Englishmen*
church doctrine*	self-government*	Great Britain*	“salutary neglect”*
exercise control*	social contract*	John Locke*	Thomas Hooker*
lawmaking structure*	voting rights*	King of England*	town hall meetings*
legislature*		Mayflower Compact*	Virginia House of Burgesses*
			William Penn*

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			Multiple Choice* (1 pt)

## Content Builder

- During the early years of colonization, Colonists remained loyal to the English king, even though they set up their own systems of government.
- The distance from England to North America necessitated that colonists establish their own system of government. Colonial governments focused on majority rule and were established to maintain order.
- England’s policy of salutary neglect (leaving the colonies to govern themselves) would eventually lead to conflict with the colonists.
- Colonists experienced certain rights and freedoms in England that they expected to continue in the colonies.
- Clergy in the colonies often gathered input from congregations when making decisions, allowing for a system of shared authority which extended into the political realm.
- The Virginia House of Burgesses was the first representative government in the English colonies.
- The Mayflower Compact was a social contract that established majority rule through the rule of law. Men on the Mayflower signed this agreement and it led to the development of representative government.
- The Fundamental Orders of Connecticut, the first written constitution in the Colonies, extended voting rights, created an election cycle, and set term limits.
- Thomas Hooker (Connecticut) promoted the idea that government should answer to the people.
- William Penn (Pennsylvania) initiated the establishment of elected legislatures.
- Charles de Montesquieu (French political philosopher) contributed the idea of separation of powers, a concept later incorporated into the Constitution.
- John Locke (European Philosopher) believed that political order and personal liberties could exist together and that consent is the basis of a government founded as a social contract.
- Religious freedom in the U.S. has its origins in the establishment of colonies where people could worship freely. Colonies such as Pennsylvania accepted people from all religions, which further broadened ideas of tolerance and diversity.

## Instructional Implications

When you teach Representative Government and Its Growth, remember to:

- Read and analyze the Mayflower Compact and Fundamental Orders of Connecticut to understand why colonists established their own governments. Connect ideas in these documents to characteristics of representative government.
- Read and analyze statements from Thomas Hooker and William Penn to gain a deeper understanding of the development of religious freedom and of representative government.
- Analyze images of colonial assemblies to interpret how they functioned.
- Read excerpts from colonial settlement in Rhode Island, Maryland, and Pennsylvania to understand why religious freedom was important to the colonists.
- Analyze maps showing the religious distribution of the colonies to understand the development of religious freedom.

## Learning from Mistakes

Students may make the following mistakes:

- Confusing the purpose and influence of ideas from historic institutions and documents
- Confusing the economic system of mercantilism with a government system
- Not understanding the connection between the need for self government and the growth of representative government
- Not understanding specific contributions of the Virginia House of Burgesses, Fundamental Orders of Connecticut, and the Mayflower Compact to the growth of representative government

## Interesting Items

8.3(A) 2024 #18      8.3(A) 2019 #9      8.3(A) 2017 #31      8.3(B) 2022 #21      8.3(B) 2016 #50