Colonial Goods Trail

Trace how the three colonial regions made and sold goods.

5.G.10 "Explain the economic organization of each region (i.e., New England, Middle, Southern) that comprised the 13 British colonies."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one detail in each paragraph that shows how people produced goods, and circle one detail that shows how those goods reached buyers.

From Work to Market

1. In New England, a merchant might watch workers turn tall trees into boards, then see shipbuilders use the boards at a busy port. Rocky soil and short growing seasons made large farms less common. Many families raised food for themselves, while others earned money from fishing, making ships, or trading goods across the Atlantic. Ports linked these jobs: ships carried fish and lumber to buyers and brought back supplies.

2. In the Middle Colonies, wide rivers and rich soil helped farmers grow wheat and other grains. A farmer could take wheat to a mill, where it became flour. Wagons and boats moved flour to ports, where merchants sold it to other colonies and across the Atlantic. Farms were often smaller than Southern plantations. Skilled workers also made items such as iron tools and cloth for local buyers.

3. In the Southern Colonies, long growing seasons supported crops such as tobacco, rice, and indigo. Large plantations grew these crops mainly to sell, often to buyers across the Atlantic. Enslaved Africans were forced to do much of the hard work on plantations, and the money from crop sales went to enslavers. The region also had small farms, but plantation crops shaped much of its trade through coastal ports.

2 ANSWER WITH EVIDENCE

Use the passage

1. How did New England's land and access to the ocean help shape the work people did?

2. Explain how wheat from a Middle Colonies farm could become a product sold beyond the region.

3. How were plantation crops produced and sold in the Southern Colonies?

4. How did farms and goods sold in the Middle Colonies differ from those in the Southern Colonies?

3 YOUR TURN

Your own words

You are opening a colonial store. Choose one item to buy from each region, then write four sentences explaining your choices, how people in each region produced or sold the items, and why the regions can supply different goods.

ANSWER KEY

Colonial Goods Trail

GRADE 5 · 5.G.10

PART 1 · READ AND MARK

Underline one detail in each paragraph that shows how people produced goods, and circle one detail that shows how those goods reached buyers. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How did New England's land and access to the ocean help shape the work people did?	**Rocky soil and short growing seasons made large farms less common. Ocean access supported fishing, shipbuilding, and trade through ports.**
2	Explain how wheat from a Middle Colonies farm could become a product sold beyond the region.	**A farmer took wheat to a mill to make flour. Wagons or boats carried the flour to a port, where merchants sold it to buyers elsewhere.**
3	How were plantation crops produced and sold in the Southern Colonies?	**Enslaved Africans were forced to work on plantations that grew crops such as tobacco, rice, and indigo. Plantation owners sold the crops through coastal ports, often to buyers across the Atlantic.**
4	How did farms and goods sold in the Middle Colonies differ from those in the Southern Colonies?	**Middle Colonies farms were often smaller and grew grains that could be sold as flour. Large Southern plantations grew crops such as tobacco, rice, and indigo mainly for sale.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I would buy lumber from New England because workers cut trees into boards and shipped them from ports. I would buy flour from the Middle Colonies because farmers grew wheat and mills ground it for sale. I would buy rice from the Southern Colonies, where enslaved Africans were forced to work on plantations that sold crops through ports. Different land, growing seasons, and jobs let my store buy a range of goods from the three regions.

Accept other items named in the passage when students connect each item to the correct region and explain how it was produced or sold. For Southern plantation goods, responses should not describe enslaved labor as voluntary.