



Children's Lives at Colonial London Town: The Stories of Three Families

Mercantilism and the Act for Advancement of Trade

HISTORICAL THINKING SKILLS:

Standard 5 - Historical Issues – Analysis & Decision-Making; 5B. Compare the interests and values of the various people involved.

MARYLAND SOCIAL STUDIES & COMMON CORE STATE STANDARDS:

Grade 5 Social Studies

4.1 Economics – Describe the types of economic systems in colonial America.

4.2 Economics – Describe the role of the British government on the colonial economy.

Common Core Standards

RI. 7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

W.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

HISTORICAL THINKING SKILL ACTIVITY PROCEDURE:

1. Teachers introduce and discuss key vocabulary prior to reading “Colonial Life Begins in London Town.” Vocabulary terms are bolded in the reading selection.
 - Ask what information in this selection is old news to them, and how this reading reinforces knowledge they already have about colonial Maryland.
 - Discuss what new information they learned from this reading.
 - Ask students to predict why countries would want to have colonies in different places around the world?
2. These readings and activities are designed to help students better understand the role of colonialism in nation-building. Laws were passed to facilitate economic advantages for the mother countries. This activity will also serve to connect the Act for Advancement of Trade (one of many such laws) to the economic motives behind Mercantilism. This Act, and subsequent ones passed by the Maryland General Assembly, established many towns and ports in the growing colony of Maryland.
3. Distribute Resource Sheet #1, Part A, to student teams. Part A is a pre-reading activity prior to the reading of the primary source. The second activity may be copied with each clue printed and cut into pieces (see Teacher Resource Sheet #1). Students would, then, arrange the flow chart on their desks to explain the sequence of activities.
4. Explain to students that they will be examining historic documents to determine whether the economic practice of mercantilism used by European nations in the earliest years of colonization were fair and effective. After students have analyzed the document in Part A, and discussed how the Act was designed to promote mercantilism for Great Britain, discuss the following questions:
In what ways did mercantilism benefit Great Britain and any other countries that practiced this economic method? What are the possible disadvantages to mercantilism? If mercantilism was to benefit the “Mother Country” or England, what incentive, or encouragement, would benefit the colonized countries? (How would they benefit from mercantilism?)



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ASSESSMENT:

Students will write a response to the following question (Part B):

How did the *Act for Advancement of Trade* help the British government practice mercantilism?

EXTENSION:

Students will examine, analyze, and discuss the Colonial British, Dutch, French, and Spanish colonies. Student teams representing each country will participate in a debate about the advantages and disadvantages of mercantilism. Teams should highlight key successes that will strengthen their advantages and promote mercantilism.



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Mercantilism and the Act for Advancement of Trade Student Resource Sheet #1: Act for Advancement of Trade

PART A:

Directions: Read the following definition and description of mercantilism. and answer and/or discuss the questions that follow.

Mercantilism was an economic policy practiced by European nations from the mid-16th to the late-17th centuries. Under the policy, it was believed that nations could gain wealth by exporting more goods than importing. The nations would collect tariffs (duties or taxes) on the exported goods and colonies would grow and prosper.

Using your knowledge of Maryland's history, predict how mercantilism may have influenced the growth and development of Maryland and especially Anne Arundel County.

With your team create a thinking map, or sequence chart, to explain how mercantilism works as an economic practice, using the clues below:

Colonies in need of Goods & Capital Resources to grow and prosper

Colonies export natural resources to mother country

Mother country levies tariffs on exported goods for sale

Mother country establishes a colony

Mother country exports capital and human resources



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Next, read the **Act for Advancement of Trade and Erecting Ports and Towns in the Province of Maryland**. Think about how this law, passed in the Maryland General Assembly, impacted how Maryland and especially Anne Arundel County developed.

Transcript of *Proceedings and Acts of the General Assembly, 1704 - April, 1706*

April 19th 1706

On the behalf of her most sacred Majesty Queen Anne, will this to be Law.

An Act of for advancement of trade and erecting Ports & Towns in the Province of Maryland. Be it enacted by the Queens most excellent Majesty by and with the advice and consent of her Majesty's Governor, Council, and Assembly of this Province and the Authority of the same that from and after the end of this present session of Assembly the Towns, Ports, and Places where all Ships and Vessels trading into this Province shall unlade and put on shore all Negroes, Wares, goods, merchandises, and commodities whatsoever in St. Maries County Saint Marie's Town Saint Clements Town, and a Town on Beckwith's Island in Patuxent River. In Kent County, in Chester River on a plantation of Mr. Joce's between Mr. Willmore's and Edward Walvin's Plantation. In Warton Creek on a tract of land where Francis Barne lives formerly laid out for a town and at Sassafrax River where Shrewsberry Town was.

In Ann Arundell County, the town and port of Annapolis, London Town on the south side of South River, a Town in West River where the town was formerly and at Herring Creek where the town was formerly laid out and a town to be laid out in Magothy River on the plantation late in the possession of Thomas Harrison, on the south side of the said river. In Calvert County at the head of Saint Leonard's Creek on both sides of the mill branch at the mouth of the said branch at the head of Hunting Creek on both sides of the said creek and in the freshes of Patuxent River at the plantation of George and Thomas Hardesty.

Source: Maryland State Archives (online) Volume 26, page 636.



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