

The American Republic To 1877

Unit 2 Resources Colonial Settlement

Chapter 3 Colonial America

Chapter 4 The Colonies Grow

 **Glencoe
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BOOK ORGANIZATION

Glencoe offers resources that accompany *The American Republic to 1877* to expand, enrich, review, and assess every lesson you teach and for every student you teach. Now Glencoe has organized its many resources for the way you teach.

How This Book is Organized

Each unit resources book offers blackline masters at unit, chapter, and section levels for each unit. Each book is divided into three parts—unit-based resources, chapter-based resources and section-based resources. Glencoe has included tabs at the side of every activity page in this book to help you navigate through it.

Unit-Based Resources

We have organized this book so that all resources appear in the first part of the unit resources books. Although you may choose to use the specific activities at any time during the course of unit study, Glencoe has placed these resources up front so that you can review your options. For example, although American Literature and Reading 1 appears in the front part of this book, you may plan to use this activity in class during the study of Native Americans in Chapter 11.

Chapter-Based and Section-Based Resources

Chapter-based resources follow the unit materials. For example, Chapter 1 blackline masters appear in this book immediately following Unit 1 materials. The materials appear in the order you teach—Chapter 1 activities; Chapter 1, Section 1 activities; Chapter 1, Section 2 activities; and so on. Following the end of the last section activity for Chapter 1, the Chapter 2 resources appear.

A Complete Answer Key

A complete answer key appears at the back of this book. This answer key includes answers for every activity in the book in the order in which the activities appear.

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Send all inquiries to:
Glencoe/McGraw-Hill
8787 Orion Place
Columbus, OH 43240

ISBN 0-07-829165-8

Printed in the United States of America

2 3 4 5 6 7 8 9 10 066 08 07 06 05 04 03

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To The Teacher

The Total Package—*The American Republic to 1877* Unit Resources

Glencoe’s Unit Resource books are packed with activities for the varied needs of all of your students. They include the following activities.

Activities Found in Unit Resources Booklets

- **Citizenship Activities: History and Your Community**
These activities are designed to provide students with a variety of opportunities to participate in their communities at the grassroots level. These service-learning projects help students understand how history affects their own lives on a daily basis.
- **Economics and History Activities**
These activities are designed to provide students with the opportunity to analyze and interpret historical concepts and events in relation to economics. These assignments make extensive use of maps, graphic organizers, and economic data to help students appreciate how history and economics are interrelated.
- **Cooperative Learning Activities**
These activities offer students management directions for working together on a variety of activities that enrich prior learning. These activities promote a shared learning experience as well as encourage individual accountability among group members.
- **American Literature Readings**
These readings provide students with the opportunity to read literature by or about people who lived during different historical periods. Each selection is preceded by background information and a guided reading suggestion, and followed by comprehension and critical thinking questions.
- **Interdisciplinary Connections**
These activities intersect history with other areas of study, such as art, geography, math, and economics. These activities give students a well-rounded picture of the correlation between history and other subjects.
- **Hands-On History Activities**
These practical activities give students the chance to do as their forebears did by making utensils and foods commonly used in early history. Each activity gives the student little-known facts and insights about that particular historical period.
- **History Simulations and Problem Solving**
These activities provide situations for students to use critical thinking and other American history skills in simulated historical settings. These reenactment activities give students the experience of participating in the democratic process through debates, mock trials, voting, and political campaigns.
- **Vocabulary Activities**
These review and reinforcement activities help students to master unfamiliar terms used in the student text. The worksheets emphasize identification of word meanings and provide visual and kinesthetic reinforcement of language skills.
- **Chapter Skills Activities**
These activities allow students to practice their critical thinking and social studies skills with the information learned in the student text and apply it to real world situations. These chapter-based activities will help students develop the basic skills needed to adapt to new situations and content.
- **Critical Thinking Skills Activities**
These activities help students develop their ability to interpret, compare, contrast, and assess information and use it to analyze, make predictions, and reach logical and valid judgements and conclusions. These high level thinking activities are vitally important to a student’s ability to function in an ever-changing world.
- **Geography and History Activities**
These activities help students become familiar with map skills and the role geography plays in history. Students will interpret and analyze maps in relation to historical events.
- **Time Line Activities**
Time lines are used to help students become aware of chronology in major historical events. Comparative time lines allow students to see relationships among events in different regions of the country, among events in different countries, or among events on different continents.
- **Linking Past and Present Activities**
By recognizing the link between the past and the present, students will better understand the relevancy of history to their lives. For example, exploring the changes in information technology from the printing press to computerized desktop publishing will help students realize the past is a prologue to what is present in today’s world.
- **Primary Resource Readings**
This booklet allows students to see history through the eyes of those who witnessed historic events, lived in historic periods, and participated in historic cultures. Each reading is preceded by an interpretive paragraph and concludes with an engaging activity related to the primary resource reading.
- **Guided Reading Activities**
These activities provide help for students who are having difficulty organizing the information found in the sections. Students fill in missing information in outlines and sentence completion activities and respond to short-answer questions.
- **Reteaching Activities**
These are a variety of activities designed to enable students to visualize the connections among facts in their textbook and major review concepts. Graphs, charts, and tables are among the many types of graphic organizers used.
- **Enrichment Activities**
These activities introduce students to content that is different from, but related to, the themes, ideas, and information in the student textbook. Enrichment activities help students develop a broader and deeper understanding of the concepts and ideas presented in the sections.

Unit 2 Resources

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Citizenship Activity 2



Help Fight Illiteracy

WHY IT'S IMPORTANT

How many of your daily activities involve reading? What kind of job would you like to have? Will it require reading and writing skills? How important is reading in your life?

BACKGROUND

Literacy is the ability to read and write well enough to function in society. Almost everything we do involves some reading. Looking for a job, using a bus schedule, operating a computer, and cooking at home all require reading. Consider these facts:

- Today 23 percent of all adults in the United States—over 40 million people—do not have the reading skills needed to complete simple forms, read maps or road signs, or function on their own. They are considered *illiterate*.
- About 34 percent of all adults have *marginal* reading skills, or enough skills to just get by in life.
- About 50 percent of all Americans cannot read an eighth-grade-level book.

The early colonists recognized that the ability to read was important for functioning in society. By 1647 Massachusetts had passed a law requiring that towns with 50 or more households have an elementary school. Towns of 100 or more households were required to also have an advanced school. Soon other colonies required schools. Today most communities in the United States have schools. Not all adults, however, can read. Volunteer groups like Literacy Volunteers of America help teach illiterate adults how to read and write.

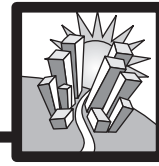
QUESTIONS TO ASK

1. Are there volunteers in your community who help people learn to read? Do they work with adults? With children?

2. What qualities are needed to be a literacy volunteer?

3. How could you help someone learn to read?

Citizenship Activity 2



4. Where could you help? At school? At the local library? At a community center?

5. Who would you contact to help others learn how to read?

YOUR TASK

Become a literacy volunteer. Here are some things you can do.

- Listen to a younger student read for 15 minutes each day.
- Read a story to a group of younger students.
- Tutor a child with reading difficulties for 15 minutes each day.
- Start a small library at an area preschool.

DID YOU KNOW?

In a comparison of 27 countries, Finland ranked first in literacy, followed by the United States and Sweden.

HOW TO DO IT

You will need a plan for accomplishing your goal of helping someone learn to read. Fill in the following chart to assist you in developing your plan.

My Goal: What I'd Like to Do	Group With Which I'd Like to Work	Place Where I'd Like to Accomplish My Goal
Time I Plan to Devote to My Goal	People I Need to Talk With First	What I'd Like to Accomplish

Keep a journal describing what happened each day, including what was accomplished, how you felt about being a literacy volunteer, and ideas about what you can further do to help others learn to read.

FOLLOW-UP ACTIVITY

Create a class wall mural celebrating literacy volunteer efforts. The visual display could include drawings, photos, journal entries, or titles of books read. Invite local officials and journalists to your classroom.

Economics and History Activity 2



The Colonial Slave Trade

BACKGROUND

Enslaved Africans first arrived in the colonies in the early 1600s. Mercantilism led to high demands for sugar, rice, tobacco, and cotton. Products sent from the colonies to the mother country could be sold in Europe for high profits. Enslaved Africans filled the endless demand for the cheap and plentiful labor supply needed to produce these goods. By 1750 there were over 200,000 enslaved Africans living in the 13 American colonies.

The Middle Passage

The slave trade routes of the early 1600s through the late 1700s resembled a triangle and came to be called the triangular trade. The triangle was formed with trade from Europe to the coast of Africa to the West Indies and back to Europe.

The Middle Passage was that corner of the triangle that involved the trade of enslaved Africans. Ships from Europe carried goods to Africa. There the products were exchanged for slaves. The enslaved Africans were transported to the West Indies where they were sold for up to \$1,500 a person. The enslaved Africans would then be taken to the colonies, to Mexico, or to South America where they were once again sold.

With their profits, the slave traders purchased sugar and molasses, which were then taken back to Europe. Profits were to be made throughout the triangular trade. Merchants, slave traders, and shippers all shared in the profits at some point along the trade route.

DIRECTIONS: Answer the following questions.

1. What was the Middle Passage?

2. Why was the West Indies important to the workings of the Triangular Trade?

3. Who benefited from the triangular trade? Who lost?

One of the most important southern products was cotton. Cotton was a labor intensive crop, or one that required many people to grow and harvest it. Thus, continuation of the slave trade became necessary to the economy of the large cotton plantations. The southern economy grew through the importation of enslaved Africans and through an increase in the exportation of cotton.

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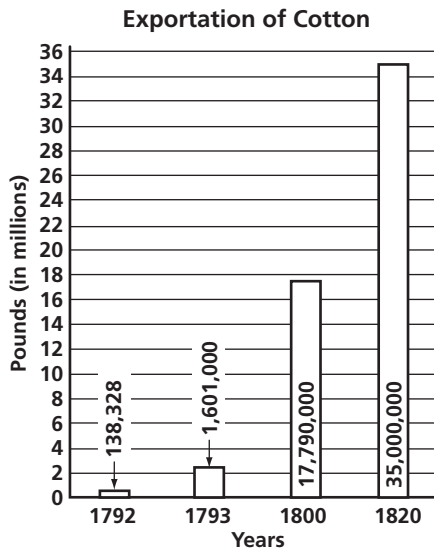
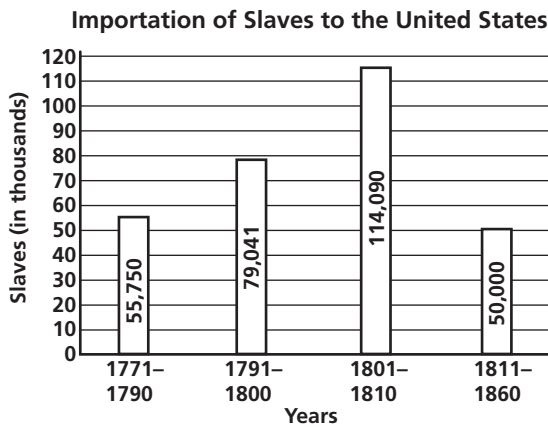
Economics and History Activity 2



UNIT 2

In 1807 Congress passed the U.S. Law on Slave Trade, making it illegal to import enslaved Africans into the United States, but it did not entirely stop the slave trade. Soon traders found new overland routes into the country through Texas and Florida.

DIRECTIONS: Use the graphs to answer the questions.



SOURCE: American University, Washington, DC, 2001.

4. What was the trend in the importation of enslaved Africans between 1771 and 1860? _____
5. What was the trend in cotton exportation between 1792 and 1820? _____
6. What conclusion can be drawn about the 1807 U.S. Law on Slave Trade and the importation of enslaved Africans after 1808? _____
7. What impact did the 1807 U.S. Law on Slave Trade seem to have had on the importation of enslaved Africans? _____
8. What conclusions can you make about slavery and the southern economy? _____

CRITICAL THINKING

Drawing Conclusions Only 12 percent of all slaveholders had plantations with 20 or more enslaved Africans. Yet more than half of the enslaved Africans in the colonies lived on these plantations. What does this tell you about the organization of the South's economy?

★ Cooperative Learning Activity 2



Building a Colony

❑ BACKGROUND

Early European colonists came to America to build settlements and to make a living in this rich but difficult place. They faced many hardships. In the successful colonies, the colonists worked together to obtain food, shelter, and other things they needed to survive in the new land.

❑ GROUP DIRECTIONS

1. Think about traveling to a distant and unknown place to build a settlement and form a colony. Where would you like to build a colony? Mars? The moon? Antarctica? Choose a location.
2. Think about what the colonists would need to survive for a year in your chosen place. Begin with the list of colonial necessities.
3. Organize a colony.

Colonial Necessities

- Food
- Water
- Shelter
- Ways to cope with special problems presented by the environment
- Government
- Medicine

❑ Cooperative Group Process

1. Choose a place to build a colony (Mars, the moon, Antarctica, or some other place) and form a group of colonists with other students in your class who want to colonize the same place.
2. Look at the list of things (colonial necessities) a colony would need to survive for a year. Discuss the skills colonists would need. Let each colonist choose the skills he or she will learn. Some possible roles may be carpenter, plant biologist, physician, geologist, and magistrate.
3. Research the future colony's location, the problems the location presents to the colony, and how you will have to use your skills to help your colony survive and flourish.

★ Cooperative Learning Activity 2



4. Meet as a group and discuss your findings. Are there any new or unexpected circumstances that require additional skills? Have you addressed all of the colony's needs? Have you allowed for the possibility that unexpected problems may arise and equipment and plans may fail? Assign colonists to do additional research if needed. Some colonists may need to select new responsibilities if the colony needs new or different skills.
5. When the group agrees that the colony has been well planned and has a good chance of surviving its first year, present each member of your colony to the class and explain that person's contribution to the colony's survival.

❑ Group Process Questions

- What is the most important thing you learned about organizing a colony?
- Were there any jobs that no colonist wanted?
- If so, how did you solve that problem?
- How was it helpful for you to work together?

Quick CHECK ✓

1. Was the goal of the assignment clear at all times? _____

2. Do you think your colony would survive with the skills people brought to the project? Why or why not? _____

3. Were you satisfied with your contribution to the colony? _____

4. Did all colonists do their share of the work? _____

American Literature Reading 2



Religious Intolerance

About the Selection Soon after her arrival in Boston, Massachusetts, in 1634, Anne Hutchinson started holding meetings in which she criticized the religious authority of the colony's Puritan ministers. Massachusetts leaders saw her as a threat to the colony's stability. The following selection is a fictional account of Anne Hutchinson's 1637 trial.

GUIDED READING As you read, notice the response of the judges to Anne Hutchinson's defense.

from *Witnesses*

by Marcy Moran Heidish

"Why do you hold meetings at your house every week upon a set day?"

"Such meetings were being held before I ever came to Boston, and were tolerated then. I see no reason why they shouldn't continue."

"There were private meetings of some neighbors but none so public and frequent as yours, yours are of another nature. Answer what authority from Scripture you have to hold them."

"There is a clear Scriptural rule in Titus, that the elder women should instruct the younger," said Anne. . . .

Winthrop leaned back a fraction more.

"How does that rule apply," he said, "when you teach not only younger women, but elder women also, and men as well, and not privately but publicly?" . . .

"Such a rule applies this way. I am amongst the elder portion of the women of this community, rather than the younger portion, but elder of course does not mean eldest. Elder and younger can also be meant spiritually as well as chronologically. The elders of the church have always taught the others." . . .

"This is irrelevant," Winthrop called out. "Strike it from the record."

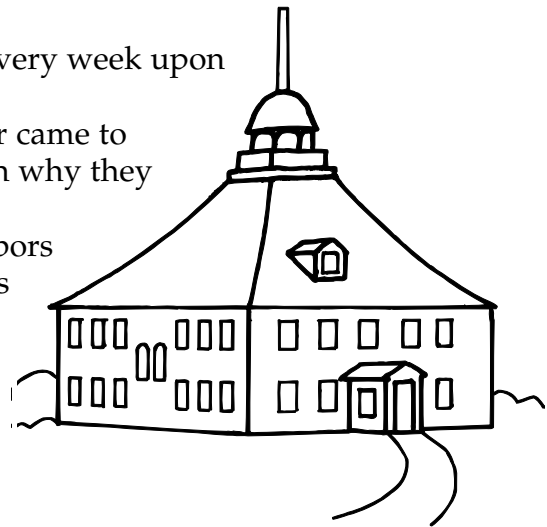
". . . And the meetings to which you refer," Anne continued, raising her voice to be heard, "were private meetings, held in the confines of my own home, and those who came were not solicited."

"You take it upon yourself to teach women," Winthrop snapped, "and yet you do not teach them what the Apostle commands, to keep at home."

"That is misconstrued," Anne snapped back. "You think it isn't lawful for me to teach women, then why do you call me here to teach the court?" . . .

The gavel banged; the magistrates huddled.

(continued)



American Literature Reading 2



Winthrop remained impassive, still leaning back. . . .

“You must show more, Mistress Hutchinson,” he said, his voice calm, ironic. “You must show another rule from Scripture to justify your meetings.”

Anne turned to walk the length of the bench again, coming toward us. Her eyes were alert, almost amused, fixed on Winthrop, as she slowly paced.

“Priscilla, with her husband, instructed Apollo. The people of Berea were commended for examining St. Paul’s doctrine. Phoebe was a deaconess of the early church, Deborah was a judge . . .”

“Priscilla, with her husband,” Winthrop cut in, sharp, “instructed one man privately: therefore Mistress Hutchinson without her husband may teach sixty or eighty?” . . .

“I call no specific number,” Anne said. “If they come while I am instructing my family, they may listen, in private, in my own home, where my husband is with me, as Priscilla’s husband was with her.”

“The witness is not answering the question, strike that from the record,” Winthrop called.

“I protest, sir,” Anne said. “Show that I do protest.”

“Stricken,” said Bradstreet.

“You have not shown us sufficient rule from Scripture to justify the holding of your meetings,” Winthrop ruled. . . .

“Show me a rule in Scripture *against* the holding of these meetings,” she said, “and I will yield the point.” . . .

“If you will not stop these meetings we shall have to restrain you.”

“If you have a rule against them from the word of God you may,” Anne said, steady.

“We are your judges,” said Winthrop, an edge to his voice. “Not you ours. We must and shall compel you to it.” . . .

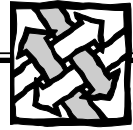
“This is absurd.”

SOURCE: abridged excerpt from *WITNESSES* by Mary Moran Heidish. Copyright © 1980 by Mary Moran. Reprinted by permission of Houghton Mifflin Company. All rights reserved.

DIRECTIONS: Recalling Facts Answer the following questions on a separate sheet of paper.

1. Why do the magistrates disapprove of Anne Hutchinson’s meetings?
2. What examples from the scriptures does Anne Hutchinson cite to support her case?
3. **CRITICAL THINKING** What do you think the magistrates want Anne Hutchinson to say?
4. Why does Anne Hutchinson say, “This is absurd”?
5. **READER RESPONSE** After reading the selection, how do you think you would feel if you were being questioned by these magistrates?

Interdisciplinary Connection 2



History and Health

SMALLPOX IN THE COLONIES

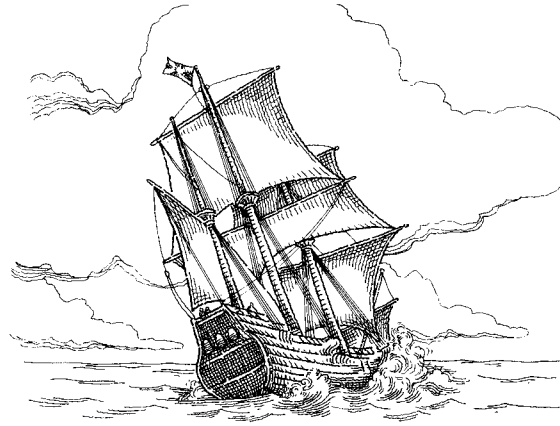
The European colonization of America resulted in death for millions of Native Americans. Some—very few—Native Americans died because of conflict with the colonists. Most Native American deaths occurred as a result of friendly contact with European settlers.

The mass murderer was a stowaway, a tiny virus that lurked in passengers aboard European ships. The virus caused the disease called smallpox. After infection, its victims developed chills, fevers as high as 106° F (41° C), nausea, severe headaches and backaches, and rashes. Raised, pimple-like blisters erupted, filled with pus, and sometimes swelled severely. Pneumonia, blindness, or infections of the brain, heart, or bone often followed. As many as 40 percent of patients died. Those who lived often had permanent pits and scars, but they were then immune for life.

Most often, people caught the smallpox virus by casual contact, such as shaking hands with an infected person. Most Europeans were exposed to the disease during childhood. They either showed some immunity or caught the disease and then became immune. Native Americans had never before been exposed to smallpox and had no immunity. They died from smallpox by the millions. Some Native American nations lost more than 90 percent of their populations.

AN EARLY EPIDEMIC

One victim of smallpox was the legendary Pocahontas, daughter of



Algonquian leader Powhatan. She visited England in 1617, where she caught smallpox and died.

In 1618 a smallpox epidemic raged through the New England Colonies, sweeping south to Virginia. Among its victims were members of Pocahontas's nation, including her father, Chief Powhatan.

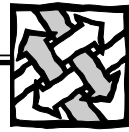
The epidemic caused more death and suffering than any massacre in colonial history. Many of the Native Americans in New England who survived in 1618 later perished after the Pilgrims brought smallpox to Plymouth. Nearly half of the settlers also died.

WIPING OUT SMALLPOX

Fortunately, an English doctor, Edward Jenner, developed a smallpox vaccine in 1796. By 1980 the World Health Organization was able to announce it had wiped out the disease that had claimed more victims than cholera, bubonic plague, or yellow fever.

(continued)

Interdisciplinary Connection 2




MAKING THE HEALTH CONNECTION

DIRECTIONS: Recalling Facts Use the information in the reading to answer the questions.

1. Complete the chart with information from the passage.

UNIT 2

 Smallpox in the English Colonies	
How It Spread	
Symptoms	
Percentage of Deaths	
Effects After Recovery	

2. Why was friendly contact dangerous to Native Americans? _____

3. Why is smallpox no longer a killer disease? _____

4. **Making Predictions** Smallpox partly accounts for the devastating effect of the European settlers on native populations. Speculate about how history might have been different if vaccines had wiped out smallpox before 1600. Would settlers and Native Americans have lived together in peace? Would more Native Americans be alive today? Explain your predictions. _____

Activity

DIRECTIONS: Researching The only living smallpox virus known today lives in laboratories. Conduct research to find out where the virus is being held, why it has not been destroyed, and what is being done with it. Has the virus ever escaped? If so, what happened? Present your findings in a written report.

Hands-On History Activity 2



Looking for the Light

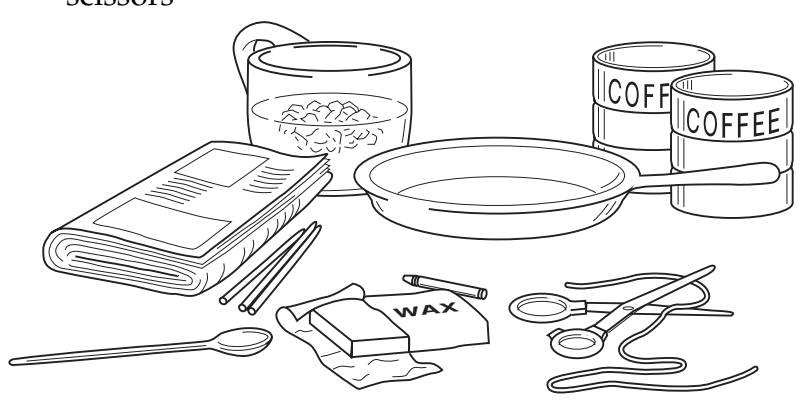
Artificial light changed the way we live. Factories can operate at night. Planes, trains, ships, and automobiles can travel easily after dark. You can do homework at night. Artificial lighting was not available for pioneers. When the sun set, pioneers reached for candles instead of an electric lamp.

BACKGROUND

You can dip candles as the pioneers did. Although beeswax made superior candles, colonial Americans made candles from tallow, or animal fats, the only material available to them. They tied a row of candlewicks onto a stick and dipped the wicks into a kettle of hot tallow. A good candle maker could dip between 150 and 200 candles in a day. Because candles were important, candle makers carefully packed new candles into special boxes and stored them where sunlight could not reach them. Most kitchens had a candle box where a few candles were ready for use.

MATERIALS

- 2 coffee cans
- wick (available at craft stores)
- electric skillet or large saucepan
- newspaper
- scissors
- paraffin wax
- pencils or sticks
- ice and water
- old crayon (optional)
- long-handled spoon



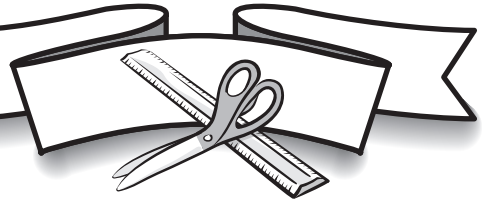
FASCINATING FACTS

Pioneer women treasured bayberry candles because of their sweet, spicy fragrance. Bayberries grow by the sea and are harvested only in autumn, so bayberry candles were special items. Today bayberry candles are still popular during winter holidays.

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(continued)

Hands-On History Activity 2



WHAT TO DO

- A.** Partially fill an electric skillet or saucepan with water. Place small chunks of paraffin in a coffee can to melt. Place the coffee can in the electric skillet or saucepan. Turn the heat on medium. As the wax melts, add additional pieces if necessary to bring the melted wax to a level of 4" to 6". If you would like colored candles, add a crayon in the color of your choice and stir with a long-handled spoon. *(SAFETY NOTE: Do not overheat the wax; it may splatter or catch fire.)*
- B.** Lay newspaper around your work area to catch any drips.
- C.** Cut wicks 10" long. (You may use any heavy string if you don't intend to
- light the candles, but use candlewick if you plan to light the candles.) Tie the wick onto a pencil or a stick. Put ice water in the second coffee can.
- D.** Briefly dip the wick first into the hot wax and then into the ice water. Continue to dip and cool until the candle reaches the desired thickness. Be sure to dip the candle into the hot wax and remove it very quickly; the wax will begin to melt off the wick if it is left in the hot wax too long or if you let the wax get too hot.
- E.** When the candle is of the desired thickness, remove the candle from the dipping stick by snipping the wick about 1/4" from the end of the candle.

ACTIVITY REPORT

1. How long did it take to dip your candle to the desired thickness? Why?

2. Why was it necessary to dip the wick in ice water after dipping it in the hot wax?

3. What activities would you have to give up if you had only candlelight or firelight to see by? How do you think your life would change? _____

4. Pioneers often put a mirror or a piece of polished metal behind their candles. What purpose do you think these things served? _____

History Simulations and Problem Solving 2—Teaching Strategy

★ Colonial Bartering

Topic

A lack of currency in the American colonies led to the use of bartering.

Objective

In small groups, students will experience bartering and realize the need for a commonly accepted medium of exchange.

Materials

- Reproduce the research questions sheet on page 9 (one copy per student).
- Reproduce the goods sheet on page 15 (one copy per group).

Procedure

1. Organize the class into three groups to represent the New England Colonies, the Middle Colonies, and the Southern Colonies.
2. Appoint one student from each group to portray a merchant.
3. Discuss colonial currency and trade with the class. Then present the research question sheets. Tell students that they are to gather as much information as possible about their colonies to guide their decisions in bartering.
4. Give students one week to research their colonies and the process of bartering. Then have them discuss their findings in their groups a day before the simulation.
5. On the day of the simulation, give each merchant cutouts representing the goods he or she has in stock. Students in each group can decide which goods are most valuable, and what they are willing to trade for each item. They should barter items that are consistent

with resources found in their colonies (i.e., tobacco in the Southern Colonies). Merchants may accept trades as offered, or bargain with buyers.

6. The simulation will conclude when the three merchants have “sold” all of their stock.

Background

Colonial commerce in the seventeenth century was difficult because no commonly accepted medium of exchange existed. English law forbade the export of money and prohibited the colonies from minting it. By limiting the colonists' money supply, the English hoped to force the colonies to trade almost entirely with England, and not with other countries, who demanded payment in cash.

For the most part, colonial merchants had to rely on a system of barter. Colonists used a variety of goods in place of money. Beaver pelts, corn, wheat, tobacco, cattle, fish, lumber, and nails all served as “legal tender” at various times in different colonies. Tobacco leaves, tied in bundles, were the official currency of Virginia and Maryland during the 1600s and 1700s. Colonists used tobacco warehouse receipts like bank checks.

The colonists also used any European coins they could get. English, Spanish, French, and Dutch coins all circulated throughout the colonies. Probably the most common coins were large silver Spanish dollars called *pieces of eight*. To make change, a colonist could chop the coin into eight pie-shaped pieces called bits. Two bits were worth a quarter of a dollar, four bits a half dollar, and so on.



History Simulations and Problem Solving 2—Teaching Strategy

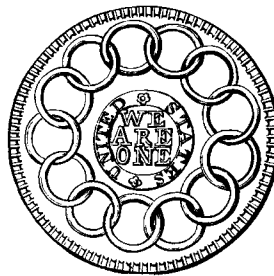
The colonists also used *wampum*, or beads made from shells, as money. Native Americans used wampum to decorate garments and keep records. The colonists first accepted wampum in trade with Native Americans. In time the colonists began to make and use wampum themselves.

Despite English law, some colonies did coin their own money and print their own bills. Massachusetts became the first colony to make coins. It produced a silver pine-tree shilling, with a pine tree design stamped on one side. Massachusetts issued coins for 30 years in defiance of an English law that said only the monarch could issue them. The colony dated all coins 1652, probably to get around the law. In 1652 England had no monarch.

When the colonists broke with Britain in 1776, they financed the American Revolution with paper dollars issued by the Second Continental Congress. It issued about \$240 million in notes called *continentals*. So many continentals were printed that by 1780 they were almost worthless.

After the American Revolution, all of the colonies began to make their own money. With so many currencies, commerce was confusing and difficult. The Second Continental Congress established a single, official currency for all the colonies. In 1787 the first copper cent was minted in New Haven, Connecticut.

In 1790 the United States of America officially became a country when the Constitution was ratified. The new Congress agreed on a money system with the dollar as the basic unit, and used gold, silver, and copper coins. Today the United States dollar is the most widely-used currency in the world.



The first copper cent was minted in New Haven, Connecticut, 1787.

Follow-Up

To review the bartering experience with your class, ask the following questions.

- Which item was the most valuable in New England? In the Middle Colonies? In the Southern Colonies? Why were there regional differences?
- Why might a merchant refuse certain goods in a barter?
- How much did each merchant receive for his or her total inventory? Is it fair that the three merchants did not all receive the same amount? Why or why not?
- In general today, are there substantial price differences for goods sold in different regions of the United States? Why or why not?

Critical Thinking

Have students think about the results of their bartering. Then have them answer the following questions, either orally or in writing.

1. Why is it helpful to have a common currency?
2. Do you think that we will always have paper and coin money, or will credit cards and computer transactions eventually replace the need for currency?

Duplicate and distribute History Simulation 2 activity pages.

History Simulations and Problem Solving 2

Colonial Bartering

DIRECTIONS: Following are some questions to keep in mind as you research your colonies for the bartering activity. Note your findings on the lines provided and use the information to help you determine what goods would have been most valuable in your colonies.

- What colonies made up your region? _____

- Who generally settled in these colonies? _____

- What crops and/or resources were plentiful in your region? _____

- What is “bartering” and how does it work? _____

- What items would colonists in your region have used in bartering? _____

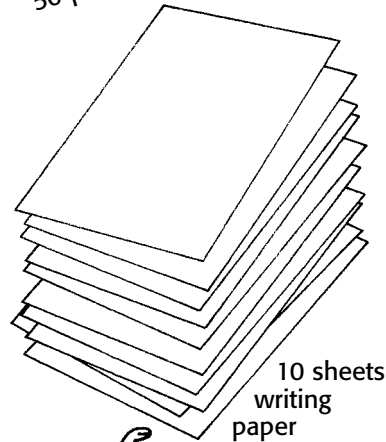
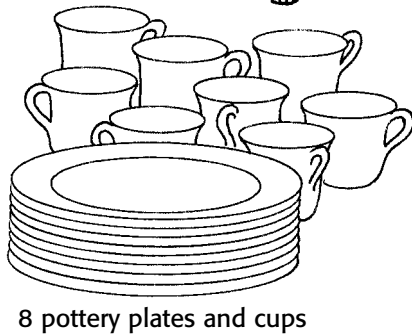
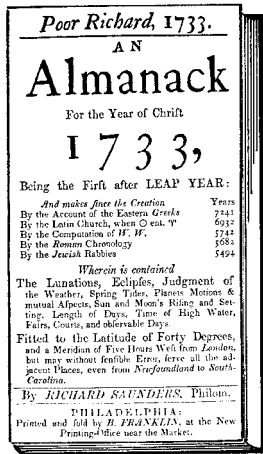
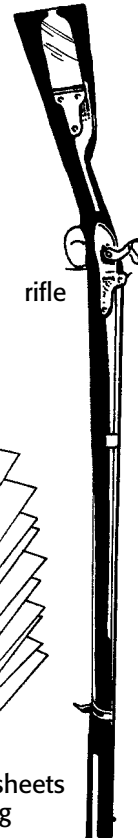
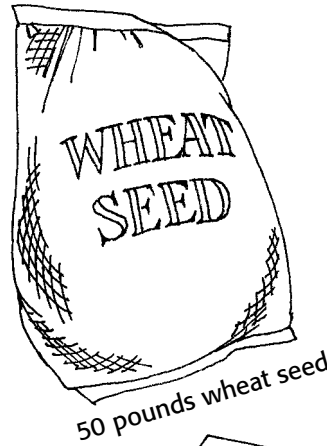
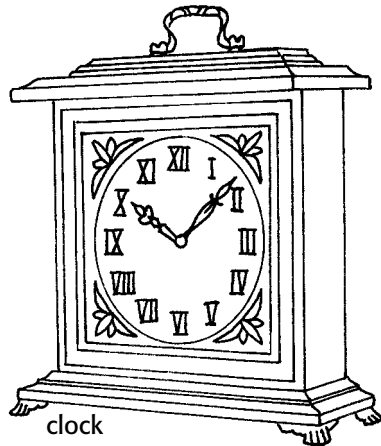
- How is the value of a resource determined? _____

History Simulations and Problem Solving 2

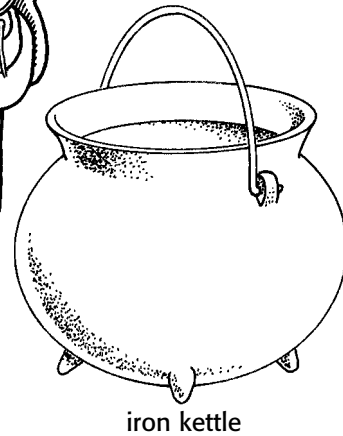
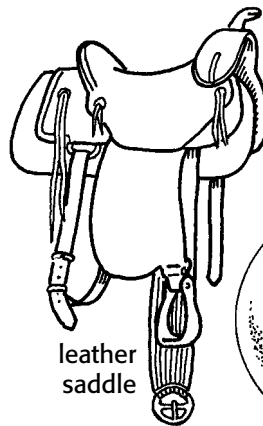
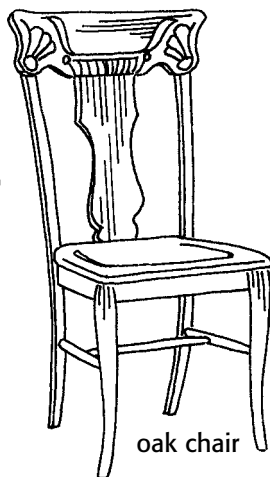
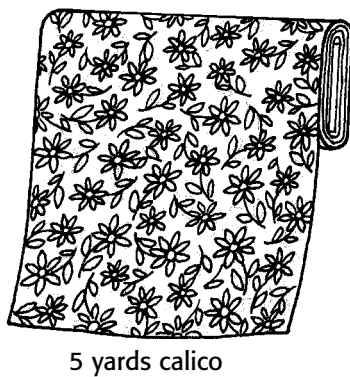
UNIT 2

MERCHANT'S INVENTORY

DIRECTIONS: Photocopy, cut out, and distribute the objects below to three merchants. These items are the merchandise for which student buyers will barter.



Poor Richard's Almanack



Chapter 3 Resources

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★ Vocabulary Activity 3

DIRECTIONS: Identifying Related and Unrelated Terms Write terms from the list below that fit each description.

Puritan	tenant farmer	toleration	debtor
charter	Mayflower Compact	Separatist	persecute
dissent	indentured servant	constitution	Pilgrim

1. Three related terms: a document that gives people the right to organize settlements in an area; a formal document drawn up by the Pilgrims that pledged their loyalty to England and declared their intention of forming “a civil body politic”; a document that details the plan of a government. _____

2. Three related terms: one names a Protestant who wanted to reform the Anglican Church, one names a Protestant who wanted to leave the Anglican Church and found a new church, and the other names a person who embarks on a journey for religious purposes. _____

3. Three related terms: a person who agrees to work without pay for a certain period of time in return for the payment of travel expenses; a person who is unable to repay a debt; a person who works land owned by another and pays an annual rent. _____

4. Three related terms: to disagree with a set of beliefs or practices; to treat someone harshly for disagreeing with a set of beliefs or practices; the ability to allow others to practice their beliefs. _____

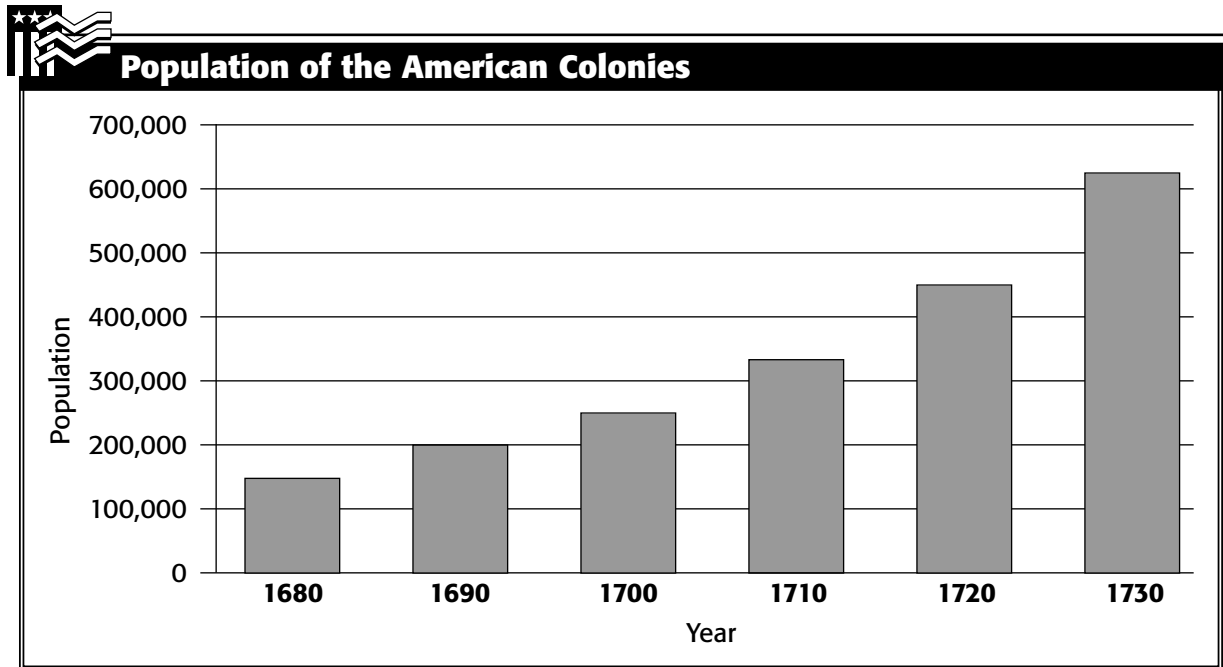
DIRECTIONS: Using Vocabulary Use each of the following terms correctly in a complete sentence. Write the sentences on a separate sheet of paper.

joint-stock company	burgesses	patroon
proprietary colony	pacifist	mission

★ Chapter Skills Activity 3

Reading a Bar Graph

A bar graph uses bars or columns of different lengths to show quantities. The horizontal axis along the bottom of the graph and the vertical axis along the side of the graph are labeled so you know what kind of information they show.



CHAPTER 3

DIRECTIONS: Study the bar graph. Then answer the questions on a separate sheet of paper.

1. What is the subject of this bar graph?
2. What years are shown on the graph?
3. What was the population of the colonies in 1690?
4. In what year was the population of the colonies about 250,000?
5. About how much did the colonial population increase between 1700 and 1710?
6. About how much did it increase between 1710 and 1720?
7. Between what years did the biggest increase occur?

8. CRITICAL THINKING

Drawing Conclusions What trend does the bar graph show?

Activity

DIRECTIONS: Record how many students are present in your class for one week. Make a bar graph showing attendance for each day of the week. Which day had the highest attendance? The lowest?

Critical Thinking Skills Activity 3 Analyzing Primary Sources

SOCIAL STUDIES OBJECTIVE: Use primary sources to acquire information about the United States

LEARNING THE SKILL

Primary sources are often first-person accounts of someone who witnessed an event. The passage that follows is from the diary of Brother Cammerhoff, a man who traveled through the backcountry of the state of New York in 1750.

We had a worse road than we had on the whole Journey. The Indian guide told us . . . that we would have to pass over a bad road, and if he said the road was bad, it must certainly be very bad. Thus far we had at least been able to travel on the ground, but now we went through swamps and marshes, where the flies troubled us greatly. For miles we were obliged to walk on trees and branches, as on both sides were deep marshes . . . [and] we sometimes slipped from the trees . . . and fell into the swamp, and could scarcely get up again with our heavy bundles. . . . Toward evening we reached an old Indian settlement where a city by the name of Onnache is said to have stood. . . . We were caught in a dreadful thunder and rain storm, and were thoroughly drenched, particularly in going through the tall grass. We went a little farther and encamped along a creek called Otochshiaco. . . . We tried to dry ourselves at the fire . . . and went to sleep, feeling cold and wet.

SOURCE: Brother Cammerhoff, *Moravian Journals Relating to Central New York, 1745–1766* (W.M. Beauchamp, ed.). Syracuse, NY: 1916.

APPLYING THE SKILL

DIRECTIONS: Use the passage to answer the following questions.

1. What is the primary source for this passage?

2. What did you learn about traveling the back roads of early America by reading this passage?

3. What part of the passage suggests that Native Americans had lived in the area a long time?

(continued)

Critical Thinking Skills Activity 3

Comparing and Contrasting

4. Why would the diary be considered a reliable source for information?

5. What parts of this source might make it unreliable? Explain your answer.

PRACTICING THE SKILL

DIRECTIONS: In the blank at the left, write the letter of the choice that best answers the question.

- _____ 1. In what type of natural environment was the writer traveling?
 - A. desert oasis
 - B. swamp and forest
 - C. ocean shore
 - D. prairie grassland

- _____ 2. What was the writer's attitude toward his Native American guide?
 - A. The writer distrusts him.
 - B. The writer is fond of him.
 - C. The writer displays no particular attitude toward him.
 - D. The writer is grateful to him for saving his life.

- _____ 3. Which of the following statements is probably true of the writer?
 - A. He was a native of the area through which he was traveling.
 - B. He was a Native American.
 - C. He enjoyed his journey.
 - D. He was not used to traveling by foot through a dense forest.

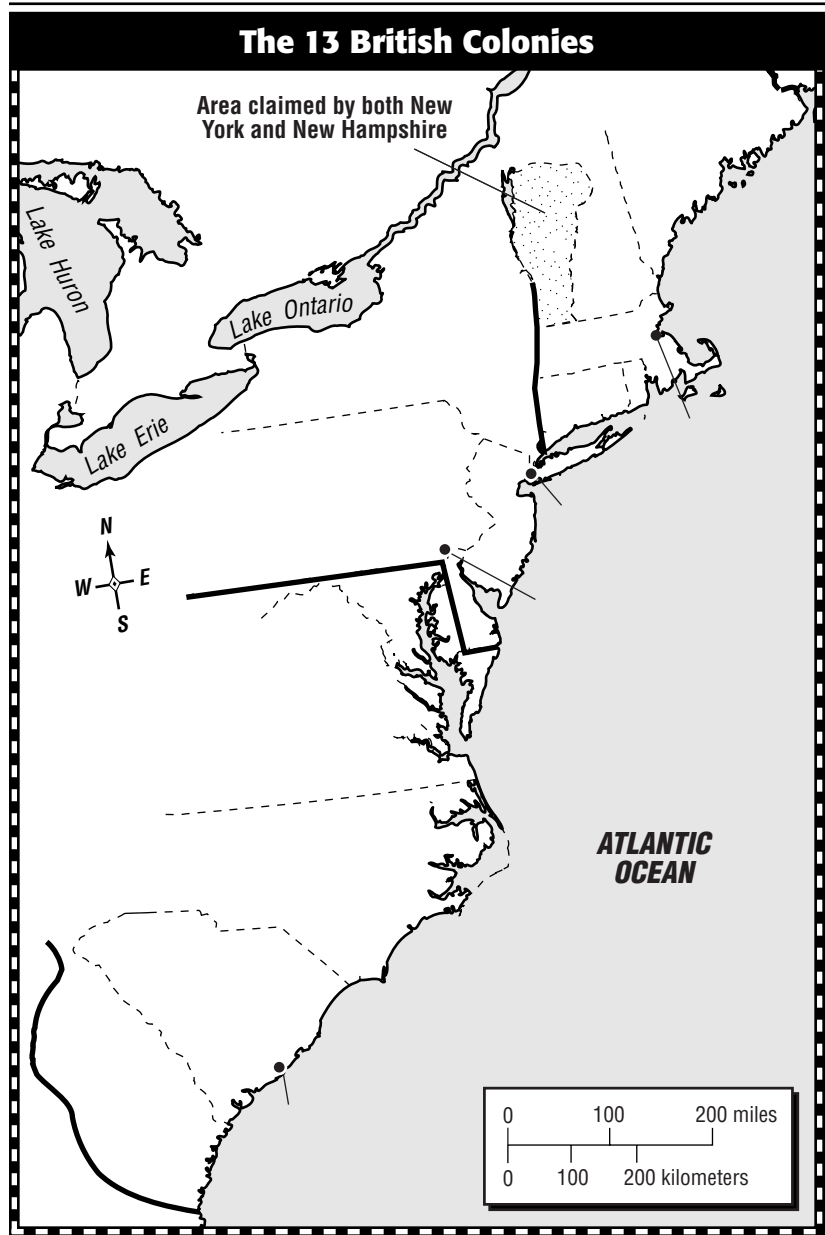
- _____ 4. What other type of primary source would reveal the personal experiences of someone who lived long ago?
 - A. letters
 - B. shipping receipts
 - C. newspaper articles on politics
 - D. prayer books

★ GEOGRAPHY AND HISTORY ACTIVITY 3



DIRECTIONS: Place your answers to the following questions on the map. You may abbreviate if you wish.

1. Color each of the colonial regions with a different color. Then label each region.
2. **Location** Dots on the map show the locations of the four most important colonial cities: Boston, New York, Philadelphia, and Charles Town. Label each city.
3. In the correct location write the name of each of the following colonies: Pennsylvania, North Carolina, Massachusetts, Virginia, Georgia, and New York.
4. Write the name for each of the following founders in the appropriate colony or colonial region on the map: Puritans, William Penn, Dutch West India Company, James Oglethorpe.
5. Write each of the following characteristics in or near the appropriate colony or colonial region on the map: raised tobacco, patroons had large estates, arrived on the *Mayflower*, welcomed debtors.

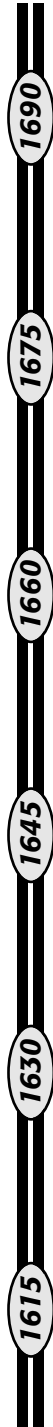


★ **Time Line Activity 3**

Colonial Governments in America

DIRECTIONS: Use the following information about colonial America to create your own time line.

COLONIAL LEADERS



COLONIAL GOVERNMENTS

COLONIAL GOVERNMENTS

Background

Every colony established a representative government with legal codes. Jamestown colonists held their first House of Burgesses meeting in 1619 to set up laws. A year later, Massachusetts Pilgrims drew up the Mayflower Compact. Connecticut colonists drafted the Fundamental Orders in 1639. Maryland colonists guaranteed religious freedom by the Act of Toleration of 1649. In 1701 the Charter of Liberties permitted colonists in Pennsylvania to elect legislative representatives.

COLONIAL LEADERS

- In 1630 John Winthrop led settlers to Massachusetts Bay.
- Roger Williams was forced out of Massachusetts in 1635.
- The following year, Thomas Hooker founded the town of Hartford in Connecticut.
- Peter Stuyvesant, the governor of New Amsterdam, surrendered the Dutch colony to England in 1664.
- William Penn became the first town planner in 1682 during the building of Philadelphia.

Linking Past and Present Activity 3



Popular Rule

THEN Jamestown, the first successful English colony in North America, was financed by the Virginia Company of London. Many early Jamestown settlers belonged to the English aristocracy. They came to America seeking fortunes, but their lives in England had not prepared them to survive in the wilderness. As a result, the colony almost failed.


These early colonists identified themselves as English subjects and expected their government to be headed by a monarch. By 1619, however, many Jamestown colonists demanded changes. To deal with colonists' complaints, the Virginia Company appointed a governor but allowed the colonists to elect representatives to a House of Burgesses. The Virginia Company failed in 1624, but the colonists petitioned King Charles I to allow them to keep their elected assembly. Finally, in 1638, the king told the colony's governor to call the assembly into session every year.

NOW Giving the people a say in their government turned out to be something that Americans would never give up. In the United States today, popular rule is a widely-cherished principle. It is the basis for democracy. All American citizens 18 years or older have the right to cast a ballot for candidates of their choice. The winners then represent them in making laws and determining policies. If elected officials do not adequately represent constituents, they can be removed from office at the next election.

In 1993 Congress passed the "motor-voter" bill, which makes voter registration easier by allowing registration by mail or at the time drivers' licenses are granted or renewed. The bill's authors hoped to encourage more voter participation in elections. The law took effect in 1995.

Unfortunately many eligible voters still fail to register and to vote in presidential elections. The chart below shows some recent examples.

Activity **1. DIRECTIONS: Researching Voting Statistics** Use the library to discover voting statistics for past elections. Complete the chart below with the data you find.

 Voting in Recent Presidential Elections			
	Number of Citizens of Voting Age	Number of Citizens Who Voted	Percentage of Voting Age Citizens Who Voted
1992			
1996	196,511,000	96,456,345	49.1
2000			

2. DIRECTIONS: Writing a Letter You hold a seat in the House of Burgesses. King Charles I does not want to give the House legal status. On a separate sheet of paper, write a letter to persuade him to do so.

★ Primary Source Reading 3



A Letter Home

Interpreting the Source Personal documents such as letters provide information about how people really lived and insights into their thoughts and feelings. As you read William Pond's letter, written to his parents in 1630, look for clues that describe how he feels about life in New England.

Most loving and kind Father and Mother:

My humble duty [be] remembered unto you, trusting in God you are in good health. . . .

[The reason for] my writing this . . . is to let you understand what a country this New England is. . . . Here are but few Indians; a great part of them died this winter; it was thought it was [because] of the plague. . . . And the country is very rocky and hilly, and [there is] some champion ground, and the soil is very flete [flat]. And here is some good ground and marsh ground, . . . Spring cattle thrive well here, but they give small store of milk. The best cattle for profit is swine, and a good swine is here at five pounds' price; a goose is worth two pounds, a good one got. Here is timber [in] good store, and acorns [in] good store; and here is good store of fish, if we had boats to go for [it] and lines to serve fishing. Here are good stores of wild fowl, but they are hard to come by. . . . And people here are subject to disease, for here have died . . . nigh two hundred and odd. Besides, as many lyeth lame [have injured legs]; and all Sudbury men are dead but three, and [some] women and some children; and provisions are here at a wonderful rate. Wheat meal is 14 shillings a bushel, and peas 10 shillings, and malt 10 shillings. . . . Butter [is] 12 pence a pound, and cheese is 8 pence a pound, . . .

If this ship had not come when it did, we had been put to a wonderful strait [position of difficulty], but thanks be to God for sending of it in. I received from the ship a hogshead [large barrel] of meal, and the Governor telleth me of a hundred-weight of cheese, the which I have received part of it. I humbly thank you for it. . . . Here is no cloth to be had. . . . we cannot live here without provisions from old England. . . .

From Watertown in New England, the 15 of March, 1630.

[No signature]

We were wonderful sick, as we came at sea, with the small pox. No man thought that I and my little child would have lived. My boy is lame and my girl too, and there died in the ship that I came in 14 persons.

SOURCE: "—Pond, to His Parents, Massachusetts, 1630," in *Remarkable Providences, 1600–1760*. Ed. John Demos. New York, 1972.

DOCUMENT-BASED QUESTION

DIRECTIONS: Answer the following question on a separate sheet of paper.

Provide examples from William Pond's letter that show both the positive and the negative aspects of New England life.



DIRECTIONS: Media Literacy With a partner, find information and photos in publications or on CD-ROMs on the kinds of homes in which early settlers and Native Americans in the Massachusetts Bay Colony lived. Using cardboard and other craft materials, make models of the homes. Display your models.

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Guided Reading Activity 3-1

DIRECTIONS: Outlining Locate the heading in your textbook. Then use the information under the heading to help you write each answer. Use another sheet of paper if necessary.

I. England in America

A. Introduction

1. What were the two major reasons for the conflict between England and Spain?

2. What marked the end of the Spanish control of the seas? _____

B. The Lost Colony of Roanoke—Who did Queen Elizabeth give the right to claim any land in North America not already owned by a Christian monarch?

C. Roanoke Settlements—Why did both attempts to settle Roanoke fail?

II. Jamestown Settlement

A. Introduction—What was a charter? _____

B. The Virginia Company

1. When did Virginia Company settlers found Jamestown and name the James River? _____

2. Why was Jamestown built on a peninsula? _____

3. Why did so many of the original Jamestown colonists die within the first year of its settlement? _____

C. Captain John Smith—How was John Smith helpful to Jamestown in the second year of its settlement? _____

D. Tobacco Saves the Colony

1. How did tobacco help the Virginia colonists survive? _____

2. When did relations between the settlers and the Powhatan people improve?

E. Representative Government—How did Sir George Yeardley help the Jamestown settlers? _____

III. New Arrivals in Jamestown

1. What happened to the first Africans brought to Jamestown in 1619?

2. Who was William Tucker? _____

★ Guided Reading Activity 3-2

DIRECTIONS: Recalling the Facts Use the information in your textbook to answer the questions. Use another sheet of paper if necessary.

1. What were many of the settlers of New England seeking? _____
2. How did the Puritans differ from the Separatists? _____
3. Why were all the early settlers called Pilgrims? _____
4. What formal document was drawn up to maintain order in the Plymouth colony?

5. Who were Squanto and Samoset? _____
6. What lifesaving skills did Native Americans teach the Pilgrims? _____

7. What religious group established the Massachusetts Bay Company? _____
8. Who was the first governor of the Massachusetts Bay Company? _____
9. What was the movement that drove more than 15,000 Puritans to
Massachusetts? _____
10. Who was allowed to vote in the Massachusetts Bay Company?

11. What was the first written constitution in America? _____

12. What Massachusetts minister was banished because of his belief in the separation
of church and state? _____
13. Where were people first allowed to worship freely?

14. What woman dared to question the religious authority of Puritan ministers?

15. What usually caused conflicts between settlers and Native Americans?

16. Why did thousands of New England Native Americans die between 1600
and 1675?

★ Guided Reading Activity 3-3

DIRECTIONS: Filling in the Blanks Use your textbook to fill in the blanks using the words in the box. Some words may be used more than once. Use another sheet of paper if necessary.

Charter of Liberties	Delaware	Dutch	New Jersey
ethnic and religious	harbor	pacifists	Pennsylvania
Manhattan Island	Quakers	Philadelphia	New York
New Amsterdam	New England	Peter Stuyvesant	proprietary colony
the Duke of York			

England and the Colonies

During the English Civil War, Puritans left Old England for **(1)** _____. The lands between the English colonies in the North and the English colonies in the South were controlled by the **(2)** _____. The main settlement of the colony of New Netherland was **(3)** _____. This settlement was located on **(4)** _____, which was bought from the Manhatets people for a small amount of beads and other goods. Envious of its excellent **(5)** _____, England sent a fleet to attack New Amsterdam in 1664. Unprepared for battle, Governor **(6)** _____ surrendered New Amsterdam to the English. King Charles II gave the colony to **(7)** _____, his brother, who renamed it **(8)** _____. New York was a **(9)** _____, in which the owner owned all the land and controlled the government. The Duke of York gave the southern part of his colony to Lord John Berkeley and Sir George Carteret who named this new colony **(10)** _____. Like New York, New Jersey was a place of **(11)** _____ diversity.

Pennsylvania

King Charles gave William Penn a tract of land stretching inland from the Delaware River. The new colony became known as **(12)** _____. Penn belonged to the Society of Friends, or **(13)** _____. They were **(14)** _____, people who refuse to fight in wars. In 1682 Penn sailed to America to supervise the building of **(15)** _____. In 1701 the **(16)** _____ gave colonists in Pennsylvania the right to elect representatives to the legislative assembly. After the Charter of Privileges gave lower counties in Pennsylvania the right to form a legislature, **(17)** _____ acted as a separate colony.

★ Guided Reading Activity 3-4

DIRECTIONS: Recalling the Facts Use the information in your textbook to answer the questions. Use another sheet of paper if necessary.

1. Why did Sir George Calvert want to establish a colony in America?

2. How was a wealthy and powerful class of Maryland landowners created?

3. What did the colony do to supply laborers for the plantation fields?

4. Why did Nathaniel Bacon and his followers attack Jamestown?

5. Why was the southern part of Carolina more prosperous than the northern part?

6. What was the “blue gold” of Carolina?

7. Why was the colony of Georgia established?

8. What two Frenchmen explored the Mississippi River by canoe in 1670?

9. What were these explorers looking for?

10. What did they discover about the Mississippi River?

11. What lands did the Spanish control in the early 1600s?

12. What are missions?

13. Who was the Franciscan monk who founded a mission at San Diego and eight other places in California?

14. What two countries are considered the great rivals of the colonial period?

★ Reteaching Activity 3-1

DIRECTIONS: Completion In the space provided, write the word or words that best complete the sentence.

The defeat of the Spanish **(1)** _____ ended Spanish control of the seas and cleared the way for England and other European nations to start colonies in North America.

In 1584 Queen Elizabeth gave **(2)** _____ the right to claim any land in North America not already owned by a Christian monarch. His scouts founded

(3) _____, off the coast of present-day North Carolina. However, both attempts to settle the land failed.



In 1606 a group of merchants known as the

(4) _____ sent 144 settlers to build a new colony in America where they were to look for gold and establish trade in **(5)** _____.

These colonists named their new settlement **(6)** _____. Because of disease and the fact that settlers searched for gold and silver when they should have been **(7)** _____, only 38 of the settlers were alive a year later.

The Virginia colonists never found gold or silver, but they did discover how to grow **(8)** _____ for profit. Their relations with neighboring Native Americans also improved when a colonist, John Rolfe, married

(9) _____, the daughter of Chief Powhatan.

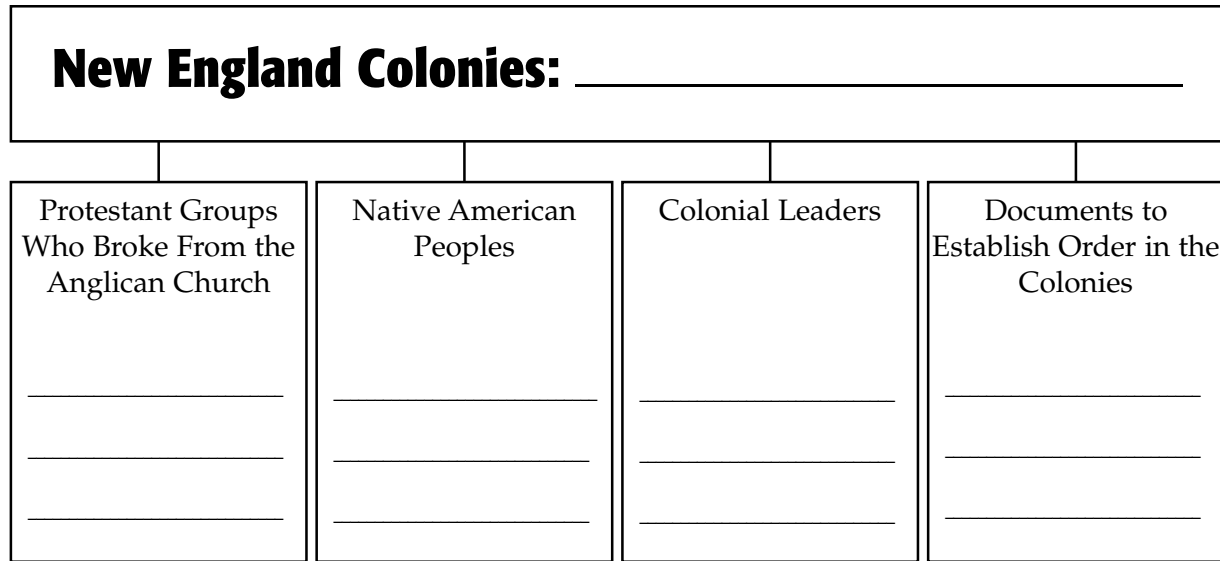
As Jamestown grew, colonists rebelled against the rigid discipline of the Virginia Company. In 1619 the company allowed the colonists to elect representatives called **(10)** _____ to an assembly. The assembly had the right to make local laws.

In 1619 a **(11)** _____ ship brought the first Africans to Jamestown. The first African American child born in the colonies was

(12) _____, a free man. After 1640, however, shiploads of Africans were being brought to North America to be sold as slaves.

★ Reteaching Activity 3-2

DIRECTIONS: Organizing Facts Complete the diagram by writing the letters of the words from the Fact Bank in the correct boxes.



★ FACT BANK

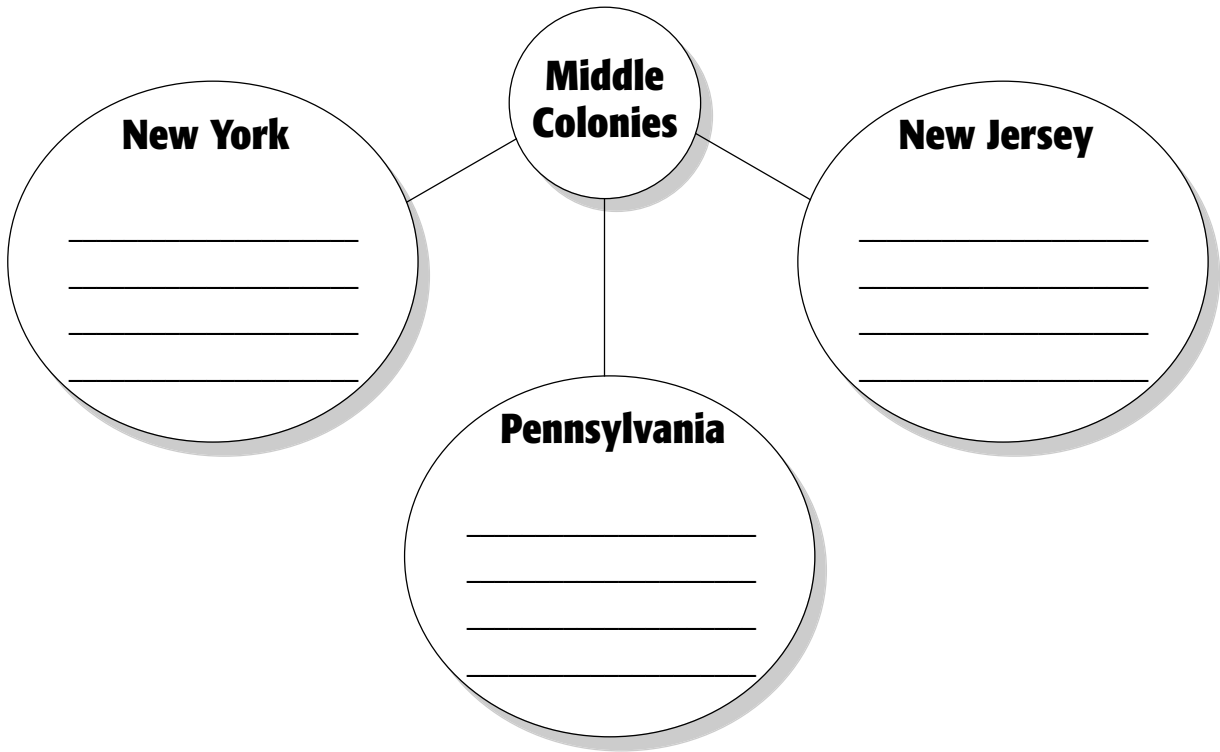
- | | |
|--|---|
| <p>A. John Wheelwright</p> <p>B. Wampanoag</p> <p>C. Fundamental Orders of Connecticut</p> <p>D. Massachusetts Bay Company</p> <p>E. Roger Williams</p> <p>F. William Bradford</p> <p>G. Connecticut</p> <p>H. Thomas Hooker</p> | <p>I. Separatists</p> <p>J. Rhode Island</p> <p>K. Mohawks</p> <p>L. <i>Mayflower Compact</i></p> <p>M. Puritans</p> <p>N. Narragansett</p> <p>O. John Winthrop</p> <p>P. New Hampshire</p> <p>Q. Pequot</p> |
|--|---|

DIRECTIONS: Essay On a separate sheet of paper, answer the following questions.

1. What role did Squanto and Samoset play in the survival of the Pilgrims after their first disastrous winter in America?
2. Why did the Puritans come to America? How did they treat other religious groups?

★ Reteaching Activity 3-3

DIRECTIONS: Organizing Facts The numbered items in the Fact Bank are related to each of the Middle Colonies. Complete the web diagram by writing the number of each item in the correct circle on the chart. Some items fit in more than one group.



SECTION 3-3

★ FACT BANK

- | | |
|----------------------------------|---------------------------------------|
| 1. became a royal colony in 1702 | 11. proprietary colony |
| 2. Three Lower Counties | 12. New Amsterdam |
| 3. Manhattan Island | 13. Lord John Berkeley |
| 4. Quakers | 14. William Penn |
| 5. Hudson River valley | 15. offered large tracts of land |
| 6. Dutch West India Company | 16. Sir George Carteret |
| 7. Charter of Privileges | 17. excellent harbor |
| 8. Dutch and English settlers | 18. Peter Stuyvesant |
| 9. promised religious freedom | 19. city of brotherly love |
| 10. pacifists | 20. attracted settlers with pamphlets |

★ Reteaching Activity 3-4

DIRECTIONS: Recognizing Causes and Effects After each *Cause*, write the letter of its *Effect* from the Fact Bank.

- | | |
|---|---|
| <p>1. Cause: Maryland settlers did not want to depend on one crop.
Effect: _____</p> <p>2. Cause: The Calvert family and Penn family argued over the boundary between Maryland and Pennsylvania.
Effect: _____</p> <p>3. Cause: Nathaniel Bacon led a rebellion against being restricted to settling near the coast.
Effect: _____</p> <p>4. Cause: Southern Carolina had fertile farmland and a good harbor.
Effect: _____</p> <p>5. Cause: Growing rice and other plantation crops required much labor.
Effect: _____</p> | <p>6. Cause: Britain wanted to protect the colonies from Spanish attack.
Effect: _____</p> <p>7. Cause: French trappers wanted to protect their profitable fur trade.
Effect: _____</p> <p>8. Cause: French trappers and missionaries lived among the Native American peoples, learned their languages, and respected their ways.
Effect: _____</p> <p>9. Cause: The French colony grew quite slowly.
Effect: _____</p> <p>10. Cause: Spain wanted control of the area between the French territory and Mexico.
Effect: _____</p> |
|---|---|

★ FACT BANK

- | | |
|--|---|
| <p>A. The French had better relations with Native Americans than other Europeans.</p> <p>B. The demand for enslaved Africans increased.</p> <p>C. The French built forts and trading posts in the interior of North America.</p> <p>D. The Spanish moved into Texas and established military posts.</p> <p>E. Charles Mason and Jeremiah Dixon were hired to map a dividing line of the colonies.</p> | <p>F. Every person who planted tobacco was required to plant corn, too.</p> <p>G. Southern Carolina became more prosperous than northern Carolina.</p> <p>H. Native Americans in New France were not pushed off their lands.</p> <p>I. Britain established the southernmost colony, Georgia.</p> <p>J. The Virginia government signed a treaty with the Native Americans that opened up more land to settlement.</p> |
|--|---|

★ Enrichment Activity 3-1



Come to Virginia!

To attract settlers to the American colonies, companies published advertisements. The advertisement shown here appeared in a pamphlet written by the Virginia Company of London.

DIRECTIONS: Analyzing Primary Sources Study the advertisement and answer the following questions.

1. What is meant by “Nova Britannia”?

2. If you had lived at the time, what would you have done to respond positively to the advertisement?

3. What does the advertisement suggest about planting in Virginia?

4. Consider the date of the advertisement. Is the promise offered in the advertisement realistic? Give reasons for your answer.

NOVA BRITANNIA.
OFFERING MOST
Excellent fruites by Planting in
VIRGINIA.

Exciting all fuch as be well affected to
further the fame.

LONDON
Printed for SAMVEL MACHAM, and are to befold at
his Shop in Pauls Church-yard, at the
Signe of the Bul-head.
1609.

SECTION 3-1

Activity

DIRECTIONS: Creating an Advertisement Think about the view the advertisement presents of Nova Britannia. On a separate sheet of paper, write a paragraph explaining how this view might mislead people and why the advertiser chose to present it as he or she did. Then design your own advertisement for an American colony. Include attractive artwork and persuasive or attention-getting phrases.

★ Enrichment Activity 3-2



A Colonial Household

Providence, Rhode Island, founded by Roger Williams, became a prosperous community. What was the household of an average citizen there like? Look at the partial inventory of the items in the estate, or property, for John Smith, a Providence miller who died in 1682.

An Inventory of the Estate of John Smith, Miller of Providence, Deceased

In the upper room of the dwelling house

- Two bedsteads with the beds and bedding

In the lower room of the dwelling house

- One bedstead with the bed and bedding
- A small piece of homemade cloth
- A frying pan
- Two guns
- A chamber pot
- Two small old pewter platters
- Two basins and three porringers

- Two spinning wheels and old cards
- An old Bible, some lost and some of it torn

- Four old chairs
- Several wooden dishes
- Four old spoons
- About two pounds of tallow candles
- The corn mill with house over it and all such other things as do belong to it
- The seventh part of the saw mill adjoining the corn mill . . .

DIRECTIONS: Analyzing Information Answer the following questions.

1. How many floors did John Smith's house have? _____
2. What other building did Smith own besides his house? _____
3. Did the sawmill belong to Smith? Explain. _____

DIRECTIONS: Making Inferences Answer the following questions using the inventory list.

4. How many people lived in the Smith household? What led you to this conclusion?

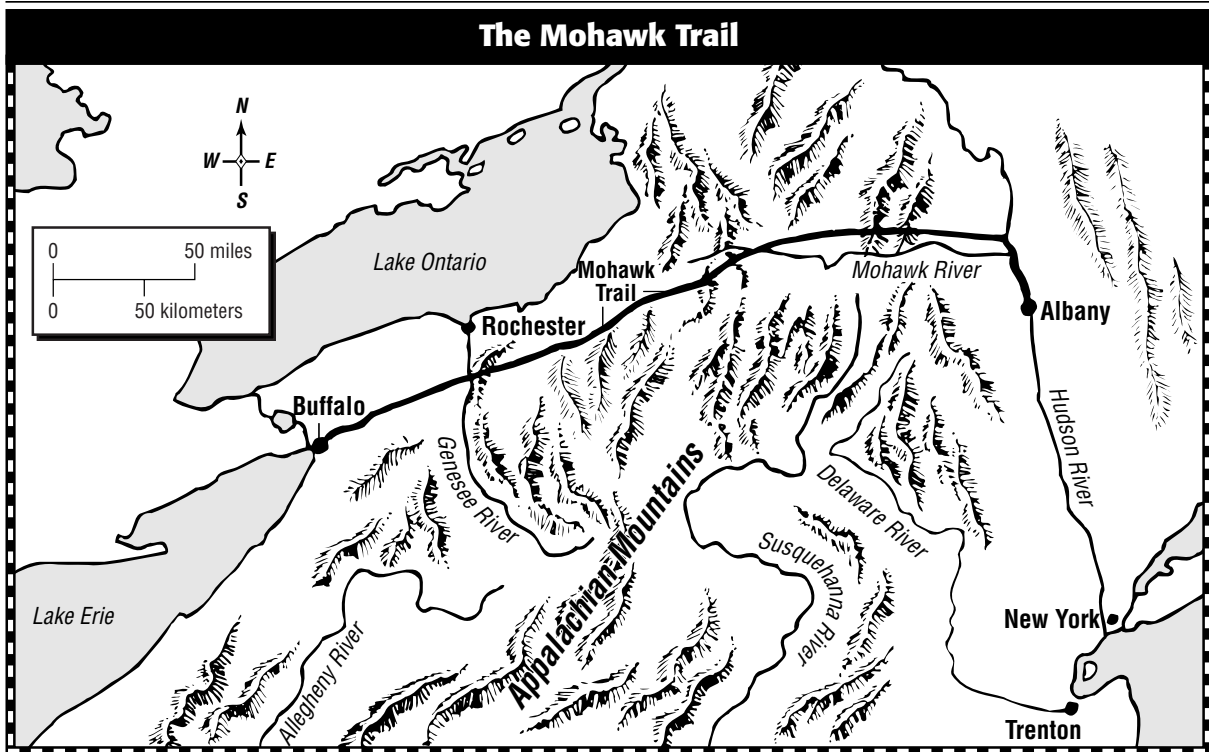
5. How can you tell that there were women in the Smith household? _____

★ Enrichment Activity 3-3



Across the Appalachians

Early settlers often followed Native American trails. The Mohawk, an eastern nation, used a path across the Appalachian Mountains in what is now New York. Many settlers from eastern settlements used the trail to reach western New York. The map below shows the Mohawk Trail.



SECTION 3-3

DIRECTIONS: Using a Relief Map Study the map to answer the questions on a separate sheet of paper.

1. On which part of the trail are mountains or foothills most likely to make the trip difficult?
2. What three rivers would you see if you traveled from Buffalo to Albany?
3. Why might settlers follow rivers after leaving Albany?
4. What is the approximate length of the trail?
5. Along which part of the trail are settlers likely to travel faster? Explain.

Activity

DIRECTIONS: Creating a Map Think of a route you regularly travel, such as your route to school or to the library. Design a relief map of your route. Remember to include a map title, landmark labels, a distance scale, and markers for hills if necessary. Exchange maps with a classmate. Determine if the maps are accurate and clear and provide suggestions for improvements.

★ Enrichment Activity 3-4



The Great Mississippi

In 1673 Louis Joliet and Jacques Marquette explored much of the Mississippi. In 1682 Robert de La Salle reached the mouth of the great river.

DIRECTIONS: Tracing Map Routes Use the information below to add the routes of Marquette and Joliet and La Salle to the map. Use a different color or pattern for each route. Remember to include a legend for your map.

Marquette and Joliet: They began at the junction of Lake Huron and Lake Michigan. They traveled west and southwest across Lake Michigan to the Fox River, paddled upriver, and carried their canoes to the Wisconsin. They followed the Wisconsin River and then the Mississippi River as far south as the Arkansas River. They traveled north on the Mississippi until the Illinois River and followed the Des Plaines—its northern tributary—to its source. They carried their canoes into Lake Michigan and returned to their starting point.

La Salle: La Salle began at a fort on the northeastern corner of Lake Ontario and crossed the lake to Lake Erie. He and his men traveled across Lake Erie, north into and through Lake Huron, and south along the east coast of Lake Michigan. They dragged their canoes south to the source of the Kankakee River, an eastern tributary of the Illinois. They traveled west and south on the Illinois to the Mississippi, and then to the Gulf of Mexico.



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★ Vocabulary Activity 4

DIRECTIONS: Solving Word Crosses Complete the puzzle by using the definitions to spell out each term. Then fill in the missing letters to write the term spelled vertically. Write the term and its definition on line 11.

- | | | | |
|--------------------|-----------------------------|------------------|-------------------------|
| overseers | subsistence farming | militia | charter colonies |
| backcountry | proprietary colonies | exports | cash crop |
| smuggling | Iroquois Confederacy | Tidewater | |

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Groups of civilians trained to fight in emergencies 2. Goods that are sold abroad 3. Trading illegally with other nations 4. Producing just enough crops to meet the needs of one's family 5. Crop that can be easily sold 6. Region of hills and forests climbing up toward the Appalachian Mountains | <ol style="list-style-type: none"> 7. Bosses hired by plantation owners to keep slaves working hard 8. Region of flat, low-lying plains along the Southern seacoast 9. Settlements established by groups to whom Great Britain had given a grant of rights and privileges 10. Settlements ruled by those to whom Great Britain had granted land |
|--|---|

1	_ _ _ _	_ _ _ _	_ _ _ _
2	_ _ _ _	_ _ _ _	_ _ _ _
3	_ _ _ _	_ _ _ _	_ _ _ _
4	_ _ _ _	_ _ _ _	_ _ _ _
5	_ _ _ _	_ _ _ _	_ _ _ _
6	_ _ _ _	_ _ _ _	_ _ _ _
7	_ _ _ _	_ _ _ _	_ _ _ _
8	_ _ _ _	_ _ _ _	_ _ _ _
9	_ _ _ _	_ _ _ _	_ _ _ _
10	_ _ _ _	_ _ _ _	_ _ _ _

11. _____

DIRECTIONS: Using Vocabulary Use each of the following terms correctly in a complete sentence. Write the sentences on a separate sheet of paper.

- | | | | |
|-------------------|-------------------------|---------------------|-------------------|
| import | literacy | diversity | speculator |
| apprentice | triangular trade | mercantilism | |

★ Chapter Skills Activity 4

Understanding Cause and Effect

An event or a condition that makes something happen is a *cause*.
 An *effect* is what happens as a result of the cause. For example:

CAUSE	EFFECT
New England lacked good farmland.	Small farms produced few cash crops.

DIRECTIONS: Identify the cause and effect in each sentence below. Write them under the correct heading on the chart. Look for word clues such as *because*, *resulted in*, *in order to*, *so that*, and *therefore* to help you determine causes and effects.

1. Because of differences in natural features, climate, and soil, the economies of the New England, Middle, and Southern Colonies developed differently.
2. The British Parliament passed laws controlling the flow of goods between Great Britain and the colonies to make sure that only Great Britain profited from trade.
3. The rivalry between Great Britain and France over land and resources in North America eventually led to armed conflict.
4. Because farming was so profitable in the South, agriculture, rather than industry, formed the backbone of the Southern economy.
5. The French were more tolerant of Native American culture than the British. Many Native Americans, therefore, sided with the French in their conflict with the British.

Activity

DIRECTIONS: On a separate sheet of paper, make a cause-and-effect chart. List a cause such as, **I did not get home from school in time to do my homework before dinner**, in a box at the top of the sheet. Then, in boxes below the cause, list the possible effects of the cause. If some of the effects have additional effects, list them also.

Critical Thinking Skills Activity 4	Analyzing Information
--	------------------------------

SOCIAL STUDIES OBJECTIVE: Analyze information by distinguishing between fact and nonfact

LEARNING THE SKILL

A fact is a statement that can be proved. An opinion is a personal belief that cannot be proved. For example:

Fact: France and England established colonies in North America in the 1600s.

Opinion: The English enjoyed frontier life more than the French did.

When you analyze a book, a newspaper, or a magazine article to distinguish fact from opinion, check for statements that you can verify. Statements that contain certain words or phrases, such as *should*, *the most important*, or *the most interesting*, are often used when stating an opinion.

APPLYING THE SKILL

DIRECTIONS: Read the following passage. Identify each numbered sentence as either fact (F) or opinion (O). Give a reason for each choice.

The Middle Colonies

(1) The Middle Colonies were located between New England and the colonies of the South. (2) They were the most important colonies in English America. (3) The Middle Colonies enjoyed fertile soil and a slightly milder climate than that of New England. Farmers in this region cultivated larger tracts of land and produced bigger harvests than those in New England. (4) The New England farmers were not as industrious as the farmers in the Middle Colonies. (5) In New York and Pennsylvania, farmers grew large quantities of wheat and other cash crops. (6) Crops grown in the Middle Colonies tasted better than those grown in New England. (7) Farmers also sent cargoes of wheat and livestock to New York City and Philadelphia for shipment. (8) This commerce helped these cities become busy ports.

1. _____

2. _____

3. _____

Critical Thinking Skills Activity 4

Determining Cause and Effect

- 4. _____

- 5. _____

- 6. _____

- 7. _____

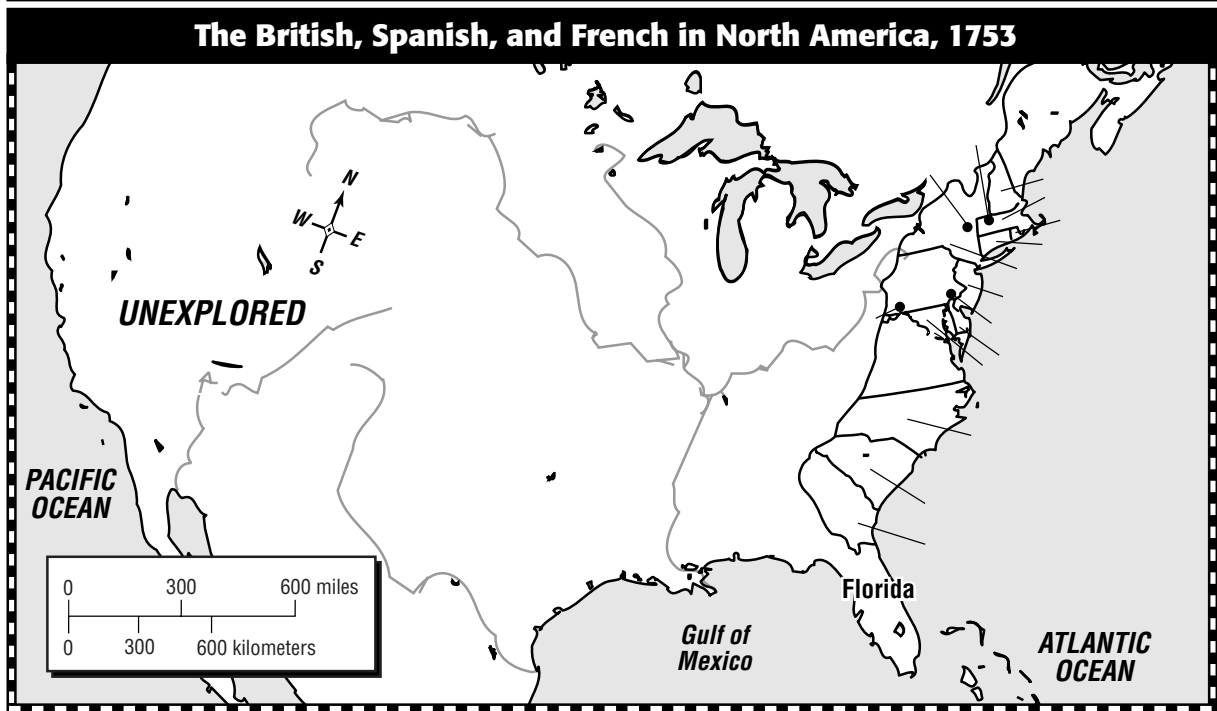
- 8. _____

PRACTICING THE SKILL

DIRECTIONS: In the blank at the left, write the letter of the choice that best answers the question.

- _____ 1. Which of following statements is a fact?
 - A.** All Native Americans disliked European settlers.
 - B.** Native Americans had to side with the French during the French and Indian War.
 - C.** British General Edward Braddock should not have been sent on a mission in the American wilderness.
 - D.** During the early stages of the French and Indian War, the Americans got little help from England.
- _____ 2. Which of the following statements is an opinion?
 - A.** George Washington was a surveyor as a young man.
 - B.** Washington was the best soldier in the English colonies.
 - C.** The governor of Virginia made Washington a lieutenant colonel and sent him to the Ohio country before the French and Indian War.
 - D.** Washington’s fame spread when accounts of his experience in the Ohio country were published.

★ GEOGRAPHY AND HISTORY ACTIVITY 4

CHAPTER 4

DIRECTIONS: Write or draw on the map to answer questions 1–5. You may abbreviate if you wish.

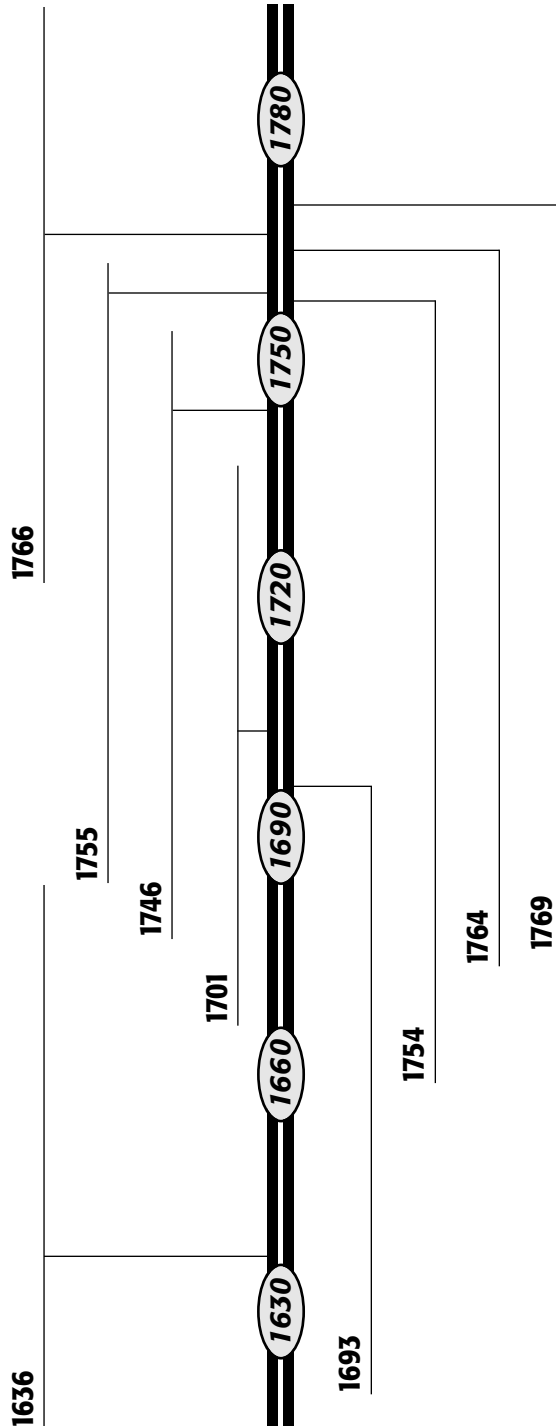
- 1. Regions** Color with different colors the regions claimed by the British, French, and Spanish. Label each region with the name of the appropriate country.
- 2.** Write the name of each of the thirteen British colonies on the map.
- 3.** Find the dot on the map and write the name for each of these places:
 - (a) where the English colonists met to discuss the possibility of uniting;
 - (b) where George Washington built a fort that he had to surrender to the French;
 - (c) where Native American and French raiders massacred many British settlers in 1713;
 - (d) where Benjamin Franklin made many of his scientific and cultural contributions.
- 4.** Write the names of the following rivers on the map: Ohio, Mississippi, Missouri, and Rio Grande.
- 5.** Use the map scale to figure out (a) the length of the Mississippi River from its source to its mouth; (b) the distance between the source of the Missouri River and the Pacific Coast. Draw a line between each pair of places and write the appropriate distance on the line.

★ Time Line Activity 4

Higher Education in the British Colonies (1636–1769)

DIRECTIONS: Use the background information to create a time line about the establishment of colonial colleges between 1636 and 1769.

FIRST AMERICAN COLLEGES (1636–1769)



Background

In 1636 the General Court of Massachusetts founded the first American college and two years later named the school Harvard in honor of John Harvard, a generous donor. The second colonial college opened in 1693 in Virginia and was named in honor of the reigning monarchs, William and Mary.

Yale College, in Connecticut, received a charter eight years later, in 1701. The College of New Jersey, now named Princeton, followed in 1746. In the years before the American Revolution, colonists founded five more colleges—King’s College, now Columbia, in New

York in 1754; the College of Philadelphia, now the University of Pennsylvania, in 1755; the College of Rhode Island, now Brown, in 1764; Queen’s College, now Rutgers, in New Jersey in 1766; and Dartmouth College in New Hampshire in 1769.

Linking Past and Present Activity 4

The Printing Press

THEN

The first printing press in the English colonies was set up in 1639.

Printers arranged type—movable letters made of metal—on a platform. The printer spread ink over the type and placed a sheet of paper on top. The platform was positioned under a plate connected to a large screw. When the printer turned a screw by a lever, an impression was printed onto the paper.

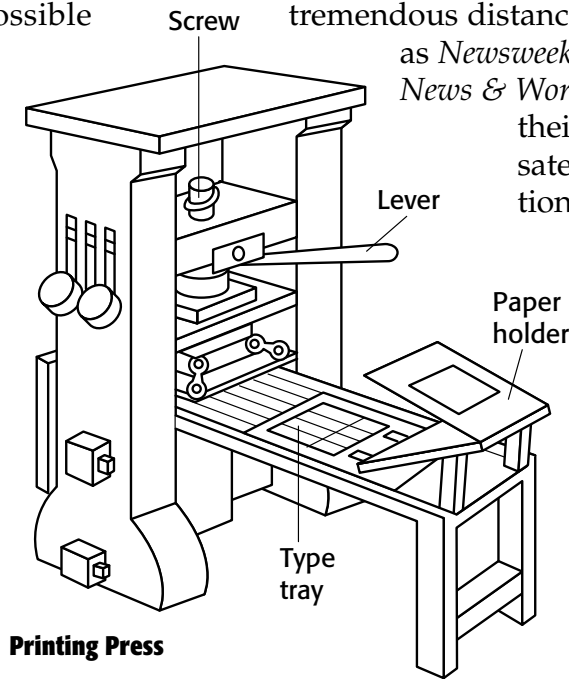
The printing press helped spread new political ideas. Newspapers made it possible for colonists to learn about events and ideas in colonies other than their own. In January 1776 Thomas Paine published a pamphlet called *Common Sense*. In it he urged immediate separation from Britain. More than 150,000 copies of the pamphlet were sold in the thirteen colonies. *Common Sense* influenced public opinion toward independence.

NOW

More than 200 years later, printing still plays a major role in spreading ideas. Some printing methods have changed, however. Today type is set by computer instead of by hand. Most printing does not use movable type at all; instead, a photographic impression of an entire page is designed in a computer and transferred to a plate, and then the plate is applied to paper.

Transmission technology makes it possible to send news quickly over tremendous distances. Magazines such as *Newsweek*, *Time*, and *U.S. News & World Report* transmit their information by satellite to printing locations around the country.

As information becomes available on the Internet, some printing functions don't take place on printing presses at all. Instead, information is printed in homes on computer printers.



Printing Press

Activity

DIRECTIONS: Making a Front Page If you could have the front page of your own newspaper published and distributed across the country, what would you want it to say? Front pages try to grab attention and are loaded with information. Collect several local and national newspapers and bring them to class. What stories are on the front page? What current events do the national papers cover? How do the local newspapers differ? Create a front page to a national newspaper using events from the French and Indian War. Use the library to find more details about the war. Include only the news that you think is important.

CHAPTER 4

★ Primary Source Reading 4



Benjamin Franklin and the First Library

Interpreting the Source In this part of his autobiography, Benjamin Franklin recalls events that took place in 1731 in Philadelphia. As you read this passage, think about what Franklin hoped to achieve.

Continuation of the Account of My Life

At the time I established myself in Pennsylvania there was not a good bookseller's shop in any of the colonies to the southward of Boston. . . . Those who loved reading were obliged to send for their books from England; the members of the Junto [a club formed by Franklin in Philadelphia] had each a few. We had left the alehouse where we first met and hired a room to hold our club in. I proposed that we should all of us bring our books to that room, where they would not only be ready to consult in our conferences, but become a common benefit, each of us being at liberty to borrow such as he wished to read at home. This was accordingly done and for some time contented us.

Finding the advantage of this little collection, I proposed to render the benefit from books more common, by commencing a public subscription library. I drew a sketch of the plan and rules . . . by which each subscriber engaged to pay a certain sum down

for the first purchase of books and an annual contribution for increasing them. So few were the readers at that time in Philadelphia and the majority of us so poor that I was not able with great industry to find more than fifty persons, mostly young tradesmen, willing to pay down for this purpose forty shillings each and ten shillings per annum. On this little fund we began. The books were imported; the library was opened one day in the week for lending to the subscribers on their promissory notes to pay double the value if not duly returned. The institution soon manifested its utility, was imitated by other towns and in other provinces. The libraries were augmented by donations; reading became fashionable; and our people . . . in a few years were observed by strangers to be better instructed and more intelligent than people of the same rank generally are in other countries.

SOURCE: "Continuation of the Account of My Life, Begun at Passy, Near Paris, 1784"; from *The Autobiography of Benjamin Franklin*.

DOCUMENT-BASED QUESTION

DIRECTIONS: Answer the following question on a separate sheet of paper.

How was the first library started by Franklin similar to libraries today?
How was it different?



DIRECTIONS: Creating a Poster Franklin had to persuade others to sign up for the library. How would you have persuaded people to join this new venture? Create a public notice to advertise Ben Franklin's latest idea. Help Franklin get the first public subscription library off to a good start. Include reasons for people to sign up for and use this new service. Include an illustration if possible.

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★ Guided Reading Activity 4-1

DIRECTIONS: Outlining Locate the heading in your textbook. Then use the information under the heading to help you write each answer. Use another sheet of paper if necessary.

I. New England Colonies

A. Introduction

1. What are three reasons the English colonies in America grew at a fast rate?

2. Why were New England farms fairly small? _____

B. Commerce in New England—What were two major New England industries?

C. Colonial Trade

1. Where did New England ships sail to carry on trade?

2. Why were certain trade routes called the triangular trade routes?

D. The Middle Passage—What was the Middle Passage? _____

II. The Middle Colonies

A. Introduction—What two seaports became the largest cities in the colonies?

B. Industries of the Middle Colonies—What were four industries of the Middle Colonies? _____

C. German Immigrants—What did the diversity of the Middle Colonies lead to?

III. The Southern Colonies

A. Tobacco and Rice

1. What was the main cash crop of Maryland and Virginia? _____

2. What was the main cash crop of South Carolina and Georgia? _____

B. Tidewater and Backcountry—How did the Tidewater and backcountry regions differ? _____

IV. Slavery

A. Introduction—What were the slave codes? _____

B. African Traditions—What often happened to families of enslaved Africans?

C. Criticism of Slavery—What were some groups that were against slavery?

★ Guided Reading Activity 4-2

DIRECTIONS: Recalling the Facts Use the information in your textbook to answer the questions. Use another sheet of paper if necessary.

1. What document inspired the American Bill of Rights?

2. How did the Navigation Acts ensure that only England could benefit from trade with the American colonies? _____
3. What were the two charter colonies? _____
4. Who established the charter colonies? _____
5. What were the three proprietary colonies? _____

6. Who ruled the proprietary colonies? _____
7. What were the eight royal colonies? _____

8. Who ruled the royal colonies? _____
9. Who had the right to vote in colonial America? _____
10. Why did the Puritans of New England come to America? _____

11. When did the Great Awakening occur? _____
12. What roles did women have on the colonial farm? _____
13. How did young colonial men learn a trade? _____

14. When did the Massachusetts Puritans pass the first public education law?

15. What was the main idea of the Enlightenment?

★ **Guided Reading Activity 4-3**

DIRECTIONS: Outlining Locate the heading in your textbook. Then use the information under the heading to help you write each answer. Use another sheet of paper if necessary.

I. British-French Rivalry

A. Introduction

1. Why was there a rivalry between the British and the French colonists?

2. Why did the French build a string of forts in the Ohio Valley?

3. What did France and Britain fight over in North America?

B. Native Americans Take Sides

1. How did Native Americans affect the French and British rivalry?

2. Why did Native Americans help the French in wars with the British?

C. The Iroquois Confederacy

1. How did the Iroquois remain independent until the mid-1700s?

2. How did the Iroquois eventually upset the balance of power between the French and the British? _____

II. American Colonists Take Action

A. Introduction—On what mission did Governor Robert Dinwiddie send George Washington in 1753? _____

B. Washington's First Command

1. Why did Washington take troops to the Ohio country in the spring of 1754?

2. Why did the colonists regard Washington as a hero even though he was defeated at Fort Necessity? _____

C. The Albany Plan of Union

1. Why did a group of colonists meet in Albany in June 1754? _____

2. Who suggested the Albany Plan of Union? _____

3. What did the plan call for? _____

4. Why did the colonists reject the plan? _____

★ Guided Reading Activity 4-4

DIRECTIONS: Filling in the Blanks Use your textbook to fill in the blanks using the words in the box. Some words may be used more than once. Use another sheet of paper if necessary.

General Edward Braddock	French Canada	French
Proclamation of 1763	Fort Duquesne	alliance
Ohio River valley	Pontiac’s War	Treaty of Paris
Lake Ontario	Pennsylvania	Quebec
British forts	Seven Years’ War	secretary of state

The British Take Action

British colonists fought in the French and Indian War. Then **(1)** _____, commander in chief of the British forces in America, was sent to drive the French from the Ohio Valley. His army was ambushed by the **(2)** _____. When news of the ambush reached London, Great Britain declared war on France, beginning the **(3)** _____. French troops captured several **(4)** _____ and their Native American allies raided frontier farms. French forces from Canada captured British forts at **(5)** _____ and at Lake George. Great Britain’s fortunes improved after William Pitt came to power as **(6)** _____ and then prime minister. Pitt wanted a clear path to the Western lands and to conquer **(7)** _____. In 1758 British troops captured Fort Frontenac, the fortress at Louisbourg, and **(8)** _____ in Pennsylvania.

The Fall of New France

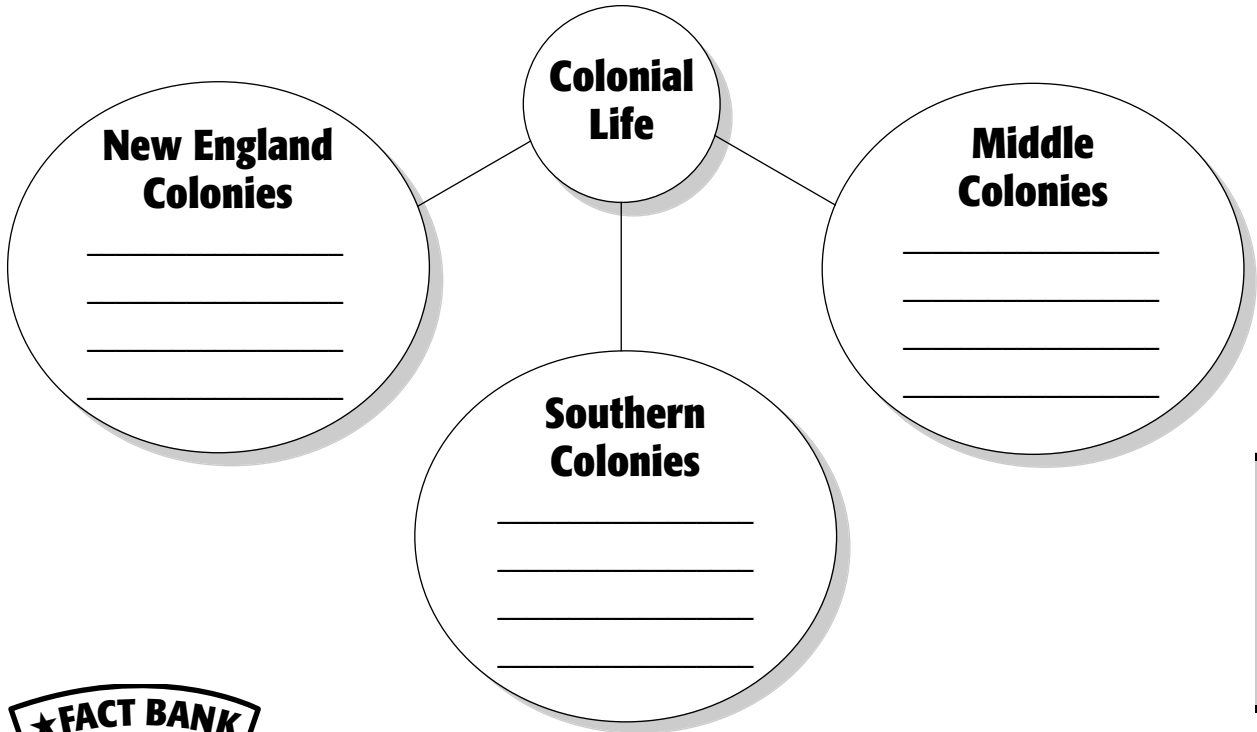
Great Britain’s greatest victory came in 1759 when James Wolfe attacked **(9)** _____. His victory and the capture of Montreal in 1760 ended the war. In 1763 the **(10)** _____ divided North America between Great Britain and Spain.

Trouble on the Frontier

Great Britain’s victory dealt a blow to the Native Americans of the **(11)** _____, who lost their French allies. In 1763 Chief Pontiac formed an **(12)** _____ of Native Americans, which fought the British in a series of raids known as **(13)** _____. After the war’s end, **(14)** _____ settlers attacked peaceful Native American villages in revenge. To prevent more fighting, the British government halted westward expansion with the **(15)** _____.

★ Reteaching Activity 4-1

DIRECTIONS: Organizing Facts The numbered items in the Fact Bank are characteristics of the American colonies. Complete the web diagram by writing the number of each item in the correct circle on the chart. An item may fit in more than one group.



★ FACT BANK

- | | |
|--------------------------------------|---|
| 1. cultural diversity | 11. large plantations |
| 2. long winters and thin, rocky soil | 12. profitable lifestyle based on agriculture |
| 3. slave labor used for farming | 13. cash crops |
| 4. practiced subsistence farming | 14. fertile soil and mild climate |
| 5. Quakers and Mennonites | 15. tobacco and rice crops |
| 6. hub of American shipping trade | 16. mining and iron mills |
| 7. shipbuilding and fishing | 17. Tidewater region |
| 8. little commerce or industry | 18. rich soil and warm climate |
| 9. well-organized towns | |
| 10. many German immigrants | |

SECTION 4-1

DIRECTIONS: Essay On a separate sheet of paper, describe the triangular trade routes. Give an example.

★ **Reteaching Activity 4-2**

DIRECTIONS: Multiple Choice In the blank at the left, write the letter of the choice that best answers the question.

- _____ 1. What laws directed trade between England and the colonies?
 - A. English Bill of Rights
 - B. Monroe Doctrine
 - C. Navigation Acts
 - D. Manifest Destiny

- _____ 2. Who were colonists in charter colonies allowed to elect?
 - A. governor only
 - B. no one
 - C. members of legislature
 - D. governor and legislature

- _____ 3. Who were colonists in proprietary colonies allowed to elect?
 - A. governor only
 - B. upper house only
 - C. both houses of legislature
 - D. lower house only

- _____ 4. Who were colonists in the royal colonies allowed to elect?
 - A. governor only
 - B. lower house only
 - C. upper house only
 - D. no one

- _____ 5. What group of people had the right to vote in colonial America?
 - A. all white men
 - B. all free men
 - C. white men who owned property
 - D. white men and white women

- _____ 6. What led to the formation of many new churches, especially in the Southern backcountry?
 - A. the Enlightenment
 - B. the Bill of Rights
 - C. the Glorious Revolution
 - D. the Great Awakening

- _____ 7. Before 1647 how were most children taught to read and write?
 - A. by ministers
 - B. by teachers
 - C. by their parents
 - D. by enslaved Africans

- _____ 8. Who was the best known example of the Enlightenment period?
 - A. John Peter Zenger
 - B. King John
 - C. Benjamin Franklin
 - D. William and Mary

★ Reteaching Activity 4-3

DIRECTIONS: Matching Match each item in Column A with its corresponding item in Column B. Write the correct letters in the blanks.

COLUMN A

- _____ 1. Benjamin Franklin
- _____ 2. Iroquois Confederacy
- _____ 3. Fort Duquesne
- _____ 4. Louisbourg
- _____ 5. George Washington
- _____ 6. the Albany Plan of Union
- _____ 7. Deerfield, Massachusetts
- _____ 8. Fort Necessity
- _____ 9. Nova Scotia, Newfoundland, Hudson Bay region
- _____ 10. the Ohio Valley
- _____ 11. Robert Dinwiddie
- _____ 12. French missionaries

COLUMN B

- A.** the Virginia governor who sent George Washington into the Ohio country
- B.** gained by Great Britain in the early 1700s
- C.** converted many Native Americans to Catholicism
- D.** an area of profitable fur trade with Native Americans
- E.** proposed the Albany Plan of Union
- F.** a small Ohio post established by George Washington
- G.** where Abenaki people joined the French in an attack on a British outpost
- H.** a French post on the Ohio River
- I.** a powerful group of Native Americans
- J.** a French fortress captured by New Englanders
- K.** plan that called for a single elected legislature to govern all the colonies and collect taxes
- L.** sent to the Ohio Country to tell the French that they were trespassing on Great Britain's territory.

DIRECTIONS: Essay Answer the following question.

Describe the Iroquois Confederacy and its relationship with the British and the French.

★ Reteaching Activity 4-4

DIRECTIONS: Recognizing Causes and Effects After each *Cause*, write the letter of its *Effect* from the Fact Bank.

- | | |
|--|---|
| <p>1. Cause: The French built a number of well-armed forts throughout the Great Lakes region and the Ohio River valley.
Effect: _____</p> <p>2. Cause: News of Edward Braddock's defeat at Fort Duquesne reached London.
Effect: _____</p> <p>3. Cause: William Pitt ran up an enormous debt for Great Britain by agreeing to pay for the supplies for the war.
Effect: _____</p> <p>4. Cause: General James Wolfe's scout spotted a poorly guarded path up to Quebec.
Effect: _____</p> | <p>5. Cause: Quebec and Montreal were captured by British troops.
Effect: _____</p> <p>6. Cause: The Treaty of Paris was signed in 1763.
Effect: _____</p> <p>7. Cause: The British settlers mistreated the Native Americans in the Ohio River valley.
Effect: _____</p> <p>8. Cause: Native Americans and British settlers repeatedly attacked each other throughout 1763.
Effect: _____</p> |
|--|---|

SECTION 4-4

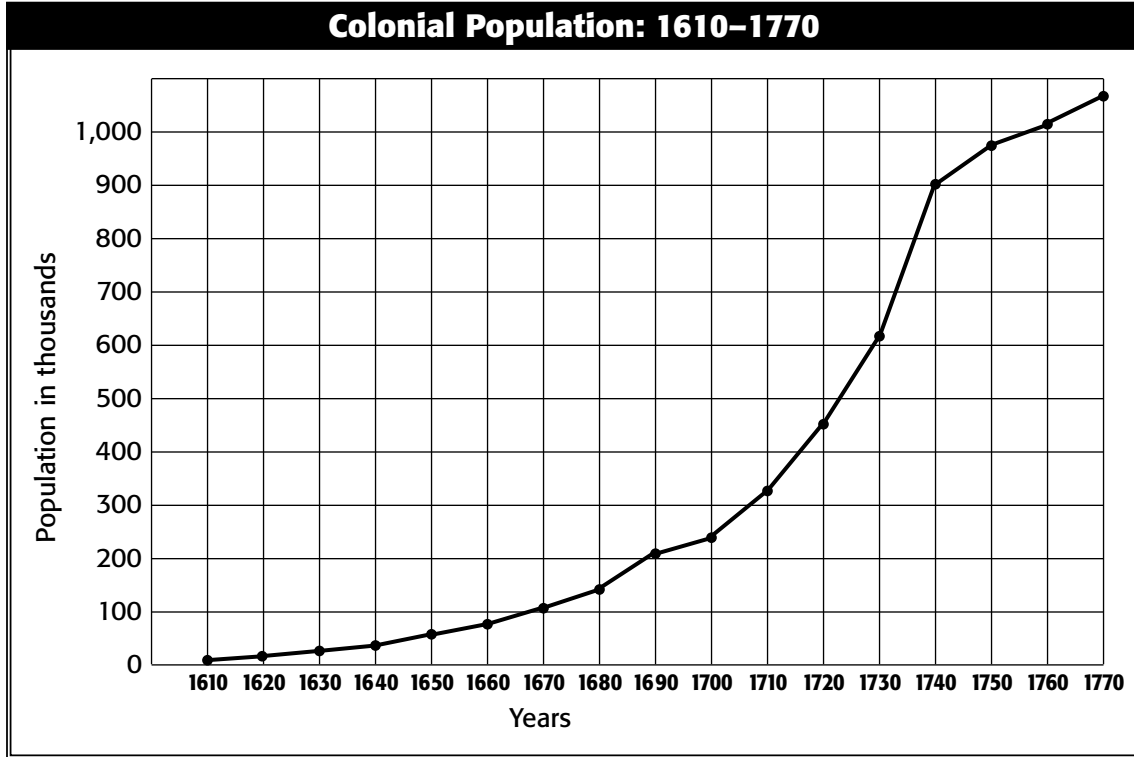
★ FACT BANK

- | | |
|---|--|
| <p>A. Fighting in North America between France and Great Britain came to an end.</p> <p>B. The British government enacted the Proclamation of 1763, which temporarily halted westward expansion beyond the Appalachian Mountains.</p> <p>C. Following the French and Indian War, the British government raised the colonists' taxes.</p> <p>D. The British government grew alarmed and decided to intervene in the French and Indian War.</p> | <p>E. France gave Canada and its lands east of the Mississippi River to Great Britain and its lands west of the Mississippi River to Spain. Spain gave Florida to Great Britain.</p> <p>F. Great Britain declared war on France, beginning the Seven Years' War.</p> <p>G. British troops defeated French troops on the Plains of Abraham.</p> <p>H. Chief Pontiac assembled a group of Native Americans and raided a number of British forts and settlements.</p> |
|---|--|

★ Enrichment Activity 4-1



Growing by the Millions



SECTION 4-1

DIRECTIONS: Analyzing Information Write **T** if the statement is true based on the graph and **F** if it is false. For all false statements, write the correct statement and your reason on a separate sheet of paper.

1. _____ About 75 colonists were in the colonies in 1660.
2. _____ The colonial population passed 1 million by 1760.
3. _____ The colonial population growth between 1690 and 1700 was about 40,000.
4. _____ The largest increase in colonial population occurred between 1740 and 1750.
5. _____ The graph shows that the colonial population increased during most of the 10-year periods shown.
6. _____ The graph shows a trend in colonial population growth that increases sharply after 1710.
7. _____ If the colonial population for 1780 was put on the graph, it would be about 2 million people.
8. _____ The increasing colonial population was most likely due to births in the colonies.

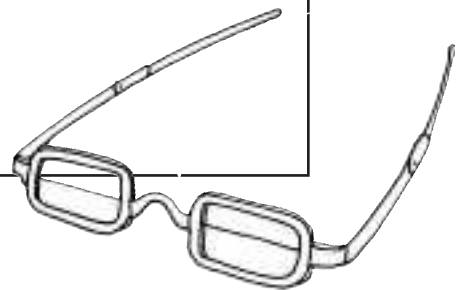
★ Enrichment Activity 4-2



Secrets to Business Success

Benjamin Franklin, who was very organized, used the following schedule for the 24 hours of the day.

THE MORNING Question. What good shall I do this day?	5	} Rise, wash and address <i>Powerful Goodness!</i> Contrive day's business, and take the resolution of the day; prosecute the present study, and breakfast.
	6	
	7	
	8	
	9	
	10	
NOON	11	} Work.
	12	
	1	
	2	
	3	
	4	
Question. What good have I done today?	5	} Read, or overlook my accounts, and dine.
	6	
	7	
	8	
	9	
	10	
NIGHT	11	} Work.
	12	
	1	
	2	
	3	
	4	
	5	} Put things in their places. Supper. Music or diversion, or conversation. Examination of the day.
	6	
	7	
	8	
	9	
	10	
	11	} Sleep.
	12	
	1	
	2	
	3	
	4	



SOURCE: *The Autobiography of Benjamin Franklin*, in *The American Tradition in Literature*, 4th ed., ed. S. Bradley et al. (Grosset & Dunlap, 1974) 1: 235–36.

DIRECTIONS: Analyzing Information Answer the following questions.

1. How many hours did Benjamin Franklin devote only to work? _____
2. How many hours did he sleep? _____
3. How did he prepare for work each day? How did he bring his work to a close?

4. Why do you think he included the two questions shown on his schedule for the day?

5. What else besides being organized does the hourly breakdown of Franklin's schedule tell you he was concerned about? _____

Activity

DIRECTIONS: Creating a Schedule On a separate sheet of paper, create a daily schedule for yourself that is similar to Benjamin Franklin's. Show what you will do each hour. Include two questions that will give some meaning to your day and help you evaluate what you have done.

★ Enrichment Activity 4-3



Peacemakers

Native Americans Deganawida and Hiawatha convinced five nations to lay down the weapons they raised against each other and join as the Iroquois Confederacy.

The leaders described the basis of the laws of the Confederacy:

In all of your . . . acts, self-interest shall be cast away. . . . Look and listen for the welfare of the whole people, and have always in view not only the present, but also the coming generations . . . the unborn of the future Nation.

The leaders described council members of the Confederacy:

With endless patience, they shall carry out their duty. Their firmness shall be tempered with a tenderness for their people. Neither anger nor fury shall find lodging in their minds, and all their words and actions shall be marked by calm deliberation.

DIRECTIONS: Analyzing Primary Sources Use the quotations to help answer the following questions.

1. What people were to be considered when decisions were made? _____

2. What qualities were important for a council member? _____

3. How were opinions to be expressed and argued? _____

DIRECTIONS: Making Generalizations Answer the following questions on a separate sheet of paper.

4. Why is it important to consider the effects far into the future when making a decision?
5. What kind of government is suggested by the two quotations?
6. How could you apply one of the ideas of the Confederacy to change government or the ways people act in the United States today?

★ Enrichment Activity 4-4



Brave Wolfe

The “Death of General Wolfe,” one of the first American broadside ballads, tells of the arrival in 1759 of General James Wolfe at Quebec. It describes a brief meeting between Wolfe and his opponent, the Marquis de Montcalm, before the battle. The following excerpt recounts Wolfe’s death.

The drums did loudly beat, colors were flying,
 The purple gore did stream, and men lay dying,
 When shot off from his horse fell this brave hero,
 And we lament his loss in weeds of sorrow.
 The French began to break, their ranks were flying,
 Wolfe seemed to revive while he lay dying.
 He lifted up his head while guns did rattle,
 And to his army said, “How goes the battle?”
 His aide-de-camp replied, “’Tis in our favor;
 Quebec with all her pride, nothing can save her;
 She falls into our hands with all her treasure,”
 “O then,” brave Wolfe replied, “I die with pleasure.”

SECTION 4-4

DIRECTIONS: Analyzing Information Use the ballad to answer the following questions.

1. What were the “colors” referred to in line 1? _____
2. What does “the purple gore” mean? _____
3. How was Wolfe injured? _____
4. What suggests the French were losing ground? _____

DIRECTIONS: Making Inferences Answer the following questions on a separate sheet of paper.

5. A ballad is a narrative poem, or a poem that tells a story. Explain how this ballad fits the definition.
6. Broadside ballads were printed on large sheets of paper and posted for the public to read. Why would people have been interested in reading a ballad such as this one?
7. Do you think the actual scene was like the death scene described in the poem? Explain your answer.

ANSWER KEY

CITIZENSHIP ACTIVITY 2

Questions to Ask

1. Answers should reflect some research into local literacy efforts and could include such things as local literacy groups, library loans to homes for the elderly, or peer tutoring within the school.
2. Answers should reflect an understanding of the time and skill needed to help people learn to read.
3. Answers should be realistic and could include such things as peer tutoring, working with a student in a lower grade, or helping in a special-education classroom.
4. Answers should be consistent with the group chosen for assistance.
5. Answers will vary but should identify literacy organizations.

ECONOMICS AND HISTORY ACTIVITY 2

1. The Middle Passage was that part of the triangular trade that dealt with the trade of goods for Africans.
2. The West Indies was the end point of the slaves' transport across the Atlantic Ocean. From the West Indies, goods were traded for Africans and shipped to Europe. Enslaved Africans, however, were sold to colonists in America, Mexico, and South America.
3. European merchants, slave traders, and shippers all profited from the triangular trade. The enslaved Africans, however, lost their freedom and home.
4. The importation of enslaved Africans greatly increased until it dropped by half with the passage of the U.S. Law on Slave Trade in 1807.
5. Cotton exports increased greatly, doubling from 1800 to 1820.

6. Student answers should reflect on the idea that even though trade in slaves was outlawed, the slave trade persisted.
7. The 1807 U.S. Law on Slave Trade cut importation of enslaved Africans by over half, but did not stop it.
8. Answers will vary but should show an understanding that the southern economy was directly dependent on slave labor as a plentiful and profitable labor force.

Critical Thinking

Answers should indicate that students recognize that a minority of people (plantation owners) had economic power over the majority of people.

AMERICAN LITERATURE READING 2

1. The magistrates disapprove of the meetings Anne Hutchinson holds because she questions the authority of the colony's religious leaders. The magistrates find it unacceptable that a woman should take the role of a leader. Puritan women are supposed to be subject to men, and they are not supposed to teach them.
2. Anne Hutchinson cites the following examples from the scriptures to support her case: Elder women instruct younger women in Titus, Priscilla instructed Apollo, Phoebe was a deaconess of the early church, and Deborah was a judge.
3. Answers will vary. Many students will say that the magistrates want Anne Hutchinson to admit that she was outside of her rights in holding the meetings. Some students might add that they want Anne to submit to any decision that the court delivers, for her own safety.

ANSWER KEY

4. She considers it absurd that the court is acting both as prosecutor and judge. Regardless of what defense she offers, the court has already decided her case.
5. Answers will vary. Many students may say that they would feel frustrated, angry, and frightened.

INTERDISCIPLINARY CONNECTION 2

1. **How It Spread:** through casual contact, touching items used by a smallpox victim

Symptoms: chills, fever, nausea, severe aches, rashes, blister-like eruptions filled with pus, death

Percentage of Deaths: up to 40 percent of those infected

Effects After Recovery: immunity, scars, possible blindness

2. Europeans carried fatal diseases to which the Native Americans had no immunity.
3. Vaccines became available, and now no virus exists outside laboratories.
4. Answers may vary. Students may predict that Native American nations might have remained intact and coexisted with the colonists. Others may point out that Native American survivors did not fare well. Many were killed and others were put on reservations. Others may suggest that Native Americans might have wiped out the settlers.

Activity Students should discover that the virus is being held in a restricted number of laboratories. Some controversy has existed over whether it should be destroyed. It is presently being used in research about other viruses. It has not escaped, but allow students to discuss the consequences if it were to do so.

VOCABULARY ACTIVITY 3

1. charter, Mayflower Compact, constitution
2. Puritan, Separatist, Pilgrim
3. indentured servant, debtor, tenant farmer
4. dissent, persecute, toleration

Using Vocabulary

Answers will vary but should reflect an understanding of the vocabulary words.

CHAPTER SKILLS ACTIVITY 3

1. the population of the American colonies
2. every ten years from 1680 through 1730
3. 200,000
4. 1700
5. by about 80,000
6. by about 110,000
7. between 1720 and 1730
8. The population grew steadily and rapidly, with an increase in the rate of growth during the last two decades.

Activity Bar graphs should accurately reflect the class attendance for the week. The graph will likely have the days of the week along the horizontal axis and classroom population along the vertical axis.

CRITICAL THINKING SKILLS 3

Applying the Skill

1. a diary
2. The roads were sometimes very bad. Travelers sometimes had to stumble over fallen trees blocking the road to continue on their journeys. Insects and bad weather bothered travelers, who sometimes used Native Americans as guides.

ANSWER KEY

3. The writer had a Native American guide who knew the area well. The writer also mentions an old Native American settlement.
4. Answers will vary. Accept all reasonable answers, such as a diary gives firsthand eyewitness information about people, places, and events.
5. The writer might have certain biases, for example, against certain types of people, that would influence the way he would write about them. Also, the person writes only from his point of view.

Practicing the Skill

1. B
2. C
3. D
4. A

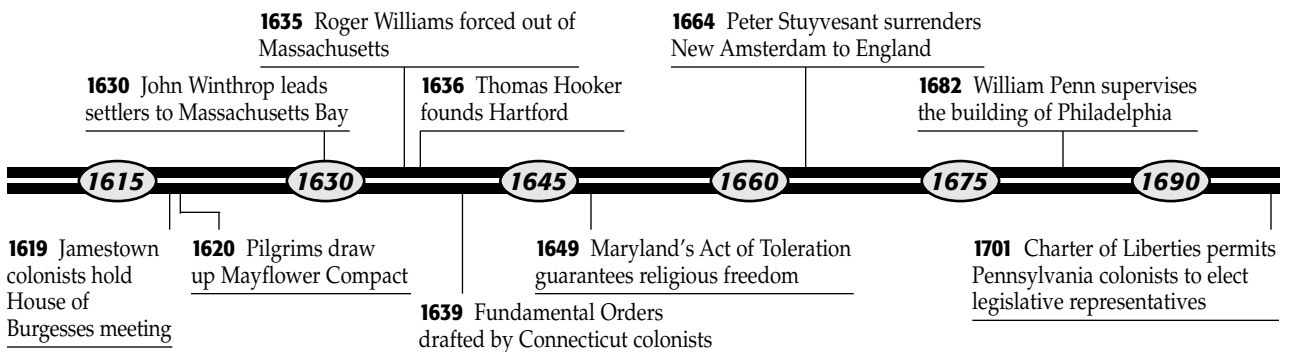
GEOGRAPHY AND HISTORY ACTIVITY 3

1–5. See map.



TIME LINE ACTIVITY 3

COLONIAL LEADERS



COLONIAL GOVERNMENTS

ANSWER KEY

LINKING PAST AND PRESENT ACTIVITY 3

1.	1992	189,529,000	104,405,155	55.1%
	2000	205,822,000	105,380,929	51.2%

2. Letters will vary, but students should include logical reasons to support their opinions. Letters should include persuasive arguments that detail why popular rule is important.

PRIMARY SOURCE READING 3

Document Based Question

Positive aspects include: good soil, thriving cattle, timber, acorns, fish, and wild fowl
Negative aspects include: people are subject to disease, no cloth available, dependent on goods from England

Models will vary. Depending on which of the groups students study, their models could be the square, bark houses of the Algonquians, some built within stockades, or multifamily longhouses. There were, however, many groups and many variations. Accept reasonable models.

GUIDED READING ACTIVITY 3-1

- I. **A.** 1. trading rivalry and religious differences
2. defeat of the Spanish Armada
B. Sir Walter Raleigh
C. a difficult winter and it took John White three years to return with supplies the settlers needed
- II. **A.** the right to organize a settlement in an area
B. 1. April 1607
2. so that it could be defended from attack
3. Many of them were not used to hard labor; they searched for gold and silver instead of growing food; disease also took its toll.

- C.** He forced the settlers to work and got corn from the local Native Americans.
D. 1. Tobacco provided money for the English investors.
2. after John Rolfe married Pocahontas, the daughter of Chief Powhatan
E. He ended military rule and allowed the men to elect representatives to make local laws.
- III. 1. They were sold to Virginia planters to work in the tobacco fields.
2. the first African American child born in the American colonies; he was a free man

GUIDED READING ACTIVITY 3-2

1. religious freedom
2. The Puritans wanted to reform the Anglican Church. The Separatists wanted to leave and found their own churches.
3. because Pilgrim goals and beliefs shaped life in the Plymouth colony
4. the Mayflower Compact
5. Native Americans who befriended the Pilgrims and taught them how to survive
6. They taught them how to grow corn, beans, and pumpkin and where to hunt and fish.
7. the Puritans
8. John Winthrop
9. the Great Migration
10. any adult male who owned property and was a church member
11. the Fundamental Orders of Connecticut
12. Roger Williams
13. Rhode Island
14. Anne Hutchinson

ANSWER KEY

15. Settlers moved onto Native American land without permission or payment.
16. Most died from European diseases to which they had no immunity.

GUIDED READING ACTIVITY 3-3

1. New England
2. Dutch
3. New Amsterdam
4. Manhattan Island
5. harbor
6. Peter Stuyvesant
7. the Duke of York
8. New York
9. proprietary colony
10. New Jersey
11. ethnic and religious
12. Pennsylvania
13. Quakers
14. pacifists
15. Philadelphia
16. Charter of Liberties
17. Delaware

GUIDED READING ACTIVITY 3-4

1. He wanted a safe place for persecuted English Catholics, and he wanted to get rich.
2. Lord Baltimore gave large estates to his relatives and other English aristocrats.
3. The colony imported indentured servants and enslaved Africans.
4. They resented the governor's pledge to stay out of Native American territory.
5. The southern part had fertile farmland and a good harbor.
6. indigo, a blue flowering plant used to dye textiles

7. to provide a place where debtors and poor people could have a fresh start and to provide a barrier between Spanish Florida and the English colonies to the north
8. Louis Joliet and Jacques Marquette
9. precious metals and a water passage to the Pacific Ocean
10. it flowed into the Gulf of Mexico
11. most of Mexico, the Caribbean, and Central and South America
12. religious settlements established to convert people to a particular faith
13. Father Junípero Serra
14. France and Great Britain

RETEACHING ACTIVITY 3-1

1. Armada
2. Sir Walter Raleigh
3. Roanoke Island
4. Virginia Company of London
5. fish and furs
6. Jamestown
7. growing food
8. tobacco
9. Pocahontas
10. burgesses
11. Dutch
12. William Tucker

RETEACHING ACTIVITY 3-2

New England Colonies: D, G, J, P

Protestant Groups Who Broke From the Anglican Church: I, M

Native American Peoples: B, K, N, Q

Colonial Leaders: A, E, F, H, O

Documents to Establish Order in the Colonies: C, L

ANSWER KEY

1. Squanto and Samoset befriended the colonists and showed them how to grow corn, beans, and pumpkin and where to hunt and fish. Squanto and Samoset also helped the Pilgrims make a treaty with the Wampanoag people.
2. After the English throne passed to Charles I, the persecution of Puritans increased dramatically. The Puritans came to put their religious beliefs into practice. Yet they were unwilling to allow other religious groups the freedom to practice their beliefs. They criticized or persecuted people who held other religious views.

RETEACHING ACTIVITY 3-3

New York: 3, 5, 6, 8, 9, 11, 12, 17, 18

New Jersey: 1, 8, 9, 11, 13, 15, 16

Pennsylvania: 2, 4, 7, 8, 9, 10, 11, 14, 19, 20

RETEACHING ACTIVITY 3-4

- | | | |
|------|------|-------|
| 1. F | 5. B | 9. H |
| 2. E | 6. I | 10. D |
| 3. J | 7. C | |
| 4. G | 8. A | |

ENRICHMENT ACTIVITY 3-1

1. New Britain, the British colonies in America
2. gone to the shop in Paul's Churchyard at the sign of the Bull's head
3. Planting there will have excellent results, and a good planter should be interested in going there and increasing the harvest of the colony.
4. The promises are not realistic. For example, the Jamestown colony was still struggling, in spite of Captain John Smith's efforts to get settlers to plant corn. The winter of 1609 was terrible, and colonists barely survived.

Activity

Students' advertisements should include information that presents a colony in a favorable view.

ENRICHMENT ACTIVITY 3-2

1. two
2. corn mill
3. only in part; he owned a seventh part, which means up to six other people may have owned part of the sawmill
4. Answers may include from two to four people; there are four spoons, four chairs, and several dishes; two people may have shared the bed in the lower room; two others probably slept in the two beds up in the chamber of the house.
5. There are two spinning wheels that they may have used; the small piece of homemade cloth is something a woman might have.

ENRICHMENT ACTIVITY 3-3

1. approximately the eastern two-thirds of the trail
2. the Genesee, the Mohawk, and the Hudson
3. Since river courses are usually at lower elevations than the surrounding land because water runs down toward lower ground, the river course is likely to be on lower, flatter land. The river might also provide freshwater.
4. about 250 miles or 400 kilometers
5. the beginning along the river and the end where the land flattens out near the Great Lakes; students might note that settlers would be slowed by river crossings along the first part of the trail and would need to cross the Genesee River in the lower elevations along the foothills of the Allegheny Mountains.

ANSWER KEY

Activity

Students' maps will vary but should include specific references to elevations and landforms and include a clear title and scale.

ENRICHMENT ACTIVITY 3-4

Students' maps should show the routes as described in the activity.

VOCABULARY ACTIVITY 4

1. militia
2. exports
3. smuggling
4. subsistence farming
5. cash crop
6. backcountry
7. overseers
8. Tidewater
9. charter colonies
10. proprietary colonies
11. Iroquois Confederacy—the most powerful group of Native Americans in the east, originally including the Mohawk, Seneca, Cayuga, Onondaga, and Oneida nations

Using Vocabulary

Answers will vary but should reflect an understanding of the vocabulary words.

CHAPTER SKILLS ACTIVITY 4

CAUSES

1. There were differences in natural features, climate, and soil.
2. Parliament wanted to make sure that only Great Britain profited from trade with the colonies.
3. There was rivalry between Great Britain and France over land in North America.
4. Farming was so profitable in the South.
5. The French were more tolerant than the British of Native American culture.

EFFECTS

1. The economies of the New England, Middle, and Southern Colonies developed differently.
2. Parliament passed laws controlling trade.
3. Armed conflict broke out between the French and the British.
4. Agriculture formed the backbone of the Southern economy.
5. Many Native Americans fought on the side of the French.

Activity Students' charts will vary. Some possible effects include not getting homework done; having parents react negatively; missing out on evening activities in order to complete homework. Students might add additional effects that grow out of their lists, such as not having homework done, which might result in a failing grade, which might lower the grade for the grading period, and so on. Accept all reasonable chains of cause and effect.

CRITICAL THINKING SKILLS 4

Applying the Skill

1. F: The location of the Middle Colonies between New England and the South can be verified.
2. O: The most important colonies in English America is a matter of opinion, based on the way *important* is defined.
3. F: The amount of land cultivated and the size of harvests can be checked and contrasted with the figures for New England at the time.
4. O: Whether or not farmers in one region were more industrious than others cannot be verified.
5. F: The crops that they raised can be checked.
6. O: Whether or not the crops tasted better is a matter of personal preference.

ANSWER KEY

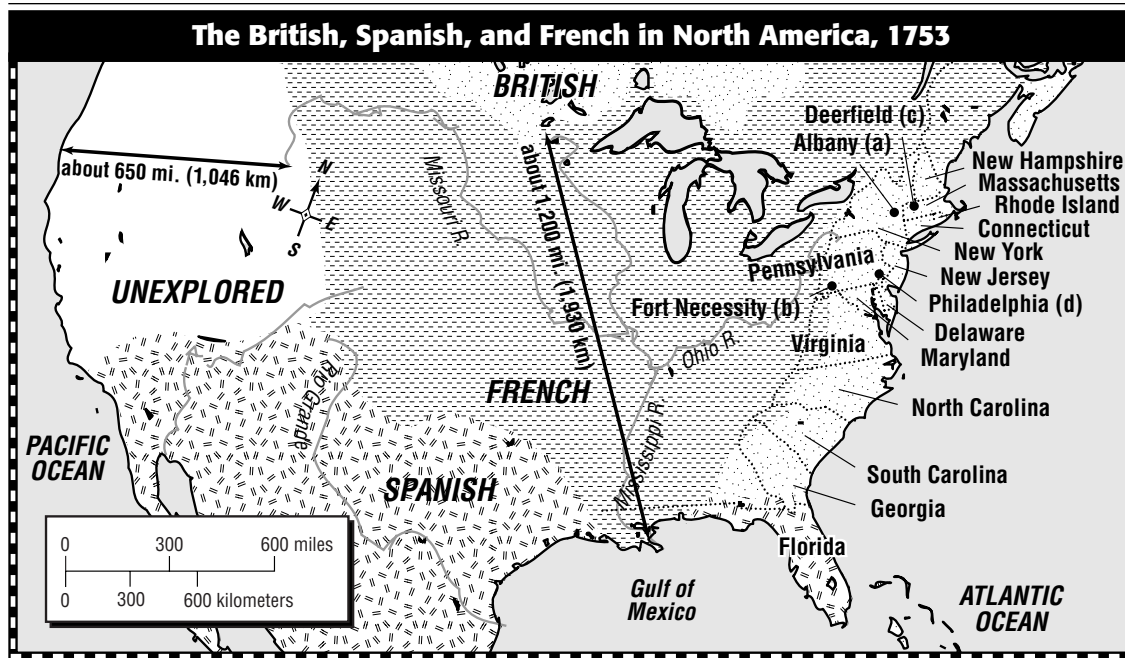
- 7. F: These facts can be verified.
- 8. F: The effect of this commerce on the growth of the cities can be checked.

Practicing the Skill

- 1. D
- 2. B

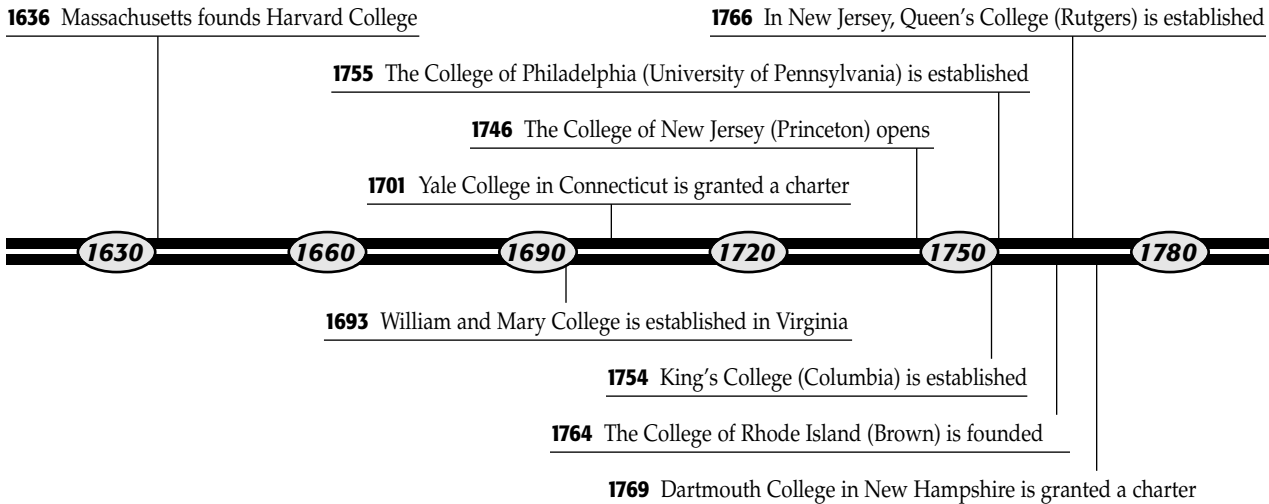
GEOGRAPHY AND HISTORY ACTIVITY 4

1–5. See map.



TIME LINE ACTIVITY 4

FIRST AMERICAN COLLEGES (1636–1769)



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ANSWER KEY

LINKING PAST AND PRESENT ACTIVITY 4

Students' front pages will vary, but should be well-designed, with attention-grabbing headlines, articles of interest, and important news.

PRIMARY SOURCE READING 4

Document Based Question

Similar: Books were shared by people and late fees were charged

Different: Franklin's library charged a fee to borrow the books, whereas modern libraries are supported by taxes; modern libraries are much larger, include materials other than books, and are open longer than Franklin's first library.

Answers will vary, but students' advertisements should include basic information about the subscription library: initial payment of forty shillings, annual payment of ten shillings, and fine of double payment for failure to return a book. Their advertisements should also include persuasive language and techniques that are designed to attract anyone who loves reading and learning.

GUIDED READING ACTIVITY 4-1

- I. A.** 1. immigration, large families, healthy place to live
2. Winters were long and the soil was thin and rocky.
- B.** shipbuilding and fishing
- C.** 1. south along the Atlantic coast, to the islands of the West Indies, and to Europe
2. The routes between the colonies, the West Indies, and Great Britain or Africa formed triangles.
- D.** the shipping of enslaved Africans to the West Indies

- II. A.** New York City and Philadelphia
- B.** Answers include carpentry, flour making, lumbering, mining, and ironworking.
- C.** tolerance
- III. A.** 1. tobacco
2. rice
- B.** Their physical settings are different. The Tidewater is a flat region along the coast; the backcountry includes the hills and forest climbing up to the Appalachian Mountains. The Tidewater included large plantations that were self-contained communities. The backcountry included many new settlers who worked small farms. They usually worked alone.
- IV. A.** strict rules governing the behavior and punishment of enslaved Africans
- B.** They were sold to different slaveholders.
- C.** Puritans, Quakers, and Mennonites

GUIDED READING ACTIVITY 4-2

1. the English Bill of Rights
2. They prohibited colonists from using foreign ships to send goods to England and from sending certain goods outside England's empire.
3. Connecticut and Rhode Island
4. groups of settlers who had been given a grant of rights and privileges
5. Delaware, Maryland, and Pennsylvania

ANSWER KEY

6. proprietors (individuals or groups to whom Great Britain had granted the land)
7. Georgia, Massachusetts, New Hampshire, New Jersey, New York, North Carolina, South Carolina, and Virginia
8. Great Britain
9. white men who owned property
10. to establish their own kind of Christian religion
11. from the 1720s through the 1740s
12. They cooked, made butter and cheese, preserved food, spun yarn, made clothes, tended chickens and cows, and cared for their children. Some women worked in the fields.
13. as apprentices
14. in 1647
15. that knowledge, reason, and science could improve society

GUIDED READING ACTIVITY 4-3

- I. **A.**
 1. The two countries had been competing for wealth for centuries, and by 1700 they were the major powers in Europe.
 2. to keep British colonists out of the Ohio Valley
 3. resources and land
- B.**
 1. The side that received the best trade terms and most military assistance from Native Americans would probably win control of North America.
 2. The French had a better relationship with Native Americans.
- C.**
 1. by trading both with the British and the French
 2. They gave certain trading rights to the British and reluctantly became their allies.

- II. **A.** to tell the French that they were trespassing on British land and demand that they leave
- B.**
 1. to build a fort on the site of present-day Pittsburgh
 2. because he struck the first blow against the French
- C.**
 1. to discuss the threat of war and find a way to defend themselves against the French
 2. Benjamin Franklin
 3. one central government for all of the colonies
 4. They were unwilling to give up any of their power.

GUIDED READING ACTIVITY 4-4

1. General Edward Braddock
2. French
3. Seven Years' War
4. British forts
5. Lake Ontario
6. secretary of state
7. French Canada
8. Fort Duquesne
9. Quebec
10. Treaty of Paris
11. Ohio River valley
12. alliance
13. Pontiac's War
14. Pennsylvania
15. Proclamation of 1763

RETEACHING ACTIVITY 4-1

New England Colonies: 2, 4, 6, 7, 9
Middle Colonies: 1, 5, 10, 13, 14, 16
Southern Colonies: 3, 8, 11, 12, 13, 15, 17, 18

Essay

Triangular trade routes were shipping routes with three legs that formed a

ANSWER KEY

triangle. For example, a ship would bring sugar and molasses from the West Indies to New England. In America, the colonists would use the molasses to make rum. On the second leg of the route, a ship would bring the rum and other goods to West Africa and traded for enslaved Africans. The enslaved Africans would then be brought from West Africa to the West Indies, where they would be sold or traded for more raw materials to bring back to the colonies.

RETEACHING ACTIVITY 4-2

- | | | |
|------|------|------|
| 1. C | 4. B | 7. C |
| 2. D | 5. C | 8. C |
| 3. D | 6. D | |

RETEACHING ACTIVITY 4-3

- | | | |
|------|------|-------|
| 1. E | 5. L | 9. B |
| 2. I | 6. K | 10. D |
| 3. H | 7. G | 11. A |
| 4. J | 8. F | 12. C |

Essay

Answers should contain the following information. The Iroquois Confederacy, based in New York, was the most powerful group of Native Americans in the East. It was made up of the Mohawk, Seneca, Cayuga, Onondaga, and Oneida. The Iroquois managed to remain independent by trading with both the British and the French. They also played the British and French against each other. They eventually upset the balance of power between the French and British by giving the British certain trading rights.

RETEACHING ACTIVITY 4-4

- | | | |
|------|------|------|
| 1. D | 4. G | 7. H |
| 2. F | 5. A | 8. B |
| 3. C | 6. E | |

ENRICHMENT ACTIVITY 4-1

1. F; About 75,000 settlers were in the colonies in 1660; the figures are given in the thousands.
2. T
3. T
4. F; The largest increase in population, of about 554,000, occurred between 1760 and 1770; the increase between 1740 and 1750 was about 100,000.
5. F; The population increased during all 10-year periods shown; the graph has a steadily rising slope.
6. T
7. F; The population for 1780 would likely be far more than 2 million, more like 2.5 or 3 million; the population for 1770 was already close to 2 million and growth had been rising sharply for many years.
8. F; The increasing population was due to new arrivals in the colonies, although births added to the figures; it is unlikely that births in the colonies could account for such a rapid growth rate. (For example, the growth from 1620 to 1630, if based totally on births, would mean that each of 2,500 couples [if the 5,000 settlers were all married adults, which they weren't] would have had to have eight or more children during the 10 years.)

ENRICHMENT ACTIVITY 4-2

1. 6
2. 7
3. He thought about the day's business; he thought about the day.
4. to give some greater meaning to the day, to remind himself to try to do good each day and to think of the day in terms of the good he had done when the day was over

ANSWER KEY

5. using every hour of the day wisely and productively; not wasting time

Activity

Students' schedules should show an hourly breakdown for daily activities and should include two questions to serve as a framework for the day.

ENRICHMENT ACTIVITY 4-3

1. all the people and future generations of people
2. patience, firmness along with kindness, lack of anger and violence, willingness to talk and listen
3. without anger or violence; with peaceful discussion and thought
4. Students' answers may vary. Students may mention that a decision may have harmful effects that would not begin to occur until many years had passed, and that it would be unfair to make future people suffer because of lack of foresight.
5. Students' answers will vary but should show an understanding of some of the concepts suggested by the quotations: a fair, firm, kind, unselfish government with great foresight; a government based on calm, thoughtful debate and deliberated actions; a democratic government.
6. Students' answers will vary but should show an understanding of how one idea from the Confederacy could be applied in modern times. For example, students might mention the need to make laws for a clean environment for future generations.

ENRICHMENT ACTIVITY 4-4

1. the French and the British flags
2. blood from battle wounds
3. He was shot off his horse.
4. The French lines began to break and soldiers were running off.
5. Students' answers will vary but should show an understanding of what the ballad says and what story elements it has: This ballad tells the story of the death of General Wolfe. It has the setting of Quebec, characters including the main character General Wolfe, and a series of events leading to a climax—Wolfe's death.
6. Students' answers will vary but should suggest that people wanted to read about war heroes and events, just as they do today. The ballads were like news stories.
7. Students' answers will vary. Students should realize that the scene in the ballad was most likely idealized to emphasize the heroism of the main character.