



Grade 3

Unit 10 | Teacher Guide
Colonial America

Grade 3

Unit 10

Colonial America

Teacher Guide

Notice and Disclaimer: The agency has developed these learning resources as a contingency option for school districts. These are optional resources intended to assist in the delivery of instructional materials in this time of public health crisis. Feedback will be gathered from educators and organizations across the state and will inform the continuous improvement of subsequent units and editions. School districts and charter schools retain the responsibility to educate their students and should consult with their legal counsel regarding compliance with applicable legal and constitutional requirements and prohibitions.

Given the timeline for development, errors are to be expected. If you find an error, please email us at **texashomelearning@tea.texas.gov**.

ISBN 978-1-68391-967-4

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

© 2020 Amplify Education, Inc.
amplify.com

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Printed in the USA
01 LSCOW 2021

Contents

COLONIAL AMERICA

Introduction 1

Lesson 1 **Introduction to *Living in Colonial America*** 10

<p>Core Connections (20 min.)</p> <ul style="list-style-type: none"> • Introduction to Colonial America: Guest Speaker 	<p>Reading (30 min.)</p> <ul style="list-style-type: none"> • Introducing the Reading • Whole Group Reading: “Introduction to <i>Living in Colonial America</i>” • Discussing the Reading • Mapping the Thirteen Colonies 	<p>Speaking and Listening (50 min.)</p> <ul style="list-style-type: none"> • Introducing the Read-Aloud • Read-Aloud: “The English Colonies” • Discussing the Read-Aloud • Word Work: <i>Established</i> • Timeline of the Americas 	<p>Language (20 min.)</p> <ul style="list-style-type: none"> • Spelling
--	--	---	---

Lesson 2 **“The First English Colony”** 34

<p>Reading (60 min.)</p> <ul style="list-style-type: none"> • Partner Read: Review • Introducing the Reading • Whole Group Reading: “The First English Colony” • Discussing the Reading • Retelling 	<p>Writing (35 min.)</p> <ul style="list-style-type: none"> • Introducing Narrative Writing • Narrative Prewriting Organizer 	<p>Language (25 min.)</p> <ul style="list-style-type: none"> • Grammar: Comparative and Superlative Adjectives
---	---	--

Lesson 3 **The Founding of Jamestown** 54

<p>Reading (30 min.)</p> <ul style="list-style-type: none"> • Introducing the Reading • Whole Group Reading: “Jamestown, Part I: A New Life” • Discussing the Reading 	<p>Speaking and Listening (40 min.)</p> <ul style="list-style-type: none"> • Introducing the Read-Aloud • Read-Aloud: “The Founding of Jamestown” • Discussing the Read-Aloud 	<p>Language (50 min.)</p> <ul style="list-style-type: none"> • Morphology: Introduce Prefixes • Grammar: Adverbs that Compare Actions • Spelling: Blank Busters
---	---	---

Lesson 4 **“Jamestown and the Powhatan”** 82

<p>Speaking and Listening (50 min.)</p> <ul style="list-style-type: none"> • Previewing the Vocabulary • Introducing the Read-Aloud • Read-Aloud: “Jamestown and Powhatan” • Discussing the Read-Aloud • Word Work: <i>Consequently</i> 	<p>Reading (25 min.)</p> <ul style="list-style-type: none"> • Previewing the Vocabulary • Introducing the Reading • Small Group Reading: “Jamestown and the Powhatan” 	<p>Language (45 min.)</p> <ul style="list-style-type: none"> • Grammar: Adverbs That Compare Actions • Morphology: Practice Prefixes • Spelling: Word Sort
---	---	--

Lesson 5 “Plantation Life”

110

Language (15 min.) <ul style="list-style-type: none">Spelling Assessment	Speaking and Listening (50 min.) <ul style="list-style-type: none">Introducing the Read-AloudRead-Aloud: “Cash Crops, the Carolinas, and Slavery”Discussing the Read-AloudWord Work: <i>Transformed</i>Colonial America Acrostics	Reading (30 min.) <ul style="list-style-type: none">Introducing the ReadingIndependent Reading: “Plantation Life”Discussing the Reading	Writing (25 min.) <ul style="list-style-type: none">Narrative Text and Plot ReviewDeveloping Characters
---	--	--	---

Lesson 6 “The Founding of Maryland and Georgia”

140

Speaking and Listening (50 min.) <ul style="list-style-type: none">Previewing the VocabularyIntroducing the Read-AloudRead-Aloud: “The Founding of Maryland and Georgia”Discussing the Read-AloudWord Work: <i>Inevitable</i>	Reading (30 min.) <ul style="list-style-type: none">Previewing the VocabularyIntroducing the ReadingWhole Group Reading: “Early Days in Georgia”Discussing the Reading	Writing (15 min.) <ul style="list-style-type: none">Dialogue	Language (25 min.) <ul style="list-style-type: none">Grammar: Comparative and Superlative AdverbsSpelling
--	--	---	---

Lesson 7 “The Pilgrims, Part I: Arrival”

166

Reading (30 min.) <ul style="list-style-type: none">Independent Reading: “The Pilgrims, Part I: Arrival”Discussing the Reading	Speaking and Listening (45 min.) <ul style="list-style-type: none">Introducing the Read-AloudRead-Aloud: “Religious Freedom and the First Thanksgiving”Discussing the Read-AloudColonial Acrostic	Writing (25 min.) <ul style="list-style-type: none">Narrative Writing	Language (20 min.) <ul style="list-style-type: none">Grammar: Comparative and Superlative Adverbs
--	---	--	--

Lesson 8 “The Pilgrims, Part II: Thanksgiving Celebration”

188

Speaking and Listening (35 min.) <ul style="list-style-type: none">Introducing the Read-AloudRead-Aloud: “Religious Freedom and the First Thanksgiving”Discussing the Read-AloudWord Work: <i>Optimistic</i>	Reading (35 min.) <ul style="list-style-type: none">Introducing the ReadingSmall Group Reading: “The Pilgrims, Part II: Thanksgiving Celebration”Discussing the Reading	Writing (25 min.) <ul style="list-style-type: none">Writing a Conclusion	Language (25 min.) <ul style="list-style-type: none">Grammar: Comparative and Superlative AdverbsSpelling: Blank Busters
--	--	---	--

Lesson 9 Pilgrims and Puritans

210

Speaking and Listening (50 min.) <ul style="list-style-type: none">Introducing the Read-AloudRead-Aloud: “Religious Dissent and the New England Colonies”Discussing the Read-AloudSummary: Compare and ContrastWord Work: <i>Dissenter</i>	Reading (40 min.) <ul style="list-style-type: none">Introducing the ChapterIndependent Reading: “Puritan Life”Comprehension Questions	Writing (30 min.) <ul style="list-style-type: none">Narrative Writing: Revising
---	--	--

Lesson 10 “The Middle Colonies”

242

Language (20 min.) <ul style="list-style-type: none">• Spelling Assessment	Speaking and Listening (50 min.) <ul style="list-style-type: none">• Introducing the Read-Aloud• Read-Aloud: “The Middle Colonies”• Discussing the Read-Aloud• Ask and Answer Questions• Word Work: <i>Dependence</i>	Language (15 min.) <ul style="list-style-type: none">• Comparative and Superlative Adverbs in Sentences	Writing (35 min.) <ul style="list-style-type: none">• Narrative Writing: Editing and Publishing
---	--	--	--

Lesson 11 The Quakers

262

Speaking and Listening (40 min.) <ul style="list-style-type: none">• Introducing the Read-Aloud• Read-Aloud: “Pennsylvania and the Quakers”• Discussing the Read-Aloud• Word Work: <i>Founding</i>	Reading (40 min.) <ul style="list-style-type: none">• Introducing the Reading• Partner Read: “The Quakers and the Lenni Lenape”• Comprehension Questions	Language (40 min.) <ul style="list-style-type: none">• Morphology: Prefixes <i>over-</i>, <i>mid-</i>, and <i>under-</i>• Spelling
--	---	--

Lesson 12 Colonial Life

290

Speaking and Listening (40 min.) <ul style="list-style-type: none">• Introducing the Read-Aloud• Read-Aloud: “Colonial Life”• Discussing the Read-Aloud	Reading (35 min.) <ul style="list-style-type: none">• Independent Reading: “Matthew, the Apprentice”• Discussing the Reading	Writing (25 min.) <ul style="list-style-type: none">• Letter to Matthew’s Father	Language (20 min.) <ul style="list-style-type: none">• Grammar: Introduce Subject Pronouns and Pronoun Antecedents
--	--	---	---

Lesson 13 Life on the Farm

316

Reading (65 min.) <ul style="list-style-type: none">• Introducing the Chapter• Partner Reading: “Life on a Farm, Part I”• Discussing the Reading• Independent Reading: “Life on a Farm, Part II”• Discussing the Reading	Writing (40 min.) <ul style="list-style-type: none">• Writing a New Chapter: Research	Language (15 min.) <ul style="list-style-type: none">• Morphology: Practice Prefixes <i>over-</i>, <i>mid-</i>, and <i>under-</i>
---	--	--

Lesson 14 “The Road to Revolution, Part I”

338

Speaking and Listening (50 min.) <ul style="list-style-type: none">• Introducing the Read-Aloud• Read-Aloud: “The Road to Revolution, Part I”• Discussing the Read-Aloud• Cause and Effect	Writing (50 min.) <ul style="list-style-type: none">• Writing the Next Chapter: Drafting	Language (20 min.) <ul style="list-style-type: none">• Grammar: Object Pronouns and Pronoun Antecedents
--	---	--

Lesson 15 “The Road to Revolution, Part II”

352

Language (20 min.)

- Spelling: Assessment

Reading (55 min.)

- Introducing the Read-Aloud
- Read-Aloud: “The Road to Revolution, Part II”
- Discussing the Read-Aloud
- Cause and Effect
- Sayings and Phrases

Speaking and Listening (45 min.)

- Writing the Next Chapter: Presenting

Lesson 16 Unit Assessment

370

Reading (70 min.)

- Unit Assessment
- Optional Fluency Assessment
- My Favorite Chapter

Writing (35 min.)

- Writing My Chapter

Speaking and Listening (15 min.)

- Sharing My Chapter

Pausing Point 2

380

Pausing Point 3

385

Teacher Resources

391

Introduction

COLONIAL AMERICA

This introduction includes the necessary background information to teach the Colonial America unit. This unit contains 16 daily lessons, plus three Pausing Point days that may be used for differentiated instruction. Each lesson will require a total of 120 minutes. Lesson 16 contains the unit assessment.

As noted, three days are intended to be used as Pausing Point days. These Pausing Points are embedded into the instruction at appropriate points, with the first one after Lesson 9, and the second and third after Lesson 16. You may choose to continue to the next lesson and schedule the first Pausing Point day for another day in the unit sequence. Pausing Points can be used to focus on content understanding, writing, spelling, grammar, morphology skills, or fluency.

SKILLS

Reading

The Reader for Unit 10, *Living in Colonial America*, is a collection of stories and informational texts about different colonies in early America. The story selections are historical fiction and each is told from a child's point of view, just as the selections were in *Native American Stories*. How each colony was started and what life was like when people first arrived are described in the chapters, as well as progress made in the few years after the land was initially settled. Students will notice the similarities and differences among the colonies. Colonies in North Carolina, Virginia, South Carolina, Massachusetts, New Jersey, and Pennsylvania are described. Students will be given opportunities throughout the unit to demonstrate read-aloud fluency.

Spelling

During Lessons 1–5, students will review words with spelling patterns for /ə/, /ə/ + /l/, /sh/ + /ə/ + /n/, /ue/, /oo/, and /f/. For Lessons 6–10, students will review words with spelling patterns of /oi/ spelled 'oi' and 'oy'. Finally, in Lessons 11–15, students will review words with spelling patterns of /ou/ spelled 'ou' and 'ow'.

On the weekly spelling assessment, students will be asked to write the spelling words, Challenge Words, a Content Word, and two dictated sentences. You should explicitly address your expectations with regard to the use of appropriate capitalization and punctuation when students write each dictated sentence.

Students will also practice dictionary skills. Using dictionaries or copies of simulated dictionary pages, students will identify entry words and their definitions, parts of speech, and affixed root words. Then, students will select the correct form of the word to use in a sentence.

Grammar

In grammar, students will practice comparative and superlative adjectives using the suffixes *-er* and *-est* as well as *more* and *most* and be introduced to comparative and superlative adverbs using the suffixes *-er* and *-est* as well as *more* and *most*. Students will also be introduced to subject pronouns and their antecedents and object pronouns and their antecedents.

Morphology

Throughout Grade 3, students have studied word parts, such as prefixes, suffixes, and root words, during the morphology portion of the lessons. In this unit, students will learn the common prefixes *uni-*, *bi-*, *tri-*, and *multi-* as well as the common prefixes *over-*, *mid-*, and *under-*. Students will continue to practice their knowledge of how these affixes change the meaning and part of speech of words. Students have done sufficient word work to be able to apply what they have learned as they encounter unfamiliar words in text and content.

KNOWLEDGE: WHY COLONIAL AMERICA IS IMPORTANT

This unit builds upon what students have learned about Native Americans, who were the first to inhabit North America, and the Europeans who later explored and settled there. In addition, it reviews what students may have already learned about the English colonies in North America. Students will learn more about the way in which the English colonies were established and how each developed a unique culture. Furthermore, students will learn details about the way in which the climate, geography, and motivations of the settlers influenced life in each of the thirteen colonies, and changed the lives of the Native peoples who originally lived there. Finally, students will hear a brief overview of the events leading to the signing of the Declaration of Independence, the Revolutionary War, and the establishment of the United States as its own nation.

The content students learn in this grade will serve as the basis for more in-depth study in the later grades of colonial America, the French and Indian War, and the Revolutionary War.

This unit provides opportunities for students to build content knowledge and draw connections to the social studies subject area but does not explicitly teach the Texas Essential Knowledge and Skills standards for Social Studies. At times throughout the unit, you may wish to build on class discussions to support students in making cross-curricular connections to the strands of geography, government, history, and social studies skills from the Social Studies discipline.

Note: In this unit, students will hear about the role the tobacco industry played in the economic success of Jamestown, Virginia, and eventually the Southern region. You may wish to reiterate to students that smoking is an extremely unhealthy habit and that, by law, children are not allowed to use tobacco.

It is also important to note that the content in some of the Read-Alouds covers the topic of slavery. You may wish to remind students that slavery goes back thousands of years and is a terrible thing. Emphasize that slavery was wrong then, and it is wrong today.

Prior Knowledge

Students who have received instruction in the program in Grades K, 1, and 2 will have background knowledge that is particularly relevant to the text students will read and listen to during this unit. The following domains have content that will greatly enhance student's understanding:

Colonial Towns and Townspeople: Once Upon America (Kindergarten)

- Identify the key characteristics and differences between “towns” and “the country” or “countryside” during the colonial period of American history.
- Explain that long ago, during the colonial period, families who lived on farms in the country were largely self-sufficient, and all family members had many daily responsibilities and chores.
- List similarities and differences between present-day family life and colonial family life.
- Describe some features of colonial towns, such as a town square, shops, and adjacent buildings.
- Explain that tradespeople have an occupation and expertise in a particular job.
- Name the different kinds of tradespeople found in a colonial town.
- Describe the different kinds of tradespeople in a colonial town.
- Identify, and associate with the appropriate trade, the tools used by colonial tradespeople.
- Explain how the tradespeople in colonial towns saved farming families time and effort.
- Explain that ready-made clothing was not available for sale in colonial shops; clothing was made to order according to the exact measurements of each person.
- Explain the essential role of the blacksmith in making tools for other tradespeople.

A New Nation: American Independence (Grade 1)

- Identify the early English settlements on Roanoke Island and at Jamestown as colonies established before the Pilgrims landed at Plymouth Rock.
- Explain that the first Africans in the English colonies came to Jamestown as indentured servants, not people who were enslaved.
- Describe how the thirteen English colonies in America evolved from dependence on Great Britain to independence as a nation.
- Locate the thirteen original colonies.
- Describe the contributions of George Washington as patriot, military commander, and first president of the United States.
- Describe the contributions of Benjamin Franklin as patriot, inventor, and writer.
- Describe the contributions of Thomas Jefferson as patriot, inventor, writer, the author of the Declaration of Independence, and the third president of the United States.

- Explain the significance of the Declaration of Independence.
- Identify “We hold these truths to be self-evident, that all men are created equal . . .” as a part of the Declaration of Independence.
- Describe the Boston Tea Party.
- Explain the significance of Paul Revere’s ride.
- Identify “one, if by land, and two, if by sea”.
- Identify Minutemen, Redcoats, and “the shot heard round the world”.
- Explain the significance of The Fourth of July.
- Describe the roles of African Americans, Native Americans, and women during the evolution from thirteen colonies in America to independence as a nation.

Frontier Explorers (Grade 1)

- Explain that there were many, many Native American tribes living in the Louisiana Territory before the Lewis and Clark expedition.
- Recall basic facts about Lewis and Clark’s encounters with Native Americans.
- Explain why and how Sacagawea helped Lewis and Clark.

The War of 1812 (Grade 2)

- Explain that America fought Great Britain for its independence.
- Explain that the Founding Fathers wrote the Constitution.
- Explain that Thomas Jefferson purchased the Louisiana Territory from the French monarchy.
- Explain that Great Britain became involved in a series of wars against France.
- Demonstrate familiarity with the song “The Star-Spangled Banner”.

Westward Expansion (Grade 2)

- Describe family life on the frontier.
- Explain the significance of Sequoyah’s invention of the Cherokee writing system.
- Explain why writing was important to Sequoyah and the Cherokee.
- Describe the Cherokee writing system in basic terms.
- Explain that western expansion meant displacement of Native Americans.
- Identify the Trail of Tears as a forced march of the Cherokee.
- Explain that the development of the railroad ushered in a new era of mass exodus of the Native Americans from their land.
- Describe the effect of diminishing bison on the life of Plains Native Americans.

The U.S. Civil War (Grade 2)

- Describe slavery and the controversy over slavery in the United States.
- Describe the life and contributions of Harriet Tubman.
- Identify the Underground Railroad as a system of escape for people who were enslaved in the United States.
- Differentiate between the Union and the Confederacy and the states associated with each.
- Describe why the Southern states seceded from the United States.
- Identify the U.S. Civil War, or the War Between the States, as a war waged because of differences between Northern states and Southern states.
- Identify the people of the South who supported the Confederacy as “rebels” and the people of the North who supported the Union as “Yankees”.
- Define the difference between the Union and the Confederacy.
- Explain that the Union’s victory reunited the North and the South as one country and ended slavery.

WRITING

Students have many opportunities to write in a variety of ways and for different purposes. During the unit, students will be learning about and doing narrative writing, both formally and informally. Students will learn about and apply characteristics of narratives to their own stories including building a plot, developing characters, using dialogue, and creating an ending. Students will write a narrative using the writing process by planning, drafting, revising, editing, and publishing.

Everyday writing opportunities come in many forms, including short and extended responses requiring evidence from the text. Students will write reflections about what they’ve learned and give opinions. Students will also use graphic organizers to gather and categorize information from reading or from the Read-Aloud, or to plan for writing. Many lessons provide opportunities for students to collaborate, share ideas, and give feedback on their writing.

PERFORMANCE TASKS AND ASSESSMENTS

The Primary Focus objectives in each lesson are carefully structured and sequenced throughout the unit to help build student understanding. Additionally, formative assessments are provided to help keep track of their progress towards objectives and standards. These can be found in the Student Activity Book and are referenced in every lesson.

There is a Unit Assessment for Colonial America that takes place in Lesson 16. Students will be asked to read an informational passage and a literary passage and answer comprehension and vocabulary questions about the text. In addition, students will be assessed on the grammar and morphology skills they have studied throughout the unit.

Fluency may be assessed informally throughout the unit, but an optional Fluency Assessment is provided in Lesson 16.

FLUENCY SUPPLEMENT

A separate component, the Fluency Supplement, is available on the program's digital components site. This component was created to accompany materials for Grade 3. It consists of selections from a variety of genres, including poetry, folklore, and fables. These selections provide additional opportunities for students to practice reading with fluency and expression (prosody). For more information on implementation, please consult the supplement.

INSTRUCTIONAL COMPONENTS

Teacher Resources

There are two Image Cards in your kit that include pictures to augment instruction of the Colonial America unit.

At the back of this Teacher Guide, you will find a section titled “Teacher Resources.” In this section you will find the following:

- Glossary for Unit 10 Colonial America
- Activity Book Answer Key

Digital Resources

In the Advance Preparation section of each lesson, you will be directed to prepare to project images associated with the Read-Aloud portion of the lesson. These can be found on the program’s digital components site.

ACADEMIC AND CORE VOCABULARY

Lesson 1

- creation
- colony
- distinct
- originally
- climate
- plantation
- alarmed
- established
- false start
- reliant

Lesson 2

- persuade
- overgrown

- alarming

- harshest

Lesson 3

- gulp
- squint
- transplant
- tattered
- laden
- moor
- safe haven
- ambition
- disputes
- perilously
- seasoned

Lesson 4

- amend
- anxiously
- consequently
- devoured
- trod
- illuminate
- scurry

Lesson 5

- transformed
- pivotal
- flourished
- slavery
- plantation

- transport
- heap
- tend
- rickety

Lesson 6

- confirmed
- inevitable
- interference
- debtor
- bitterly
- devour
- threat

Lesson 7

- anxiously
- indicate
- intend
- reveal
- witness
- worship
- Mayflower Compact
- self-government
- battered
- boarded
- pilgrimage
- pure

Lesson 8

- optimistic
- foreigner
- tribe

Lesson 9

- pure
- harbor
- glorious
- sacrifice
- mend my ways
- dissenter
- preach
- senior
- society

Lesson 10

- concentrated
- ultimately
- diverse
- occupation

Lesson 11

- astonished
- outskirts
- persecute
- admire
- founding
- outrageous
- privileges
- Quakers
- treason

Lesson 12

- apprentice
- craftsman
- tannin

- delivery
- compulsory
- curable
- imitated
- manufacture
- potential
- public

Lesson 13

- rye
- barley
- occasion
- graze
- advice
- custom
- mill
- obediently

Lesson 14

- influx
- outspoken
- representation
- taxing

Lesson 15

- boycott
- independence
- issues
- tension
- unjust

1

Introduction to *Living in Colonial America*

PRIMARY FOCUS OF LESSON

Core Connections

Students will ask and answer questions about colonial America from a speaker.

✦ **TEKS 3.1.A; TEKS 3.6.B; TEKS 3.6.G**

Reading

Students will answer questions requiring literal recall and understanding of details of the “Introduction to *Living in Colonial America*.”

✦ **TEKS 3.7.C**

Speaking and Listening

Students will make predictions prior to “The English Colonies” about why Roanoke Island is called the Lost Colony based on the text heard thus far and then compare the actual outcomes to predictions.

✦ **TEKS 3.1.A; TEKS 3.6.C; TEKS 3.6.G; TEKS 3.6.H; TEKS 3.7.D**

Language

Students will use spelling patterns and generalizations (e.g., word families, position-based spelling) in writing words with spelling patterns /ə/, /ə/ + /l/,

✦ /sh/ + /ə/ + /n/, /ue/, /oo/, and /f/. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Activity Page 1.3

Timeline of Early Colonization in North America Fill in the missing information on a timeline of events of

✦ early colonization in North America **TEKS 3.6.G**

✦ **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 3.6.H** Synthesize information to create new understanding; **TEKS 3.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables (iv) spelling multisyllabic words with multiple sound-spelling patterns.

LESSON AT A GLANCE

	Grouping	Time	Materials
Core Connections (20 min.)			
Introduction to Colonial America: Guest Speaker	Whole Group	20 min.	<input type="checkbox"/> Guest Speaker <input type="checkbox"/> Guest Speaker Script <input type="checkbox"/> Activity Page 1.1 <input type="checkbox"/> Image Cards: C.U10.L1.1 and C.U10.L1.2
Reading (30 min.)			
Introducing the Reading	Whole Group	5 min.	<input type="checkbox"/> <i>Living in Colonial America</i> <input type="checkbox"/> Activity Page 1.2
Whole Group Reading: "Introduction to <i>Living in Colonial America</i> "	Whole Group	10 min.	
Discussing the Reading	Whole Group	5 min.	
Mapping the Thirteen Colonies	Whole Group	10 min.	
Speaking and Listening (50 min.)			
Introducing the Read-Aloud	Whole Group	5 min.	<input type="checkbox"/> chart paper <input type="checkbox"/> Activity Page 1.3
Read-Aloud: "The English Colonies"	Whole Group	20 min.	<input type="checkbox"/> Digital Flip Book: U10.L1.1–U10.L1.8
Discussing the Read-Aloud	Whole Group	10 min.	
Word Work: <i>Established</i>	Whole Group	5 min.	
Timeline of the Americas	Independent	10 min.	
Language (20 min.)			
Spelling	Whole Group	20 min.	<input type="checkbox"/> Spelling Table (Digital Projections) <input type="checkbox"/> Activity Page 1.4
Take-Home Materials			
Family Letter			<input type="checkbox"/> Activity Page 1.4

ADVANCE PREPARATION

Core Connections

- Identify an individual to play the role of a colonial American guest speaker. Ask the individual to dress in colonial American clothing. Provide the guest speaker with the script located at the end of this lesson.
- Print a copy of the Guest Speaker script.
- Prepare Image Cards C.U10.L1.1 and C.U10.L1.2.

Speaking and Listening

- Prepare to project the following digital images during the Read-Aloud: U10.L1.1–U10.L1.8

Language

- Create the following Spelling Table on chart paper or the board or prepare to display Digital Projection DP.U10.L1.1:

/ə/	/ə/ + /l/	/sh/ +/ə/ +/n/	/ue/	/oo/	/f/

Universal Access

- Pre-teach terms *prioritize* and *rate, climate* and *geography*.
- Use a timeline for students to track events throughout the unit.
- Project images U10.L1.1–U10.L1.8 throughout the Read-Aloud and discuss prior to Read-Aloud.
- Create a chart that will be used to track information learned about important people throughout this unit. This can be titled "Colonial America: Important Persons." The blank chart should have the following two columns labeled at the top: "Name" and "Important information." Keep this posted and add information to it as you learn about important figures in colonial America throughout the unit. You may wish for students to have their own individual copies of the chart as well. Make sure to leave plenty of room or prepare to make additional pages.

Lesson 1: Introduction to *Living in Colonial America*

Core Connections



Primary Focus: Students will ask and answer questions about colonial America from a speaker. **TEKS 3.1.A; TEKS 3.6.B; TEKS 3.6.G**

INTRODUCTION TO COLONIAL AMERICA: GUEST SPEAKER (20 MIN.)

- Ask students what they remember learning about the terms *geography* and *climate* in previous lessons or grades. Share the definition of *geography*: “The word *geography* describes where a place is located and the type of climate, or weather and temperatures, it experiences.” Tell students that today’s guest speaker, Mary from colonial America, will mention how geography and climate are relevant to the next unit.
- Ask students: “Why do you think geography matters?” Ask students to describe the geography and climate of where they live. Are there four seasons? Is the land flat or hilly? Does the land have woods and rivers, or do they live in a desert?
- You can ask students what they do to survive the climate and geography of where they live. They might mention the clothes they wear or their homes that protect them from the hot sun or cold wind. You can mention that the settlers of colonial America could not go to the store to buy a coat or find a house that was already built. They had to make what they needed or bring it with them. Students can brainstorm what the settlers might need and how they could get it. Ask students to think about if they would like to go on an adventure like the colonial settlers.
- Tell students that over the course of the next few weeks, they will hear and learn about the colonial period in American history.
- Ask: “What do you know about the colonial period?”
- Explain that an individual from the colonial period will be joining our class today.
- Have students turn to Activity Page 1.1. Explain that the guest speaker will talk about the history of the time period. Students will use Activity Page 1.1 to write down questions they have for the speaker. They will also use the Activity Page to record information they learn from the guest speaker.

Activity Page 1.1



**ENGLISH
LANGUAGE
LEARNERS**

Core Connections Listening Actively

Beginning

Give students a note-taking page with ideas written down. Ask students to add a checkmark when the guest speaker states those ideas, for example: There were 13 colonies.

Intermediate

Use Activity Page 1.1. Prompt students with sample questions for the speaker or important ideas to note: Why were there 13 colonies? What are the three regions? Define *geography*.

Advanced/Advanced High

Use Activity Page 1.1. Read over student notes. Praise students for creating interesting questions and/or noting relevant details.

ELPS 2.E; ELPS 4.I

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information; **TEKS 3.6.G** Evaluate details read to determine key ideas

- Ask the guest speaker to enter the room and read the script.
- After the guest speaker leaves, have students turn back to Activity Page 1.1. Ask students, "What did you learn about colonial America from our guest speaker? What questions do you have about this time period?" Have a few students share their responses. If needed, provide students with question starters such as "How did it feel when....". "Why did you...", "When did you...", "What was it like to...", "How did you...". In addition, provide students with relevant topics on which to take notes/ask questions (can list this out or draw a concept map on the board). This topics may include: food, shelter, family, education, clothing, etc. Provide students with 5 minutes to independently work on Activity Page 1.1.
- Explain to students that Mary, the guest speaker, will come back at the end of the unit to review all the things they have learned about colonial America.

Lesson 1: Introduction to *Living in Colonial America*

Reading



Primary Focus: Students will answer questions in writing requiring literal recall and understanding of details of the "Introduction to Living in Colonial America."



TEKS 3.7.C

VOCABULARY: LIVING IN COLONIAL AMERICA

creation, the act of making something new

colony, an area in another country settled by a group of people that is still governed by the native country

distinct, clearly different from other things

originally, at first



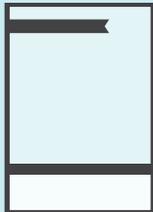
TEKS 3.7.C Use text evidence to support an appropriate response.

Vocabulary Chart for “Introduction to <i>Living in Colonial America</i> ”		
Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Vocabulary	colony	creation distinct originally
Multiple Meaning Vocabulary Words		
Spanish Cognate for Core Vocabulary	colonia	creación distinto originalmente
Sayings and Phrases		

INTRODUCING THE READING (5 MIN.)

- Make sure that each student has a copy of the Unit 10 Reader, *Living in Colonial America*.
- Read the title of the Reader with students and tell students that this Reader is historical fiction. Historical fiction has two important features: the stories and characters are made up but the times and places were real.
- Have students turn to the Table of Contents.
- Either read several titles from the Table of Contents aloud to students or have students read them.
- Give students a few moments to flip through the Reader and comment on the images they see.
- Ask students if they have any predictions about the Reader.
- Tell students that the title of today’s chapter is “Introduction to Living in Colonial America.”
- Ask students to turn to the Table of Contents, locate the Introduction, and then turn to the first page of the Introduction.

Reader



Chapter 1 Introduction to Living in Colonial America

Are you ready to go on an adventure? Are you ready to become a time traveler? I think I heard you say, “Yes!” Good, because you are about to travel back in time to meet some of the first Europeans who came to settle in America. You are going to learn about the **creation** of the thirteen English colonies.

You already know about the explorers who traveled to and settled in North America. Now, you will learn about the people who came to live in the “New World.” The settlers called this land the “New World” because, even though it was already inhabited by Native Americans, the land was new to them. Some of the characters in the stories you are about to read are not much older than you. You will also learn about some ways the arrival of these settlers impacted the Native Americans already living in America.

You will also discover that these **colonies** were divided up into three **distinct** regions. These regions are



Are you ready to become a time traveler?

2

3

WHOLE GROUP READING: “INTRODUCTION TO LIVING IN COLONIAL AMERICA” (10 MIN.)

Pages 2–3

- Read **page 2** of the “Introduction to *Living in Colonial America*” together.
- Take a few minutes to look at the image and read the caption on **page 3** and discuss how these students could be time travelers.
- Turn to **page 4**. Read this page together as a class.

called the Southern, New England, and Middle Atlantic regions. English people, and other Europeans, came to these regions at different times and for different reasons. You will journey to one region at a time. Pay attention to which region you are in.

Be very careful though: Your mission requires you to move back and forth in time as you travel from one region to another. In each region, you will meet children who lived a long time ago. You will discover how different their lives were in comparison to yours. You might even wonder if you would have liked to live in America hundreds of years ago, when Europeans first began to settle here.

For your journey, you will be given special time traveling tools to help you along the way. You will have maps. Time travelers always need good maps. You will also have a timeline.

As you time travel, you will find out where these European settlers **originally** came from, as well as how they journeyed to America. You will discover the reasons why they chose to travel so far away from their homes.

Are you ready to time travel? Good! Your adventure is about to begin.

4



Time travelers use maps.

5

Pages 4–5

- Tell students to look at the image and read the caption on page 5.
- Have students read page 4 to themselves.
- Ask students what two tools they will be using to be Time Travelers.
 - » A map and a timeline.



Reading
Reading/Viewing Closely

Beginning

We will learn about *how many* regions of colonies?

» 3

True or false: The regions include Southern, New England, and Middle Atlantic

» True

Intermediate

How many colonies were there?

» 13

How many regions were the colonies grouped into?

» 3

Advanced/Advanced High

Ask students: How do you think maps and timelines will help us understand the 13 colonies? Which region of the 13 colonies are you most interested in learning about and why?

ELPS 4.G; ELPS 4.K

Activity Page 1.2



DISCUSSING THE READING (5 MIN.)

1. **Literal.** What are the three distinct regions of the colonies?
 - » Southern, New England, and Middle Atlantic regions
2. **Literal.** What time traveling tools will you be using this unit?
 - » maps and a timeline
3. **Inferential.** Why will we use maps and a timeline?
 - » We'll use a map in order to keep track of where settlers came from and traveled to. We'll use a timeline in order to help track important events, in order, since we will be learning about different time periods.
4. **Inferential.** Why will it be important to keep track of what region we are learning about?
 - » It will be important to keep track of what region we are learning about, because settlers came to different regions at different periods in time and for different reasons.

MAPPING THE THIRTEEN COLONIES (10 MIN.)

- Have students turn to Activity Page 1.2. As a whole group, add information to the map. Label the 13 colonies on the map (New Hampshire, Massachusetts, New York, Rhode Island, Connecticut, New Jersey, Pennsylvania, Maryland, Delaware, Virginia, North Carolina, South Carolina, and Georgia).
- Have students keep this Activity Page for reference during future lessons.

Lesson 1: Introduction to Living in Colonial America

Speaking and Listening



Primary Focus: Students will make predictions prior to “The English Colonies” about why Roanoke Island is called the Lost Colony based on the text heard thus far and then compare the actual outcomes to predictions.

TEKS 3.1.A; TEKS 3.6.C; TEKS 3.6.G; TEKS 3.6.H; TEKS 3.7.D

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.6.H** Synthesize information to create new understanding; **TEKS 3.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order

VOCABULARY: "THE ENGLISH COLONIES"

alarmed, shocked; disturbed; frightened

climate, the usual weather conditions of an area over a period of time

colony, an area settled by a group of people from another country that remains connected to the newly settled area and its people

established, set up, started, or created

false start, repeated failures at attempting to start something

plantations, large farms or estates in warm climates, usually growing a large, single crop

reliant, dependent upon, or counting on, someone or something for support

Vocabulary Chart for The English Colonies

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Vocabulary	climate colony plantation	alarmed established false start reliant
Multiple Meaning Vocabulary Words		
Spanish Cognate for Core Vocabulary	clima colonia plantación	alarmada; alarmado establecida; establecido
Sayings and Phrases		

INTRODUCING THE READ-ALoud (5 MIN.)

Note: In this unit, students will focus on four academic vocabulary words, two of which are *prioritize* and *rate*. By academic vocabulary, we mean words that support reading comprehension and may appear across a variety of materials, in language arts and in content areas. These words can be found in textbooks, assignment directions, and assessments. Understanding academic vocabulary may contribute to improved performance on assignments and assessments, as these words appear often in directions to students. These words may appear on end-of-year assessments that third graders might take. Where

applicable, we use the words throughout the unit, not just as they might refer to reading selections but also with regard to spelling, grammar, morphology, and comprehension. They may also appear in directions, assessments, spelling lists, and discussion questions, among other places.

We define *prioritize* to mean to put things in order from most important to least important.

To *rate* refers to judging the value or worth of something.

We encourage you to define these words for students and use both of these words throughout the school day so that students may experience multiple uses of them.

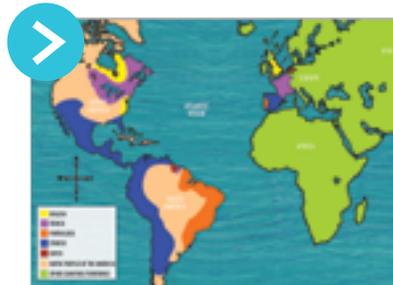
Support

Remind students that a prediction is a guess you make about what might happen next based on clues in the text or in pictures. When we read a text, we try to use clues to predict what will happen later in the story.

- Tell students to listen carefully to hear the key ideas, or important points, regarding England's first attempt to establish a colony in North America. Tell students they are going to hear about this first settlement attempt called the Lost Colony. Ask students to predict why this settlement has this name today.

Note: Record student predictions on chart paper.

READ-ALoud: "THE ENGLISH COLONIES" (20 MIN.)



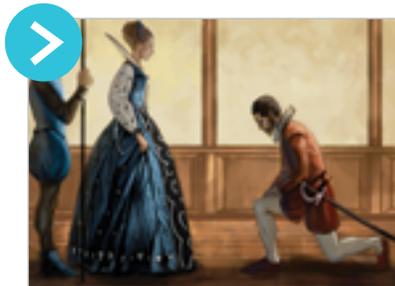
Show Image U10.L1.1

Map of European Exploration of the Americas

By 1542, Spanish explorers had occupied a large part of South America, all of Central America, and parts of

North America and had claimed these territories as their land. This did not go unnoticed by the kings and queens of England, France, Portugal, and the Netherlands. They, too, sent their explorers off to the place they called the "New World" to take land and riches for their own empires. Spain had already conquered much of Central and South America, so other European empires concentrated on taking over parts of North America. Before long, there was a race to claim land, which Native Americans already inhabited, for these European kings and queens. The settlement and eventual colonization of these territories had begun.

Soon, European countries realized that not only could they explore the land for riches, but they could trade with the people who were already living there. European traders traveled to North America to exchange goods with Native Americans. As a result, some Native Americans learned to speak a little French or English. In turn, many Europeans learned to speak Native languages, such as Algonquian, as well.



Show Image U10.L1.2 Sir Walter Raleigh Persuading Queen Elizabeth

In the late 1500s, England was becoming more and more **alarmed**, or shocked and disturbed, at how

much land the Spanish colonists were claiming in what is now called Central and South America. The Spaniards were not only gaining land—they were becoming wealthier, too. It was time for the English to take action.

In the 1580s, an English explorer named Sir Walter Raleigh set off to explore parts of North America. During this expedition, he landed on an island called Roanoke Island off the coast of what is now the state of North Carolina. Raleigh returned home, eager to claim this land for England. In 1585, he persuaded Queen Elizabeth I to allow him to send a group of settlers to Roanoke Island.

Queen Elizabeth agreed. However, when the settlers got there, they found it difficult to survive in this land that was new to them. This was especially true in the winter because they weren't able to plant crops. When the settlers ran out of food, many people starved to death. As soon as they could, the demoralized settlers returned to England.

Remind students that at the beginning of the Read-Aloud, the class made predictions about the Lost Colony. Using the information from the Read-Aloud that was just read, ask for additional predictions to add to the chart paper.



ENGLISH
LANGUAGE
LEARNERS

Speaking and Listening
Offering Opinions

Beginning

Read predictions aloud from the chart paper. Ask students which prediction they agree with. Students can add a check mark next to the prediction they like.

Intermediate

Use sentence starters to help students phrase their predictions.

I predict that Roanoke was called the Lost Colony because _____.

Advanced/Advanced High

Do you think the settlers will get lost? Why do you think Roanoke was called the Lost Colony? Later ask: "Was your prediction the same as what happened?"

ELPS 3.G

Challenge

Based on the reading thus far, ask students to determine which predictions, if any, cannot be correct.



Show Image U10.L1.3

John White at the Baptism of Virginia Dare

In April 1587, the English made a second attempt to settle on Roanoke Island. This time, a man named

John White led more than one hundred men, women, and children—including his own daughter, Eleanor Dare, and her husband—to establish a **colony** in this territory.

Once again the settlers faced the same challenges, and their supplies ran low. However, this time, only John White and a small crew sailed back to England for supplies, while the others remained in the colony. Just nine days before he returned to England, his daughter had a baby and named her Virginia Dare. White's granddaughter was the first English baby born in the Americas.



Show Image U10.L1.4

John White and the Abandoned Roanoke Settlement

When White and his crew arrived back in England, he learned that the country was at war with Spain and he would not be allowed to return to

Roanoke Island. It was not until 1590 that he was able to take a ship and return to the colony. When White finally arrived back on Roanoke Island, what do you think he found? Sadly, he found nothing. Well, the island was still there, along with some abandoned dwellings, but the colonists were nowhere to be found. White's only clue to where the colonists might have gone was the word *CROATOAN* carved into one tree trunk and the letters *CRO* carved into another. *Croatoan* was believed to be the name of an island about fifty miles south of Roanoke Island. John White thought the carving might have been a message that the settlers relocated to that island.

John White tried to go to Croatoan Island to find the colony, but a huge storm damaged his ship and forced the crew to return to England. White was never able to return to the colony again. The mystery of what happened to these English settlers remains unsolved today. Roanoke Island has become known as the Lost Colony.



Show Image U10.L1.5 English Gentleman Trying to Adjust to Life in the Colonies

One reason many early English settlers struggled to survive was because they weren't prepared for how different their lives would be in this land. It took several attempts before they figured out how to survive in a place where the **climate**, soil, landscape, plants, animals, and people were quite different from anything they had known before. Eventually, the colonists learned how to use the natural resources that were available to them, and they became less **reliant** on supplies from England.



Show Image U10.L1.6 Regional map of Colonial America

And so, after a number of difficult years and **false starts**, English settlers eventually **established** small settlements up and down the east coast of North America. Initially, these settlements were nothing more than tiny villages. Over time, the villages became towns. By the 1700s, many of the towns had grown into cities that were centers of trade and industry. In the end, thirteen successful English colonies were established in North America. Here you see a map of the thirteen English colonies. You will see other maps like this throughout the unit. The green areas on the map represent other lands that Native Americans inhabited but had not yet been reached by European settlers.

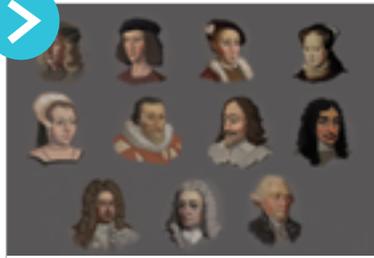


Show Image U10.L1.7 Regional Map with Industry Icons

As the thirteen English colonies began to take shape, they were naturally divided into three distinct regions: the New England, Middle

Atlantic, and Southern regions. These regions were different from each other in many ways.

For example, in New England, because of the colder climate, rocky terrain, and poor soil, it was difficult for the colonists to farm many crops. Instead, New England became known as a center for fishing, furs, timber, and shipbuilding. In the Middle Atlantic region, a wide variety of crops could be grown because of the milder climate and rich soil. As a result, agriculture—including cattle and wheat farming—became a successful way of life for many. In the warm, sprawling, Southern region, people created large farms called **plantations**, where they could grow large amounts of different crops, such as rice and tobacco.



Show Image U10.L1.8 Royal Portrait Gallery of English Monarchs

People came to North America at different times and for many different reasons. Some came to

get rich, whereas others came for religious reasons. Some hoped to escape poverty, and some were simply curious or adventurous.

English monarchs played an important role in the establishment of the colonies, particularly Elizabeth I, James I, Charles I, Charles II, and George II. As we travel on our journey, we will refer to the Regional Map of Colonial America, the Royal Portrait Gallery, and a timeline we will create together.

So are you ready to go on a journey? Good! We are going to begin next time in Jamestown, Virginia.

DISCUSSING THE READ-ALoud (10 MIN.)

1. **Evaluative.** Were your predictions correct about why Roanoke Island is called the Lost Colony today? Why or why not? Use the predictions on the chart paper from the beginning of the lesson and determine if predictions are correct or incorrect.
 - » Answers will vary.
 2. **Evaluative.** How would you compare and contrast the three colonial regions, including their geography, climate, and main industries?
 - » Similarities—All of the regions were colonized by England; the settlers in each region struggled at first to develop a new life in a new place; all of the regions were initially reliant upon England.
Differences—In the New England region, the climate is cold for much of the year, the terrain is rocky, and the soil is poor; fishing, lumber, and shipbuilding were the main industries, along with fur trade. In the Middle Atlantic region, the climate is milder and the soil is richer; the main industry was agriculture. In the Southern region, the climate is very hot in the summer and somewhat mild in the winter; large plantations were developed on which many types of crops were grown.
- As a class, add the important persons learned about in this chapter to the Colonial America: Important Persons chart.



ENGLISH
LANGUAGE
LEARNERS

Speaking and Listening
Listening Actively

Beginning

Ask students yes or no questions about domain words and their definitions.

Intermediate

Have students provide the domain words when asked definition questions.

Advanced/Advanced High

Encourage students to answer questions using complete sentences and domain vocabulary.

ELPS 1.E; ELPS 2.C

WORD WORK: ESTABLISHED (5 MIN.)

- In the Read-Aloud you heard, “And so, after a number of difficult years and false starts, English settlers eventually *established* small settlements up and down the east coast of North America.”
- Say the word *established* with me.
- *Established* means set up or stabilized, and often describes something that has been around for quite some time and that will continue to be in existence. You can establish something concrete, such as a building, or you can establish something abstract, such as an idea or a plan.
- The Smithsonian Institution was established in Washington, D.C., in 1846.
- Have you ever heard about something being established? Have you ever established something? Be sure to use the word *established* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase students’ responses to make complete sentences: “established when . . .” or “I established a plan to . . .”)
- What is the word we’ve been talking about? What part of speech is the word *established*?
- Use a *Synonyms and Antonyms* activity for follow-up. Ask students, “What does *established* mean? What are some synonyms, or words that have a similar meaning?” Prompt students to provide words and phrases such as *founded, started, created, set up, organized, stabilized, made permanent or long-term*, etc. Then ask, “What are some words or phrases you know that are antonyms, or opposites, of *established*?” Prompt students to provide words and phrases such as *destroyed, canceled, tore down, destabilized, dismantled, abolished*, etc. As students share synonyms and antonyms, make sure they use the word *established* in a complete sentence.

TIMELINE OF THE AMERICAS (10 MIN.)

- Write the following topics on the board: Viking Explorers; Maya, Aztec, and Inca; European Explorers; Native American Groups Across North America. Guide students to number them in chronological order:
 1. Maya, Aztec, and Inca
 2. Native American Groups Across North America
 3. Viking Explorers
 4. European Explorers

- Emphasize to students that many other civilizations developed and many other events occurred before, during, and between the events represented by these images, but that you are going to focus on those directly related to the Timeline of the Americas for the historical context of this domain. Tell students that some of the events on the timeline also slightly overlap with each other. For example, Spanish, French, and other European explorers continued to roam the Americas at the same time English settlers were establishing colonies in North America.
- Ask: “What event did we just learn about from the Read-Aloud?” (Roanoke Island Colony) Remind students that this was the first attempt by English settlers to form a colony in North America. Say, “If Sir Walter Raleigh and John White tried to establish a colony at Roanoke Island after Native Americans, Vikings, and European explorers had already explored and settled in the Americas, what should this event be numbered on the board?”
- Have students take out Activity Page 1.3. Explain that the events have been filled in on the timeline.
- Have students read the events and descriptions from the boxes in the middle. Then number the events so that they are in chronological order. When you are done, draw an illustration of the event.

Activity Page 1.3



Lesson 1: Introduction to *Living in Colonial America*

Language



Primary Focus: Students will use spelling patterns and generalizations (e.g., word families, position-based spelling) in writing words with spelling patterns /ə/, /ə/ +

/l/, /sh/ + /ə/ + /n/, /ue/, /oo/, and /f/. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

SPELLING (20 MIN.)

During this week, students will review the last five weeks' spelling patterns. This includes spelling patterns with /ə/, /ə/ + /l/, /sh/ + /ə/ + /n/, /ue/, /oo/, and /f/. Students should be familiar with these spellings, as they were taught in Grade 2.

- Tell students that this week, they will review the spellings from the last five weeks, which include /ə/, /ə/ + /l/, /sh/ + /ə/ + /n/, /ue/, /oo/, and /f/. As you introduce each of the spelling words, write it on the board, pronouncing each word as you write it. Briefly explain any word for which students may not know the meaning and use it in a sentence.

TEKS 3.2.B Demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

1. movement	11. addition
2. spherical	12. identify
3. accuse	13. ability
4. sentence	14. shrewd
5. toothache	15. secure
6. continue	16. vowel
7. hospital	17. tougher
8. effect	18. wobble
9. occupy	Challenge Word: beautiful
10. whoever	Challenge Word: definite
	Content Word: Powhatan

- Go back through the list of words, having students read the words and tell you what letters to circle for /ə/, /ə/ + /l/, /sh/ + /ə/ + /n/, /ue/, /oo/, and /f/.

1. mov ement	11. addition tion
2. sp herical	12. identify
3. accu se	13. ab ility
4. sent en ce	14. shrew d
5. tooth ache	15. se cure
6. contin ue	16. vowel l
7. hosp it al	17. to ugh er
8. af fect	18. wobble
9. occ u py	Challenge Word: beautiful
10. wh o ever	Challenge Word: definite
	Content Word: Powhatan

- Point to the Challenge Words on the board. Explain to students that the Challenge Words, *beautiful* and *definite*, are also part of the spelling list and are words used very often. The Challenge Words do follow the spelling patterns for this week, as the 'f' in *beautiful* and the 'f' in *definite* are pronounced /f/. Use the Challenge Words in sentences as examples for students: "The flowers bloomed in many *beautiful* colors this spring." "Seth gave me a *definite* answer saying that he would come to my birthday party."
- Remind students that this week, they again have a Content Word. Review with them that the Content Word is a little harder than the other words. (If students try to spell the Content Word on the assessment and do not get it right, they will not be penalized. Simply correct it as you do the other words and applaud their effort. There should not be a penalty for not trying or misspelling the Content Word. The important thing is they tried something that was a stretch for them academically.)
- Tell students that the Content Word, *Powhatan*, does follow the spelling pattern for this week as the first 'a' in *Powhatan* has the sound of /ə/. *Powhatan* is a content-related word as they are reading about the Powhatan tribe and its role in colonial America.
- Draw the following table on the board or chart paper, or project Digital Projection DP.U10.L1.1.

➤ **Spelling (Digital Projection DP.U10.L1.1)**

/ə/	/ə/ + /l/	/sh/ + /ə/ + /n/	/ue/	/oo/	/f/

- Ask students to refer to **pages 1–4** of the **Individual Code Chart**. Point out that they will be sorting words according to their sounds.
- Review with students the following sounds and some or all of their spellings:
 - /ə/ spelled 'a' or 'e'
 - /ə/ + /l/ spelled 'al', 'le', and 'el'
 - /sh/ + /ə/ + /n/ spelled 'tion'

Support

Read words aloud and help students highlight each word's spelling features.

Challenge

Ask students to write a word that is not on the spelling list that could fit under one of the chart headings.

ENGLISH
LANGUAGE
LEARNERS



Language
Using foundational
literacy skills

Beginning

Discuss the word *affect* (verb) with students. Ensure they can spell, pronounce, and understand the meaning and difference from *effect* (noun).

Intermediate

Help students pronounce difficult words such as *spherical* and *shrewd*. Use each word in a sentence.

With a partner, students write down sentences, create sentences with each word, and read sentences aloud.

Advanced/Advanced High

Ask students to spell the challenge words and write down each word in a meaningful sentence.

ELPS 1.E; ELPS 2.A;

ELPS 2.C

Activity Page 1.4



- /ue/ spelled 'u', 'u_e', and 'ue'
- /oo/ spelled 'oo', 'ew', 'o', and 'o_e'
- /f/ spelled 'f', 'ff', 'ph', and 'gh'

- Remind students to look at the power bar under the spellings and the order in which the spellings are sequenced to determine frequency.
- Ask students to tell you which words to list under the /ə/ header. Briefly explain the meaning of each word.
- Continue through the columns until all words have been listed under the appropriate header. Two words, *accuse* and *spherical*, have more than one sound found on the chart. Briefly explain the meaning of each word.

/ə/	/ə/ + /l/	/sh/ +/ə/ +/n/	/ue/	/oo/	/f/
accuse	spherical	addition	accuse	movement	spherical
sentence	hospital		continue	toothache	affect
ability	vowel		occupy	whoever	identify
secure	wobble			shrewd	tougher
Powhatan					beautiful
					definite

- Practice the words as follows during the remaining time. Call on a student to read any word on the table. Then have the student use the word in a meaningful sentence. After the student says the sentence, have them ask the class: "Does the sentence make sense?" If the class says, "Yes," then the student puts a check mark in front of the word and calls another student to come to the front and take a turn. If the class says, "No," have the student try again or call on another student to come to the front and use the word in a meaningful sentence. This continues until all of the words are used or time has run out.
- Tell students this table will remain on display until the assessment so that students may refer to it during the week.
- Tell students they will take home Activity Page 1.4 with this week's spelling words to share with a family member.

Lesson 1: Introduction to *Living in Colonial America*

Take-Home Material

- Have students take home Activity Page 1.4 to read to their parents.

GUEST SPEAKER SPEECH

Hello students. My name is Mary. You will be reading about me in your Reader later in the unit. Today I am here to tell you a little about the colonial time period. Of course, you will be learning a lot more in the coming days and weeks. I will just give you a brief overview.

You have learned a lot already this year! I talked to your teacher and heard that you have learned about the various groups of people that explored and settled in North, Central, and South America. I heard you learned about Native American people who lived in the Americas and built vast empires that existed for several hundred to thousands of years, long before European explorers arrived. You also learned about European explorers like Columbus, Ponce de Leon, de Soto, Coronado, Cabot, Hudson, Champlain, and other Europeans that traveled to and settled in this land. Explorers were still traveling to and settling in parts of the Americas during the time of colonial America, which is the time period I lived in and that you will be learning about in the unit. My family were settlers that came from Europe. You'll hear from my perspective, but remember to consider the perspectives of other people or groups of people as well (such as the perspective of the people that were Native to the Americas)!

I lived during the colonial time period, between the late 1500s and the middle 1700s when English settlers began attempting to establish, or set up, colonies in the "New World." That was a long time ago! During the time of the colonial settlement, the Americas were indeed a "New World" to the Europeans, because the Europeans had not known the land existed. Does anyone know what a colony is? A colony is an area settled by a group of people from another country that remains connected to the newly settled areas and its people. Spanish, English and other European people moved to places where Native Americans already lived and built colonies in those places that were connected to their home countries in Europe. Don't worry if it sounds confusing right now. By the end of the unit, you will be a pro at colony talk.

Activity Page 1.4



Image Card
C.U10.L1.1

Regional Map of
Colonial America



Image Card
C.U10.L1.2

Royal Portrait Gallery



Today I brought with me a few posters. These might help you understand the colonial period a little better. (Image Card C.U10.L1.1) English settlers eventually established, or set up, these thirteen English colonies along the east coast of North America—between the Spanish settlements to the south and the French settlements to the north. Here are the thirteen colonies. Why do you think these colonies were settled on the east coast of North America? Right, they were easy to get to by boat. (Image Card C.U10.L1.2) Over the course of the next few weeks, your teacher will also tell you about some of England’s monarchs, or kings and queens, who ruled during the time period the colonies were established. Your teacher won’t tell you about every monarch, but you will learn about Queen Elizabeth I.

Hmmmm . . . What else do you need to know? Oh, look at my first card again. The thirteen English colonies were divided into three regions: the New England region in the north; the Middle Atlantic region in the middle; and the Southern region in the south.

Your teacher will probably talk a lot about *geography* and *climate* throughout this unit. Be sure to write these two words on your paper! The word *geography* describes where a place is located and the type of climate, or weather and temperatures, it experiences. For instance, the climate at the North Pole is cold and icy year-round, but in Florida, the climate is very hot in the summer and mild in the winter. Geography also describes the terrain, or type of physical features found in a specific region. For example, the geography of a region includes whether it is flat, hilly, or mountainous; whether it has trees, marshes, or desert; and whether it is near rivers, lakes, or an ocean. Geography and climate of a region affect what types of plants and animals live in that area.

Here is another heads-up. During the unit, you will hear about the colonies by region rather than according to the dates the colonies were established. This might get a little tricky. However, you will get to travel back and forth in time as you listen to the Read-Alouds and read stories from the Reader. Don’t worry, your teacher told me you will be putting together a timeline to help you keep track of the events in the colonies. That sounds like fun!

Well, kids. I better get back to colonial life. Who wants to travel with me back to the colonial time period? All of you? Great! Maybe I’ll come back at the end of the unit to hear about everything you learned. Until then, take good notes, be good listeners, and learn a lot!

2

“The First English Colony”

PRIMARY FOCUS OF LESSON

Reading

Students will retell the story of the Lost Colony in their own words.

- ✦ **TEKS 3.6.G; TEKS 3.7.D; TEKS 3.7.E**

Writing

- ✦ Students will explain the basic parts of a narrative plot. **TEKS 3.8.C; TEKS 3.8.D**
- ✦ Students will create and categorize ideas for narrative stories. **TEKS 3.12.A**

Language

Students will form and use comparative and superlative adjectives.

- ✦ **TEKS 3.11.D.iv**

FORMATIVE ASSESSMENT

Activity Page 2.2 **“Retelling: “The First English Colony”** Retell

- ✦ important points from the story. **TEKS 3.7.D**

Activity Page 2.4 **Parts of a Narrative** Describe the parts of a

- ✦ narrative. **TEKS 3.8.C**

Activity Page 2.5 **Mixed Review of Comparative and Superlative Adjectives** Review the use of comparative and

- ✦ superlative adjectives. **TEKS 3.11.D.iv**

- ✦ **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 3.7.E** Interact with sources in meaningful ways such as note taking, annotating, free writing, or illustrating; **TEKS 3.8.C** Analyze plot elements, including the sequence of events, the conflict, and the resolution; **TEKS 3.8.D** Explain the influence of the setting on the plot; **TEKS 3.12.A** Compose literary texts, including personal narratives and poetry, using genre characteristics and craft; **TEKS 3.11.D.iv** Edit drafts using standard English conventions, including: adjectives, including their comparative and superlative forms.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (60 min.)			
Partner Read: Review	Partner	15 min.	<input type="checkbox"/> Activity Pages 2.1, 2.2 <input type="checkbox"/> Activity Page 1.2
Introducing the Reading	Whole Group	15 min.	<input type="checkbox"/> highlighter or yellow marker <input type="checkbox"/> sticky notes
Whole Group Reading: "The First English Colony"	Whole Group	20 min.	<input type="checkbox"/> <i>Living in Colonial America</i> <input type="checkbox"/> Story Retelling Chart (Digital Projections)
Discussing the Reading	Whole Group	5 min.	
Retelling	Independent	5 min.	
Writing (35 min.)			
Introducing Narrative Writing	Partner/ Whole Group	10 min.	<input type="checkbox"/> Activity Pages 2.3, 2.4
Narrative Prewriting Organizer	Partner	25 min.	
Language (25 min.)			
Grammar: Comparative and Superlative Adjectives	Whole Group/ Independent	25 min.	<input type="checkbox"/> Activity Page 2.5 <input type="checkbox"/> Comparative and Superlative Adjectives Chart (Digital Projections) <input type="checkbox"/> Adjective, Comparative, Superlative Chart (Digital Projections)
Take-Home Material			
"The First English Colony"	Whole Group	5 min.	<input type="checkbox"/> Activity Page 2.6

ADVANCE PREPARATION

Reading

- Create the following chart on the board or chart paper, or prepare to display Digital Projection DP.U10.L2.1.

Story Retelling

Characters: Who are the people or animals in the story?

Setting: Where did the story take place?

Problem: What is the struggle in the story?

Plot: What are the events? (Beginning, Middle, and End)

Solution: What happens at the end of the story?

Language

- Create the following Comparative and Superlative Adjectives poster on chart paper or prepare to display Digital Projection DP.U10.L2.2:

Comparative and Superlative Adjectives

Comparative adjectives compare two nouns to show that one is greater or more. The suffix *-er* is added to adjectives.

Superlative adjectives compare more than two nouns to show that one is greatest or most. The suffix *-est* is added to adjectives.

Instead of the suffixes *-er* and *-est*, use the words *more* and *most* when forming comparative and superlative adjectives that end with the suffixes *-ful*, *-less*, *-ing*, *-ed*, *-ous* or that have three or more syllables.

- Create the following Adjective, Comparative, Superlative poster on chart paper or prepare to display Digital Projection DP.U10.L2.3:

Adjective	Comparative	Superlative
old	older	oldest
nice	nicer	nicest
thin	thinner	thinnest
fat	fatter	fattest
hot	hotter	hottest
big		
tall		
sweet		
funny		

- Write the following sentences on the board or chart paper and cover them. Or write the sentences on sentence strips to be displayed during the Grammar lesson.

1. My brother is _____ than my son. (cute)
2. My sister is the _____ of all of us. (smart)
3. That large painting is _____ than the small one. (unusual)
4. She is the _____ woman I've ever seen! (beautiful)
5. Mom makes the _____ pizza in the whole world! (good)
6. I can eat _____ popcorn than you can. (much)

Universal Access

- Use visual aids to remind students how to do a five finger retell.
- Model how to do a five finger retell.
- Display charts during language lesson for students to compartmentalize information.
- Allow students to work with partners and small groups for support.

Lesson 2: The First English Colony

Reading



Primary Focus: Students will retell the story of the Lost Colony in their own words.

✦ **TEKS 3.6.G; TEKS 3.7.D; TEKS 3.7.E**

VOCABULARY: “THE FIRST ENGLISH COLONY”

persuade, to convince

overgrown, covered in plants that have grown in an uncontrolled way

alarming, disturbing or causing fear

harshest, most difficult and unpleasant

Vocabulary Chart for “The First English Colony”		
Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Vocabulary		persuade overgrown alarming harshest
Multiple Meaning Vocabulary Words		
Spanish Cognate for Core Vocabulary		persuadir alarmante
Sayings and Phrases		

PARTNER READ: REVIEW (15 MIN.)

- Have students turn to Activity Page 2.1.
- Remind students that the passages on Activity Page 2.1 are from yesterday's Read-Aloud. Explain to students that in today's Reader, we will be reading about two boys named Robert and George who lived on Roanoke Island.

Activity Page 2.1



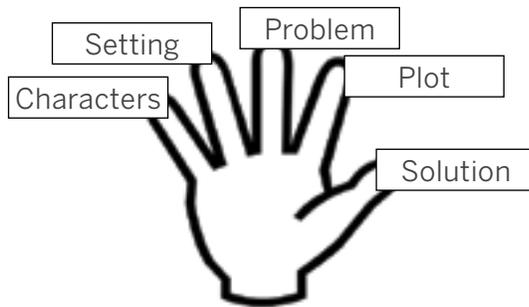
✦ **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 3.7.E** Interact with sources in meaningful ways such as notetaking, annotating, free writing, or illustrating.

- In pairs, have students read the passages on Activity Page 2.1. With highlighters or yellow markers, have students highlight the key details about the Lost Colony.
- As a whole group, discuss the key details students highlighted while rereading the passages with a partner.

INTRODUCING THE READING (15 MIN.)

TEKS 3.7.D

- Choose a popular movie most students have seen or a book the class has recently read. Draw a hand on the board and first ask students to add the parts of the narrative plot: “characters, setting, problem, plot (beginning, middle, and end), and solution.” Pass out five sticky notes to students and have them write each part on a sticky note.



- As a whole class, identify the parts of the story. Ask student volunteers to come to the board and write the details from the movie or book beside that particular finger. Tell students to follow along with what is written on the board and add to their sticky notes. For example, next to “Setting” students would write the time or place where the movie or book was set. As students write on the board, you can use different colored markers for each part of the narrative plot.
- Tell students: “We will be discussing and applying the parts of narrative plot in today’s lesson and later in the unit, too.”
- Explain to students that today they will be reading a story called, “The First English Colony.” During the reading, they will be pausing to identify the key details at the beginning, middle, and end of the story.
- Have students take out Activity Page 2.2. Say: “On this Activity Page, we will be recording the important parts of the story in the beginning, middle, and end. After reading, we will take the key details and retell the story in our own words.”
- On Activity Page 2.2, have students fold the activity page per the directions and cut along the dotted lines.

Support

If students need assistance reviewing the parts of a narrative plot, display the Story Retelling Anchor Chart (DP.U10.L2.1).

Activity Page 2.2



Support

Remind students to use the five finger retelling strategy to include the key parts of retelling.

Support

Have students brainstorm possible themes of the story.

TEKS 3.7.D Retell and paraphrase texts in ways that maintain meaning and logical order.



Reading
Using Foundational
Literacy Skills

Beginning

Tell students a description of the story and ask them to say the corresponding story part: character, setting, event, solution, or problem.

Intermediate

Give students a story part (character, setting, event, solution, or problem) and work together to retell that portion of the story.

Advanced/Advanced High

Give students a story part (character, setting, event, solution, or problem) and encourage them to independently retell that portion of the story.

ELPS 1.E; ELPS 3.B;

ELPS 4.G

- Display the Story Retelling anchor chart or project Digital Projection DP.U10.L2.1. Remind students that during retelling, the five parts should be present, which include identifying the character(s), setting, problem, events (beginning, middle, and end), and solution.

WHOLE GROUP READING: "THE FIRST ENGLISH COLONY" (20 MINS.)

- Tell students that the title of today's chapter is "The First English Colony."
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter

Note: Students may take out Activity Page 1.2 from Lesson 1 to use as a reference throughout the Reading.



6

Robert
Chapter 2



Tom
Chapters 3, 5



Mary
Chapters 10, 11



Lizzie
Chapter 13



Charles
Chapter 15



Patience
Chapters 17, 18



Seth
Chapter 7



Sarah
Chapter 9



Matthew
Chapter 16



7

Pages 6 and 7

- Ask students to turn to the map and student timeline on **pages 6 and 7**. Note for students that the map on page 6 is the same coloring as the maps created on Activity Page 1.2 yesterday. Remind students that they may use this Activity Page as a reference throughout the unit. Additionally, explain that the student timeline on **page 7** is in chronological order from the top of the page to the bottom.
- Spend some time discussing the map and timeline on **pages 6 and 7**. If you have a world map or globe, it would be good to give students some information about where these colonies are located in relation to where students live. Tell students that on this map, there are faces of the people they will hear stories from in this unit. While these mostly represent colonists, remind students that Native Americans inhabited all of these lands previously and have important stories of their own.
- Have students turn to the next page, which is the first page of the next chapter.

Activity Page 1.2



Chapter 2 The First English Colony

Robert and George ran along the long stretch of sandy beach on Roanoke Island. From time to time, they splashed in the warm waters and collected shells. It was late August in the year 1587, and, if all went well, they and the other travelers would be the first successful English colonists in North America. They and others had watched as their leader, John White, sailed away. He was returning to England to get the supplies they needed to survive on this island. However, the reason why the boys were playing on this beach began many years earlier.



Robert and George played on the beach on Roanoke Island.

Pages 8 and 9

- Ask students to read **pages 8 and 9** to themselves to fill in the blank in the sentence: “Robert and George are part of a group that were hoping to be the first blank.”
- When students have finished reading, reread the sentence and ask students to answer.
 - » successful English colonists in North America
- As a whole class, complete the character, setting, and problem section on Activity Page 2.2.
 - » Characters: Robert and George; Setting: Roanoke Island, August 1587; Problem: The leader of the colony left for England to get supplies to survive on the island.

In the 1500s, Spain conquered large areas of Central and South America. Spanish colonists built towns and cities there, claiming the land as their own. Spanish galleons sailed across the Atlantic Ocean laden with gold and other natural resources taken from these regions. Spain was becoming very rich. The Queen of England, Elizabeth I, and her favorite knight, Sir Walter Raleigh, wanted England to become as rich and powerful as Spain. They wanted English people to go to this place they called the “New World” too.

In 1584, Sir Walter **persuaded** Queen Elizabeth to let him try to create an English **colony** in the Americas. It was decided that the English would stay away from the powerful Spanish conquistadors. Instead of sailing to Central or South America, they would sail north, to North America. With that decided, a group of explorers set off to find a suitable place to settle.



A group of English explorers prepared to sail to North America.

Pages 10 and 11

- Explain to students that on the next few pages the chapter is going to go back in time to the 1500s. This information will be a review and a support to what was read earlier in the lesson. Remind students that to *conquer* means to take control of a place and claim it as your own. *Conquistadors* is a term used to describe conquerors (or people that conquered), particularly from Spain.
- Ask students to read **pages 10 and 11** to themselves to find out why the Queen of England and Sir Walter Raleigh wanted the English people to go to what they called the "New World."
- When students have finished reading, restate the question and have students answer.
 - » Spain was becoming very rich by conquering large areas of Central and South America and bringing gold and other natural resources home. The Queen of England and Sir Walter Raleigh wanted England to become as rich and powerful as Spain.
- Ask, “Why did Sir Walter Raleigh decide to avoid Central or South America and sail north, to North America?”
 - » to create an English colony in the Americas; to stay away from the Spanish conquistadors

The explorers who went on this expedition in 1584 reported back to Sir Walter and told him about Roanoke Island. Speaking highly of the Native Americans they encountered, they believed this island was a perfect place for the first English **colony**. Sir Walter's explorers managed to build a fort on the island to protect themselves from possible attacks from Spanish soldiers, but they failed to create a **colony**. They abandoned their mission, leaving only fifteen men behind to guard the fort. However, Sir Walter was determined to succeed. In 1587, more ships set out for this territory.

Robert and George were members of this second group of would-be English colonists. They had been very excited to set off on this great adventure. This time, the colonists planned to land north of Roanoke Island, in the Chesapeake Bay area. There, they hoped to establish the first successful English **colony**.



Pages 12 and 13

- Tell students to turn to **pages 12 and 13**. Tell students that on this page they'll see a map of North America with Jamestown and Roanoke Island, in what became Virginia and North Carolina. Remind students that Native Americans already inhabited these regions before the colonies were created. Tell students that the green areas on the map represent other lands that Native Americans inhabited but that had not yet been reached by European settlers.
- Ask students to read **pages 12 and 13** to themselves to find out if Sir Walter Raleigh's expedition was successful.
- When students have finished reading, restate the question and have students answer.
 - » No, the explorers who went on this expedition built a fort but failed to create a colony.
- Ask, "What did Sir Walter Raleigh do next?"
 - » New ships set out for this territory three years later.
- As a whole class, complete the Beginning section on Activity Page 2.2.

Unfortunately, during the trip, there was a disagreement between their leader John White and members of the ship's crew. As a result, members of the ship's crew refused to take the English travelers to the Chesapeake Bay area. So, Robert, George, and the other passengers were forced to land on Roanoke Island in late July. Robert and George had not minded this change of plan. They had simply been happy to be on solid ground once more.

However, this was not the end of the travelers' troubles. After landing, John White led a group of men to Fort Raleigh, the fort that had been built by the previous group. Robert and George had not been allowed to go with the men. At the fort, John White and the other men expected to find the fifteen English soldiers who had been left behind to guard it. When they arrived at the fort, the soldiers were nowhere to be found. The fort was **overgrown** with weeds. The skeleton of one soldier was discovered.



*John White and his group found the fort **overgrown** with weeds and the skeleton of one soldier.*

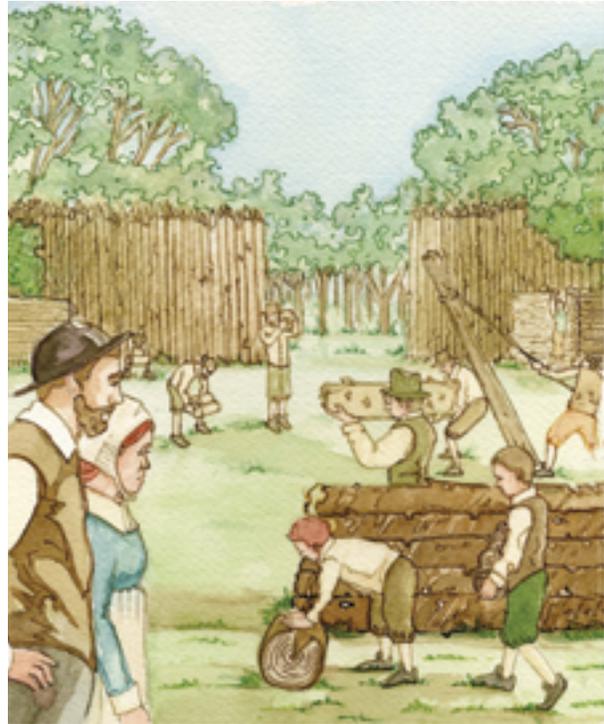
- » Robert and George attempted to travel to Chesapeake Bay to set up the first successful English colony in 1587.

Pages 14 and 15

- Ask students to read **pages 14** and **15** to themselves to find the answer to the question: "Was this second expedition successful?"
- When students have finished reading, restate the question and have students answer.
 - » No, there was a disagreement among their leader John White and members of the ship's crew, and the explorers were forced to land on Roanoke Island and not the Chesapeake Bay area.
- Ask, "What did John White expect to find on Roanoke Island?"
 - » the 15 English soldiers who had been left behind to guard the fort
- Ask, "Were they there?"
 - » No, there was only an overgrown fort and the skeleton of one soldier.
- As a whole class, complete the Middle section on Activity Page 2.2.
 - » When they landed on Roanoke Island, they found a fort but no soldiers were found.

When John White and the men returned to the beach with this news, Robert and George had felt scared. The boys wondered what had happened to the soldiers. The only good news was that it was possible to repair the homes in Fort Raleigh.

The settlers got to work. Robert, George, and more than one hundred men, women, and children worked from sunrise to sunset to reconstruct these homes. However, the boys and the other settlers found it **alarming** that, when winter came, they did not have enough food to survive until spring. They had arrived at a time when it was too late to plant crops.



Men, women, and children reconstructed the fort.

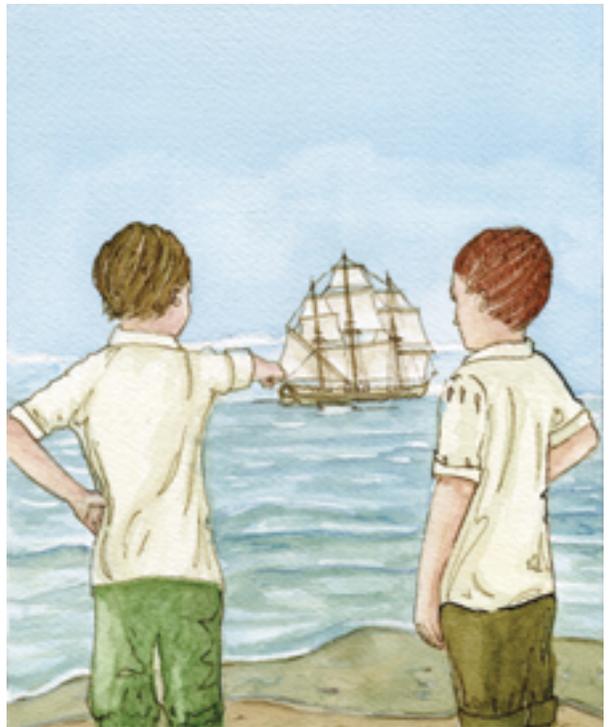
Pages 16 and 17

- Ask students to read **pages 16** and **17** to themselves to find the answer to the question: “What did the settlers do?”
- When students have finished reading, restate the question and have students answer.
 - » They set to work reconstructing the homes they found so they could live in them.
- Ask, “What was the most alarming thing that happened?”
 - » Winter came and the settlers did not have enough food to get through it.
- Ask, “Why had they not planned ahead and taken enough food?”
 - » The journey took longer than expected and when they arrived, it was too late to plant crops.

Robert, George, and the others did not want to return to England starving and exhausted. They needed a plan. One month after they arrived, it was decided that John White would take one of the two remaining ships and return to England to get supplies. If all went well, he would be back before the **harsh**est days of winter arrived.

So Robert and George had watched and played as John White's ship sailed out of sight. The two boys remained on the sandy shore and enjoyed the freedom offered by the land that was new to them. Neither of the boys missed the busy, crowded streets of Portsmouth, England. They did not miss the rain or the sight of the poor people who begged on the streets. This was to be their new home and they were thankful to be there. The question was, would they survive?

Do you think the settlers survived? Does the **colony** survive? Does Roanoke Island become the first successful English **colony** in North America?



John White's ship sailed away.

Pages 18 and 19

- Ask students to read **pages 18** and **19** to themselves to find out what plan the settlers decided upon.
- When students have finished reading, restate the question and have students answer.
 - » John White would take one of the two remaining ships and return to England to get supplies. It was hoped that he would return before the harshest days of winter.
- As a whole class, complete the Solution section on Activity Page 2.2.
 - » John White took one of the two remaining ships and returned to England to get supplies. It was hoped that he would return before the harshest days of winter.

Support

If students cannot write a retelling, provide sentence stems for support i.e. "First____, Later____, Then____, Last____".

If students still have difficulty, have students focus on retelling the beginning, middle, and end of the story.

ENGLISH
LANGUAGE
LEARNERS



Reading
Reading/Viewing Closely

Beginning

Use Activity Page 2.2 and sentence starters:

First, Sir Walter Raleigh ____.

Later, the settlers ____.

Then, the settlers ____.

Intermediate

Use Activity Page 2.2. Prompt students with questions such as, "What did the settlers do next?"

Advanced/Advanced High

Use Activity Page 2.2. Check in with students and help them if they are stuck. Read what they've written and ask: "What happened next? Was that part of the beginning, middle, or end of the story?"

ELPS 4.E

DISCUSSING THE READING (5 MIN.)

7. **Evaluative.** Do you think the settlers survived? Why or why not?

- » Answers may vary but could include that Sir Walter Raleigh was very determined to succeed so he would likely do everything possible to help the settlers survive. Students may also remember that this was a second attempt to set up a colony as the first was not successful. After hearing of a skeleton being found, students may wonder what happened to the rest of the first settlers. Finally, students may wonder if John White would return in time with food since the settlers had arrived too late to plant crops.

RETELLING (5 MIN.)

- Independently, have the students write their own retellings on the back of Activity Page 2.2. **TEKS 3.7.D**

Lesson 2: The First English Colony

Writing



Primary Focus: Students will explain the basic parts of a narrative plot.

TEKS 3.8.C; TEKS 3.8.D

Students will create and categorize ideas for narrative stories. **TEKS 3.12.A**

INTRODUCING NARRATIVE WRITING (10 MIN.)

TEKS 3.12.A

- *Think-Pair-Share* What do you know about narrative writing?
- Possible student response: In narrative writing, the writer tells a story about something that actually happened, might have happened, or might happen in the future.
- On the board write: *something that actually happened, might have happened, or might happen in the future.*
- Allow students to work with a partner to brainstorm ideas that could be written in each of the three categories and to write their ideas on blank paper.

TEKS 3.7.D Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 3.8.C** Analyze plot elements, including the sequence of events, the conflict, and the resolution; **TEKS 3.8.D** Explain the influence of the setting on the plot; **TEKS 3.12.A** Compose literary texts, including personal narratives and poetry, using genre characteristics and craft.

- Have partners share their story titles with the class. Write down each idea on the board under the correct title: *something that actually happened, might have happened, or might happen in the future.*
- Direct students' attention to the Story Retelling Anchor chart used in the beginning of the lesson. Explain to students that this chart can be used for retelling a story and planning to write a narrative. Review the key components of the chart: Character, Setting, Problem, Plot (Beginning, Middle, and End), and Solution. Explain that when writing a narrative piece, each of these key components should be included in their writing.

NARRATIVE PRE-WRITING ORGANIZER (25 MIN.)

- Have students take out Activity Page 2.3.
- With a partner, choose one of the story titles brainstormed on blank paper. On Activity Page 2.3, have students fill in each of the key components together.
Note: Take down the Story Retelling Anchor chart prior to students completing Activity Page 2.4.
- When students have finished Activity Page 2.3, have them complete Activity Page 2.4.
- If time allows, have students share papers with another partner group. Allow students time for feedback in small group.
Note: Students will use Activity Page 2.3 in Lesson 5.

Activity Page 2.3



Support

Pull students aside and complete Activity Page 2.3 in a small group.

Challenge

Have students focus on including descriptive words in their pre-writing organizer.

Activity Page 2.4



**Beginning**

Ask students to draw a five finger retelling chart using an outline of their hand. Prompt students to add the definitions of terms: “The setting is the time and place”, etc. Copy answers to Activity Page 2.3.

Intermediate

Allow students to complete Activity Page 2.3 with a partner and refer to Story Retelling Anchor chart if they are stuck.

Advanced/Advanced High

Use Activity Page 2.3. Check that students understand and define plot and setting in particular.

ELPS 2.C**Lesson 2: The First English Colony**

Language



Primary Focus: Students will form and use comparative and superlative adjectives.

TEKS 3.11.D.iv

GRAMMAR: COMPARATIVE AND SUPERLATIVE ADJECTIVES (25 MIN.)

- Draw students’ attention to the Comparative and Superlative Adjectives poster you placed on the board (or DP.U10.L2.2) in advance and review it with them.

➤ **Comparative and Superlative Adjectives** (Digital Projection DP.U10.L2.2)

Comparative and Superlative Adjectives

Comparative adjectives compare two nouns to show that one is greater or more. The suffix *-er* is added to adjectives.

Superlative adjectives compare more than two nouns to show that one is greatest or most. The suffix *-est* is added to adjectives.

Instead of the suffixes *-er* and *-est*, use the words *more* and *most* when forming comparative and superlative adjectives that end with the suffixes *-ful*, *-less*, *-ing*, *-ed*, *-ous* or that have three or more syllables.

Note: Note for students that their ability to use these adjectives correctly is more important than knowing the names of the adjectives.

- Remind students that the pattern of adding *-er* and *-est* to adjectives is as follows.
- Display the Adjective, Comparative, and Superlative chart or display Digital Projection DP.U10.L2.3. Review the comparative and superlative forms of the first four words (*big*, *tall*, *sweet*, *funny*). Guide students in completing the rest of the chart. A completed chart follows.

TEKS 3.11.D.iv Edit drafts using standard English conventions, including: adjectives, including their comparative and superlative forms.

➤ Adjective, Comparative, and Superlative Chart (Digital Projection DP.U10.L2.3)

Adjective	Comparative	Superlative
big	<i>bigger</i>	<i>biggest</i>
tall	<i>taller</i>	<i>tallest</i>
sweet	<i>sweeter</i>	<i>sweetest</i>
funny	<i>funnier</i>	<i>funniest</i>



- Display the following sentences and cover them.
 1. My brother is _____ than my son. (*cute*)
 2. My sister is the _____ of all of us. (*smart*)
 3. That large painting is _____ than the small one. (*unusual*)
 4. She is the _____ woman I've ever seen! (*beautiful*)
 5. Mom makes the _____ pizza in the whole world! (*good*)
 6. I can eat _____ popcorn than you can. (*much*)
- Uncover sentence 1 and ask a student to fill in the form of the adjective *cute* that fits in the sentence. (*cuter*)

My son is _____ than my brother. (*cute*)
- Ask, "Why did you add the suffix *-er* to *cute*?" (Two people are being compared, which calls for the comparative form.)
- Uncover sentence 2 and ask a student to fill in the form of the adjective *smart* that fits in the sentence. (*smartest*)

My sister is the _____ of all of us. (*smart*)
- Ask, "Why did you add the suffix *-est* to *smart*?" (More than two people are being compared, which calls for the superlative form.)
- Uncover sentence 3 and ask a student to fill in the form of the adjective *unusual* that fits in the sentence. (*more unusual*)

Support

Ask students to highlight the word *than* whenever it appears in a sentence. The word *than* signifies a comparison and tells the student to use *more* instead of *most*.

Challenge

Ask students to list as many adjectives as possible that would use *more* or *most* instead of *-er* or *-est*.



Beginning

Pull students into small groups and allow students to answer questions from Activity Page 2.5 verbally.

Intermediate

Allow students to work with a partner to complete Activity Page 2.5 by working with their partner to determine the correct form of the adjective, and explain why.

Advanced/Advanced High

Encourage students to read aloud and answer all questions from Activity Page 2.5 with occasional support from a partner.

ELPS 5.E

- Ask, “Why did you add the word *more to unusual?*” (Two paintings are being compared, which calls for the comparative form.)
- Ask, “Why didn’t you add the suffix *-er* instead?” (The adjective *unusual* has four syllables so it needs the word *more* instead of the suffix *-er*.)
- Uncover sentence 4 and ask a student to fill in the form of the adjective *beautiful* that fits in the sentence. (*most beautiful*)
She is the _____ woman I’ve ever seen! (*beautiful*)
- Ask, “Why did you add the word *most to beautiful?*” (More than two women are being compared, which calls for the superlative form.)
- Ask, “Why didn’t you add the suffix *-est* instead?” (The adjective *beautiful* ends with the suffix *-ful* so it needs the word *most* instead of the suffix *-est*.)
- Uncover sentence 5 and ask a student to fill in the form of the adjective *good* that fits in the sentence. (*best*)
Mom makes the _____ pizza in the whole world! (*good*)
- Ask, “Why didn’t you add the suffix *-est* or the word *most?*” (The adjective *good* is irregular so a new word is formed.)
- Uncover sentence 6 and ask a student to fill in the form of the adjective *much* that fits in the sentence. (*more*)
I can eat _____ popcorn than you can. (*much*)
- Ask, “Why didn’t you add the suffix *-est* or the word *most?*” (The adjective *much* is irregular so a new word is formed.)
- Have students turn to Activity Page 2.5 and complete it independently.
- Explain to students that they will be writing the adjective they see in parenthesis as either a comparative or a superlative adjective in the blank space, based on the sentence. If the adjective contains 3 or more syllables, they will add *more* or *most* in front of the adjective. Tell students they should be prepared to explain which form they chose and why.

End Lesson

Lesson 2: The First English Colony

Take-Home Material

- Have students reread “The First English Colony” and complete Activity Page 2.6.

Activity Page 2.6



3

The Founding of Jamestown

PRIMARY FOCUS OF LESSON

Reading

Students will ask and answer questions, orally or in writing, to monitor their

- ✦ understanding of “Jamestown, Part I: A New Life.” **TEKS 3.6.B; TEKS 3.6.G; TEKS 3.6.I**

Speaking and Listening

Students will make personal connections to the experience of setting sail on a

- ✦ voyage in “The Founding of Jamestown.” **TEKS 3.1.A; TEKS 3.6.E; TEKS 3.7.A**

Language

Students will identify and use the meaning of prefixes *uni-*, *bi-*, *tri-*, and

- ✦ *multi-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

FORMATIVE ASSESSMENT

Activity Page 3.1

“Jamestown, Part I: A New Life” Ask and answer

- ✦ questions related to the text. **TEKS 3.6.B; TEKS 3.6.G; TEKS 3.6.I**

Activity Page 3.2

Making Connections: “The Founding of Jamestown”

- ✦ Make connections between a passage from the text and the Reader, the world, or another text. **TEKS 3.6.E**

- ✦ **TEKS 3.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.6.I** Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 3.7.A** Describe personal connections to a variety of sources including self-selected texts; **TEKS 3.2.A.v** Demonstrate and apply phonetic knowledge by: decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by: spelling using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (30 min.)			
Introducing the Reading	Whole Group	5 min.	<input type="checkbox"/> sticky notes (2 per student) <input type="checkbox"/> <i>Living in Colonial America</i>
Whole Group Reading: “Jamestown, Part I: A New Life”	Whole Group	15 min.	<input type="checkbox"/> Activity Page 3.1
Discussing the Reading	Independent	10 min.	
Speaking and Listening (40 min.)			
Introducing the Read-Aloud	Whole Group	10 min.	<input type="checkbox"/> Connections Anchor Chart (Digital Projections)
Read-Aloud: “The Founding of Jamestown”	Whole Group	20 min.	<input type="checkbox"/> Activity Page 3.2 <input type="checkbox"/> Digital Flip Book: U10.L3.1-U10.L3.7
Discussing the Read-Aloud	Whole Group	10 min.	
Language (50 min.)			
Morphology: Introduce Prefixes	Whole Group	20 min.	<input type="checkbox"/> Activity Pages 3.3, 3.4, 3.5 <input type="checkbox"/> Comparative and Superlative Adverbs Chart (Digital Projections)
Grammar: Use Adverbs that Compare Actions	Whole Group	15 min.	
Spelling: Blank Busters	Whole Group	15 min.	
Take-Home Materials			
Prefixes <i>uni-</i> , <i>bi-</i> , <i>tri-</i> , and <i>multi-</i>			<input type="checkbox"/> Activity Page 3.3

ADVANCE PREPARATION

Speaking and Listening

- Identify the following digital images to project during the Read-Aloud: U10.L3.1–U10.L3.7.
- Create the following Connections anchor chart on chart paper or prepare to display Digital Projection DP. U10.L3.1.

Connections

Readers make connections to better understand and comprehend the text.

Text to Self: Have you ever helped adults or completed chores? How does the text connect to your experience?

Text to Text: How is this text like another text/book I have read?

Text to World: How is this text like a real world event?

Text to Media: How is this text like something I saw on television or read on the computer?

- Prepare to add to the Colonial America: Important Persons anchor chart after the reading.

Language

- Prepare to display the following Comparative and Superlative Adverbs poster (DP.U10.L3.2)

Comparative and Superlative Adverbs

Comparative adverbs compare two actions to show that one is greater or more. The suffix *-er* is added to adverbs.

Superlative adverbs compare more than two actions to show that one is greatest or most. The suffix *-est* is added to adverbs.

Instead of the suffixes *-er* and *-est*, use the words *more* and *most* when forming comparative and superlative adjectives that end with the suffixes *-ful*, *-less*, *-ing*, *-ed*, *-ous* or that have three or more syllables.

- Write the following sentences on the board and cover them or write them on sentence strips to be displayed during the Grammar lesson.
 1. My brother left _____ for school. (late)
 2. My mom left _____ for work than my dad. (late)
 3. My sister left the _____ of us all to get to school. (late)
 4. The package of books arrived _____ than the package of DVDs. (soon)
 5. The package of shoes arrived the _____ of all. (soon)
 6. She had to reach _____ on the bookshelf to grab books about Ancient Greece than to grab the books about Ancient Rome. (high)

7. Daniel ran the _____ of all the students in our class. (fast)
8. The new lamp shines the _____ of all the lamps in my house. (bright)
9. I learned how to ride my skateboard the _____ of all my friends. (quick)

Universal Access

- Project digital images and provide students with background information on the Read-Aloud.
- Review and pre-teach ways to make text connections.
- Preview lesson vocabulary with students.

Start Lesson

Lesson 3: The Founding of Jamestown Reading



Primary Focus: Students will ask and answer questions, orally or in writing, to monitor their understanding of “Jamestown, Part I: A New Life.”

TEKS 3.6.B; TEKS 3.6.G; TEKS 3.6.I

VOCABULARY FOR “JAMESTOWN, PART I: A NEW LIFE”

gulp, to swallow quickly or in large amounts

squint, to look at something through partially closed eyes

tattered, old and torn

transplant, to dig up a plant and plant it somewhere else

Vocabulary Chart for “Jamestown, Part I: A New Life”		
Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Vocabulary	transplant	gulp squint tattered
Multiple Meaning Vocabulary Words		
Sayings and Phrases		

TEKS 3.6.B Generate questions about text before, during, and after reading to deepen understanding and gain information; TEKS 3.6.G Evaluate details read to determine key ideas; TEKS 3.6.I Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

INTRODUCING THE READING (5 MIN.)

- Tell students the title of today's chapter is "Jamestown, Part I: A New Life."
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.
- Take a few minutes to talk about the images in this chapter.

Note: This chapter depicts a reality of children during this time in England and the Americas that could be potentially triggering for your students. There were impoverished and homeless children in England that were sent to the Americas to work. When they arrived, they worked hard and there was often not enough food for all of the colonists to survive tough winters. Please be sensitive of how this may impact students, and adjust accordingly for your class. Explain to students that this was a very difficult and different time. Tell students that today, there are laws that protect children in the United States. For example, they need to be of a certain age to legally work.

- Pass out two sticky notes per student. Explain that during the reading, the class will pause to write down two questions about the story.

Chapter 3 Jamestown, Part I: A New Life

“Tom, hurry up and eat your breakfast. You should have been out in the tobacco fields at least an hour ago,” urged Ann Tucker.



“I’m coming,” Tom replied as he **gulped** down his milk and bread. “I’ve been helping Jane collect the eggs.”

“Well, hurry up,” Mrs. Tucker commanded. “The sun will have set before you have lifted a finger to help Mr. Tucker.”

Tom swallowed the last mouthful of bread and raced out of the small house. He could tell that Mrs. Tucker was angry. The bright sunshine made him **squint** as he ran toward the tobacco fields. It was harvest time and almost everyone was working in the fields.

Mrs. Tucker glanced at Tom as he ran off. She sighed deeply.



Tom hurried to the tobacco field to work with Mr. Tucker.

20

21

WHOLE GROUP READING: “JAMESTOWN, PART I: A NEW LIFE” (15 MIN.)

Pages 20–25 **TEKS 3.6.B**

- Have students read **pages 20–25** to themselves to find out how Tom and Jane came to live with the Tuckers.
- When students have finished reading, restate the question and have students answer.
 - » Tom and Jane had been street children. Their parents had died and they had been found begging on the streets of London. They and children like them had been sent to Jamestown and had been adopted by families who agreed to take them and put them to work.
- Ask, “What kind of work did the adopted children do?”
 - » grow crops, hunt, fish, cook, sew, make candles and soap, watch after livestock, and care for fruit trees and berry bushes

TEKS 3.6.B Generate questions about text before, during, and after reading to deepen understanding and gain information.

Support

Prompt students: “Do you have any questions about Tom? Do you have any questions about Jane or the Tuckers?”

Challenge

Ask students to make inferences based on what they already know and clues from the text.

She and her husband Daniel Tucker were now in charge of Tom and his sister, Jane. They were good children but they had arrived with very few skills. Fortunately, Tom was proving to be a good hunter.

Like the Tuckers, Tom and Jane were from London, England. Both children had arrived in Jamestown, Virginia, five months earlier, in April, 1618. When they first arrived, it was clear that they didn't want to be there. For days, they refused to speak. They cried all the time. Their clothes were **tattered** and grimy and they were very thin.

Tom, Jane, and one hundred other children had sailed to Jamestown on an English trading ship. Sailing across the ocean is never a good experience. But that was not the only reason why they looked so raggedy when they first arrived. Tom and Jane had been street children. In England, their parents had died and they had been found trying to survive on the streets of London. In fact, all of the children who were sent to Jamestown had been living that way.



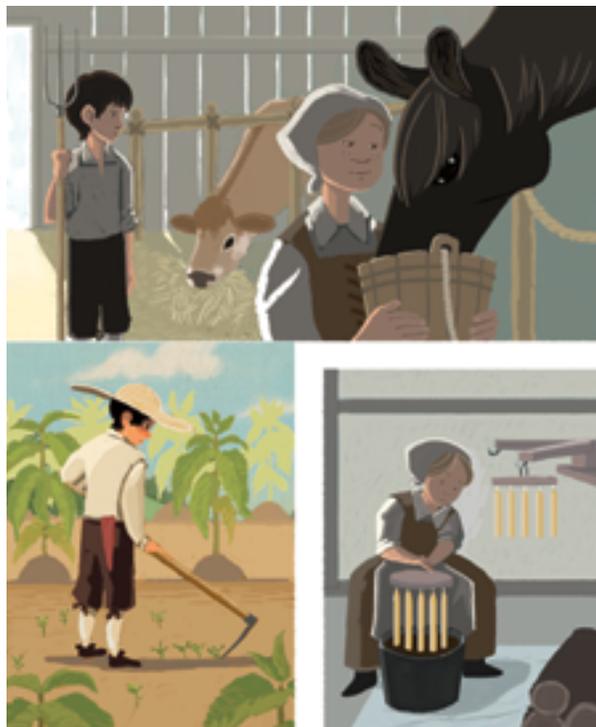
Tom and Jane's arrival at the Tuckers' home

- Direct students' attention to the images and captions on **pages 21, 23, and 25**.
- Ask: "What questions do you have about the reading at this point?" Have  students write one question on their sticky note. **TEKS 3.6.I**

 **TEKS 3.6.I** Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

Times were hard in England. There were hundreds of children begging on the streets of London. The king of England, James I, thought that so many homeless children would lead to trouble. He had the children rounded up and shipped 3,000 miles across the Atlantic Ocean to Jamestown.

Families in the **colony** had agreed to take the children in and put them to work. After all, there was certainly a lot to be done. People were needed in the fields. The colonists grew corn, squash, pumpkins, and tobacco. They had to hunt and fish as well. In addition, children were needed to cook, sew, make candles, and make soap. Boys and girls were needed to look after the cattle, goats, horses, and pigs that the colonists had brought with them. Children also cared for fruit trees and berry bushes.



Colonial children working

The English colonists had first arrived in Jamestown, Virginia, in 1607. Some of the first English colonists had died of hunger and sickness. Others had not survived the freezing cold temperatures. Some early colonists even left their settlement and joined the Powhatan, who could offer them a better life with more food than in Jamestown. However, none of these things had stopped more colonists from coming to Jamestown to start a new life.

One of the first colonists, a man named John Smith, had helped to save the **colony** from collapse. Another colonist named John Rolfe had introduced a new kind of tobacco into this area. This crop was important because the colonists earned money selling it. Smoking tobacco had become popular in Europe. With John Rolfe's help, the colonists learned how to grow lots of tobacco. By 1618, they were able to send more than two thousand pounds of tobacco to England each year. Tobacco made lots of money for the **colony**.



Top: John Smith

Bottom: John Rolfe (in center, facing left)

26

27

Support

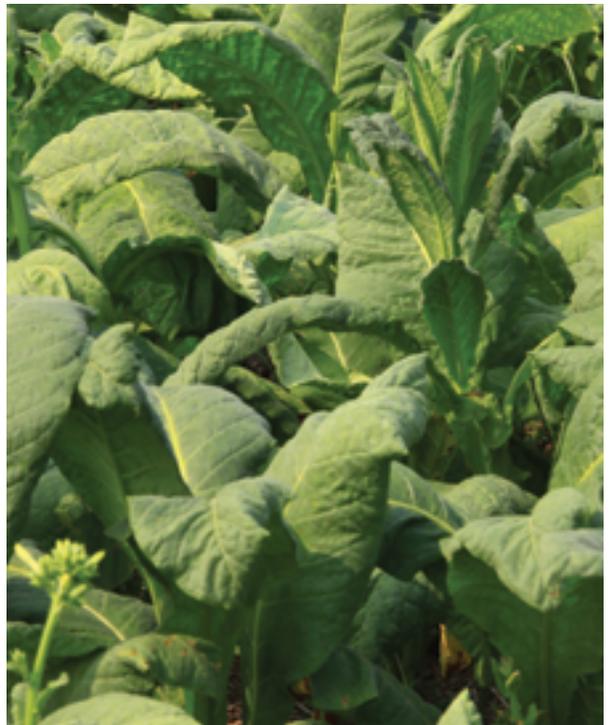
Ask, “Did you find the answer in the story, in the illustrations, or did you make an inference?” Remind students that an inference is when you use evidence to figure out the answer.

Pages 26–31

- Have students read **pages 26–31** to themselves to find the answer to the question: “What crop did John Rolfe introduce to the colony and why was it important?”
 - When students have finished reading, restate the question and have students answer.
 - » John Rolfe introduced a new type of tobacco. Tobacco was popular in Europe. With John Rolfe's help, colonists were able to ship more than 2,000 pounds of tobacco each year, which made lots of money for the colony.
- Note:** You may want to discuss with students that although this is historically accurate, we know today that smoking and tobacco are not healthy.
- Ask, “What was difficult about growing tobacco?”
 - » Colonists began by planting tobacco seeds in tiny beds, covering them with branches to protect them from the snow. In the spring they were transplanted into the fields and then harvested before the first frost.

“Where have you been, boy?” said a tall man with brown hair. “I’ve harvested several pounds of tobacco leaves already.”

Tom did not reply. Instead, he grabbed a basket and got to work. He had already figured out that the well-being of the colonists depended upon this plant. Much care and attention was paid to it. When he first arrived, Tom saw that the colonists had already planted tobacco seeds in tiny beds. They had covered the seeds with branches to protect them from the snow. When the seeds became seedlings, they were then **transplanted** into the fields. Moving the seedlings happened in April and was the hardest job of all. Finally, the colonists had to harvest the crop before the first frost.



Tobacco plants

- Direct students’ attention to the images and captions on **pages 27, 29, and 31.**
- Ask: “What questions do you have about the reading at this point?” Have students write one question on their sticky note. **TEKS 3.6.1**

TEKS 3.6.1 Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

Tom worked silently beside Mr. Tucker. The bottom leaves were the first to be cut off, collected, and hung up to dry. Tom plucked at the tobacco leaves and tried to ignore the sweat already dripping from his brow. He had been told that when all of the crops were harvested, the colonists would celebrate. "That's something to look forward to," Tom thought to himself. He knew, however, that between now and then there would be many more days of working in the hot sun.

Do you think Tom, and his sister Jane, will have a better life in Jamestown? If you do, explain why. If you do not, explain why not.



Mr. Tucker and Tom harvested crops.

DISCUSSING THE READING (10 MIN.)

1. **Evaluative.** Do you think Tom and his sister Jane will have a better life in Jamestown? If you do, explain why. If you do not, explain why not.
 - » Answers may vary but could include: In Jamestown they will live with parents in a house, where they will be cared for, fed, and kept warm. In England, they were street children and did not have a home or food provided for them. They had to beg for food. Students may notice that Tom and Jane cried all the time and both children refused to speak when they first arrived. Students may also feel that Ann Tucker appeared to be mean when she fussed at Tom for being late to get to the tobacco fields. Children were required to work all day and it was hard work. The images of the children working on **page 25** show the unsmiling faces of Tom and Jane. However, at the end of the chapter, Tom was looking forward to the celebration when the crops were harvested.
- Have students take out Activity Page 3.1. Ask students to choose one of their sticky notes to place on the top of their activity page. Students will complete Activity Page 3.1 independently.

Activity Page 3.1



ENGLISH
LANGUAGE
LEARNERS

Reading
Reading/Viewing Closely

Beginning

Use Activity Page 3.1. Students work in small groups to find page references and answers to questions. Use a sentence starter to state the main idea: Tom and Jane's life in Jamestown _____.

Intermediate

Use Activity Page 3.1. Help students identify the story's key ideas and phrase the first sentence for question 4.

Advanced/Advanced High

Students work independently on Activity Page 3.1. Check in with students to ensure they use page references and understand the story's key ideas.

ELPS 4.F; ELPS 4.I

Lesson 3: The Founding of Jamestown

Speaking and Listening



Primary Focus: Students will make personal connections to the experience of setting sail on a voyage in "The Founding of Jamestown."

✚ **TEKS 3.1.A; TEKS 3.6.E; TEKS 3.7.A**

VOCABULARY FOR "THE FOUNDING OF JAMESTOWN"

ambition, a strong desire or goal for the future

disputes, arguments; debates; struggles

laden, weighed down with many things

moor, to hold a ship in a specific place, usually with cables or anchors

perilously, very dangerously

safe haven, a safe place

seasoned, experienced; skillful

✚ **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 3.7.A** Describe personal connections to a variety of sources including self-selected texts.

Vocabulary Chart for “The Founding of Jamestown”		
Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Vocabulary	laden moor safe-haven	ambition disputes perilously seasoned
Multiple Meaning Vocabulary Words		seasoned
Spanish Cognate for Core Vocabulary	amarrar	ambición disputas peligrosamente sazonada;azonado
Sayings and Phrases		



INTRODUCING THE READ-ALoud (10 MIN.)

TEKS 3.7.A

- Remind students that in the previous Read-Aloud, they heard that English colonists came to what they called the “New World” for many different reasons. Ask students to predict why colonists came to Jamestown in 1607 in what is today the state of Virginia.
- Explain to students that during the Read-Aloud, they need to listen closely to make connections with the text.
- Display the Connections Anchor chart or project display Digital Projection DP.U10.L3.1.

➤ Connections Anchor Chart (Digital Projection DP.U10.L3.1)

Connections

Readers make connections to better understand and comprehend the text.

Text to Self: Have you ever helped adults or completed chores? How does the text connect to your experience?

Text to Text: How is this text like another text/book I have read?

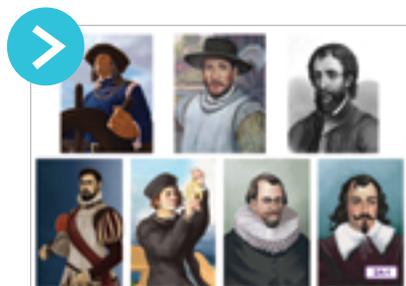
Text to World: How is this text like a real world event?

Text to Media: How is this text like something I saw on television or read on the computer?

- Review the four types of connections that can be made to better understand the text.
- Have students share an example of each type of connection.



TEKS 3.7.A Describe personal connections to a variety of sources, including self-selected texts.



Show Image U10.L3.1

European Explorers: Columbus, Ponce de León, de Soto, Coronado, Cabot, Hudson, and Champlain

Once word got out about Christopher Columbus's successful voyages

across the Atlantic, many other adventurers and explorers sailed off in search of this wondrous place. They were all motivated by the possibility of becoming rich, and perhaps even discovering new trade routes to the East Indies. Before long, the explorers were replaced by conquerors, who intended to take charge of this "New World," its wealth, and its people. This would be devastating to the Native Americans already living in this land.

For a while, Spain focused most of its energies on getting as much gold and silver from Central and South America as it could, though some Spanish scouting parties even ventured into southern parts of North America and beyond. This left the seemingly less-appealing North America wide open to the **ambition** and greed of the French, English, Dutch, and other empires.

The people of these countries had heard stories of the vast amounts of gold and silver the Spanish conquistadors had found in Central and South America. These new explorers and adventurers intended to become rich, too. They not only hoped to claim land, but to bring back ships laden with valuable gold and silver for their proud kings and queens.

In the early 1600s, French explorers, such as Samuel de Champlain, ventured onto land in North America and set up fur-trading stations along the St. Lawrence River in what is present-day Canada. Dutch explorers sailed up what is now known as the Hudson River through present-day New York State. The English set sail for Virginia. At this time, all lands and treasures that were new to the Europeans were usually claimed for the nation that the ship and crew sailed under. In other words, the lands were claimed for the already-wealthy kings and queens of Europe.

However, these three nations soon discovered that, although there was plenty of land, there was very little gold and silver to be found. This certainly was the case for those who set off to explore and possibly settle in Virginia.



Show Image U10.L3.2 Would-be Settlers on Ship

In 1606, on a cold wintry day in December, three English ships set sail for Virginia. More than one hundred men and a handful of boys were on

board the *Discovery*, the *Susan Constant*, and the *Godspeed*, under the command of Captain Christopher Newport. Some of the men were well-known, daring adventurers. Others were **seasoned**, or very experienced, sailors. There were farmers and skilled craftsmen on the journey, too.

- Picture Pause: (Teacher Model: The text says, this reminds me of . . . format) Explain to students that when we make connections, we will follow the “I made a _____ connection. The text says, this reminds me of” format. Model an example for the students: I made a text-to-self connection. In the text it says, “on a cold wintry day in December.” I used to live in Michigan, where they have very cold and wintry days in December. I can imagine how cold it was on the ship.

Imagine agreeing to set sail across a vast ocean in a small, not-so-sturdy ship. More than likely, you are not a trained sailor, and, like hundreds of others on board, you’re hoping to find a land that very few Europeans have been to before. Perhaps, during the voyage, you suffer from seasickness or become fearful of encountering sea monsters. Oh, and by the way, only men and boys were allowed on most voyages such as this one.

Investors in a company that came to be known as the Virginia Company of London paid for the voyage. The main purpose of this expedition was to make money from natural resources in the

Americas, including precious metals. Everyone involved, especially the investors, expected to get a generous share of the profits. They hoped to find and bring these valuable resources back to Europe.

In addition, King James I of England had given the men a charter, or official document, that allowed them to claim a very large area of land in what would be the Americas. This area of land stretched from what is now the state of South Carolina all the way up the east coast to Canada. Clearly, King James had not considered that other people might be living on this land, and they would not want him to claim it as his own!



Show Image U10.L3.3 Settlers on Ship Approaching Land

Because the party of English men and boys had set off in December, strong winter storms made their journey even more difficult. They also

ran **perilously** low on food and water. However, the passengers and crew survived, and five months later, in May 1607, they finally caught a glimpse of land. They sailed closer to the shoreline into what is now called the Chesapeake Bay area. As they approached this land, they decided to sail up a wide river they had spotted to avoid being seen by the Spanish colonists, some of whom were exploring the present-day areas of Florida and Georgia. Because King James was eager to claim everything the English saw, this river was promptly named the James River in honor of his royal highness.

This would be the final part of their journey. As the men sailed up the newly named James River, they were on the lookout for a **safe haven**, a protected place where they could **moor**, or dock, their ships. About sixty miles upriver, they found an area of land with deep water near the shoreline. The land appeared to be unoccupied. It was time to drop anchor.

This land, however, was not unoccupied. Native Americans had already lived there for thousands of years. By the time the settlers arrived

Support

Model additional connections for students if needed.

Challenge

Have students explain their connections to other students.

in what is now Virginia, the Powhatan had already established their own government with over 30 Algonquian-speaking Native American tribes, and over 25,000 people. The Powhatan had a thriving economy and a sophisticated political system that did not rely on identifying who owned what land. They had a collaborative way of harvesting and distributing the food supply amongst all the tribes. So the Powhatan system focused less on who controlled what and more on appreciating what the land could provide for everyone. Under their leader, Wahunsenacawh, commonly known as Chief Powhatan, each tribe had their own chief that could be male or female. Women were often leaders and were generally treated as equals.

Now let's return back to the Englishmen that were just arriving by ship, looking to settle in these lands.



Show Image U10.L3.4

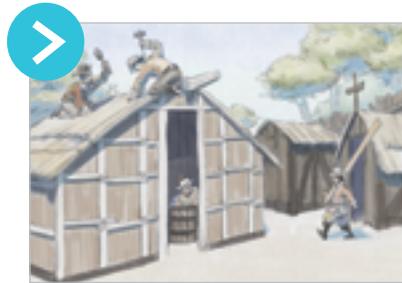
Settlers Stepping onto Land with Pomp and Circumstance

The next day, the would-be settlers ventured ashore. With much pomp and circumstance, they stepped onto

Virginia soil. Trumpets were sounded, prayers were said, and it was proclaimed that this land was now the property of—can you guess? Let me give you a clue: he wore a crown and his name was James. Yes, that's right—his majesty, King James I. As you can see, there were many advantages to being a king in those days. Do you think the English explorers had the right to claim the land as property of King James? What might that mean for all the people already living there?

The Powhatan people had lived in this region for many, many years. What they thought of the arrival of these uninvited visitors is not clear. No doubt they kept a careful eye on these strangers from the safety of the shadowy forests. They did not have any reason to trust this group of settlers, who had just come into their territory and declared it as the land of their King. After all, they had their own leaders and system of government. One thing was certain: they were not going to hand over their territory to King James willingly.

-
- Picture Pause: (Partner Connections: “The text says, this reminds me of . . . format”) Have students pair up and share their connections with a classmate. Remind students to follow the “I made a _____ connection. The text says, this reminds me of” format.
-



Show Image U10.L3.5 **Jamestown Construction**

As it was late spring, it was warm, and there was an abundance of plants and wildlife. The settlers cheerfully set to work. They began to construct a small

settlement containing basic homes, a storehouse, and a chapel. To protect their settlement, they built high walls made of logs around it and placed a cannon nearby. The settlers named this settlement Jamestown, after the King of England. Jamestown became England's first permanent settlement in America.

It wasn't long before a group of Powhatan, led by a chief of the same name, came to watch what these intruders were up to. As the days went by, the Powhatan became angry at the sight of what appeared to be the construction of a permanent settlement. Eventually the Powhatan took action and tried to defend their land from the settlers.

The settlers had not chosen the site of their settlement wisely. Besides the fact that this land was already occupied by thousands of Powhatan people, the land they chose for their settlement provided other challenges. So close to the water, the land turned out to be marshy and full of mosquitoes. When they dug down into the earth to find drinking water, they found the water was virtually undrinkable because it was brackish, or salty. To add to the problems, some of the settlers wanted to focus on searching for gold and silver instead of planting seeds for much-needed crops. Away from the safety and familiarity of England, the group began to disagree. It was clear that the settlers of Jamestown needed a leader.



Speaking and Listening
Writing

Beginning

Did you make a text-to-self connection? Have you ever sailed on a boat or felt seasick?

Intermediate

Did you make a text-to-self connection? What was it? Did you make a text-to-text connection? Have you read a book about a hard journey?

Advanced/Advanced High

As students complete Activity Page 3.2, remind them to refer to what the text says and then write “This reminds me of _____.”

ELPS 5.G

Activity Page 3.2



Show Image U10.L3.6

Settlers Seeing Captain Newport and Men off

At some point during the summer, it was decided that Captain Newport and a small group of men would take

the *Godspeed* and the *Susan Constant* back to England. Once there, they would spread the news about this new land that King James and England had acquired, and they would load up the ships with much-needed supplies to return to Jamestown.

With this decision made, someone needed to take charge of those staying behind. For a while, several of the men argued about who knew best what to do and how to survive. Then as the weather became warmer—much warmer than they were used to in chilly England—various members of the party became sick with fever and disease that could not be cured. People began to die.



Show Image U10.L3.7

Captain John Smith Becomes Leader

With death, sickness, and **disputes**, or arguments, occurring daily, not enough work was being done to prepare for the cold, winter months. One man in

particular realized that this was a big problem. In order to survive, he knew that they would have to come up with a plan. This man’s name was Captain John Smith.

DISCUSSING THE READ-ALoud (10 MIN.)

- As a class, add the important persons learned about in this chapter to the Colonial America: Important Persons chart.
- Have students complete Activity Page 3.2 independently.

Lesson 3: The Founding of Jamestown

Language



Primary Focus: Students will identify and use the meaning of prefixes *uni-*, *bi-*, *tri-*, and *multi-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

MORPHOLOGY: INTRODUCE PREFIXES (20 MIN.)

- Review with students that prefixes are added to the beginning of words. Adding prefixes may change a word's part of speech.
- Tell students that they will study four prefixes this week, *uni-*, *bi-*, *tri-*, and *multi-*.
- Write the prefixes on the board and point out that the prefix *uni-* is pronounced /ueni/, the prefix *bi-* is pronounced /bie/, the prefix *tri-* is pronounced /trie/ or /tri/ depending on the word, and the prefix *multi-* is pronounced either /multie/ or /multee/ depending on the word.
- Also, tell students that like some root words in the last unit, some of the root words they will learn about this week are not English root words.

Prefix uni-

- Explain to students that *uni-* means “one” or “single.”
- Tell students that words with the prefix *uni-* can be nouns or adjectives. Students will have to examine how these words are used in sentences to help them remember the part of speech.
- Write the word *unicycle* on the board. Underline the prefix *uni-*.
- Ask students to identify and read the prefix (*uni-*) and then read the rest of the word (*cycle*). Then, ask students to read the entire word, *unicycle*.
- Ask students what *cycle* means (a vehicle with wheels) and point out that this is an English root word.
- Tell students that *unicycle* means “a vehicle with one wheel.” Point out that *unicycle* is a noun.
- Share the following sentence with students to demonstrate the meaning of *unicycle*:

A man at the fair rode a *unicycle* while juggling balls in the air.
- Point out to students that a *unicycle* has one wheel, a seat like you find on a bicycle for a person to sit on, and pedals for moving the vehicle forward.

TEKS 3.2.A.v Demonstrate and apply phonetic knowledge by: decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by: spelling using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

- Continue in this manner for the remaining *uni-* words, using the following chart as a guide.

Note: You will not write the information in the shaded columns on the board as that information is intended for use during oral instruction.

- Note for students that *uniform* can be two different parts of speech, depending on how the word is used in a sentence.

Prefix uni-			
Affixed Word	Meaning	English Root Word	Sentence
unicolor	(adj.) having one color	color	The team's red shirts are <u>unicolor</u> .
uniform	(adj.) having one form so that everything looks the same, (n.) a special set of clothes worn by a particular group in order to look the same	form	The new houses have a <u>uniform</u> appearance and it is hard to tell them apart.
unison	(n.) the act of doing something together as a group at one time	son (meaning sound)	Our teacher asked us to read the poem aloud in <u>unison</u> .

Prefix bi-

- Explain to students that *bi-* means “two.”
- Tell students that words with the prefix *bi-* can be nouns or adjectives. Students will have to examine how these words are used in sentences to help them remember the part of speech.
- Write the word *bicycle* on the board. Underline the prefix *bi-*.
- Ask students to identify and read the prefix (*bi-*) and then read the rest of the word (*cycle*). Then, ask students to read the entire word, *bicycle*.
- Remind students that *cycle* means “a vehicle with wheels” and point out that this is an English root word.
- Tell students that *bicycle* means “a vehicle with two wheels.” Point out that *bicycle* is a noun.
- Share the following sentence with students to demonstrate the meaning of *bicycle*:
David rode his new *bicycle* to the park, pedaling fast to get there quickly.
- Point out to students that a *bicycle* has two wheels, a seat (just like a *unicycle*), and pedals for moving the vehicle forward.

- If appropriate, ask students to share about their own experiences with *bicycles*.
- Continue in this manner for the remaining *bi-* words, using the following chart as a guide.

Note: You will not write the information in the shaded columns on the board as that information is intended for use during oral instruction.

Prefix <i>bi-</i>			
Affixed Word	Meaning	English Root Word	Sentence
bilingual	(adj.) able to speak two languages	Lingual (which means “tongue”)	My neighbor is <u>bilingual</u> because he was born in France and then moved to the United States as a teenager and learned English.
bimonthly	(adj.) occurring every two months	monthly	The book club meets <u>bimonthly</u> to discuss new books.
biplane	(n.) an airplane with two sets of wings placed one above the other	plane	We saw a <u>biplane</u> at the air show and each set of wings was painted a different color.

Note: *Lingual*, meaning “tongue,” means what tongue (or language) one speaks in, one’s mother tongue.

Prefix *tri-*

- Explain to students that *tri-* means “three.”
- Tell students that words with the prefix *tri-* are nouns.
- Write the word *tricycle* on the board. Underline the prefix *tri-*.
- Ask students to identify and read the prefix (*tri-*) and then read the rest of the word (*cycle*). Then, ask students to read the entire word, *tricycle*.
- Remind students that *cycle* means “a vehicle” and point out that this is an English root word.
- Ask students what other words they have learned today with the root word *cycle*. (*unicycle* and *bicycle*)
- Tell students that *tricycle* means “a vehicle with three wheels.” Point out that *tricycle* is a noun.



Beginning

Discuss the word *bilingual* with students. Check student pronunciation and ask for the definition. True or False: The prefix *uni-* means “one.” The prefix *bi-* means “two.” The prefix *multi-* means “three.”

Intermediate

Review prefix meaning with students: *uni-*, *bi-*, *tri-*, *multi-*. Ask: “What is the difference between a unicycle and a bicycle? How many wheels does a tricycle have?”

Advanced/Advanced High

Discuss the *multi-* prefix with students. Ask them to recall the meaning of *multilingual* and *multimedia*.

ELPS 1.B; ELPS 4.A

- Share the following sentence with students to demonstrate the meaning of *tricycle*:

My little sister rode her *tricycle* on the driveway since she is too young and small to ride on the street.

- Point out to students that a tricycle has three wheels, a seat (just like a *unicycle* and *bicycle*), and pedals for moving the vehicle forward.
- Continue in this manner for the remaining *tri-* words, using the following chart as a guide.

Note: You will not write the information in the shaded columns on the board as that information is intended for use during oral instruction. Note for students that the ‘i’ in the word *trilogy* is said as /i/, not /ie/ as in the other words with *tri-*.

Prefix <i>tri-</i>			
Affixed Word	Meaning	English Root Word	Sentence
triangle	(n.) a shape with three sides	angle	In math, we learned that a <u>triangle</u> has three sides and three angles.
trident	(n.) a spear with three points or prongs	dent (meaning “tooth”)	In Roman mythology, Neptune had a <u>trident</u> , a spear with three points, which he carried with him.
trilogy	(n.) a series of three things, such as books or movies	none	My favorite author created a <u>trilogy</u> around a new character and I cannot wait to read the books.

Prefix *multi-*

- Explain to students that *multi-* means “many.”
- Tell students that words with the prefix *multi-* are adjectives.
- Write the word *multilingual* on the board. Underline the prefix *multi-*.
- Ask students to identify and read the prefix (*multi-*) and then read the rest of the word (*lingual*). Then, ask students to read the entire word, *multilingual*.
- Ask students what other word they have learned today with the root word *lingual*. (*bilingual*)
- Ask students to predict what the word *multilingual* means. (able to speak many languages) Being *bilingual* means you are able to speak two languages. The root word *lingual* has to do with language, as noted in the meaning of *bilingual*. Adding the prefix *multi-* to *lingual* must mean “able to speak many languages.”

- Share the following sentence with students to demonstrate the meaning of *multilingual*:

Many people who live in Europe are *multilingual* since there are so many languages spoken across Europe.

- Continue in this manner for the remaining *multi-* words, using the following chart as a guide.

Note: You will not write the information in the shaded columns on the board as that information is intended for use during oral instruction.

Prefix <i>multi-</i>			
Affixed Word	Meaning	English Root Word	Sentence
multicultural	(adj.) including many cultures	cultural	I like visiting my grandmother's neighborhood because it is so <u>multicultural</u> and full of all different kinds of people.
multivitamin	(adj.) including many vitamins	vitamin	Each person in my family takes a <u>multivitamin</u> pill every day to help us stay healthy.
multimedia	(n.) involving many forms of communication of expression, e.g., music, photography, movies, art, sculpture, etc.	media	We watched a <u>multimedia</u> presentation about pollution and its effects on the environment.

- Students will complete Activity Page 3.3 as a Take Home.

GRAMMAR: ADVERBS THAT COMPARE ACTIONS (15 MIN.)

- Display the Comparative and Superlative Adverbs Poster or display Digital Projection DP.U10.L3.2.

➤ Comparative and Superlative Adverbs (Digital Projection DP.U10.L3.2)

Comparative and Superlative Adverbs

Comparative adverbs compare two actions to show that one is greater or more. The suffix *-er* is added to adverbs.

Superlative adverbs compare more than two actions to show that one is greatest or most. The suffix *-est* is added to adverbs.

Activity Page 3.3



Instead of the suffixes *-er* and *-est*, use the words *more* and *most* when forming comparative and superlative adjectives that end with the suffixes *-ful*, *-less*, *-ing*, *-ed*, *-ous* or that have three or more syllables.

- Review that adverbs describe verbs. Adverbs that tell *how* usually end with *-ly*. There are adverbs that tell *when* and *where* also.
- Ask students to provide examples of adverbs that end with *-ly* that tell *how* and adverbs that tell *when* and *where*. Examples could be: *carefully*, *nicely*, *yesterday*, *soon*, *there*, and *here*.
- Tell students that this week, they will learn about adverbs that compare actions. Adverbs compare actions and they may tell *how*, *when*, or *where*.
- When comparing two actions, use adverbs that end with *-er*. These are adjectives that have *-er* added to them to make adverbs. Examples could be: *clearer*, *nicer*, *higher*.
- Uncover sentences 1 and 2 that you prepared in advance.
 1. My brother left _____ for school. (late)
 2. My mom left _____ for work than my dad. (later)
- Ask students what the adverb is in sentence 1. Students should respond *late*. Draw a triangle around *late* and arrow it to the verb it describes (*left*). Tell students that *late* describes one action, *how* my brother left for school.
- Then, ask students what the adverb is in sentence 2. Students should respond *later*. Draw a triangle around *later* and arrow it to the verb it describes (*left*). Tell students that in this second sentence, *-er* has been added to the word *late* to make *later*. The adverb *later* is comparing two actions, those of my mom and my dad.

- 
1. My brother left late for school.
 2. My mom left later for work than my dad.

- Uncover sentence 3 that you prepared in advance.
 3. My sister left the _____ of us all to get to school. (late)
- Ask students what the adverb is in sentence 3. Students should respond *latest*. Draw a triangle around *latest* and arrow it to the verb it describes (*left*).
- Tell students that in this sentence, *-est* had been added to the word *late* to make *latest*. Tell students that when adverbs end with *-est*, that means more than two actions are being compared. The adverb *latest* is comparing more than two actions, in this case the actions of all of us. In many cases, when an

adverb ends with *-est*, the sentence will contain the words *of all*, which is an indication that more than two actions are being compared.

3. My sister left the latest of us all to get to school.

- Uncover sentence 4 that you prepared in advance.
 4. The package with books arrived _____ than the package with the DVDs. (soon)
- Tell students that in sentence 4 the comparison is between when the two packages arrived. One package arrived *sooner* than another one arrived. Two things are being compared here, so using the word *sooner* is appropriate to describe how the packages arrived. Draw a triangle around the adverb *sooner* and arrow it to the verb it describes. (*arrived*)

4. The package with books arrived sooner than the package with DVDs.

- Uncover sentence 5 that you prepared in advance.
 5. The package of shoes arrived the _____ of all. (soon)
- Ask students what they notice that is different about the adverb in sentence 5. (They should respond that instead of the word *soon* ending with *-er* it ends with *-est*.)
- Tell students that in sentence 5, the comparison is for when many packages arrived so using an adverb that ends with *-est* is appropriate. Draw a triangle around the adverb *soonest* and arrow it to the verb it describes. (*arrived*)

5. The package of shoes arrived the soonest of all.

- Uncover sentence 6 that you prepared in advance.
 6. She reached _____ on the bookshelf to grab books about ancient Greece than to grab books about ancient Rome. (*high*)
- Tell students that they will use the word *high* to fill in the blank with either *-er* or *-est* added to it.
- Read sentence 6, including the blank, to students. Ask students what the verb is in the sentence. (*reached*)

- Tell students that they need to change the word *high* to make it describe *how* she reached the books about ancient Greece.
- Ask students how many actions/things are being compared. (*two*)
- Then, ask students which kind of adverb is used when comparing two actions. (*adverbs that end with -er*)
- Read sentence 6, inserting the word *higher*, and ask students if that makes sense. Model how you check to be sure the word *highest* does not fit by reading the sentence with that word inserted.
- Then, write the word *higher* in the blank. Draw a triangle around it and arrow it to the verb it describes. (*reached*)

6. She reached higher on the bookshelf to grab books about ancient Greece than to grab books about ancient Rome.

- Ask students where she reached to get the books about ancient Greece compared to those about ancient Rome. They should respond *higher*.
- Follow these procedures for sentences 7, 8, and 9. Use the following key for filling in the blank:
 - Sentence 7: *fast (fastest)*
 - Sentence 8: *bright (brightest)*
 - Sentence 9: *quick (quickest)*
- Ask students to turn to Activity Page 3.4. Complete this as a teacher-guided activity. Consider using the following procedure:
 - Select a student to read aloud the first sentence.
 - Ask students to identify the verb in the sentence.
 - Ask students to read the adjective that will be changed to an adverb for this sentence. (The adjective is listed in parentheses at the end of each sentence.)
 - Ask students how many actions/things are being compared in the sentence.
 - Ask students how the adjective should be changed to an adverb to fit in the sentence. (either adding *-er* or *-est*)
 - Ask students to write the adverb in the blank and answer the question under the sentence.
- Continue until students have completed the activity page.

Activity Page 3.4



SPELLING: BLANK BUSTERS (15 MIN.)

- Tell students they will practice writing their spelling words for this week.
- Tell students to turn to Activity Page 3.5. Note for students that one sentence has two blanks.
- Point out to students that the spelling words are listed in the box on the activity page and on the board. Students may also have to add an appropriate suffix to have the sentence make sense: *-s*, *-ed*, *-ing*, *-er*, *-ly*, and *-est*.
- Ask students to read the statement in number 1 silently and fill in the blank. When students have completed number 1, call on one student to read number 1 aloud with the spelling word in the blank.
- Ask students if anyone had a different answer. Discuss the correct answer to be sure students understand why it is correct.
- Discuss the proper spelling of the word in the blank, referencing the table of this week's spelling words. Have students compare their spelling with the spelling in the table.
- Have students move to number 2 and fill in the blank on their own.
- Follow the previous steps to discuss the correct answers for the remaining items on the Activity Page.
- Remind students that on the spelling assessment, they will have to write the spelling words and the Challenge Words. Students are encouraged to try spelling the Content Word but if they try and don't get it right, they will not be penalized.

~~~~~  
End Lesson  
~~~~~

Lesson 3: The Founding of Jamestown

Take-Home Material

- Have students complete Activity Page 3.3.

Activity Page 3.5



Activity Page 3.3



4

“Jamestown and the Powhatan”

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will ask and answer questions in writing requiring literal recall and understanding of details of “Jamestown and the Powhatan.”

✦ **TEKS 3.1.A; TEKS 3.6.B; TEKS 3.6.G**

Reading

Students will retell the story of “Jamestown, Part II: Hunting the Powhatan Way” in their own words. **TEKS 3.7.C; TEKS 3.7.D**

✦ **TEKS 3.7.C; TEKS 3.7.D**

Language

Students will form and use comparative and superlative adverbs.

✦ **TEKS 3.11.D.v**

FORMATIVE ASSESSMENT

Activity Page 4.1 **Ask and Answer Questions: Jamestown** Ask and answer questions. **TEKS 3.6.B; TEKS 3.6.G**

✦ **TEKS 3.6.B; TEKS 3.6.G**

Activity Page 4.2 **Retelling: “Jamestown”** Retell stories. **TEKS 3.7.D**

✦ **TEKS 3.7.D**

Activity Page 4.4 **Writing Sentences with Adverbs** Write sentences with adverbs ending in *-er* and *-est*. **TEKS 3.11.D.v**

✦ **TEKS 3.11.D.v**

✦ **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 3.11.D.v** Edit drafts using standard English conventions, including: adverbs that convey time and adverbs that convey manner.

LESSON AT A GLANCE

	Grouping	Time	Materials
Speaking and Listening (50 min.)			
Previewing the Vocabulary	Whole Group	5 min.	<input type="checkbox"/> blank paper <input type="checkbox"/> <i>Living in Colonial America</i> <input type="checkbox"/> Activity Page 4.1
Introducing the Read-Aloud	Whole Group	10 min.	
Read-Aloud: "Jamestown and the Powhatan"	Whole Group	20 min.	
Discussing the Read-Aloud	Whole Group/ Partner	10 min.	
Word Work: <i>Consequently</i>	Whole Group/ Partner/ Independent	5 min.	
Reading (25 min.)			
Previewing the Vocabulary	Whole Group	5 min.	<input type="checkbox"/> <i>Living in Colonial America</i> <input type="checkbox"/> Activity Page 4.2 <input type="checkbox"/> Activity Page 4.3 (Optional) <input type="checkbox"/> Story Retelling Chart (Digital Projections)
Introducing the Reading	Whole Group	5 min.	
Small Group Reading: "Jamestown and the Powhatan"	Small Group	15 min.	
Language (45 min.)			
Grammar: Adverbs that Compare Actions	Whole Group	20 min.	<input type="checkbox"/> Activity Pages 4.4, 4.5, 4.6 <input type="checkbox"/> Comparative and Superlative Adverbs Poster (Digital Projections)
Morphology: Practice Prefixes	Whole Group/ Partner	15 min.	
Spelling: Word Sort	Small Group	10 min.	
Take-Home Material			
Word Sort			<input type="checkbox"/> Activity Page 4.6

ADVANCE PREPARATION

Speaking and Listening

- Write each vocabulary word on a piece of paper: *trod*, *illuminate*, and *scurry*.

Reading

- Write each vocabulary word on a piece of paper: *amend*, *anxiously*, *consequently*, and *devoured*.
- Display the Story Retelling anchor chart from Lesson 2 (Digital Projection DP.U10.L2.1).

Story Retelling

Characters: Who are the people or animals in the story?

Setting: Where did the story take place?

Problem: What is the struggle in the story?

Plot: What are the events? (Beginning, Middle, and End)

Solution: What happens at the end of the story?

- Prepare to add to the Colonial America: Important Persons anchor chart after the reading.

Language

- Display the Comparative and Superlative Adverbs poster from Lesson 3 (Digital Projection DP.U10.L3.2)

Comparative and Superlative Adverbs

Comparative adverbs compare two actions to show that one is greater or more. The suffix *-er* is added to adverbs.

Superlative adverbs compare more than two actions to show that one is greatest or most. The suffix *-est* is added to adverbs.

Instead of the suffixes *-er* and *-est*, use the words *more* and *most* when forming comparative and superlative adjectives that end with the suffixes *-ful*, *-less*, *-ing*, *-ed*, *-ous* or that have three or more syllables.

- Write the following sentence on the board and cover it or write it on a sentence strip to be displayed during lesson:
 - The curtains on the window by the sink hang lower than the other curtains in the kitchen.

Universal Access

- Tell students that today they will read a story about three boys. Tom and William are English boys, who met someone different from themselves, a Powhatan boy named Ahanu. Tom and William learned new things about hunting and fishing from Ahanu.
- Ask students: Have you ever made friends with someone who was different from you? What did you learn from your new friend? Did your friend encourage you to try new foods or share ideas about their culture? Did your friend introduce you to a new book or TV show? Use Think-Pair-Share. During the think portion, students should write down their ideas on an index card. During pair, you can pair students purposefully. During share, encourage a student who does not often talk to share or read aloud from the index card.
- Discuss personal connections with the understanding of life in the colonies.
 - Why did the colonists have to learn from the people who already lived on the land? (Sample answers: Many Native Americans understood more about the plants and animals, weather, and geography of the region. Native Americans could help the colonists survive.)
- As we read both nonfiction and fiction today in class, we will learn about the colonists of Jamestown and how they had to work together with Native Americans and learn new things from them in order to survive.

Lesson 4: “Jamestown and the Powhatan”

Speaking and Listening 

Primary Focus: Students will ask and answer questions in writing requiring literal recall and understanding of details of the “Introduction to *Living in Colonial America*.” **TEKS 3.1.A; TEKS 3.6.B; TEKS 3.6.G**

PREVIEWING THE VOCABULARY (5 MIN.)

- The following are core vocabulary words used in this lesson. Preview the words with the students before the lesson. Students are not expected to be able to use these words immediately, but with repeated exposure throughout the lessons they will acquire a good understanding of most of the words. You may wish to display the vocabulary words in your classroom for students to reference. Students may also keep a “unit dictionary” notebook along with definitions, sentences, and/or other writing exercises using these vocabulary words.
- Display the vocabulary words on the board.
- Divide the words into syllables.
- Cover one syllable at a time with your hand and segment the word.
- Then, point to each syllable and ask the students to “read it fast” to signal them to read through the word.
- Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound spelling.

amend, to change or add to

anxiously, acting nervous or worried

consequently, therefore; happening as a result of something else

devoured, completely destroyed

 **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information; **TEKS 3.6.G** Evaluate details read to determine key ideas.

**Vocabulary Chart for “Jamestown and the Powhatan”
Read-Aloud**

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Vocabulary		amend anxiously consequently devoured
Multiple Meaning Vocabulary Words		
Spanish Cognate for Core Vocabulary		enmendar ansiosamente por consiguiente devorada; devorado
Sayings and Phrases		

INTRODUCING THE READ-ALOUD (10 MIN.)

- Pass out a piece of blank paper to each student. Tell students that they will write down key words and phrases learned in the unit this far. Students may also draw pictures on their paper.
- If time permits, students may share their responses with other classmates.
- Have students take out Activity Page 4.1. Explain to students that during the Read-Aloud, the class will pause to ask and answer questions about the text.
- Share with students that today, they will continue learning about the Powhatan tribes that inhabited modern day Virginia. There are many descendants of this tribe in our country today. But even though the Powhatan people lived here long before the settlers arrived, they did not receive American citizenship until 1924 (along with all Native Americans) in the Indian Citizenship Act of 1924. After many years of trying and being denied, the Powhatan tribes finally got recognized by the Federal Government of the United States in 2017.

Activity Page 4.1



READ-ALOUD: “JAMESTOWN AND THE POWHATAN” (20 MIN.)

- Tell students to turn to the Table of Contents and locate today’s chapter: “Jamestown and the Powhatan.” Have students turn to the first page of the chapter and follow along during the Read-Aloud.

Chapter 4 Jamestown and the Powhatan

Read-Aloud

Captain John Smith was hardworking and organized. Many historians believe that without him, Jamestown would not have survived. When John Smith finally took charge of the settlement, he did not “beat around the bush.” Smith introduced a very direct rule: only those who worked would eat.

As you can imagine, Smith was not very popular with everyone, especially the wealthy young adventurers who had never worked a day in their lives.

John Smith knew it would be a huge challenge for the settlers to survive the cold winter months. As the weeks went by, Smith urged everyone to work on the construction of Jamestown, to gather fruits and berries, to fish and hunt, and to use sparingly or very carefully the little food they had stored.



John Smith talking to the colonists

There are several different accounts of what happened during this time. One well-known version of the story, which you may have heard, tells how when the cold winter months came, many of Smith's fellow settlers were sick and starving to death. John Smith set off to hunt, and to persuade the Powhatan to give them food.

According to this account, which some might call a legend, Smith was captured by Powhatan warriors and taken to their chief, Wahigamock, Chief Powhatan, because they wanted to kill the man who was leading the foreigners. Then, as the story goes, just moments away from Smith's death, Chief Powhatan's young daughter

Student Reader page 32

John Smith Talking to the Colonists

Captain John Smith was hardworking and organized. Many historians believe that without him, Jamestown would not have survived. When John

Smith finally took charge of the settlement, he did not “beat around the bush.” Smith introduced a very direct rule: only those who worked would eat.

As you can imagine, Smith was not very popular with everyone, especially the wealthy, young adventurers who had never worked a day in their lives.

John Smith knew it would be a huge challenge for the settlers to survive the cold winter months. As the weeks went by, Smith urged everyone to work on the construction of Jamestown, to gather fruits and berries, to fish and hunt, and to use **sparingly**, or very carefully, the little food they had stored.

- Picture Pause (Teacher Modeling): Say, “What question(s) do I have about the text? How did John Smith’s plan for using food sparingly, or carefully, work during the winter?” **TEKS 3.6.B**

Chapter 4 Jamestown and the Powhatan

Read-Aloud

Captain John Smith was hardworking and organized. Many historians believe that without him, Jamestown would not have survived. When John Smith finally took charge of the settlement, he did not “beat around the bush.” Smith introduced a very direct rule: only those who worked would eat.

As you can imagine, Smith was not very popular with everyone, especially the wealthy young adventurers who had never worked a day in their lives.

John Smith knew it would be a huge challenge for the settlers to survive the cold winter months. As the weeks went by, Smith urged everyone to work on the construction of Jamestown, to gather fruits and berries, to fish and hunt, and to use sparingly or very carefully the little food they had stored.



John Smith talking to the colonists

There are several different accounts of what happened during this time. One well-known version of the story, which you may have heard, tells how when the cold winter months came, many of Smith's fellow settlers were sick and starving to death. John Smith set off to hunt, and to persuade the Powhatan to give them food.

According to this account, which some might call a legend, Smith was captured by Powhatan warriors and taken to their chief, Wahigamock, Chief Powhatan, because they wanted to kill the man who was leading the foreigners. Then, as the story goes, just moments away from Smith's death, Chief Powhatan's young daughter

Student Reader pages 33–35

John Smith Among the Powhatan

There are several different accounts of what happened during this time. One well-known version of the story, which you may have heard, tells how

when the cold winter months came, many of Smith’s fellow settlers were sick and starving to death. John Smith set off to hunt, and to persuade the Powhatan to give them food.

TEKS 3.6.B Generate questions about text before, during, and after reading to deepen understanding and gain information.

According to this account, which some might call a legend, Smith was captured by Powhatan warriors and taken to their chief, Wahunsenacawh Chief Powhatan, because they wanted to kill the man who was leading the foreigners. Then, as the story goes, just moments away from Smith's death, Chief Powhatan's young daughter Matoaka (*mah-toe-ah-kah*) begged her father to spare Smith. Matoaka's nickname was Pocahontas (which some say means playful), which is the name she has been famously called. Chief Powhatan agreed to his daughter's request, and Smith was released.

However, many historians today believe that this is not what actually happened. They think that Chief Powhatan ordered the capture of John Smith in order to adopt him into the Powhatan community and make him a chief to strengthen their alliance. These historians believe that Chief Powhatan hoped that John Smith would help him defend the Powhatan against enemy tribes and Spanish settlers. The Powhatan ritual of honoring someone with chieftom, involved figuratively (not really) "killing" their old identity, in order for them to be "reborn" and take on their new identity as chief. So John Smith and the settlers could have misunderstood the Powhatan's intentions and incorrectly believed they wanted to kill John Smith.

When Smith returned to the Jamestown settlement, the colonists had abandoned their work schedule. They were **squabbling**, or arguing, among themselves again. Snow was on the ground, and their food supply was very low. Some were even spending their time foolishly, searching for gold. Smith was not pleased. He immediately set to work hunting and fishing, and doing what he could to persuade his cold, hungry, disheartened companions that all was not lost.



John Smith among the Powhatan

Matoaka (mah-toe-ah-kah) begged her father to spare Smith. Matoaka's nickname was Pocahontas (which some say means playful, which is the name she has been famously called). Chief Powhatan agreed to his daughter's request, and Smith was released.

However, many historians today believe that this is not what actually happened. They think that Chief Powhatan ordered the capture of John Smith in order to adopt him into the Powhatan community and make him a chief to strengthen their alliance. These historians believe that Chief Powhatan hoped that John Smith would help him defend the Powhatan against enemy tribes and Spanish

settlers. The Powhatan ritual of honoring someone with chieftom, involved figuratively (not really) "killing" their old identity, in order for them to be "reborn" and take on their new identity as chief. So John Smith and the settlers could have misunderstood the Powhatan's intentions and incorrectly believed they wanted to kill John Smith.

When Smith returned to the Jamestown settlement, the colonists had abandoned their work schedule. They were squabbling, or arguing, among themselves again. Snow was on the ground, and their food supply was very low. Some were even spending their time foolishly, searching for gold. Smith was not pleased. He immediately set to work hunting and fishing, and doing what he could to persuade his cold, hungry, disheartened companions that all was not lost.

Then, one day, a small band of Powhatan, led by Pocahontas, appeared out of the forest. The Powhatan brought with them much-needed food. Pocahontas and members of the Powhatan tribe entered many times with food and general aid, to help. Under the guidance of Chief Powhatan, they also taught the English new hunting and farming techniques in exchange for goods and an alliance.

Student Reader pages 35–36 Pocahontas Bringing Food to Colonists

Then, one day, a small band of Powhatan, led by Pocahontas, appeared out of the forest. The Powhatan brought with them much-needed

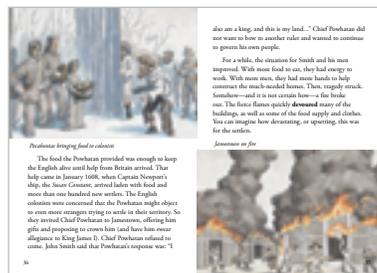
food. Pocahontas and members of the Powhatan tribe returned many times with food and general aid, or help. Under the guidance of chief Powhatan, they also taught the English new hunting and farming techniques, in exchange for goods and an alliance.

The food the Powhatan provided was enough to keep the English alive until help from Britain arrived. That help came in January 1608, when Captain Newport's ship, the *Susan Constant*, arrived laden with food and more than one hundred new settlers. The English colonists were concerned that the Powhatan might object to even more strangers trying to settle in their territory. So they invited Chief Powhatan to Jamestown offering him gifts and proposing to crown him (and have him swear allegiance to King James I). Chief Powhatan refused to come. John Smith said that Powhatan's response was: "I also am a king, and this is my land..." Chief Powhatan did not want to bow to another ruler and wanted to continue to govern his own people.

Support

Remind students that good questions start with *who*, *what*, *when*, *where*, *why* or *how*.

- Picture Pause: With a partner, write down one question about the text on Activity Page 4.1.



Student Reader pages 37–38 Jamestown on Fire

For a while, the situation for Smith and his men improved. With more food to eat, they had energy to work. With more men, they had more hands

to help construct the much-needed homes. Then, tragedy struck. Somehow—and it is not certain how—a fire broke out. The fierce flames quickly **devoured** many of the buildings, as well as some of the food supply and clothes. You can imagine how devastating, or upsetting, this was for the settlers.

The English had no choice but to start again. Fortunately, by this time, the weather was getting warmer. The Powhatan had taught them how to grow corn, which they called maize, now that the weather was better. Native Americans helped them once again by supplying the

English with more food. Under John Smith's supervision, the men set to work rebuilding their homes, planting corn, and learning how to live in this land that was new to them.

When spring came, Captain Newport set sail again for England. Some historians have written that the colonists who had been wasting their time searching for gold persuaded Captain Newport to load his ship with a large amount of red-colored dirt and bring it with him. The gold-hungry colonists were certain that tiny pieces of gold would be found once the dirt was properly examined in England. However, no gold was found. It seems that Captain Newport transported nothing more than a shipload of dirt across the Atlantic Ocean!

The English had no choice but to start again. Fortunately, by this time, the weather was getting warmer. The Powhatan had taught them how to grow corn, which they called maize, since the weather was better. Native Americans helped them once again by supplying the English with more food. Under John Smith's supervision, the men set to work rebuilding their homes, planting corn, and learning how to live in this land that was new to them.



When spring came, Captain Newport set sail again for England. Some historians have written that the colonists who had been wasting their time searching for gold persuaded Captain Newport to load his ship with a large amount of red-colored dirt and bring it with him. The gold-hungry colonists were certain that tiny pieces of gold would be found once the dirt was properly examined in England. However, no gold was found. It seems that Captain Newport transported nothing more than a shipload of dirt across the Atlantic Ocean!

Captain Newport returned to Jamestown again in the fall. The English colonists were happy to see him again. This time, Newport brought more supplies, as well as seventy men, and two women. Yes, two women! One woman, Margaret Foxxe Forrest, was the wife of one of the men on board, and the other was her maid, Ann Burras. They were the first two female settlers to live in Jamestown! Some of the other new settlers were from Poland and Germany, and they brought the skill of glassmaking to the colony.

By this time, John Smith had been elected president of the colony, and he had consistently enforced his rule: all must work if they wanted to eat. In fact, these are Captain John Smith's exact words: "He that gathereth not every day as much as I do, the next day shall be set beyond the river and be banished from the fort as a drone till he amend his conditions or starve."

Under John's Smith's leadership, and with the support of Chief Powhatan, the colony began to prosper. Chief Powhatan and John Smith established better relations between the Powhatan people

Student Reader pages 38–41 New Settler Arrivals with the First Women

Captain Newport returned to Jamestown again in the fall. The English colonists were happy to see him again. This time, Newport brought

more supplies, as well as seventy men, and two women. Yes, two women! One woman, Margaret Foxxe Forrest, was the wife of one of the men on board, and the other was her maid, Ann Burras. They were the first two female settlers to live in Jamestown! Some of the other new settlers were from Poland and Germany, and they brought the skill of glassmaking to the colony.

By this time, John Smith had been elected president of the colony, and he had consistently enforced his rule: all must work if they wanted to eat. In fact, these are Captain John Smith's exact words: "He that gathereth not every day as much as I do, the next day shall be set beyond the river and be banished from the fort as a drone till he **amend** his conditions or starve."

Under John's Smith's leadership, and with the support of Chief Powhatan, the colony began to prosper. Chief Powhatan and John Smith established better relations between the Powhatan people

and the settlers. The two communities began to trade with each other. Powhatan people provided food and taught important skills to settlers, in exchange for beads and copper.

However, two years after Jamestown was established, John Smith was injured in a gunpowder explosion. Without medical assistance, his wounds would not heal. Smith was forced to return to England.

The man chosen to lead the colony in Smith's absence was George Percy. Unfortunately, Percy was not as good a leader as Smith had been. After Smith left, the Powhatan's mistrust grew of the increasing crowd of settlers encroaching upon their land and food supply.

Without John Smith there to actively promote friendship and trade between the Powhatan and the colonists, relations began to suffer. In addition, Chief Powhatan had passed away, and his successor, his brother, did not agree with the alliance he had made with the settlers. The Powhatan no longer had someone they felt they could trust within the colony. Without John Smith there to enforce his rules—the settlers did not manage their food supplies as carefully as they should have. The settlers and the Powhatan battled, and then, once again, part of the settlement caught fire.

- Picture Pause: Independently, write down one question about the text on Activity Page 4.1.

<p>Under John Smith's leadership, and with the support of Chief Powhatan, the colony began to prosper. Chief Powhatan and John Smith established better relations between the Powhatan people and the settlers. The two communities began to trade with each other. Powhatan people provided food and taught important skills to settlers in exchange for beads and copper. The two communities even began to trade with each other. The settlers traded beads and copper for food.</p> <p>However, two years after Jamestown was established, John Smith was injured in a gunpowder explosion. Without medical assistance, his wounds would not heal. Smith was forced to return to England.</p> <p>The man chosen to lead the colony in Smith's absence was George Percy. Unfortunately, Percy was not as good a leader as Smith had been. After Smith left, the Powhatan's mistrust grew of the increasing crowd of settlers encroaching upon their land and food supply.</p> <p>Without John Smith there to actively promote friendship and trade between the Powhatan and the colonists, relations began to suffer. In addition, when Chief Powhatan had passed away, and his successor, his brother, did not agree with the alliance he made with the settlers. The Powhatan no longer had someone they felt they could trust within the colony.</p>	<p>Without John Smith there to enforce his rules, the settlers did not manage their food supplies as carefully as they should have. The settlers and the Powhatan battled, and then, once again, part of the settlement caught fire.</p> <p>Without the help of the Powhatan people, the settlers struggled to fend for themselves. The settlers would anxiously wait for a ship that was due to arrive with supplies. But no ship appeared on the horizon. The winter of 1609 to 1610 became known as the "starving time" because the colonists ran out of food and many of them died.</p>  <p>Great Distress in Jamestown</p>
--	---

Student Reader pages 41–42 Great Distress in Jamestown

Without the help of the Powhatan people, the settlers struggled to fend for themselves. The settlers waited **anxiously** for a ship that was due to

arrive with supplies. But no ship appeared on the horizon. The winter of 1609 to 1610 became known as the “**starving time**” because the colonists ran out of food and many of them died.

Support

Have students continue to work with a partner to record questions on Activity Page 4.1.

Finally, one spring day, two ships were spotted. They were the *Patience* and the *Deliverance*. The settlers who had survived ran to the banks of the James River in eager anticipation. Both ships had been badly damaged at sea and had just barely made it to Virginia. The ships were low on supplies. The settlers begged to be taken back to England, and the two captains agreed.

Perhaps the most incredible part of this story is what happened next. Just as the surviving settlers had turned their backs on Jamestown and set sail for England, they spotted an advance party of Englishmen sailing toward them. The retreating settlers were immediately informed that Lord De la Warr was close behind. Lord De la Warr was appointed by King James to serve as governor, or leader, of Jamestown. Lord De la Warr, it seems, had saved the day—well, the entire settlement, actually. He had led three ships across the Atlantic filled to the brim with Englishmen and supplies **destined** for Jamestown.

Challenge

Have students record the answer on Activity Page 4.1 and specific details from the text that support the answer.

Finally, one spring day, two ships were spotted. They were the *Patience* and the *Deliverance*. The settlers who had survived ran to the banks of the James River in eager anticipation. Both ships had been badly damaged at sea and had just barely made it to Virginia. The ships were low on supplies. The settlers begged to be taken back to England, and the two captains agreed.

Perhaps the most incredible part of this story is what happened next. Just as the surviving settlers had turned their backs on Jamestown and set sail for England, they spotted an advance party of Englishmen sailing toward them. The retreating settlers were immediately informed that Lord De la Warr was close behind. Lord De la Warr was appointed by King James to serve as governor, or leader, of Jamestown. Lord De la Warr, it seems, had saved the day—well, the entire settlement, actually. He had led three ships across the Atlantic filled to the brim with Englishmen and supplies destined for Jamestown.

The Powhatan were probably angered and frustrated to see the settlers return. Even worse, there were more of them! Lord De la Warr turned out to be a better leader for the settlers than their previous one. He restored a sense of order in Jamestown. Under his leadership, the buildings were repaired, and the food and supplies were efficiently managed. However, Lord De la Warr did not reach out to the Powhatan as John Smith had.



Lord De la Warr takes charge
Things in England were changing, and the instructions to Jamestown from the Virginia Company of London were to stop trading with and relying upon the nearby Native Americans.

Over the next several years, more and more skilled settlers made their way to Virginia. Eventually, in 1619, the first shipload of women arrived. Colonists began to raise families in this English colony.

Although gold was not discovered, something just as valuable was. In time, a settler named John Rolfe began to establish a relationship with the Powhatan once again. Guided by the Powhatan, and under the supervision of John Rolfe, the settlers began to grow tobacco.

42

Student Reader pages 42–43 Lord De la Warr Takes Charge

The Powhatan were probably angered and frustrated to see the settlers return. Even worse, there were more of them! Lord De la Warr turned out to be

a better leader for the settlers than their previous one. He restored a sense of order in Jamestown. Under his leadership, the buildings were repaired, and the food and supplies were efficiently managed. However, Lord De la Warr did not reach out to the Powhatan as John Smith had. Things in England were changing, and the instructions to Jamestown from the Virginia Company of London were to stop trading with and relying upon the nearby Native Americans.

Over the next several years, more and more skilled settlers made their way to Virginia. Eventually, in 1619, the first shipload of women arrived. Colonists began to raise families in this English colony.

Although gold was not discovered, something just as valuable was. In time, a settler named John Rolfe began to establish a relationship

with the Powhatan once again. Guided by the Powhatan, and under the supervision of John Rolfe, the settlers began to grow tobacco.

- Picture Pause: Independently, write down one question about the text on Activity Page 4.1. Students may also use the text to answer a question(s) about the text written on Activity Page 4.1.



Check for Understanding

Have students share their questions. If students did not identify a question from the text, then model asking a question from the Read-Aloud.



House of Burgesses Assembly

There were other important developments that took place in 1619. Now that things were going better in the English colonies, the English government felt comfortable allowing the colonists to make certain rules of their own. That was, as long as the colonists understood who was really in charge. On July 30, 1619, the first lawmaking assembly gathered in the Virginia House of Burgesses. Members of the House of Burgesses were chosen to represent areas of the colony of Virginia. Of course, only men could be chosen, but the House of Burgesses would eventually pave the way for self-government and, ultimately, independence.

During another period of conflict, the Powhatan kidnapped some of the settlers and took several firearms, or guns, and the settlers kidnapped Pocahontas. Pocahontas's father was willing to return the kidnapped settlers in exchange for his daughters, but not the firearms.



John Rolfe and Pocahontas meet King James I

Student Reader page 44 House of Burgesses Assembly

There were other important developments that took place in 1619. Now that things were going better in the English colonies, the English

government felt comfortable allowing the colonists to make certain rules of their own. That was, as long as the colonists remembered who was really in charge. On July 30, 1619, the first lawmaking assembly gathered in the Virginia House of Burgesses. Members of the House of Burgesses were chosen to represent areas of the colony of Virginia. Of course, only men could be chosen, but the House of Burgesses would eventually pave the way for self-government and, ultimately, independence.



House of Burgesses Assembly

There were other important developments that took place in 1619. Now that things were going better in the English colonies, the English government felt comfortable allowing the colonists to make certain rules of their own. That was, as long as the colonists understood who was really in charge. On July 30, 1619, the first lawmaking assembly gathered in the Virginia House of Burgesses. Members of the House of Burgesses were chosen to represent areas of the colony of Virginia. Of course, only men could be chosen, but the House of Burgesses would eventually pave the way for self-government and, ultimately, independence.

During another period of conflict, the Powhatan kidnapped some of the settlers and took several firearms, or guns, and the settlers kidnapped Pocahontas. Pocahontas's father was willing to return the kidnapped settlers in exchange for his daughters, but not the firearms.



John Rolfe and Pocahontas meet King James I

Student Reader pages 44–45 John Rolfe and Pocahontas Meet King James I

During another period of conflict, the Powhatan kidnapped some of the settlers and took several firearms, or guns, and the settlers kidnapped Pocahontas. Pocahontas's father

was willing to return the kidnapped settlers in exchange for his daughter, but not the firearms. In response, the settlers refused to let Pocahontas go. **Consequently**, or as a result, Pocahontas was held captive in the English settlement for many years.

During this time, Pocahontas and John Rolfe were married and had a son named Thomas. Pocahontas was converted to Christianity and took the name Rebecca, an English name. It was not uncommon for Native Americans to be expected to change their name and customs when engaging with European colonists. Why might it have been important to some of the settlers that Native Americans adopt European names and customs? (Answers will vary but may include European settlers wanted Native Americans to identify with the traditions that were familiar to the settlers). She and John Rolfe traveled together to England, where they were guests at the court of King James. Sadly, just as Pocahontas and John Rolfe were preparing to return to Virginia, she became very ill. Pocahontas died on March 21, 1617, at the age of 22, and was buried in England.

Later, in the last years of his life, John Smith spoke of Pocahontas and said that without her help and the help of the Powhatan, Jamestown would never have survived.

-
- Picture Pause: Independently, write down one question about the text on Activity Page 4.1. Students may also use the text to answer a question(s) about the text written on Activity Page 4.1.

DISCUSSING THE READ-ALoud (10 MINS.)

1. **Literal.** Which colony did you hear more about today?
 - » Jamestown
2. **Literal.** In which region was this colony?
 - » Southern
3. **Literal.** Which colonist initially took charge when it seemed that Jamestown would perish?
 - » John Smith



ENGLISH
LANGUAGE
LEARNERS

Speaking and Listening
Reading/Viewing Closely

Beginning

Help students phrase questions. Model sample questions and answers: Who helped the colonists? Pocahontas and the Powhatan. What did they do to help? Ask students to give an example to answer the question.

Intermediate

Model a sample question for students: What did Pocahontas and the Powhatan do to help the colonists? Write down the answer on Activity Page 4.1.

Advanced/Advanced High

Encourage students to ask more challenging questions, such as “Why did Pocahontas help the colonists?”

ELPS 3.F; ELPS 4.I;

ELPS 4.J

4. **Inferential.** What role did he play in the survival of Jamestown?
- » He was one of the original English settlers; he didn't beat around the bush; he made a rule that the colonists who didn't work wouldn't get any food until they amended, or changed, their lazy habits. Smith also made sure that the colonists used their food and supplies sparingly and did not waste them.
5. **Evaluative.** You heard in the Read-Aloud that John Smith said that Jamestown would never have survived without the help of Pocahontas and the Powhatan. Who do you think was more important to the survival of Jamestown: John Smith, or Pocahontas and her people? Why? What are your thoughts about how the colony of Jamestown came to be?
- » Answers may vary.
- As a class, add the important persons learned about in this chapter to the Colonial America: Important Persons chart.
 - Have students review Activity Page 4.1. Have students write down any answers to their questions.

WORD WORK: CONSEQUENTLY (5 MIN.)

1. In the Read-Aloud you heard, "*Consequently*, Pocahontas spent quite a bit of time in the English settlement—several years, in fact."
2. *Consequently* means "as a result of or happening as a result of something else."
3. Bradley did not study for his test; consequently, he received a bad grade.
4. Have you ever seen something happen consequently? Have you ever done something consequently? Has something ever happened to you consequently? What caused the consequence? Try to use the word *consequently* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses to make complete sentences: "I consequently . . ." or "consequently happened because . . .")
5. What's the word we've been talking about? What part of speech is the word *consequently*?
6. Use a *First/Then* activity for follow-up. Explain to students that you will read to them a pair of sentences. They should determine which of the two sentences happened first and which happened consequently, or as a result of, the event in the first sentence. Students should use the word *consequently* instead of the word *then* before repeating the second sentence.

Maya was hungry. (First, . . .)

She ate an apple. (Consequently, . . .)

It was a cold and rainy morning. (First, . . .)

Steven took his umbrella to school. (Consequently, . . .)

Andre got an A on the test. (Consequently, . . .)

Andre did all his math homework and studied very hard for the test. (First, . . .)

Jackson scored the winning goal in the game. (First, . . .)

The crowd cheered wildly. (Consequently, . . .)

Eli could not read in the dark room. (Consequently, . . .)

The storm knocked the power out, and there were no lights on in the house.
(First, . . .)

Lesson 4: “Jamestown and the Powhatan”

Reading



Primary Focus: Students will retell the story of “Jamestown, Part II: Hunting the Powhatan Way” in their own words. **TEKS 3.7.C; TEKS 3.7.D**

PREVIEWING VOCABULARY (5 MINS.)

The following are core vocabulary words used in this lesson. Preview the words with the students before the lesson. Students are not expected to be able to use these words immediately, but with repeated exposure throughout the lessons they will acquire a good understanding of most of the words. You may wish to display the vocabulary words in your classroom for students to reference. Students may also keep a “unit dictionary” notebook along with definitions, sentences, and/or other writing exercises using these vocabulary words.

- Display the vocabulary words on the board.
- Divide the words into syllables.
- Cover one syllable at a time with your hand and segment the word.
- Then, point to each syllable and ask the students to “read it fast” to signal them to read through the word.

TEKS 3.7.C Use text evidence to support an appropriate response; **TEKS 3.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order.

- Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound spelling.

trod, walked on or over

illuminate, to light up

scurry, hurried movement

Activity Page 4.2



Support

Ask these students to assemble as a group and read the chapter with you. Have students complete Activity Page 4.2 after they read. This is an excellent time for you to make notes in your anecdotal records.

Challenge

Ask these students to read the chapter independently and complete Activity Page 4.2 after they read. Ask students to find out who William is and what happens when William and Tom meet up with Ahanu. Tell students to be prepared to discuss the chapter after reading.

Vocabulary Chart for “Jamestown, Part II: Hunting the Powhatan Way” Read-Aloud

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Vocabulary		trod illuminate scurry
Multiple Meaning Vocabulary Word		
Sayings and Phrases		

INTRODUCING THE READING (5 MIN.)

- Tell students that the title of today’s chapter is “Jamestown, Part II: Hunting the Powhatan Way.”

SMALL GROUP READING: “JAMESTOWN AND THE POWHATAN” (15 MIN.)

TEKS 3.7.D

- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.
- Tell students that today, they will read in small groups. In small groups, students will complete Activity Page 4.2. As a whole group, review the Story Retelling Anchor chart from Lesson 2 or project Digital Projection DP.U10.L2.1.

➤ Story Retelling Anchor Chart (Digital Projection DP.U10.L2.1)

- Next, go through the chapter, looking at the images and reading the captions.

TEKS 3.7.D Retell and paraphrase texts in ways that maintain meaning and logical order.

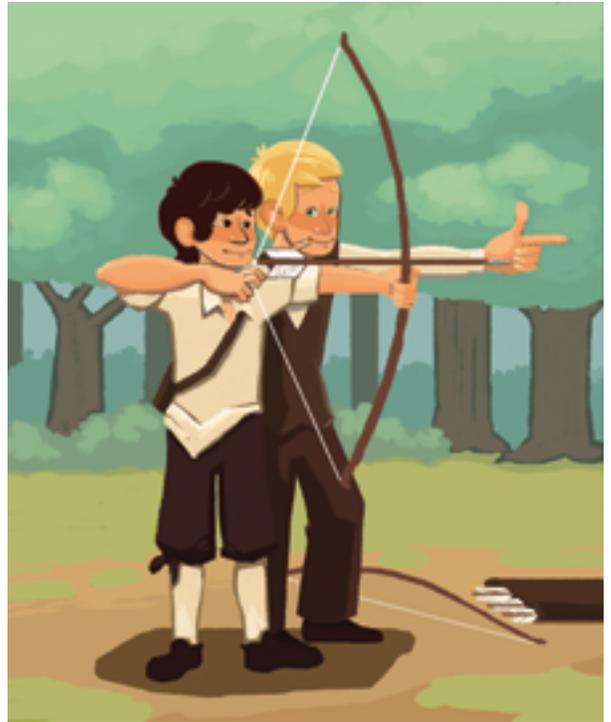
Chapter 5 Jamestown, Part II: Hunting the Powhatan Way

Do you remember in Chapter 3 you met the orphan boy Tom and his sister Jane? Today, you will find out more about Tom and his life in Jamestown.



Tom was glad it was Sunday. This was the only day of the week that many people didn't work in the fields or in their workshops. This made Tom very happy. On Sunday, Tom was also allowed to hunt or fish. Before chapel, Tom and his friend William often set off to catch a rabbit or a fish for the pot. Today was no exception, and William had arrived at Tom's house bright and early.

Tom and William had been hunting and fishing together ever since Tom first arrived in Jamestown. Like Tom, William was an orphan now living in this English **colony**. William had taught Tom how to use a bow and arrow and how to catch fish.



William taught Tom how to use a bow and arrow.

GUIDED READING SUPPORTS

Pages 46–47

- Have students read **pages 46–47** to themselves to find out why Tom liked Sundays so much.
- When students have finished reading, restate the question and have students answer.
 - » Sunday was the only day of the week that Tom didn't work in the fields or workshops. He and his friend William would go hunting and fishing instead.

Although Tom had been a city boy, he had taken to hunting and fishing right away, or, as Mrs. Tucker had said, “like a duck to water.”

William had learned to hunt, fish, and find food from a group of Powhatan boys. They had been welcoming and friendly to him. They taught him that everything they needed they could get from the land around them. They were expert hunters and could catch more fish than William could catch in a week! They knew what berries and nuts were safe to eat. They also had yummy food made from corn and beans and squash that had been grown by their mothers. William told Tom that without their help, the settlers would never have survived in the colony.

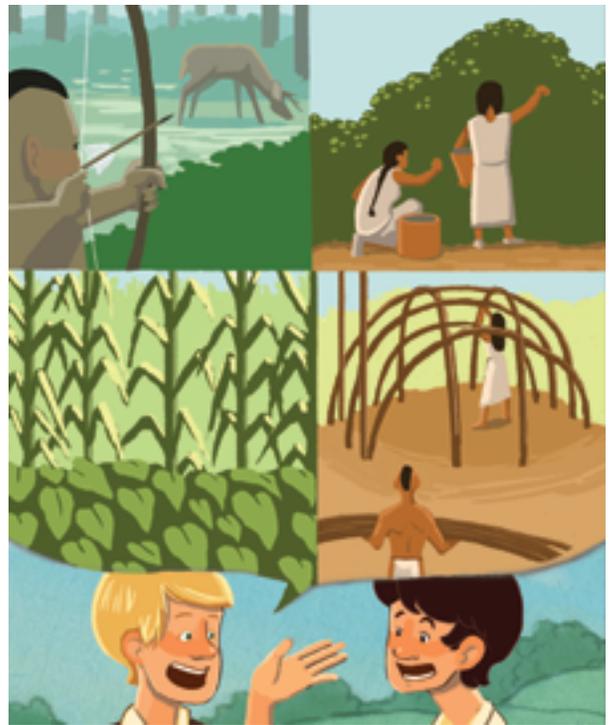


William had learned to hunt and fish from a group of Powhatan boys.

Pages 48–49

- Have students read **pages 48–49** to themselves.
- Ask, “How did Tom and William, who were city boys, learn to hunt and fish?”
 - » William learned from the Powhatan boys and he taught Tom.
- Ask, “Why did William say that the English settlers wouldn’t have survived without the help of the Powhatan people?”
 - » Answers may vary but could include that the Powhatan people taught them how to find food and how live off of the land.
- Direct students’ attention to the image and caption on **pages 49**.

As time went on, however, the Powhatan boys didn't visit Jamestown too much anymore. The Powhatan and the colonists were no longer good friends. The colonists were taking more and more land away from the Powhatan to farm tobacco. The Powhatan wanted the colonists to leave their land. However, the colonists weren't going away. Quite the opposite was happening. More and more colonists were arriving.



The Powhatan didn't visit Jamestown too much anymore, as the colonists were taking more and more land away from them to farm tobacco.

Pages 50–51

- Have students look at the image on **page 51** and read **page 50** to themselves to fill the blank in the sentence, “Some of the talents the Powhatan have are _____?”
- Ask, “Why were the Powhatan no longer good friends with the colonists?”
 - » Answers may vary but could include that the colonists were taking more and more land away from the Powhatan to farm tobacco.
- Ask “How did the Powhatan people feel about the English settlers?”
 - » Answers may vary but could conclude that the Powhatan people felt betrayed because they welcomed the settlers and helped to teach them skills to survive, but in return the English took away their land to grow tobacco.

On this particular day, the boys were going hunting.

“Come on, Tom. Let’s go and catch our dinner,” he yelled as he stood in the Tuckers’ open doorway.

“Don’t be out there all day,” exclaimed Mrs. Tucker.

“We won’t be,” Tom replied. With that, the two boys ran off toward the woodland some distance away.

The boys loved to be in the forest. At this time of the year, the sights, smells, and sounds were almost magical. As they crept forward, they **trod** upon a carpet of pine needles. The sunlight broke through the tall treetops and shafts of light **illuminated** their path. All around them they could hear the **scurrying** of forest creatures. They walked for a while, enjoying the gift of freedom. They crossed a stream and bent down to drink the water from their cupped hands. As they did, they both heard the sudden, sharp sound of a branch breaking.



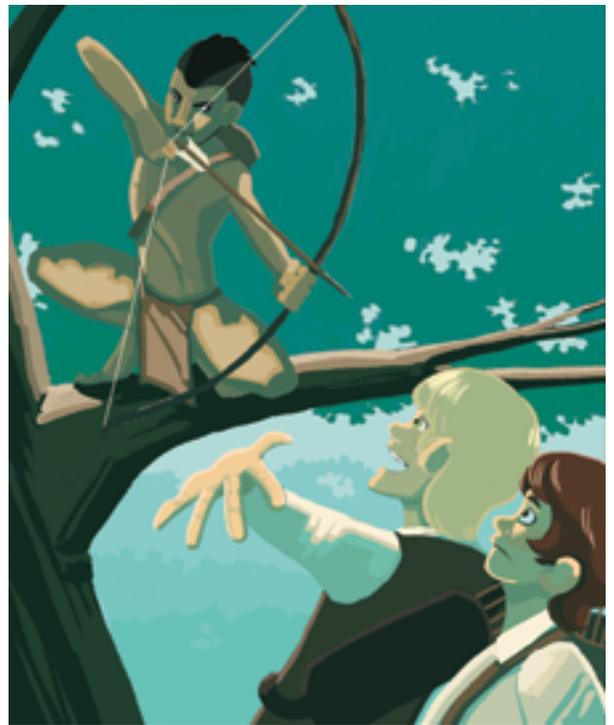
William and Tom loved to be in the forest.

Pages 52–57

- Have students read **pages 52–57** to themselves to find out how Tom and William’s hunting trip went.
- When students have finished reading, restate the question and have students answer.
 - » Ahanu intended to teach Tom and William how to hunt deer instead of rabbit.
- Ask, “Why was the Ahanu nervous upon seeing the English children in the forest?”
 - » Answers may vary but could include that he knew the English settlers had taken away his family’s land and home, he had been betrayed in the past and was nervous about what the English children would do.
- Direct students’ attention to the images and captions on **pages 53, 55, and 57**.

The branch fell to the ground a few feet away from them. Both boys looked up instantly. High up in a tree, about twenty feet above the ground, was a Powhatan boy, named Ahanu, about the same age as William and Tom. He was sitting on a wide branch and staring at them. His bow and arrow were pointed directly at Tom. Ahanu had heard someone coming. Not knowing who it was, he raised his bow and arrow, because he felt scared and nervous about what could happen to him.

William began to speak in a language that Tom did not recognize. Ahanu replied using words that Tom did not understand. Then, Ahanu, recognizing his old friend and deciding to trust him, smiled and climbed down the tree, landing right beside the boys.



Ahanu felt scared and nervous upon hearing someone in the woods.

Seconds later, Ahanu motioned for them to follow him. William pushed Tom forward.

“What are we doing?” whispered Tom.

“We’re hunting,” William replied.

“Are we hunting with him?” Tom asked.

“Yes,” William said. “He’s a friend of mine. He’s going to teach us how to hunt for deer.”

“I thought we were hunting for rabbits,” said Tom nervously.

“Well, now we are hunting for deer,” said William, smiling at this friend. “Come on, you’ve survived the streets of London haven’t you?”

With that, William and Tom followed Ahanu deeper into the forest.

Why do you think the Powhatan children stopped playing with the English children?



The boys set off to hunt for deer.

Wrap-Up

- Reread the questions in the box at the end of **page 56** and have students make predictions.
- Tell students that these questions may be ones that Time Travelers might ask.
- Tell students to use information and specific details from the chapter to support their answers.
- Help students look back through the chapter to find sentences that support their predictions.



Check for Understanding

If students cannot identify the elements of retelling, then pull a small group aside and complete Activity Page 4.3: Retelling bookmark. Students may use this bookmark as a reminder in future lessons.

Activity Page 4.3



ENGLISH
LANGUAGE
LEARNERS

Reading
Reading/Viewing Closely

Beginning

Use Activity Page 4.3 to reinforce knowledge. Ask students yes or no questions. “Were the story’s main characters Tom and William? Did the story take place in Jamestown in the past?” That is the story’s setting.

Intermediate

Students complete Activity Page 4.3 in partners. Check that they properly identified characters, setting, problem, and solution.

Advanced/Advanced High

Check that students can identify the problem and solution in the story as they complete Activity Page 4.3.

ELPS 4.F

Lesson 4: “Jamestown and the Powhatan”

Language



Primary Focus: Students will form and use comparative and superlative adverbs.

TEKS 3.11.D.v

GRAMMAR: ADVERBS THAT COMPARE ACTIONS (20 MINS.)

- Draw students’ attention to the Comparative and Superlative Adverbs poster you displayed in advance or project Digital Projection DP.U10.L3.2.

➤ **Comparative and Superlative Adverbs** (Digital Projection DP.U10.L3.2)

Comparative and Superlative Adverbs

Comparative adverbs compare two actions to show that one is greater or more. The suffix *-er* is added to adverbs.

Superlative adverbs compare more than two actions to show that one is greatest or most. The suffix *-est* is added to adverbs.

Instead of the suffixes *-er* and *-est*, use the words *more* and *most* when forming comparative and superlative adjectives that end with the suffixes *-ful*, *-less*, *-ing*, *-ed*, *-ous* or that have three or more syllables.

TEKS 3.11.D.v Edit drafts using standard English conventions, including: adverbs that convey time and adverbs that convey manner.

- Remind students that they are learning about adverbs that compare actions. When comparing two actions, adverbs end with *-er*. When comparing more than two actions, adverbs end with *-est*.
- Remind students that *-er* and *-est* are added to adjectives, making them adverbs that describe verbs.
- Display the sentence you prepared in advance.
 - The curtains on the window by the sink hang lower than the other curtains in the kitchen.
- Ask students to name the adverb (*lower*) and the verb (*hang*). Draw a triangle around *lower* and arrow it to *hang*.

The curtains on the window by the sink hang lower than the other curtains in the kitchen.

- Then, ask students to change this sentence so that the adverb *lowest* fits.
- Write students' ideas on the board. Underline the word *lowest* in the sentences they create.
- Point out how and why the sentence you placed on the board and the sentences students created differ. Sentences containing adverbs that end with *-er* compare two actions. Sentences containing adverbs that end with *-est* compare more than two actions and often include the word *all*.
- Write the following adverbs on the board: *quicker*, *quickest*.
- Ask students to create sentences that use the adverb *quicker* and record students' sentences on the board.
- Then, ask students to change the recorded sentences so that the adverb *quickest* fits and record those sentences as well.
- Point out how the sentences with adverbs ending in *-er* differ from the sentences with adverbs ending in *-est*.
- Ask students to turn to Activity Page 4.4 and complete it independently.
- If time permits, after groups have finished writing their sentences, have students share their responses with the whole class.

Activity Page 4.4



MORPHOLOGY: PRACTICE PREFIXES (15 MIN.)

- Tell students you will read a sentence that demonstrates the meaning of a word with one of the prefixes they learned in the previous lesson. You will give students two word choices and they must select the correct word demonstrated in the sentence and say it aloud.

1. *Triangle* or *trident*? Neptune had a three-pronged spear.
» *trident*
 2. *Multicultural* or *multimedia*? Yesterday at school, we celebrated everyone's background by sharing food, dances, clothing, jewelry, and other traditions.
» *multicultural*
 3. *Bilingual* or *biplane*? I can speak French and English.
» *bilingual*
 4. *Unison* or *unicolor*? The whole group sang a song together.
» *unison*
 5. *Multimedia* or *multilingual*? The speaker presented sculptures, paintings, drawings, and photographs during his talk.
» *multimedia*
 6. *Bimonthly* or *bicycle*? My brother got two new tires for his vehicle.
» *bicycle*
 7. *Unicolor* or *unicycle*? I watched a man at the beach balance himself on one wheel while pedaling.
» *unicycle*
 8. *Trilogy* or *tricycle*? Megan has read two of the three books in the new series by her favorite author.
» *trilogy*
 9. *Multilingual* or *multivitamin*? My grandfather has lived all over the world and can speak many different languages.
» *multilingual*
 10. *Bicycle* or *biplane*? Each set of wings was painted a different color.
» *biplane*
- Have students complete Activity Page 4.5 with a partner.



ENGLISH
LANGUAGE
LEARNERS

Language
Using Verbs and
Verb Phrases

Beginning

Use Activity Page 4.4. Read directions with students to ensure they understand. Complete question 2 together: "She bakes the brownies quicker than her sister." Write the next sentence, using *quickest*, in small group.

Intermediate

Use Activity Page 4.4. Students complete 1 and 2 in partners; check their work, correct if needed, and praise.

Advanced/Advanced High

Students work independently on Activity Page 4.4. Ask students to state the difference between using *-er* and *-est*.

ELPS 4.A; ELPS 5.E

Activity Page 4.5



SPELLING: WORD SORT (10 MIN.)

- Tell students they will sort words with the following sounds:

/ə/ spelled 'a' or 'e'

/ə/ + /l/ spelled 'al', 'le', and 'el'

/sh/ + /ə/ + /n/ spelled 'tion'

/ue/ spelled 'u', 'u_e', and 'ue'

/oo/ spelled 'oo', 'ew', 'o', and 'o_e'

/f/ spelled 'f', 'ff', 'ph', and 'gh'

- Have students turn to Activity Page 4.6.
- Ask students to identify the six headers.
- Have students independently read the words in the box and circle the vowel(s) that have the /ə/ sound.

End Lesson

Lesson 4: Jamestown and the Powhatan

Take-Home Material

Activity Page 4.6



- Have students finish Activity Page 4.6 as take home.

5

“Plantation Life”

PRIMARY FOCUS OF LESSON

Language

Students will use spelling patterns and generalizations (e.g., word families, position-based spelling) in writing words with spelling patterns /ə/, /ə/ + /l/,

✦ /sh/ + /ə/ + /n/, /ue/, /oo/, and /f/. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

Speaking and Listening

Students will determine the central idea of “Cash Crops, the Carolinas, and Slavery,” recount the key details and explain how they support the central idea, and create an acrostic poem using traits of the colonies.

✦ **TEKS 3.1.A; TEKS 3.6.G; TEKS 3.7.F; TEKS 3.9.D.i; TEKS 3.12.A**

Reading

Students will determine the key ideas in “Plantation Life,” recount the key

✦ details, and explain how they support the keys ideas. **TEKS 3.6.G; TEKS 3.7.G**

Writing

✦ Students will develop character(s) in a narrative. **TEKS 3.12.A**

FORMATIVE ASSESSMENT

Activity Page 5.1 Spelling Assessment Use spelling patterns and
 ✦ generalization. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

Activity Page 5.2 Central Idea and Supporting Details: “Cash Crops, the Carolinas, and Slavery” Identify the central idea
 ✦ and supporting details. **TEKS 3.6.G; TEKS 3.9.D.i**

✦ **TEKS 3.2.B** Demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 3.9.D.i** Recognize characteristics and structures of informational text, including: the central idea with supporting evidence; **TEKS 3.12.A** Compose literary texts, including personal narratives and poetry, using genre characteristics and craft; **TEKS 3.7.G** Discuss specific ideas in the text that are important to the meaning.

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (15 min.)			
Spelling Assessment	Independent	15 min.	<input type="checkbox"/> Activity Page 5.1
Speaking and Listening (50 min.)			
Introducing the Read-Aloud	Whole Group/ Partner	10 min.	<input type="checkbox"/> <i>Living in Colonial America</i> <input type="checkbox"/> Activity Page 5.2 <input type="checkbox"/> lined paper
Read-Aloud: "Cash Crops, the Carolinas, and Slavery"	Whole Group/ Partner/ Independent	20 min.	
Discussing the Read-Aloud	Whole Group	5 min.	
Word Work: <i>Transformed</i>	Whole Group	5 min.	
Colonial America Acrostics	Whole Group	10 min.	
Reading (30 min.)			
Introducing the Reading	Whole Group	5 min.	<input type="checkbox"/> <i>Living in Colonial America</i> <input type="checkbox"/> Activity Page 5.3
Independent Reading: "Plantation Life"	Independent	15 min.	
Discussing the Reading	Whole Group/ Independent	10 min.	
Writing (25 min.)			
Narrative Text and Plot Review	Whole Group/ Independent	10 min.	<input type="checkbox"/> Activity Page 2.3
Developing Characters	Whole Group/ Independent	15 min.	
Take-Home Material			
"Plantation Life"			<input type="checkbox"/> Activity Page 5.4

ADVANCE PREPARATION

Universal Access

- Today, during the writing portion of class, students will develop characters using description and actions and learn about interaction and dialogue and their role in characterization.
- With the whole class, develop a character as an example. Write a sample description of the character on the board using a concept map. The character could be a colonist in Jamestown, so that students must use historical details they have learned in the unit to create the character.
- For example, you could create a character named Elizabeth: hard working, likes to sew, blond-haired, green-eyed, athletic, likes to visit animals at the swamp, likes to play in the woods with friends.
- Suggest details if students do not have ideas. You could also use Elizabeth as an example and ask the class to create a friend for Elizabeth. Tell students that later in class, they will develop individual characters for their narrative pieces.

Reading

- Prepare to add to the Colonial America: Important Persons anchor chart after the reading.

Lesson 5: “Plantation Life”

Language



Primary Focus: Students will use spelling patterns and generalizations (e.g., word families, position-based spelling) in writing words with spelling patterns /ə/, /ə/ + /l/, /sh/ + /ə/ + /n/, /ue/, /oo/, and /f/. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

SPELLING ASSESSMENT (15 MIN.)

- Have students turn to Activity Page 5.1 for the spelling assessment.
- If you would like for students to have pens, this is the time to pass them out.
- Tell students that for this assessment, they will write the words under the header to which they belong. For example, if you call out the word *telephone*, they would write that word under the /f/ header.
- Tell students that they may not have to use all the lines under each header.
- Using the chart below, call out the words using the following format: say the word, use it in a sentence, and say the word once more.

1. occupy	11. addition
2. wobble	12. sentence
3. shrewd	13. vowel
4. movement	14. spherical
5. toothache	15. affect
6. tougher	16. identify
7. accuse	17. continue
8. whoever	18. hospital
9. secure	Challenge Word: <i>beautiful</i>
10. ability	Challenge Word: <i>definite</i>
	Content Word: <i>Powhatan</i>

- After you have called out all of the words including the Challenge Words and the Content Word, go back through the list slowly, reading each word just once more.

Activity Page 5.1



TEKS 3.2.B Demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- Ask students to write the following sentences as you dictate them.
 1. Jamie watched the final basketball game and was happy with whoever won.
 2. The baby began to wobble as she was taking her first steps.
- After students have finished, collect pens, if used.
- Follow your established procedures to correct the spelling words and the dictated sentences.

Note: At a later time today, you may find it helpful to use the Spelling Analysis chart found at the end of this lesson to analyze students' mistakes. This will help you understand any patterns that are beginning to develop, or that are persistent among individual students.

Lesson 5: "Plantation Life"

Speaking and Listening

Primary Focus: Students will determine the central idea of "Cash Crops, the Carolinas, and Slavery," recount the key details and explain how they support the central idea, and create an acrostic poem using traits of the colonies.

 **TEKS 3.1.A; TEKS 3.6.G; TEKS 3.7.F; TEKS 3.9.D.i; TEKS 3.12.A**

VOCABULARY: "CASH CROPS"

The following are core vocabulary words used in this lesson. Preview the words with the students before the lesson. Students are not expected to be able to use these words immediately, but with repeated exposure throughout the lessons they will acquire a good understanding of most of the words. You may wish to display the vocabulary words in your classroom for students to reference.

Students may also keep a "unit dictionary" notebook along with definitions, sentences, and/or other writing exercises using these vocabulary words.

- Display the vocabulary words on the board.
- Divide the words into syllables.
- Cover one syllable at a time with your hand and segment the word.
- Then, point to each syllable and ask the students to "read it fast" to signal them to read through the word.

 **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 3.9.D.i** Recognize characteristics and structures of informational text, including: the central idea with supporting evidence; **TEKS 3.12.A** Compose literary texts, including personal narratives and poetry, using genre characteristics and craft.

- Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound spelling.

transformed, changed shape, size, appearance, or quality

pivotal, critical; very important because other things depend on it; often refers to a turn of events or change of direction

flourished, became successful; grew well; prospered; reached excellence

slavery, the practice of forcing people to work without pay as enslaved people, and denying them the freedom to decide how to live their lives

Vocabulary Chart for “Cash Crops, the Carolinas, and Slavery” Read-Aloud		
Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Vocabulary	slavery	transformed pivotal flourished
Multiple Meaning Vocabulary Words		
Spanish Cognate for Core Vocabulary	esclavitud	transformada; transformado floreció
Sayings and Phrases		

INTRODUCING THE READ-ALoud (10 MIN.)

- Briefly review with students the information they heard in the previous Read-Aloud. To guide the review, you may wish to use images from the previous Read-Alouds and/or the following questions:
 - What are the two settlements you have heard about so far? (the “Lost Colony” at Roanoke Island and the Jamestown colony)
 - Who was the English colonist largely responsible for the survival of the colonists when they first arrived at Jamestown? (John Smith)
 - With which Native American group did the settlers at Jamestown interact? (Powhatan) Who was Chief Powhatan’s daughter who also played a role in aiding the settlers in Jamestown? (Pocahontas, whose real name was Matoaka [mah-toe-ah-kah], later named Rebecca)

Activity Page 5.2



ENGLISH
LANGUAGE
LEARNERS



Speaking and Listening
Reading/Viewing Closely

Beginning

Use Activity Page 5.2. Students work in partners. Review central idea of passage: “Harvesting tobacco was hard work.” Students underline key details related to indentured servants and people who were enslaved.

Intermediate

Use Activity Page 5.2. Prompt students to find key details by asking: “How do you know that is the central idea?”

Advanced/Advanced High

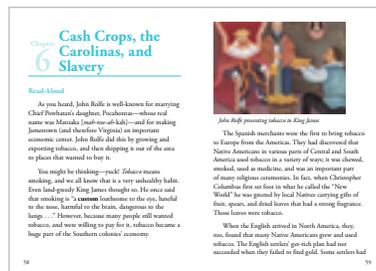
Use Activity Page 5.2. Check that students are referring back to the text to recount key details to support the central idea.

ELPS 4.1

- What types of challenges did the colonists at Jamestown face? (illness, different climate, brackish water, lack of food and supplies, fires, lack of organization, tension with the Powhatan, etc.)
 - In the winter of 1609 to 1610, the colonists ran out of food and many died. What is this time called? (the starving time)
 - Just when the Jamestown colonists thought all was lost, another man from England came to their rescue with three ships filled with supplies. Who was that man? (Lord De la Warr)
 - What crop did the colonists at Jamestown start growing that saved their colony? (tobacco)
 - Who helped guide and lead the growing of this crop? (the Powhatan and John Rolfe)
- Tell students to listen carefully to hear about the types of crops that helped form the economy of the Southern colonies.
 - Have students take out Activity Page 5.2. Explain that during the Read-Aloud, the class will pause to identify the central idea and supporting details.

READ-ALoud: “CASH CROPS, THE CAROLINAS, AND SLAVERY” (20 MIN.)

- Tell students to turn to the Table of Contents and locate today’s chapter—“Cash Crops, the Carolinas, and Slavery.” Have students turn to the first page of the chapter and follow along during the Read-Aloud.



Student Reader pages 58–60 John Rolfe Presenting Tobacco to King James

As you heard, John Rolfe is well-known for marrying Chief Powhatan’s daughter, Pocahontas—whose real

name was Matoaka [*mah-toe-ah-kah*]*—*and for making Jamestown (and therefore Virginia) an important economic center. John Rolfe did this by growing and exporting tobacco, and then shipping it out of the area to places that wanted to buy it.

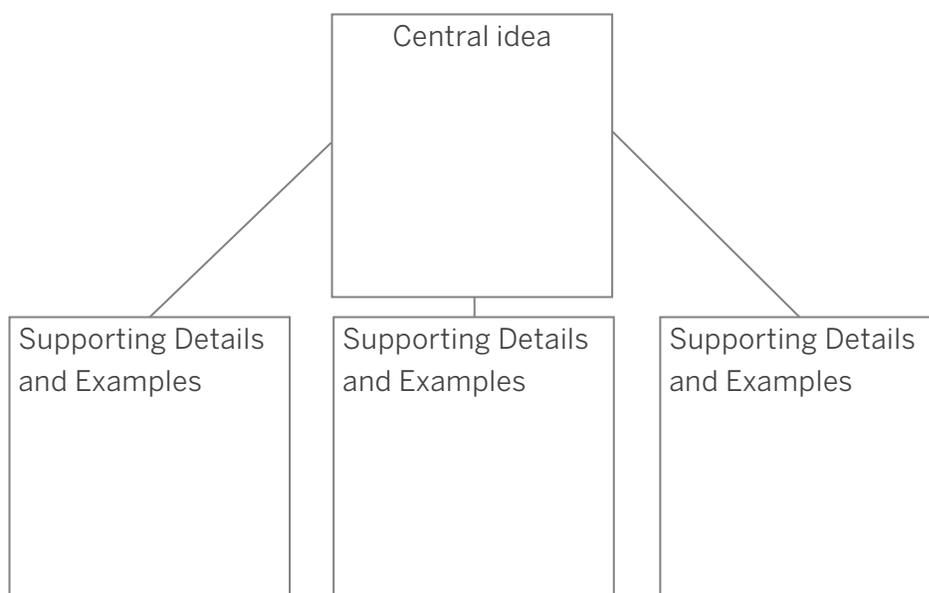
You might be thinking—yuck! Tobacco means smoking, and we all know that is a very unhealthy habit. Even land-greedy King James thought so. He once said that smoking is “a custom loathsome to

the eye, hateful to the nose, harmful to the brain, dangerous to the lungs . . .” However, because many people still wanted tobacco, and were willing to pay for it, tobacco became a huge part of the Southern colonies’ economy.

The Spanish merchants were the first to bring tobacco to Europe from the Americas. They had discovered that Native Americans in various parts of Central and South America used tobacco in a variety of ways: it was chewed, smoked, used as medicine, and was an important part of many religious ceremonies. In fact, when Christopher Columbus first set foot in what he called the “New World”, he was greeted by local Natives carrying gifts of fruit, spears, and dried leaves that had a strong fragrance. Those leaves were tobacco.

When the English arrived in North America, they, too, found that many Native Americans grew and used tobacco. The English settlers’ get-rich plan had not succeeded when they failed to find gold. Some settlers had also experimented with growing crops such as rice and grapes, but they, too, were unsuccessful. However, John Rolfe, with the guidance of the Powhatan, made a **pivotal** contribution to the doomed Jamestown economy.

- Picture Pause (Teacher Model): On the board, draw the following boxes.



Support

Remind students that the central idea is what the paragraph is about. The supporting details support the central idea.

Support

Reread each paragraph individually to identify the supporting details.

Challenge

Have students identify the central idea and supporting details independently.

- Ask: What is the central idea of the passages read aloud?
 - » Growing and exporting tobacco helped Virginia grow economically.
- Write the central idea on the board in the center box.
- Ask: What are supporting details of the passages read aloud?
 - » 1. People wanted tobacco and were willing to pay for it.
 - » 2. People used tobacco in a lot of ways: it was chewed, smoked, used as medicine, and was an important part of many religious ceremonies.
 - » 3. Other crops were unsuccessful in the colony.
- Write the supporting details on the board.
- Have students record the responses from the board onto Activity Page 5.2.



Student Reader pages 60–61 Busy Port Scene with Trade Ships and Tobacco

Wealthy Europeans were beginning to develop a taste for tobacco. However, much of the tobacco being shipped to

Europe had a bitter taste. John Rolfe introduced a new tobacco plant to the fields around Jamestown. He brought in a less bitter-tasting plant from the West Indies. Well, actually, he brought in the seeds to see if they would grow. It was an experiment, but it worked. The new tobacco plants grew and **flourished** in the red Virginia soil. And so the milder-tasting Virginia tobacco became much sought after. Its increased use among the growing number of English smokers **transformed** the colony's economy. Jamestown became a place of wealth and enterprise. Shiploads of Englishmen and women eagerly set off to make their fortune there.

The gold that the early settlers had sought turned out to be in the form of an odorous plant. Many people became wealthy as a result of growing this **cash crop**. No doubt, if you had been there in Jamestown, you might have heard the sound of gold coins jingling in the colonists' pockets. Tobacco was so popular that by 1619, it had become Virginia's main crop. Within 50 years, the colony exported about fifteen million pounds of it to Europe. Eventually, tobacco was such a widespread cash crop that the governor had to remind the

settlers to grow food crops as well! With the success of the tobacco industry, the future of Jamestown was finally secured. Add in Read Aloud pause: Ask students: What is a cash crop? A large crop grown to make money rather than to be eaten by those growing it. Which cash crop became very successful in Virginia? Tobacco.



They put some and others.

also experimented with growing crops such as rice and grapes, but they, too, were unsuccessful. However, John Rolfe, with the guidance of the Powhatan, made a **personal** contribution to the doomed Jamestown economy.

Wealthy Europeans were beginning to develop a taste for tobacco. However, much of the tobacco being shipped to Europe had a bitter taste. John Rolfe introduced a new tobacco plant to the fields around Jamestown. He brought it to him from a native plant from the West Indies. Rolfe, actually, he brought it to the south so see if they would grow. It was an experiment, but it worked. The new tobacco plants grew and **flourished** in the soil Virginia soil. And so the middle century Virginia tobacco became much sought after. It increased use among the growing number of English colonies **transformed** the colony's economy. Jamestown became a place of wealth and enterprise. Shiploads of Englishmen and women eagerly set off to make their fortunes there.

60

Student Reader pages 60–63 Indentured Servants Working on Tobacco Plantation

However, there was one major drawback to growing tobacco. Back then, a lot of people were needed who were willing to work very, very hard to tend the large plantations. And people like that weren't easy to find.

work very, very hard to tend the large plantations. And people like that weren't easy to find.

In the beginning, the new tobacco farmers had mostly **indentured servants** working for them. Indentured servants were people who had agreed to travel to Virginia (and eventually to other parts of North America) to work for a period of time for a specific person. The agreed-upon period of time was usually seven years. Often these indentured servants were poor people from England or other parts of Europe whose ship passage was purchased for them by their employer. Then, as soon as they arrived at their new homes, the indentured servants were put to work. These indentured servants labored long and hard in the tobacco fields. After the agreed-upon time of service was up, and if they were still alive after the hardships many of them endured, they were free to venture out on their own.

In 1619, a Dutch ship arrived in Jamestown with what is believed to have been the first 20 Africans brought to North America. According to some historical accounts, these Africans were brought to North America as indentured servants, and they may have worked alongside white indentured servants.

However, as the colony developed, and there became a serious shortage of workers, colonists believed that the use of **slavery** was the most

However, there was one major drawback to growing tobacco. Back then, a lot of people were needed who were willing to work very, very hard to tend the large plantations. And people like that weren't easy to find.



efficient way to manage plantations. Before long, thousands of Africans were brought to the colonies against their will and forced to work. Why did this terrible transition take place?

Indentured servants were people who had agreed to travel to Virginia (and eventually to other parts of North America) to work for a period of time for a specific person. The agreed-upon period of time was usually seven years. Often their indentured servants were poor people from England or other parts of Europe whose ship passage was purchased for them by their employer. Then, as soon as they arrived at their new homes, the indentured servants were put to work. These indentured servants labored long and hard in the tobacco fields. After the agreed-upon time of service was up, and if they were still alive after the hardships many of them endured, they were free to venture out on their own.

In 1619, a Dutch ship arrived in Jamestown with what is believed to have been the first twenty Africans brought to North America. According to some historical accounts, these Africans were brought to North America as indentured servants, and they may have worked alongside white indentured servants.

However, as the colony developed, and there became a serious shortage of workers, colonists believed that the use of **slavery** was the most efficient way to manage **plantations**. Before long, thousands of Africans were brought to the colonies against their will and forced to work. Why did this terrible transition take place?

Remember, various European countries were laying claim to different regions in the Americas, taking land from the Native American Empires. The Spaniards were claiming land in most of Central and South America and parts of southern North America. French settlers had claimed land in much of northern North America. Having started to lay claim to large areas of North America, the British empire sought to claim huge chunks of land as well. As you recall, England's very first attempt to colonize North America on Roanoke Island, off the coast of present-day North Carolina, failed and became known as the **Lost Colony**.

But in 1663, Charles II, the son of Charles I and grandson of King James I, decided to try again near the same area. Charles II eagerly gave a charter, or official document, to eight of his friends that stated that the land between Virginia and the Spanish colony of Florida now belonged to him—well, to England, to be precise.



Charles II showing land to his friends.

Student Reader pages 63–64 Charles II Showing Land to His Friends

Remember, various European countries were laying claim to different regions in the Americas, taking land from the Native American Empires. The Spaniards

were claiming land in most of Central and South America and parts of southern North America. French settlers had claimed land in much of northern North America. Having started to lay claim to large areas of North America, the British empire sought to claim huge chunks of land as well. As you recall, England's very first attempt to colonize North America on Roanoke Island, off the coast of present-day North Carolina, failed and became known as the **Lost Colony**.

But in 1663, Charles II, the son of Charles I and grandson of King James I, decided to try again near the same area. Charles II eagerly gave a charter, or official document, to eight of his friends that stated that the land between Virginia and the Spanish colony of Florida now belonged to him—well, to England, to be precise. Today, this land is North Carolina, South Carolina, and Georgia—although Georgia was not officially colonized until much later. Charles II also named part of this land after himself. This charter was extended in 1665, and more land was divided up among his friends to manage.

Charles II was particularly generous to those who had helped his family when his father, Charles I, was killed. At that time, Charles II had been forced to flee to another country. When Charles II was eventually allowed to return to England and take the throne, he owed a great deal of money to a great many people. His way out of debt was to “give” them North America—well, parts of it, anyway.

Having heard how successful Jamestown was, hundreds and then thousands of English flocked to the South, and to the Carolinas in

particular. In 1670, a busy seaport was established called Charles Town. I'm sure you can guess who Charles Town was named after.

- Picture Pause (Partner): With a partner, complete the bottom portion of Activity Page 5.2.
- As a whole group, discuss the central idea and supporting details.

Today this land in North Carolina, South Carolina, and Georgia—although Georgia was not officially colonized until much later, Charles II also named part of the land after himself. This charter was intended in 1663, and over land was divided up among his friends to manage.

Charles II was particularly generous to those who had helped his family when his father, Charles I, was killed. In that time, Charles II had been forced to flee to another country. When Charles II was eventually allowed to return to England and take the throne, he used a great deal of money to a great many people. His way of doing so was to "give" them North America—well, parts of it, anyway.

Having heard how successful Jamestown was, hundreds and then thousands of English fled to the South, and in the Carolinas in particular. In 1670, a busy seaport was established called Charles Town. In any way you can guess who Charles Town was named after.

In the beginning, many colonies in the Carolinas established small farms. Before long, large plantations replaced small farms for the purpose of growing cash crops. The top three cash crops in this area during this time were rice, tobacco, and indigo.

The warm climate and marshy stretches of land with fewer trees in the Carolinas were perfect for growing rice and indigo, whereas tobacco thrived in certain parts of North Carolina. With drier land and more trees, the geography and climate of Virginia was not conducive to growing rice and indigo; tobacco was the only cash crop in Jamestown.

As in Virginia, it soon became clear that there was a lot of money to be made in the Carolinas by growing crops. Many more workers were needed. Unfortunately, the solution the colonists chose was the extensive use of **slavery**. As you can imagine, no one volunteers to be enslaved. Unlike indentured servants, enslaved Africans did not come to North America of their own free will as part of an exchange agreement, nor did they have any hope of ever being set free. Instead, they were taken by force.

The roots of **slavery** go deep into the past. Throughout history, powerful people have enslaved less-powerful people. Although England began trading enslaved Africans later than some other European countries, it soon became one of the biggest countries to be involved in the trading of enslaved people due to the widespread use of slavery in the English colonies.

Student Reader pages 65–66 Tobacco, Rice, and Indigo

In the beginning, many colonists in the Carolinas established small farms. Before long, large plantations replaced small farms for the purpose of growing cash

crops. The top three cash crops in this area during this time were rice, tobacco, and **indigo**.

The warm climate and marshy stretches of land with fewer trees in the Carolinas were perfect for growing rice and **indigo**, whereas tobacco thrived in certain parts of North Carolina. With drier land and more trees, the geography and climate of Virginia was not conducive to growing rice and indigo; tobacco was the only cash crop in Jamestown.

As in Virginia, it soon became clear that there was a lot of money to be made in the Carolinas by growing crops. Many more workers were needed. Unfortunately, the solution the colonists chose was the extensive use of **slavery**. As you can imagine, no one volunteers to be enslaved. Unlike indentured servants, enslaved Africans did not come to North America of their own free will as part of an exchange agreement, nor did they have any hope of ever being set free. Instead, they were taken by force.

The roots of **slavery** go deep into the past. Throughout history, powerful people have enslaved less-powerful people. Although England began trading enslaved Africans later than some other European countries, it soon became one of the biggest countries to be involved in the trading of enslaved people due to the widespread use of slavery in the English colonies.



Check for Understanding

As a whole group, discuss the central idea and supporting details.

countries, it soon became one of the biggest countries to be involved in the trading of enslaved people, due to the widespread use of slavery in the English colonies.

For England, the trading of enslaved Africans was part of a larger trade network among Europe, West Africa, and North America (including the colonies and the West Indies). Some of these trade routes became known as "triangular trade routes." If you look at the map, you will see why. Through these triangular trade networks, certain goods were traded for other much-needed items. Enslaved Africans were part of the network, too.



Triangular trade routes: products and enslaved people

96



Captured African boarding ship

English ships laden with iron products, especially guns, arrived in the West African ports to trade their goods for enslaved people and gold. Africans who became enslaved had previously lived freely in Africa, but became victims of kidnapping by raiders. Many of these raiders were Africans armed with guns supplied by Europeans that traded enslaved people. Enslaved Africans were considered to be valuable workers.

Captured Africans were loaded onto ships destined for parts of North America. This trade route from West Africa to North America became known as the Middle Passage. If the West Indies was their final destination, enslaved Africans were exchanged for goods, such as molasses.

Student Reader page 66 Triangular Trade Routes; Products and Enslaved people

For England, the trading of enslaved Africans was part of a larger trade network among Europe, West Africa,

and North America (including the colonies and the West Indies). Some of these trade routes became known as "triangular trade routes." If you look at the map, you will see why. Through these triangular trade networks, certain goods were traded for other much-needed items. Enslaved Africans were part of the network, too.

countries, it soon became one of the biggest countries to be involved in the trading of enslaved people, due to the widespread use of slavery in the English colonies.

For England, the trading of enslaved Africans was part of a larger trade network among Europe, West Africa, and North America (including the colonies and the West Indies). Some of these trade routes became known as "triangular trade routes." If you look at the map, you will see why. Through these triangular trade networks, certain goods were traded for other much-needed items. Enslaved Africans were part of the network, too.



Triangular trade routes: products and enslaved people

96



Captured African boarding ship

English ships laden with iron products, especially guns, arrived in the West African ports to trade their goods for enslaved people and gold. Africans who became enslaved had previously lived freely in Africa, but became victims of kidnapping by raiders. Many of these raiders were Africans armed with guns supplied by Europeans that traded enslaved people. Enslaved Africans were considered to be valuable workers.

Captured Africans were loaded onto ships destined for parts of North America. This trade route from West Africa to North America became known as the Middle Passage. If the West Indies was their final destination, enslaved Africans were exchanged for goods, such as molasses.

Student Reader pages 67–68 Captured Africans Boarding Ship

English ships laden with iron products, especially guns, arrived in the West African ports to trade their goods for enslaved people and gold. Africans

who became enslaved had previously lived freely in Africa, but became victims of kidnapping by raiders. Many of these raiders were Africans armed with guns supplied by Europeans that traded enslaved people. Enslaved Africans were considered to be valuable workers.

Captured Africans were loaded onto ships destined for parts of North America. This trade route from West Africa to North America became known as the Middle Passage. If the West Indies was their final destination, enslaved Africans were exchanged for goods, such as molasses and sugar, that were then transported to the Southern

colonies. Many others stayed on the ship and were taken to the colonies along with the goods.

Although there were enslaved Africans in all parts of the thirteen English colonies, most enslaved Africans were sent to the South. This was because most farms in the Middle Atlantic and New England regions were smaller and more easily maintained by families.

However, some enslaved Africans in the cities worked in houses and shops as servants or as skilled artisans, or craftsmen. There were also some Europeans that spoke out against enslaving others, often based on their beliefs as Christians.



and sugar, that were then transported to the Southern colonies. Many others stayed on the ship and were taken to the colonies along with the goods.

Although there were enslaved Africans in all parts of the thirteen English colonies, most enslaved Africans were sent to the South. This was because most farms in the Middle Atlantic and New England regions were smaller and more easily maintained by families. However, some enslaved Africans in the cities worked in houses and shops as servants or as skilled artisans, or craftsmen. There were also some Europeans that spoke out against enslaving others, often based on their beliefs as Christians.

The business of enslaving and shipping captured African men, women, and children was a gruesome, or horrible, one. Captured Africans were packed like cargo onto ships where there was hardly enough room to move. Many were chained together, or to parts of the ship. Very little food and water was provided, and the conditions were extremely unsanitary. There was usually no medical assistance for those who became sick. The journey itself could take six to ten weeks to complete. The Africans had no idea where they were going, or if they would survive the journey.

Although captured Africans were valued for their labor, the traders believed that there was an endless supply of these workers. Therefore, if some died along the way, the traders thought that they could easily be replaced. Many, many captured Africans died before they even reached the Americas. When those who did survive reached shore, they were marched off the ship in chains to be examined by prospective buyers and then sold at auctions. There was little regard for the humanity of these African men, women, and children. The main objective was to put them to work on plantations to make a lot of money for the Europeans.

68

69

Student Reader pages 68–69 Captured Africans on Ship

The business of enslaving and shipping captured African men, women, and children was a gruesome, or terrible, one. Captured Africans were packed

like cargo onto ships where there was hardly enough room to move. Many were chained together or to parts of the ship. Very little food and water was provided, and the conditions were extremely unsanitary. There was usually no medical assistance for those who became sick. The journey itself could take six to ten weeks to complete. The Africans had no idea where they were going, or if they would survive the journey.

Although enslaved Africans were valued for their labor, the traders believed that there was an endless supply of these workers. Therefore, if some died along the way, the traders thought that they could easily be replaced. Many, many captured Africans died before they even reached the Americas. When those who did survive reached shore, they were marched off the ship in chains to be examined by prospective buyers and then sold at auctions. There was little **regard** for the humanity of these African men, women, and children. The main objective was to put them to work on plantations to make a lot of money for the Europeans.

DISCUSSING THE READ-ALoud (5 MIN.)

1. **Evaluative.** Do you think it was fair that the Europeans were claiming land for themselves on which people were already living? By doing this, did the Europeans show any regard for Native Americans? Explain what you think and why you think so.
 - » Answers may vary.
 2. **Inferential.** How did indentured servitude work? Why did both parties agree to it?
 - » Employers and plantation owners in the Americas would pay for people (often poor) to travel from Europe (and some from Africa), in exchange to agree to work for them for free for seven years.
 3. **Inferential.** What was the difference between indentured servitude and enslavement?
 - » Indentured servants agreed to have free travel to America in exchange for labor that often lasted seven years. After this time period, they were free. In contrast, enslaved persons were kidnapped against their will and brought to America to work with no pay. Enslaved persons were never promised freedom.
 4. **Inferential.** Why did settlers begin to use enslavement instead of indentured servitude?
 - » Settlers began to use enslavement instead of indentured servitude, because plantation owners found it more efficient and cost effective to have free labor to produce their cash crops with no promise of freedom.
- As a class, add the important persons learned about in this chapter to the Colonial America: Important Persons chart.

WORD WORK: TRANSFORMED (5 MIN.)

1. In the Read-Aloud you heard, “[Tobacco’s] increased use among the growing number of English smokers *transformed* the colony’s economy.”
2. *Transformed* means profoundly changed in form, shape, size, appearance, attitude, or in another way.
3. When the princess kissed the frog, it suddenly transformed into a prince.
4. Have you ever seen, or heard of, something that transformed? How did that thing change? Have you ever transformed something? Try to use the word *transformed* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses to make complete sentences: “transformed because . . .” or “I transformed . . .”)

5. What's the word we've been talking about? What part of speech is the word *transformed*?
6. Use a *Discussion* activity for follow-up. Have students discuss different ways that things can transform. Discuss different types of transformations in humans and animals as they grow. For example, students can discuss metamorphosis, or how habitats, like forests, can transform. For example, a fire can burn down a forest and transform it. Make sure that students use the word *transformed* in a complete sentence as they talk about it.
7. You may wish to have students discuss how different abstract things within a person or society may transform. For example, they could discuss how the lives of many Native Americans transformed over time, or how the manufacturing of transportation (from ships, to horse-drawn carriages, to trains, to cars, to airplanes) has transformed the way we travel over time!



COLONIAL AMERICA ACROSTICS (10 MIN.)

TEKS 3.12.A

- In three columns, write the letters of the names of the three colonial regions vertically on chart paper, a chalkboard, or a whiteboard: *SOUTHERN*; *NEW ENGLAND*; *MIDDLE ATLANTIC*. As a class, use the letters of each word to create an acrostic about each region, describing what has been learned thus far about the geography, climate, industries, and/or culture. Each letter of the region may be used to begin a word, phrase, or sentence. You may also wish to list more than one word for each letter. Encourage use of vocabulary and geography terms. For example, for *SOUTHERN*, you might list the following (and add other words later):

S—Settlements; (Savannah)

O—One crop was tobacco; (Oglethorpe)

U—Unprepared

T—Tobacco was a main crop in the South; (Tomochichi)

H—Humid climate

E—English colonies; (Europeans)

R—Roanoke Island; (Rolfe)

N—Native Americans



TEKS 3.12.A Compose literary texts, including personal narratives and poetry, using genre characteristics and craft.

Note: You may wish to display these acrostics for the duration of the domain and add to them as more information is relayed about each region. You may also wish to create a new acrostic for each lesson if applicable. The acrostics you create will be revisited as part of a review exercise in Pausing Point 1 and Lesson 10.

- Pass out lined paper to each student. Have students create their own acrostics and keep them in their Colonial America notebook or folder to update and reference throughout the unit. As time allows, have students share their acrostics with the class.

Lesson 5: “Plantation Life”

Reading



Primary Focus: Students will determine the key ideas in “Plantation Life,” recount the key details, and explain how they support the key ideas. **TEKS 3.6.G; TEKS 3.7.G**

VOCABULARY FOR “PLANTATION LIFE”

The following are core vocabulary words used in this lesson. Preview the words with the students before the lesson. Students are not expected to be able to use these words immediately, but with repeated exposure throughout the lessons they will acquire a good understanding of most of the words. You may wish to display the vocabulary words in your classroom for students to reference. Students may also keep a “unit dictionary” notebook along with definitions, sentences, and/or other writing exercises using these vocabulary words.

- Display the vocabulary words on the board.
- Divide the words into syllables.
- Cover one syllable at a time with your hand and segment the word.
- Then, point to each syllable and ask the students to “read it fast” to signal them to read through the word.

TEKS 3.6.G Evaluate details read to determine key ideas; **TEKS 3.7.G** Discuss specific ideas in the text that are important to the meaning.

- Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound spelling.

transport, to carry from one place to another

heap, a lot of

tend, to take care of

plantation, a large farm, usually found in warm climates, where crops such as cotton, rice, and tobacco are grown

rickety, poorly made and could break at any moment

Vocabulary Chart for “Plantation Life” Read-Aloud		
Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Vocabulary	plantation	transport heap tend rickety
Multiple Meaning Vocabulary Words		
Sayings and Phrases		

INTRODUCING THE READING (5 MIN.)

- Tell students that the title of today’s chapter is “Plantation Life.”
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.
- Have students turn to Activity Page 5.3.

Activity Page 5.3



7 Plantation Life

“Seth, it’s your turn to hide,” said Laura, Helen, and Joseph.

“We’ll count to thirty-three and then we’ll add on five more seconds,” the oldest child, Laura, added confidently.

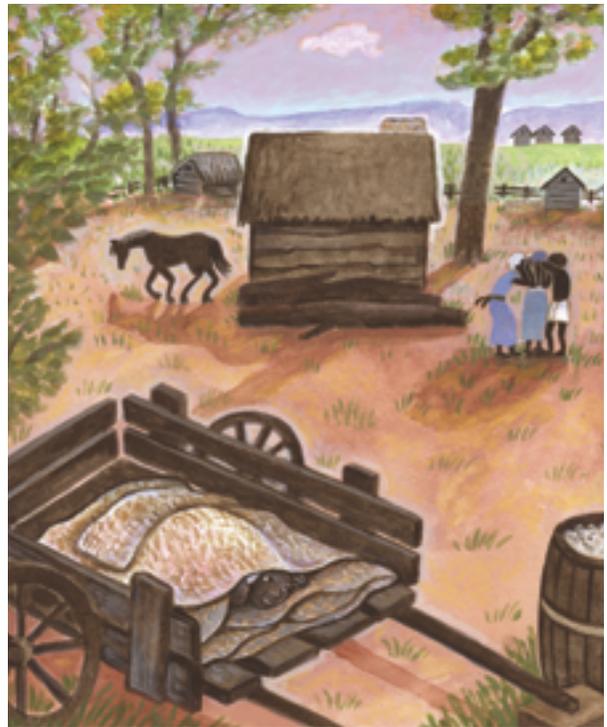


“Okay. Turn around now. Don’t peek,” said Seth.

Laura, Helen, and Joseph turned their backs while Seth ran to hide.

So far, none of the children had hidden in the wagon. Seth ran to the wagon near the barn and hid under a giant piece of sack cloth. Seconds later, the three children yelled, “Ready or not, here we come!”

Seth lay perfectly still in the wagon that was used to **transport** sacks of rice to town. He could hear the three children running here, there, and everywhere searching for him. This was fun. Enslaved children rarely had time to play.



Seth hid in the wagon.

INDEPENDENT READING: “PLANTATION LIFE” (15 MIN.)

Pages 70–81

- Tell students to read **pages 70–81** to themselves to find the key ideas in the text and three supporting details.

Support

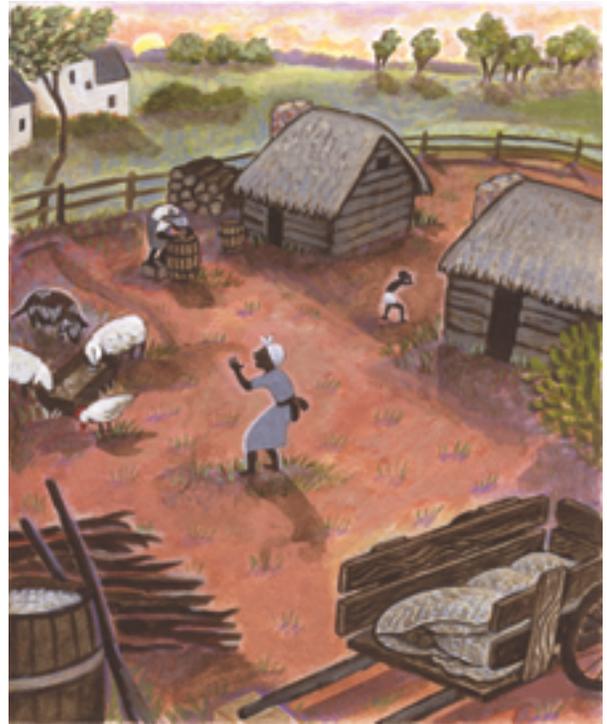
Ask students to assemble as a group and read the chapter with you. Have students complete Activity Page 5.3 after they read. This is an excellent time for you to make notes in your anecdotal records.

The children looked in the barn, in the cook's kitchen, and in the chicken coop, but they did not think to look in the wagon. After a while, the three children gave up and began to call to Seth.

"Seth, we can't find you. You can come out now," they called together. But Seth did not come out. Seth was so snug and warm lying underneath the sack cloth that he had fallen asleep.

When Seth did not appear, the three children ran off together to do their chores. They all knew that if Seth did not come out soon, he would get into a whole **heap** of trouble.

All four children were enslaved and lived on a large **plantation** in South Carolina in the year 1715. It was called the Walker **Plantation** and Mr. Walker was the **plantation** owner. The main crop grown on this **plantation** was rice. Rice is a type of grass. It is a very important food crop. Many Africans who were enslaved had grown rice in Africa and had brought this knowledge with them to the English colonies.



The children called to Seth.

Life on the **plantation** was hard. Those who were enslaved were forced to work long hours without pay. They had to obey the **plantation** owner. Even though he was a child, Seth also had many chores.

Seth had fallen asleep thinking about his two older brothers. They did not work on the Walker **Plantation** any more. Both of them were forced to work for a neighbor who had a tobacco **plantation**. George, the older of the two brothers, had been allowed to visit when their mother became sick with swamp fever. Because they were sent to work on a different **plantation**, it was difficult to visit. Seth and his parents had been so happy to see George. Even though she was sick, their mother had made cornbread to celebrate.

During that visit, George told Seth about the differences between the tobacco and rice plantations.

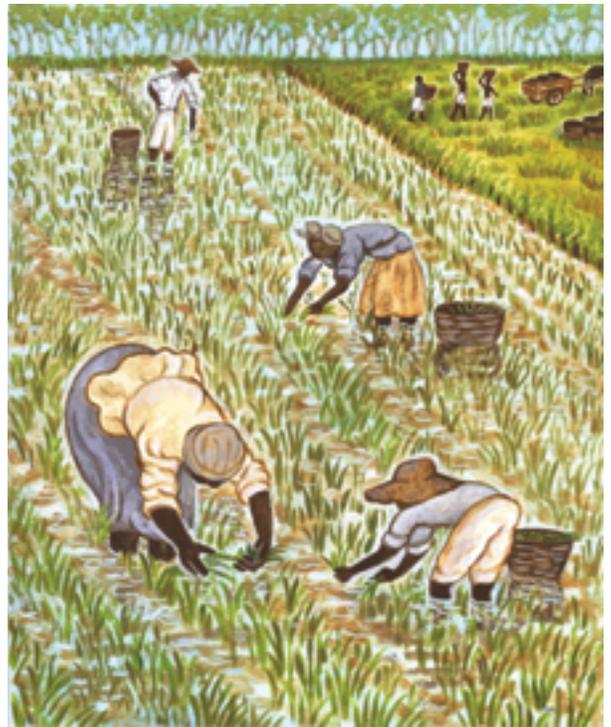


*George told Seth about being forced to work on a tobacco **plantation**.*

“On a tobacco **plantation**, enslaved people work from sunup to sundown,” George had said. “You have no time off. You have to **tend** to those tobacco leaves all the time. When one task is done, another one comes along before you know it.”

Seth didn't like the sound of that one bit and he hoped he didn't end up growing tobacco. On a rice **plantation**, enslaved people had certain tasks to do. When they were finished, they could do the chores that they needed to do for themselves. Although enslaved people on a rice **plantation** spent less time in the fields, it wasn't true that life on a rice **plantation** was easier than life on a tobacco **plantation**. Growing rice was a dangerous business.

Rice grows in water. People who were enslaved had to spend hours in swamp-like fields **tending** to the rice crops. The rice crops and the enslaved people weren't the only ones in the water. There were snakes, alligators, and disease-carrying insects too. That's how Seth's mother had become sick with swamp fever.



*Enslaved people being forced to work on a rice **plantation***

The sound of a dog barking woke Seth. He had been asleep in the wagon for several hours. When he peeked out from under the sack cloth, he saw that the stars were twinkling in the night sky. He could smell wood burning in the cook's kitchen. He could hear the sound of bullfrogs calling to each other in the night air.

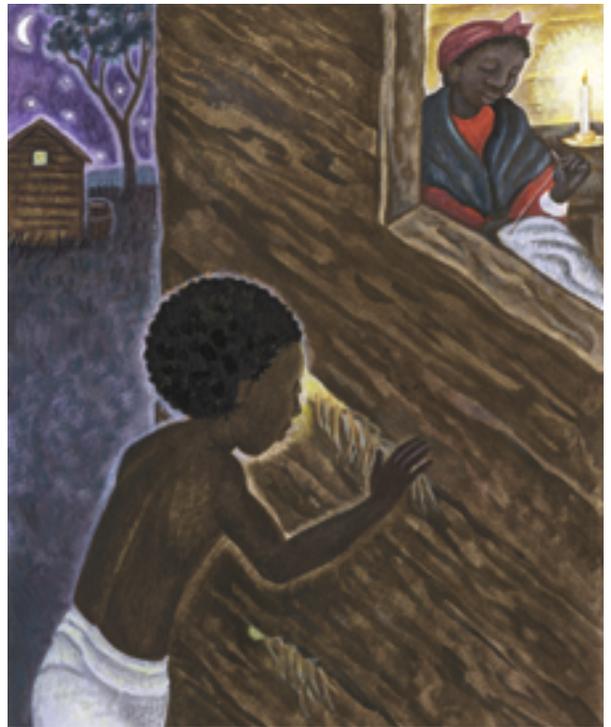
“Boy am I in trouble!” said Seth out loud as he jumped down from the wagon. He crept through the darkness toward the small, wooden house that he lived in with his mother and father and other people who were enslaved. First, he would get a talking to from his parents. Then, if he didn't show up for his assignment in the rice fields, he might be in big trouble.



Seth awoke to see stars in the sky.

Seth peeked through the cracks in the walls of his house, the same cracks that let in cold air during the winter. A candle burned on a **rickety** table and in the candlelight, he could see his mother sewing his torn pants. "Maybe she'll be too tired to be angry," Seth thought to himself as he pushed open the door and then closed it behind him. "It will be a long time before I get to play with Laura, Helen and Joseph again," Seth muttered as he faced his mother.

Do you think Seth's mother will be angry with him? Do you think Seth got in trouble for not showing up for his assignment in the rice fields?



Seth hoped his mother would not be angry.



Reading
Reading/Viewing Closely

Beginning

Use Activity Page 5.3.
State the central idea. Ask students if they agree. Students work in small groups to find key details to support the central idea.

Intermediate

Use Activity Page 5.3.
Prompt students with sentence starters: “The central idea is . . .”; “The text says . . .”

Advanced/Advanced High

Use Activity Page 5.3.
Students read silently and independently. Check in with students to see whether they can identify the central idea on their own. Help students add key details if needed.

ELPS 4.G; ELPS 4.I

DISCUSSING THE READING (10 MIN.)

- Reread the questions in the box at the end of **page 80** and have students make predictions.
- Tell students that these questions may be ones that time travelers might ask.
- Tell students to use information and specific details from the chapter to support their answers.



Check for Understanding

Evidence. Why do Seth and the other children think that Seth would get in trouble? How do you know?

- » Answers may vary but could include that Seth was still playing when he had chores and tasks to do on the rice plantation. The text says that enslaved children had very little time to play, Seth had many chores, and Seth did not show up to his assignment in the rice fields.

Evidence. The text tells readers that working on a plantation is hard work. What evidence from the text supports this idea?

- » Answers may vary but could include that enslaved people were forced to work long hours, children had little time to play; and enslaved people worked in swamp-like fields.

- Have students complete Activity Page 5.3 independently.

Lesson 5: "Plantation Life"

Writing

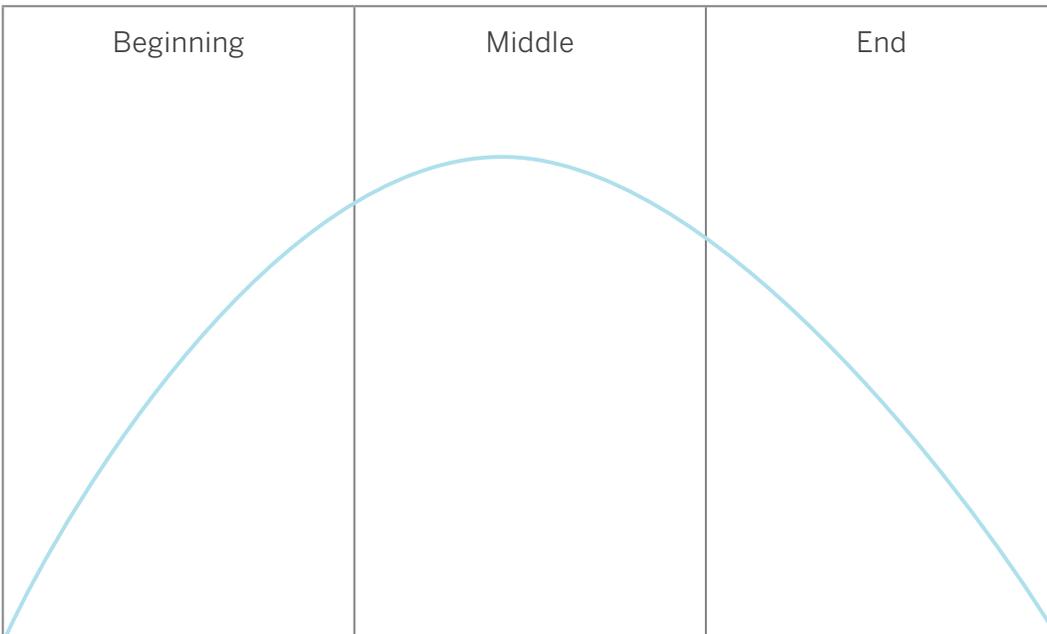


Primary Focus: Students will develop characters in a narrative.

TEKS 3.12.A

NARRATIVE TEXT AND PLOT REVIEW (10 MIN.)

- Ask: "What do you remember about narrative writing pieces?"
 - » Possible student response: the writer of a narrative piece can tell a story about something that actually happened, might have happened, or might happen in the future.
- Have students take out Activity Page 2.3. As a whole class, review the basic parts of a plot.
- On the board, draw the following diagram. Have students draw a curving line through the Beginning, Middle, and End columns on Activity Page 2.3.



Activity Page 2.3



- Say: "Narrative stories have a beginning, middle, and end. This is the plot. Many stories are exciting and may be tense at some points."
- Ask students if they have read stories that had tense or exciting points. (Example, the students were running in a dark forest and heard a creepy noise.)

TEKS 3.12.A Compose literary texts, including personal narratives and poetry, using genre characteristics and craft.

Support

Pull students aside to develop character in their story.

Challenge

Have students share and model their writing with the class.

**ENGLISH
LANGUAGE
LEARNERS**



Writing
Writing

Beginning

Students draw a concept map with the character's name in the middle. On the arms, students write adjectives to describe the character's external description: *tall, short, dark-haired, athletic, skinny, blue-eyed, brown-eyed*. Actions: *running, jumping, climbing trees, likes to read*.

Intermediate

Students draw a concept map with the character's name in the middle. In partners, students brainstorm and write descriptions of characters.

Advanced/Advanced High

Students create a concept map about character description individually and then share ideas with a partner.

ELPS 5.G

Activity Page 5.4



- Explain that this is the climax of the story. Explain that the line on the chart shows how the story builds up to the tense point, or climax. Have students label the climax on Activity Page 2.3.
- Have students review the Middle column on Activity Page 2.3. Have students make sure this column is the climax of their story. If not, students may rewrite the middle of their story.

DEVELOPING CHARACTER(S) (15 MIN.)

TEKS 3.12.A

- Explain that another key element of a narrative is introducing the characters. Have students review their character(s) on Activity Page 2.3.
- Explain that to develop characters in a story, writers focus on a description of the characters, their actions, dialogue, and how they interact with other characters.
- On the board, write the word *Description*. Explain that descriptions of the character(s) focus on their external characteristics: their outside looks.
- On the board, write the word *Action*. Explain that writers explain what characters are doing through their actions. Are they walking to their friend's house, reading, skiing, or jumping? These are all actions.
- On the board, write the word *Interact*. Explain that writers will include multiple characters in a story. The writer can describe a character by writing about how the character acts when with other characters.
- Next, write the word *Dialogue* on the board. Explain that we will learn about including dialogue in later writing lesson.
- Say: "Today we are going to focus on description and action."
- With a partner, have students work on developing their characters by adding additional information to their description and to the action in the story.

Note: Students may develop their character descriptions on the back of Activity Page 2.3.

End Lesson

Lesson 5: "Plantation Life"

Take-Home Material

- Have students take home Activity Page 5.4 to read to an adult.

TEKS 3.12.A Compose literary texts, including personal narratives and poetry, using genre characteristics and craft.

Spelling Analysis Chart

Name

1. occupy

2. wobble

3. shrewd

4. movement

5. toothache

6. tougher

7. accuse

8. whoever

9. secure

10. ability

11. addition

12. sentence

13. vowel

14. spherical

15. affect

16. identify

17. continue

18. hospital

Content Word: Powhatan

Challenge Word: definite

Challenge Word: beautiful

SPELLING ANALYSIS DIRECTIONS

Unit 10, Lesson 5

- Students are likely to make the following errors:
 - For /ə/, writing 'e', 'i', or 'u' instead of 'a'
 - For /ə/, writing 'a', 'i', or 'u' instead of 'e'
 - For /ə/ + /l/, writing 'el' or 'le' instead of 'al'
 - For /ə/ + /l/, writing 'al' or 'le' instead of 'el'
 - For /ə/ + /l/, writing 'al' or 'el' instead of 'le'
 - For /sh/ + /ə/ + /n/, writing 'shun', 'shin', or 'sion' instead of 'tion'
 - For /ue/, writing 'u_e' or 'u' instead of 'ue'
 - For /ue/, writing 'ue' or 'u' instead of 'u_e'
 - For /ue/, writing 'ue' or 'u_e' instead of 'u'
 - For /oo/, writing 'ew', 'o', or 'o_e' instead of 'oo'
 - For /oo/, writing 'oo', 'o', or 'o_e' instead of 'ew'
 - For /oo/, writing 'oo', 'ew', or 'o_e' instead of 'o'
 - For /oo/, writing 'oo', 'ew', or 'o' instead of 'o_e'
 - For /f/, writing 'ff', 'ph', or 'gh' instead of 'f'
 - For /f/, writing 'f', 'ph', or 'gh' instead of 'ff'
 - For /f/, writing 'f', 'ff', or 'gh' instead of 'ph'
 - For /f/, writing 'f', 'ff', or 'ph' instead of 'gh'

- While the above student-error scenarios may occur, you should be aware that misspellings may be due to many other factors. You may find it helpful to record the actual spelling errors that the student makes in the analysis chart. For example: Is the student consistently making errors on specific vowels? Which ones?
 - Is the student consistently making errors at the end of the words?
 - Is the student consistently making errors on particular beginning consonants?
 - Did the student write words for each feature correctly?
 - Also, examine the dictated sentences for errors in capitalization and punctuation.

6

“The Founding of Maryland and Georgia”

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will determine the central idea and supporting details of “The

- ✦ Founding of Maryland and Georgia.” **TEKS 3.1.A; TEKS 3.9.D.i**

Reading

Students will ask and answer questions, in writing, requiring literal recall and

- ✦ understanding of the details of “Early Days in Georgia.” **TEKS 3.7.C; TEKS 3.7.D**

Writing

Students will use dialogue in their writing to show the thoughts, feelings, and

- ✦ actions or reactions of characters. **TEKS 3.12.A**

Students will develop drafts by organizing ideas with structure and adding

- ✦ relevant details. **TEKS 3.11.B.i; TEKS 3.11.B.ii**

Language

- ✦ Students will form and use comparative and superlative adverbs. **TEKS 3.11.D.v**

FORMATIVE ASSESSMENT

Activity Page 6.1 **Central Idea and Supporting Details: “The Founding of Maryland and Georgia”** Identify the central idea

- ✦ and supporting details **TEKS 3.9.D.i**

Activity Page 6.2 **“Early Days in Georgia”** Comprehend text-based

- ✦ questions about the reading **TEKS 3.7.C; TEKS 3.7.D**

Activity Page 6.3 **Narrative Writing: Dialogue** Use dialogue in

- ✦ writing **TEKS 3.12.A**

Activity Page 6.4 **Adverbs that Compare Action** Form and use

- ✦ comparative and superlative adverbs **TEKS 3.11.D.v**

- ✦ **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.9.D.i** Recognize characteristics and structures of informational text, including: the central idea with supporting evidence; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 3.11.B** Develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion. (ii) developing an engaging idea

LESSON AT A GLANCE

	Grouping	Time	Materials
Speaking and Listening (50 min.)			
Previewing the Vocabulary	Whole Group	5 min.	<input type="checkbox"/> <i>Living in Colonial America</i> <input type="checkbox"/> Activity Page 6.1 <input type="checkbox"/> Activity Page 6.6 (Optional)
Introducing the Read-Aloud	Whole Group	10 min.	
Read-Aloud: "The Founding of Maryland and Georgia"	Whole Group	20 min.	
Discussing the Read-Aloud	Whole Group/ Partner	10 min.	
Word Work: Inevitable	Whole Group	5 min.	
Reading (30 min.)			
Previewing the Vocabulary	Whole Group	5 min.	<input type="checkbox"/> <i>Living in Colonial America</i> <input type="checkbox"/> Activity Page 6.2
Introducing the Reading	Whole Group	5 min.	
Whole Group Reading: "Early Days in Georgia"	Whole Group	15 min.	
Discussing the Reading	Whole Group/ Independent	5 min.	
Writing (15 min.)			
Dialogue	Whole Group/ Independent	15 min.	<input type="checkbox"/> Activity Page 6.3 <input type="checkbox"/> Activity Page 6.7 (Optional)
Language (25 min.)			
Grammar: Comparative and Superlative Adverbs	Whole Group	5 min.	<input type="checkbox"/> Activity Page 6.4 <input type="checkbox"/> Comparative and Superlative Adverbs Poster (Digital Projections) <input type="checkbox"/> Spelling Table (Digital Projections)
Spelling	Whole Group	20 min.	
Take-Home Material			
Dialogue Writing			<input type="checkbox"/> Activity Pages 6.4, 6.5
Family Letter			

with relevant details; **TEKS 3.11.D.v** Edit drafts using standard English conventions, including: adverbs that convey time and adverbs that convey manner; **TEKS 3.12.A** Compose literary texts, including personal narratives and poetry, using genre characteristics and craft; **TEKS 3.11.B** Develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure including an introduction and conclusion, (ii) developing an engaging idea with relevant details; **TEKS 3.11.D.v** Edit drafts using standard English conventions, including: adverbs that convey time and adverbs that convey manner.

ADVANCE PREPARATION

Language

- Display the Comparative and Superlative Adverbs Poster (Digital Projection DP.U10.L3.2).

Comparative and Superlative Adverbs

Comparative adverbs compare two actions to show that one is greater or more. The suffix *-er* is added to adverbs.

Superlative adverbs compare more than two actions to show that one is greatest or most. The suffix *-est* is added to adverbs.

Instead of the suffixes *-er* and *-est*, use the words *more* and *most* when forming comparative and superlative adjectives that end with the suffixes *-ful*, *-less*, *-ing*, *-ed*, *-ous* or that have three or more syllables.

- Write the following sentence on the board and cover it or write it on sentence strips to be displayed during the Grammar lesson:
She arrived at our house _____ than I thought she would. (sooner, soonest)
- Create the following Spelling Table on chart paper or prepare Digital Projection DP.U10.L6.1.

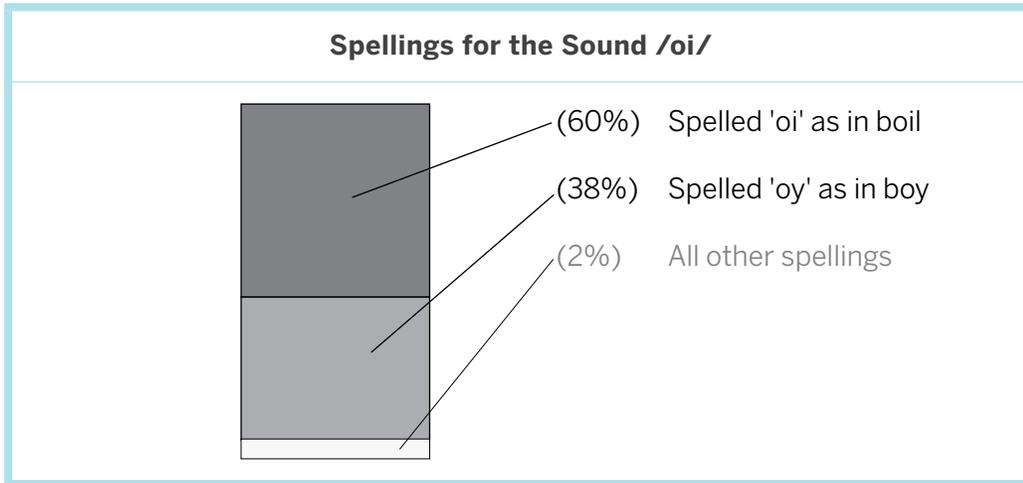
'oi' > /oi/	'oy' > /oi/

Reading

- Prepare to add to the Colonial America: Important Persons anchor chart after the reading.

Note to Teacher

During this week, students will review spellings of /oi/ spelled 'oi' and 'oy'. Students should be familiar with these spellings, as they were reviewed in Grade 2. The following chart is provided for your review.



- Here are some patterns for you to be aware of:
 - 'oi' is generally used before a consonant spelling (*oil, coin*) or a consonant cluster.
 - 'oy' is just the opposite. It tends to fall at the end of a word or syllable (*boy, toy, destroy, boyish*). It is only rarely followed by a consonant spelling.

Note to Teacher

In this unit, students will focus on four academic vocabulary words, two of which are *create* and *design*. By academic vocabulary, we mean words that support reading comprehension and may appear across a variety of materials, in language arts and in content areas. These words can be found in textbooks, assignment directions, and assessments. Understanding academic vocabulary may contribute to improved performance on assignments and assessments, as these words appear often in directions to students. These words may appear on end-of-year assessments that third graders may take. Where applicable, use the words throughout the unit, not just as they might refer to reading selections but also with regard to spelling, grammar, morphology, and comprehension. They may also appear in directions, assessments, spelling lists, and discussion questions, among other places.

- To *create* means to make something that has not been made.
- To *design* means to formulate or make plans to create something.

You are encouraged to define these words for students and use both of these words throughout the school day so that students may experience multiple uses of them.

Universal Access

- Make a timeline with student bodies. Use Activity Page 1.3. Assign a few students with a specific event and have each student hold a piece of paper that highlights that event, including the name of the event, the year, and if possible, a related image. For example, a student could write “1607, Jamestown was founded,” and draw the shape of Virginia with a star where Jamestown is located.
- Some students will represent events, while others will help arrange the line of students in the proper order. When students think they are finished, ask a student leader to check that students are in the correct order using the timeline students have added to during each lesson on Activity Page 1.3.
- Hand out the following questions as flashcards, with the question on one side, answer on the other, and ask students to quiz each other in partners or small groups. Or you can review these questions as a whole class, as discussed in the lesson.
 - What cash crop saved Jamestown and helped other Southern colonies to prosper? (tobacco)
 - What is the name given to the settlers whose passage to North America was paid for by someone else and who, in return, agreed to work for that person for a time, usually seven years? (indentured servants)
 - What group of people was forced to come to North America from Africa to work for no pay and denied the freedom to decide how to live their lives? (enslaved Africans)
 - What three crops were planted as cash crops in the Carolinas? (tobacco, rice, and indigo)
 - What was the name given to the trade route from Europe to Africa to North America? (triangular trade route)
 - What was the name given to the part of that route from West Africa to America? (the Middle Passage)

Lesson 6: “The Founding of Maryland and Georgia”

Speaking and Listening



Primary Focus: Students will determine the central idea and supporting details of “The Founding of Maryland and Georgia.” **TEKS 3.1.A; TEKS 3.9.D.i**

PREVIEWING VOCABULARY (5 MIN.)

The following are core vocabulary words used in this lesson. Preview the words with the students before the lesson. Students are not expected to be able to use these words immediately, but with repeated exposure throughout the lessons they will acquire a good understanding of most of the words. You may wish to display the vocabulary words in your classroom for students to reference. Students may also keep a “unit dictionary” notebook along with definitions, sentences, and/or other writing exercises using these vocabulary words.

- Display the vocabulary words on the board.
- Divide the words into syllables.
- Cover one syllable at a time with your hand and segment the word.
- Then, point to each syllable and ask the students to “read it fast” to signal them to read through the word.
- Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound spelling.

confirmed, proved; assured; said that something is definite or definitely going to happen

inevitable, unavoidable; unstoppable

interference, interruption; unexpected stop in a plan or action

debtors, people who owe money or favors to others

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.9.D.i** Recognize characteristics and structures of informational text, including: the central idea with supporting evidence.

Vocabulary Chart for “The Founding of Maryland and Georgia” Read-Aloud		
Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Vocabulary		confirmed inevitable interference debtors
Multiple Meaning Vocabulary Words		
Spanish Cognate for Core Vocabulary		confirmed: <i>confirmada</i> ; <i>confirmado</i> inevitable: <i>inevitable</i> interference: <i>interferencia</i> debtors: <i>deudoras</i> ; <i>deudores</i>
Sayings and Phrases		

INTRODUCING THE READ-ALOUD (10 MIN.)

- Briefly review with students the information they heard in the previous Read-Aloud. To guide the review, you may wish to use images from the previous Read-Aloud and/or the following questions:
 - What cash crop saved Jamestown and helped other Southern colonies to prosper? (tobacco)
 - What is the name given to the settlers whose passage to North America was paid for by someone else and who, in return, agreed to work for that person for a time, usually seven years? (indentured servants)
 - What group of people was forced to come to North America from Africa to work for no pay and denied the freedom to decide how to live their lives? (enslaved Africans)
 - What three crops were planted as cash crops in the Carolinas? (tobacco, rice, and indigo)
 - What was the name given to the trade route from Europe to Africa to North America? (triangular trade route)
 - What was the name given to the part of that route from West Africa to America? (the Middle Passage)

- Tell students that today they are going to hear about several lawmaking groups. One they will hear about is called Parliament. Parliament is the lawmaking group in the government of Great Britain (which is made up of the countries of England, Wales, Scotland, and Northern Ireland). Parliament has many members, and the leading member is the British Prime Minister. In today’s Read-Aloud, the words *assembly* and *house* are used to describe lawmaking groups in the colonies. You have already heard of the House of Burgesses, which was the governing group in the colony of Virginia. Keep in mind that the groups in each colony were distinct and separate, but at the same time each group was influenced by the rules and laws of Parliament in Great Britain. The colonists would consider these laws when they began to make laws for themselves. If certain laws worked for them, they adopted them.
- Have students take out Activity Page 6.1. Explain that students will identify the central idea and supporting details throughout the Read-Aloud.

Support

Tell students to listen carefully to the central ideas, or important points, about why people left England and other parts of Europe to become colonists in the southern region of North America. Also, tell students to pay attention to certain problems that seemed to be solved in the colonies, but that were replaced with new problems.

Activity Page 6.1



READ-ALOUD: “THE FOUNDING OF MARYLAND AND GEORGIA” (20 MIN.)

- Tell students to turn to the Table of Contents and locate today’s chapter “The Founding of Maryland and Georgia.” Have students turn to the first page of the chapter and follow along during the Read-Aloud.

The Founding of Maryland and Georgia

Chapter 8

Read Aloud

With so much trade going on, and the abundance of ships laden with valuable cargo, it was **inevitable**, or unavoidable, that pirates would make an appearance in this story. The English colonies, particularly those in the Southern region and the West Indies, became well known as places where pirates hid from the law. These pirates were known as buccaneers.

Buccaneers were a group of men from England, France, and Holland. They terrorized sailors and captured trade ships in this region. Because of the success of these infamous pirates, some countries were forced to send naval ships to accompany their trade ships safely back across the Atlantic to ports in Europe. The Americas were turning out to be a place where many different groups of Europeans, including these different gangs of pirates, felt they had the opportunity to become rich.



Pirates taking over a trading ship.

Back on land, the English colonies were expanding. Today you will learn about two more colonies—Maryland and Georgia. Both of these colonies have an interesting history. However, the development of Maryland and Georgia was a little different from that of Virginia. Let’s begin with Maryland.

You learned about the large **plantations** that were produced in the South. Maryland was considered a Southern colony, though it was geographically in the Middle Atlantic region. Although there were many small farms in Maryland, there were a fair number of large **plantations** in the southern portion. Like Virginia, Maryland’s economy was based on tobacco agriculture as a cash crop.

Student Reader pages 82–83 Pirates Taking Over a Trading Ship

With so much trade going on, and the abundance of ships laden with valuable cargo, it was **inevitable**, or unavoidable, that pirates would make an appearance

in this story. The English colonies, particularly those in the Southern region and the West Indies, became well known as places where pirates hid from the law. These pirates were known as buccaneers.

Buccaneers were a group of men from England, France, and Holland. They terrorized sailors and captured trade ships in this region. Because of the success of these **infamous** pirates, some countries were forced to send naval ships to accompany their trade ships safely back across the Atlantic to ports in Europe. The Americas were turning out to be a place where many different groups of Europeans, including these different gangs of pirates, felt they had the opportunity to become rich.

Back on land, the English colonies were expanding. Today you will learn about two more colonies—Maryland and Georgia. Both of these colonies have an interesting history. However, the development of Maryland and Georgia was a little different from that of Virginia. Let's begin with Maryland.

You learned about the large plantations that were prevalent in the South. Maryland was considered a Southern colony, though it was geographically in the Middle Atlantic region. Although there were many small farms in Maryland, there were a fair number of large plantations in the southern portion. Like Virginia, Maryland's economy was based on tobacco agriculture as a cash crop.



Charles I and Queen Maria; Lord Baltimore

Before he was killed, Charles I had given a large section of land north of Virginia to a friend. This time, the lucky recipient of land was Sir George Calvert.

Sir Calvert, who was also known as Lord Baltimore, received this generous gift in 1632. Sir Calvert was a Roman Catholic. In England at that time, Roman Catholics were not very well-liked because they were not part of the official Church of England. The Church of England—the Anglican Church—had split apart from the Roman Catholic Church. Many people in England at that time believed the Roman Catholics would be more loyal to the Catholic pope than to the king—and they did not like that. However, because King Charles's wife, Queen Henrietta Maria, was Catholic, Charles tried to be respectful of Catholics for her sake. Delighted by Charles's gift, Sir Calvert named his colony "Maryland" in honor of Queen Maria.

Maryland was different from Virginia because it was controlled by Sir Calvert's family. Sir Calvert's son Cecil determined that Maryland would be a safe haven for Catholics. In the beginning, it was. In fact, in 1634, Cecil's brother, Leonard Calvert, led the first group of Catholics to this colony. Leonard Calvert later became the first governor of Maryland.

The colonists and the Native Americans in Maryland established peaceful relations. In addition, the colonists they did not want more searching for gold, but instead immediately established farms and trading posts. They soon formed two organized communities with laws that were clearly defined.

It wasn't long before word got out that Maryland was quite a nice place to live. Europeans searching for a better life fled poverty and religious persecution throughout the colony. And it wasn't just Roman Catholics who came. Other Christians who belonged to different churches came to settle in Maryland, too. Before long, Maryland became known as a place that practiced religious freedom—so much so that, in 1649, Lord Baltimore had the Maryland General Assembly pass the Act of Toleration. This law stated that all Christians in Maryland would be tolerated, so allowed the freedom to worship. This law confirmed that Christians from

Student Reader pages 84–85 Charles I and Queen Maria; Lord Baltimore 4

Before he was killed, Charles I had given a large section of land north of Virginia to a friend. This time, the lucky recipient of land was Sir George Calvert.

Sir Calvert, who was also known as Lord Baltimore, received this generous gift in 1632. Sir Calvert was a Roman Catholic. In England at that time, Roman Catholics were not very well-liked because they were not part of the official Church of England. The Church of England—the Anglican Church—had split apart from the Roman Catholic Church. Many people in England at that time believed that Roman Catholics would be more loyal to the Catholic pope than to the king—and they did not like that. However, because King Charles's wife, Queen Henrietta Maria, was Catholic, Charles tried to be respectful of Catholics for her sake. Delighted by Charles's gift, Sir Calvert named his colony Maryland in honor of Queen Maria.

Maryland was different from Virginia because it was controlled by Sir Calvert's family. Sir Calvert's son Cecil determined that Maryland would be a safe haven for Catholics. In the beginning, it was. In fact, in 1634, Cecil's brother, Leonard Calvert, led the first group of

Catholics to this colony. Leonard Calvert later became the first governor of Maryland.

The Colonists and the Native Americans in Maryland established peaceful relations. In addition, the colonists did not waste time searching for gold, but instead immediately established farms and trading posts. They soon settled into organized communities with laws that were clearly defined.



Charles and Queen Henrietta, Lord Baltimore

Before he was killed, Charles I had given a large section of land north of Virginia to a friend. This time, the happy recipient of land was Sir George Calvert.

Sir Calvert, who was also known as Lord Baltimore, received this generous gift in 1632. Sir Calvert was a Roman Catholic. In England at that time, Roman Catholics were not very well liked because they were not part of the official Church of England. The Church of England—the Anglican Church—had split apart from the Roman Catholic Church. Many people in England at that time believed that Roman Catholics would be more loyal to the Catholic pope than to the king—and they did not like that. However, because King Charles I was Queen Henrietta Maria's son, Catholics believed to be respectful of Catholics for her sake. Delighted by Charles's gift, Sir Calvert named his colony "Maryland" in honor of Queen Maria.

Maryland was different from Virginia because it was controlled by Sir Calvert's family. Sir Calvert's son Cecil determined that Maryland would be a safe haven for Catholics. In the beginning, it was, in fact, in 1634, Cecil's brother, Leonard Calvert, led the first group of Catholics to this colony. Leonard Calvert later became the first governor of Maryland.

The colonists and the Native Americans in Maryland established peaceful relations. In addition, the colonists they did not waste time searching for gold, but instead immediately established farms and trading posts. They soon settled into organized communities with laws that were clearly defined.

It wasn't long before word got out that Maryland was quite a nice place to live. Europeans searching for a better life free of poverty and religious persecution journeyed to this colony. And it wasn't just Roman Catholics who came. Other Christians who belonged to different churches came to settle in Maryland, too. Before long, Maryland became known as a place that practiced religious freedom—so much so that, in 1649, Lord Baltimore had the Maryland General Assembly pass the Act of Toleration. This law would be tolerated, or allowed the freedom to worship. This law **confirmed** that Christians from different churches—Protestants, Catholics, and others—could practice their religion without **interference**.

Student Reader pages 85–86 Maryland General Assembly Passing Act of Toleration

It wasn't long before word got out that Maryland was quite a nice place to live. Europeans searching for a better

life free of poverty and religious persecution journeyed to this colony. And it wasn't just Roman Catholics who came. Other Christians who belonged to different churches came to settle in Maryland, too. Before long, Maryland became known as a place that practiced religious freedom—so much so that, in 1649, Lord Baltimore had the Maryland General Assembly pass the Act of **Toleration**. This law stated that all Christians in Maryland would be tolerated, or allowed the freedom to worship. This law **confirmed** that Christians from different churches—Protestants, Catholics, and others—could practice their religion without **interference**.



Maryland General Assembly passing Act of Toleration

Family in debtor's prison/James Oglethorpe

Oglethorpe's unique idea was to set up a new colony in North America where these **debtors** would be given a second chance. They would be given land so they could begin a new life. They could work to pay back the money they owed, and then their **debt** would be forgiven.

In 1732, the shrewd King George II liked the idea. He gave Oglethorpe a charter saying that he could take a band of **debtors** from England to the new land between South Carolina and Spanish Florida. The British Parliament approved the venture by giving Oglethorpe money and ships to make the journey. Upon reaching the land, Oglethorpe named it Georgia after his royal master (Kings just expected lands that were new to Europeans to be named after them). Georgia was once larger back then.

The last Southern colony to be founded was Georgia. One day, a member of Parliament in London, England, named James Oglethorpe had a brainstorm. Oglethorpe had noticed that English jails were overflowing with **debtors**. In England during this time, people were put in jail, called a **debtor's prison**, if they were unable to pay their **debt**. Sometimes these jailed **debtors** owed a huge amount of money, and sometimes they owed a lot. Oglethorpe had noticed that these **debtors**—even those who owed a relatively small amount of money—were often left to die in jail, without any way of paying back the money they owed.

Student Reader pages 86–87 Family in Debtor's Prison/James Oglethorpe

The last Southern colony to be founded was Georgia. One day, a member of Parliament in London,

England, named James Oglethorpe had a brainstorm. Oglethorpe had noticed that English jails were overflowing with **debtors**. In England during this time, people were put in jail, called a debtor's prison, if

they were unable to pay their debts. Sometimes these jailed debtors owed a little amount of money, and sometimes they owed a lot. Oglethorpe had noticed that these debtors—even those who owed a relatively small amount of money—were often left to die in jail, without any way of paying back the money they owed.

Oglethorpe's unique idea was to set up a new colony in North America where these debtors would be given a second chance. They would be given land so they could begin a new life. They could work to pay back the money they owed, and then their debt would be forgiven.



Student Reader pages 87–89 Oglethorpe Receiving Charter from King George II

In 1732, the then-king, George II, liked this idea. He gave Oglethorpe a charter saying that he could take a band of

debtors from England to the area of land between South Carolina and Spanish Florida. The British Parliament supported this venture by giving Oglethorpe money and ships to make the journey. Upon reaching this land, Oglethorpe named it Georgia after his royal majesty. (Kings just expected lands that were new to Europeans to be named after them.) Georgia was even larger back then than the state of Georgia is today. It included much of present-day Alabama and Mississippi.

However, even though sending debtors to the colonies seemed like a brilliant plan to Oglethorpe and the king, it was difficult to persuade many debtors to leave their families and homes, and sail three thousand miles across the Atlantic Ocean to a place where they might not be welcomed with open arms. Once they arrived, the debtors would have to build their own homes, as well as gather, hunt, and grow their own food. Many debtors preferred to serve their time in jail in England rather than face the unknown in the Americas. In all, about one hundred debtors agreed to go on the journey to North America. They began the **laborious** task of helping to turn Georgia into a colony.



Oglethorpe meeting James Oglethorpe and King George II

One of the scenes of Georgia is today. It included much of present-day Alabama and Mississippi.

However, even though sending **debtors** to the colonies seemed like a brilliant plan to Oglethorpe and the king, it was difficult to **persuade** many **debtors** to leave their families and homes, and all of these thousand miles across the Atlantic Ocean to a place where they might not be welcomed with open arms. Once they arrived, the **debtors** would have to build their own homes, as well as gather, hunt, and grow their own food. Many **debtors** preferred to serve their time in jail in England rather than face the unknown in the Americas. In all, these new hundred **debtors** agreed to go on the journey to North America. They began the laborious task of helping to start Georgia from a colony.

As soon as he arrived in Georgia, the leader of the Yamacraw, a group of Native Americans in the region,

met with Oglethorpe. Chief Tomochichi took much about and the Yamacraw established trade with the British and gave them permission to settle there. Chief Tomochichi and Oglethorpe worked hard to establish alliances between their people. In appreciation, Oglethorpe invited some of the Yamacraw to visit England. Oglethorpe and his band of debtors developed the first European settlement in Georgia: Savannah.

Of course, King George had another reason for sending settlers to Georgia besides helping **debtors** start a new life. As you can see on the map, Georgia is located between the Carolinas and what was then known as Spanish Florida. At this point, the British had not established any official colonies to the south of South Carolina.



Oglethorpe meeting with Chief Tomochichi

Student Reader page 89 Oglethorpe Meeting with Chief Tomochichi

As soon as he arrived in Georgia, the leader of the Yamacraw, a group of Native Americans in the region, met with

Oglethorpe. Chief Tomochichi [toh-moh chee-chee] and the Yamacraw established trade with the British and gave them permission to settle there. Chief Tomochichi and Oglethorpe worked hard to establish alliances between their people. In appreciation, Oglethorpe invited some of the Yamacraw to visit England. Oglethorpe and his band of debtors developed the first European settlement in Georgia: Savannah.

Carolina, so this was the perfect way to protect the colonies from the Spanish empire. Georgia served as a **buffer zone** to separate English colonies from the Spanish colonies. This would also allow colonists to keep an eye on the Spanish monarchy's ambitions for growth in North America.

But King George did not realize that the Spaniards had already claimed the very area he had in mind. It wasn't long before there was armed confrontation between the Spaniards and the British. As time went by, more and more settlers arrived in Georgia. Some of them did not get along with the Native people as well as Oglethorpe and his followers had. The Spaniards

continued to make their claim to the land, and because often attacked trade ships. This new **colony**, the last one to be created, suffered in the first days of its early days.

When a few **debtors** would agree to come and settle in Georgia, many poor Europeans from other countries began to arrive and establish farms in this **colony**. They came primarily from Ireland and Germany. Georgia farmers liked the idea of **plantation** farming, as it had proved successful in other Southern colonies. However, the colonists soon found farming to be a backbreaking job and realized that they would help. Under the leadership of James Oglethorpe, Georgia banned slavery in 1735, the only one of the thirteen colonies to have done so. However, it was legal by 1751 when about 1751, at the urging of English investors in the colony. After that, colonists in Georgia began to rely more and more on the forced labor of enslaved people from Africa, especially to farm their rice plantations.

Before long, Georgia became a **colony** identified with **plantation** life and the heavy use of enslaved laborers. Within such hundred years of being established, the state of Georgia had more **plantations** than any other state in the South, and the second largest number of enslaved Africans—second only to Virginia.



Student Reader pages 90–91 Regional Map of Colonial America

Of course, King George had another motive for sending settlers to Georgia besides helping debtors start a new life. As you can see on the map,

Georgia is located between the Carolinas and what was then known as Spanish Florida. At this point, the British had not established any official colonies to the south of South Carolina, so this was the perfect way to protect the colonies from the Spanish empire. Remind students that the green areas on the map represent other lands that Native Americans inhabited but that had not yet been reached by European settlers.

Georgia served as a **buffer zone** to separate English colonies from the Spanish colonies. This would also allow colonists to keep an eye on the Spanish monarchy's ambitions for growth in North America.

But King George did not realize that the Spaniards had already claimed the very area he had in mind. It wasn't long before there was armed confrontation between the Spaniards and the British. As time went by, more and more settlers arrived in Georgia. Some of them did not get

along with the Yamacraw people as well as Oglethorpe and his followers had. The Spaniards continued to stake their claim to the land, and buccaneers often attacked vital trade ships. This new colony, the last one to be created, suffered its fair share of problems in its early days.

Whereas few debtors would agree to come and settle in Georgia, many poor Europeans from other countries began to arrive and establish farms in this colony. They came primarily from Ireland and Germany. Georgian farmers liked the idea of plantation farming, as it had proven successful in other Southern colonies. However, the colonists soon found farming to be a backbreaking job and insisted that they needed help. Under the leadership of James Oglethorpe, Georgia banned slavery in 1735, the only one of the thirteen colonies to have done so. However, it was legalized by royal decree in 1751, at the urging of English investors in the colony. After that, colonists in Georgia began to rely more and more on the forced labor of enslaved people from Africa, especially to farm their rice plantations.

Before long, Georgia became a colony identified with plantation life and the heavy use of enslaved laborers. Within one hundred years of being established, the state of Georgia had more plantations than any other state in the South, and the second largest number of enslaved Africans—second only to Virginia.

DISCUSSING THE READ-ALoud (10 MIN.)

1. **Literal.** What four new reasons did you hear about today that help explain why people left their homes in Europe behind to take a perilous boat ride across the Atlantic?
 - » Christians came to Maryland to escape persecution and to be in a safe haven where they could worship freely; debtors came to Georgia to work to pay back their debts; poor Europeans came to start a new life; people were forced into enslavement and brought to the Americas to work against their will.
2. **Inferential.** What problem in the colonies seemed to be solved at the time, but soon prompted a terrible new problem?
 - » Farmers needed help with their plantations, so they brought enslaved Africans to the colonies. This seemed to solve the need for workers, but it also created the terrible problem of slavery.

3. **Literal.** Who had the unique idea to create the colony of Georgia?
 - » James Oglethorpe, a member of Parliament
 4. **Literal.** How did Oglethorpe attempt to establish a positive relationship with the Yamacraw people in this area?
 - » He talked with them and their chief about trading and sharing the land.
 5. **Literal.** For whom was the colony of Georgia named?
 - » King George II of Great Britain
- As a class, add the important persons learned about in this chapter to the Colonial America: Important Persons chart.
 - Have students complete Activity Page 6.1 independently.



Check for Understanding

If students did not identify the central idea and supporting details of the Read-Aloud, then provide students with Activity Page 6.6. Have students identify the central idea and supporting details in an identified, shorter passage from the text.

WORD WORK: INEVITABLE (5 MIN.)

1. In the Read-Aloud you heard, “With so much trade going on, and the abundance of ships laden with valuable cargo, it was *inevitable* that pirates would make an appearance in this story.”
2. *Inevitable* means unavoidable or unstoppable, and describes something that is going to happen whether you like it or not.
3. When Sherman ate his birthday cupcake, it was inevitable that the icing would disappear before the cake.
4. Has something ever happened to you that you felt was inevitable? What happened? Why do you think it was inevitable? Try to use the word *inevitable* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses to make complete sentences: “I thought it was inevitable that . . .” or “was inevitable because . . .”.)
5. What’s the word we’ve been talking about? What part of speech is the word *inevitable*?

Activity Page 6.1



Challenge

Have students generate “what if” questions about the information they just learned in the Read Aloud on the back of Activity Page 6.1.

Support

Complete Activity Page 6.1 as a small group.

Activity Page 6.6





Speaking and Listening
Reading/Viewing Closely

Beginning

Use Activity Page 6.6 in teacher-guided small groups. Determine the central idea using yes or no questions. Was Maryland a place of religious tolerance?

Intermediate

Students complete Activity Page 6.6 with a partner. Ask students: “Who came to live in Maryland and why?”

Advanced/Advanced High

Student pairs complete Activity Page 6.6. Have pairs identify the central idea, and then have each partner provide a supporting detail from the text.

ELPS 4.G; ELPS 4.I

6. Use a *First/Then* activity for follow-up. Directions: Say, “I will read a pair of sentences. Determine which of the two events happened first, and which event was inevitable because of the first event. Add the word *first* before the first sentence and the phrase ‘It was inevitable that . . .’ before the second sentence.” (You may wish to complete the first one for students.)
- The baseball was accidentally thrown directly at the glass mirror. (First, . . .)
 - . . . the mirror would break. (It was inevitable that . . .)
 - A piece of hamburger fell to the floor right under the dog’s nose. (First, . . .)
 - . . . the dog would eat the meat. (It was inevitable that . . .)
 - . . . the driving rain would soak the books. (It was inevitable that . . .)
 - The window next to the bookshelf was left open when the thunderstorm blew in. (First, . . .)
 - . . . the cookies would burn. (It was inevitable that . . .)
 - Calloway forgot there were cookies baking in the oven. (First, . . .)
 - Evie left the chocolate bar in the hot car on a summer day. (First, . . .)
 - . . . the chocolate bar would melt. (It was inevitable that . . .)

Lesson 6: “The Founding of Maryland and Georgia”

Reading



Primary Focus: Students will ask and answer questions, in writing, requiring literal recall and understanding of the details of “Early Days in Georgia.” **TEKS 3.7.C; TEKS 3.7.D**

PREVIEWING THE VOCABULARY (5 MIN.)

The following are core vocabulary words used in this lesson. Preview the words with the students before the lesson. Students are not expected to be able to use these words immediately, but with repeated exposure throughout the lessons they will acquire a good understanding of most of the words. You may wish to display the vocabulary words in your classroom for students to reference.

TEKS 3.7.C Use text evidence to support an appropriate response; **TEKS 3.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order.

Students may also keep a “unit dictionary” notebook along with definitions, sentences, and/or other writing exercises using these vocabulary words.

- Display the vocabulary words on the board.
- Divide the words into syllables.
- Cover one syllable at a time with your hand and segment the word.
- Then, point to each syllable and ask the students to “read it fast” to signal them to read through the word.
- Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound spelling.

debtor, a person who owes money

bitterly, extremely

devour, to completely destroy

threat, the possibility that something harmful and bad might happen

Vocabulary Chart for “Early Days in Georgia”		
Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Vocabulary		debtor bitterly devour threat
Multiple Meaning Vocabulary Words		
Sayings and Phrases		

INTRODUCING THE READING (5 MIN.)

- Tell students that the title of today’s chapter (Chapter 9) is “Early Days in Georgia.”
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

Support

Have students read the questions on Activity Page 6.2 prior to reading the story.

Chapter 9 Early Days in Georgia

Hello, my name is Sarah. My family and I are from England. We have been in Savannah, Georgia, for five years now. We left England in November, 1737, onboard a sailing ship called the Anne. It took us two months to get to these shores. I will never forget how **bitterly** cold it was on the deck of the ship. The wind felt worse than a stinging insect when it touched my face. The waves were dark, gray, and frightening. They tossed our ship about, here, there, and everywhere. I feared that those giant waves would **devour** us.



Our first stop in North America was Charleston. After that, we made our way to the town I now live in called Savannah. Savannah is in the English **colony** of Georgia. It's not quite a town yet, like the ones in England, but it will be. When we first arrived in Savannah, my mother called it a wilderness. I was six years old then. Now, I am eleven.



Sarah on board the sailing ship called the Anne

WHOLE GROUP READING: "EARLY DAYS IN GEORGIA" (15 MIN.)

Pages 92–99

- Tell students to read **pages 92–99** to themselves to find the answer to the question: "How is the colony of Georgia different from other colonies you have learned about?"
 - » Mr. Oglethorpe wanted to bring debtors, to give them a second chance rather than have them stay in jail in England. He also wanted mostly skilled people to come to Georgia, which would be the only way to survive in the colony.

Mr. James Oglethorpe and twenty-one other English gentlemen had been granted a charter by King George II of England. The charter gave them permission to create an English **colony** under English law. The charter states that they are the trustees, or governors, of this **colony**, meaning they are in charge. However, everyone knows that it is really Mr. Oglethorpe who is in charge because he makes all of the decisions. I have also heard that Mr. Oglethorpe wants this **colony** to succeed so much that he sold some of his own property in England to earn money for Georgia.

Mr. Oglethorpe is a personal friend of the king and he **persuaded** his majesty to create this **colony**. My father said that Mr. Oglethorpe **intends** to bring **debtors** here, too. When I asked him what **debtors** were, he told me that they are people who owe money to other people. Often they go to jail until they can pay off their **debts**. They can even die in jail. Mr. Oglethorpe wants some of these people to be given a second chance here in Georgia.

*James Oglethorpe (left)
and King George II
(right)*



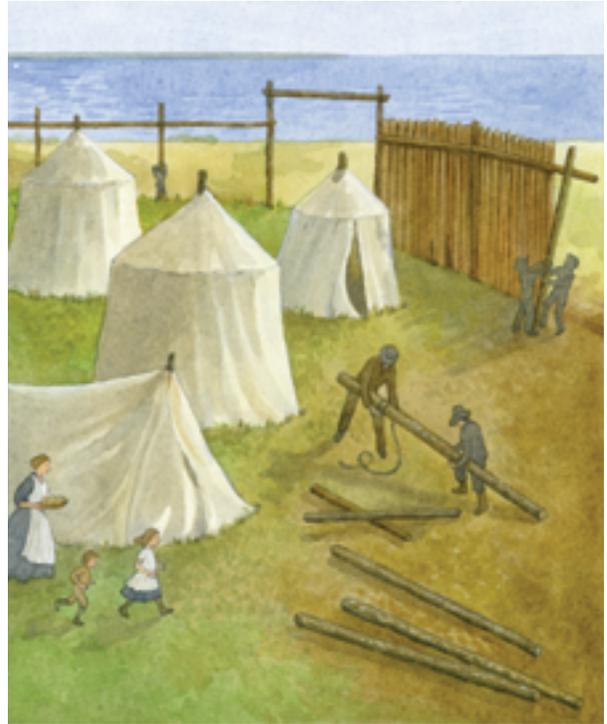
My parents aren't **debtors**. They were chosen by Mr. Oglethorpe for their skills. My father is a carpenter and my mother is a seamstress. Mr. Oglethorpe wanted mostly skilled people to come to Savannah. He said that would be the only way we would survive here. I have heard the grownups talk about what happened to the first settlers in Virginia. Some of them died because they were not skilled enough to make their way. Many others died because of cold and hunger though. So Mr. Oglethorpe and the other trustees chose mostly farmers, merchants, bakers, carpenters, and blacksmiths to be the first English colonists here.



*A baker, a carpenter,
a farmer, and a
blacksmith*

When we first arrived in Savannah, we lived in tents. Altogether there were forty families. We worked very hard to build the wall that now surrounds us. Inside the wall, we built our homes. Everyone worked, even the children. Slowly, our town began to take shape. There is still a lot of work to be done, though. It does not yet look like the busy city of London that we left behind.

While some people are unhappy about how strict Mr. Oglethorpe is being in the colony, my parents say that Mr. Oglethorpe is a wise man. When we first arrived, the chief of a local **tribe** called the Yamacraw offered to make peace with him in exchange for trade. The chief's name is Tomochichi. Tomochichi even traveled back to England with Mr. Oglethorpe when he went to get more supplies for us.

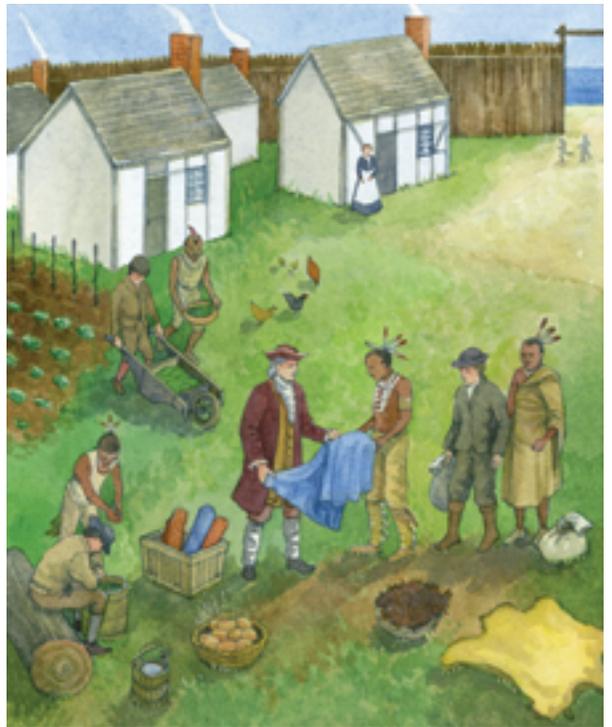


Families lived in tents until they built their homes.

Tomochichi and his people trust us—at least for now. In fact, I have heard some of the boys saying that the Spaniards to the south of us are our main enemy. They want this land. The Spanish colonists have a large fort called St. Augustine in Spanish Florida. They could attack us at any time. Because of this **threat**, Mr. Oglethorpe has once again returned to England to ask King George II for soldiers to help protect us. My father says that it is only a matter of time before we will have to fight the Spaniards for this land. These words scare me.

I must go now. I hear my mother calling me. I have to help her prepare the evening meal. I hope we get a chance to talk again.

How do you think it felt to know that you could be attacked at any time? Do you think King George II sent soldiers to protect the colonists?



The Yamacraw and Mr. Oglethorpe trading.

Activity Page 6.2



Challenge

Have students complete additional research on Georgia and Maryland.

What additional information did they learn from another source on the topic?

**ENGLISH
LANGUAGE
LEARNERS**



Reading
Reading/Viewing Closely

Beginning

Students complete Activity Page 6.2 in a teacher-guided small group. Use sentence starters for number 6, the summary. The colony of Georgia _____. The colonists who settled there _____.

Intermediate

Students complete Activity Page 6.2 in partners. Provide students with page numbers to assist them as they search the text for answers.

Advanced/Advanced High

Read the summary students wrote for number 6 on Activity Page 6.2. Prompt students to add key details to the paragraph's central idea.

ELPS 4.E; ELPS 4.I

DISCUSSING THE READING (5 MIN.)

1. **Evaluative.** How do you think it felt to know that you could be attacked at any time?
 - » Answers may vary but could include that the colonists were afraid. The text says that Sarah's father says that it is only a matter of time before the colonists will have to fight the Spaniards for the land south of their colony. This scares Sarah. Students may say that being afraid all of the time would make a person feel unsafe.
 2. **Evaluative.** Do you think King George II sent soldiers to protect the colonists?
 - » Answers may vary but could include that Mr. Oglethorpe was very determined to have this colony be successful. He even sold some of his property in England to earn money for Georgia. Students may feel that a man like Mr. Oglethorpe would be very convincing when he spoke to King George II so that the king would send soldiers.
- Have students turn to Activity Page 6.2 and complete independently.



Check for Understanding

If students cannot identify page number(s) to support their answers on Activity Page 6.2, then pull students aside to model identifying the answer in the text.

Lesson 6: "The Founding of Maryland and Georgia" Writing



- Primary Focus:** Students will use dialogue in their writing to show the thoughts, feelings, and actions or reactions of characters. **TEKS 3.12.A**
- Students will develop drafts by organizing ideas with structure and adding relevant details. **TEKS 3.11.B.i; TEKS 3.11.B.ii**

DIALOGUE (15 MIN.)

- Review with students the ways a writer develops characters in a story.
 - focus on a description of the characters
 - actions

- **TEKS 3.12.A** Compose literary texts, including personal narratives and poetry, using genre characteristics and craft; **TEKS 3.11.B** Develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure including an introduction and conclusion, (ii) developing an engaging idea with relevant details.

- how they interact with other characters
- dialogue
- Tell students that today the lesson will focus on dialogue.
- Explain to students that writers include dialogue to make the story more interesting and as another way to get to know the character. When writing dialogue in their story, they should make sure it sounds natural, or the way people talk.
- Have students take out Activity Page 6.3. Read aloud the paragraph as a whole group.
- Ask: “What do you notice about dialogue on Activity Page 6.3?” (starts with a capital letter and ends with an end mark, dialogue shows/signals when a character is speaking, and is indented for a new paragraph and when a new character is speaking) Have students record responses on Activity Page 6.3.
- Have students take out Activity Page 2.3.
- Have students brainstorm the characters on their story sequence outline (Activity Page 2.3). On the back of Activity Page 6.3, each student will draft a paragraph using dialogue.

Activity Page 6.3



Activity Page 2.3



Challenge

Have students focus on including dialogue in their paragraph to develop the description of the character and their actions.

Support

If students did not properly use dialogue in their stories, pull students aside with the checklist on Activity Page 6.7. Ask students to self-assess their paragraphs.

Lesson 6: “The Founding of Maryland and Georgia”

Language



Primary Focus: Students will form and use comparative and superlative adverbs. **TEKS 3.11.D.v**

GRAMMAR: COMPARATIVE AND SUPERLATIVE ADVERBS (5 MIN.)

- Direct students’ attention to the Comparative and Superlative Adverbs Poster or Digital Projection DP.U10.L3.2, and review it with them.

➤ Digital Projection DP.U10.L3.2

Comparative adverbs compare two actions to show that one is greater or more. The suffix *-er* is added to adverbs.

Superlative adverbs compare more than two actions to show that one is greatest or most. The suffix *-est* is added to adverbs.

➤ **TEKS 3.11.D.v** Edit drafts using standard English conventions, including: adverbs that convey time and adverbs that convey manner.



Writing
Writing

Beginning

Help students craft the first two sentences of dialogue on Activity Page 6.3. Correct dialogue punctuation and reread the paragraph with students if needed.

Intermediate

Students write dialogue with partners. Each student acts as one character and writes dialogue on Activity Page 6.3. Direct students to Activity Page 6.7 to assess dialogue.

Advanced/Advanced High

Use Activity Page 6.7. Remind students to indent and use capital letters to start sentences. Challenge students to show characters' personalities using dialogue.

ELPS 5.G

Activity Page 6.7



Instead of the suffixes *-er* and *-est*, use the words *more* and *most* when forming comparative and superlative adjectives that end with the suffixes *-ful*, *-less*, *-ing*, *-ed*, *-ous* or that have three or more syllables.

- Uncover the sentence you placed on the board in advance and have students fill in the blank.

She arrived at our house _____ than I thought she would. (sooner)

- Remind students that the suffix *-er* is added to an adverb when two actions are being compared and the suffix *-est* is added when more than two actions are being compared.
- Have students turn to Activity Page 6.4 and begin it independently. Students will finish Activity Page 6.4 as Take Home. **TEKS 3.11.D.v**

SPELLING (20 MIN.)

- Tell students that this week, they will review words with the sound of /oi/ spelled 'oi' and 'oy'.
- As you introduce each of the spelling words, write it on the board, pronouncing each word as you write it. Briefly explain any word for which students may not know the meaning and use it in a sentence.

1. annoying	11. deployed
2. soybean	12. turquoise
3. boycott	13. corduroy
4. embroidery	14. tenderloin
5. employee	15. rejoice
6. disappoint	16. moisture
7. oysters	17. adjoining
8. avoided	Challenge Word: <i>especially</i>
9. loyalty	Challenge Word: <i>whole</i>
10. paranoid	Content Word: <i>hole</i>

Content Word: Savannah

TEKS 3.11.D.v Edit drafts using standard English conventions, including: adverbs that convey time and adverbs that convey manner.

- Go back through the list of words, having students read the words and tell you what letters to circle for /oi/.

1. annoy ing	11. dep loy ed
2. so oy bean	12. tur qu oise
3. bo yc ott	13. cordu ro y
4. emb roid ery	14. tender lo in
5. emp lo yee	15. re jo ice
6. disapp oi nt	16. mo is ture
7. o ys ters	17. ad jo ining
8. av oi ded	Challenge Word: <i>especially</i>
9. lo ya lty	Challenge Word: <i>whole</i>
10. parano id	Content Word: <i>hole</i>

Content Word: Savannah

- Point to the Challenge Words on the board. Explain to students that the Challenge Words, *especially* and *whole/hole*, are also part of the spelling list and are words used very often. The Challenge Words do not follow the spelling pattern this week and need to be memorized.
- Explain to students that *whole* and *hole* are homophones. Homophones sound alike but have different meanings. Homophones may or may not be spelled the same. *Whole* and *hole* have the same sound /oe/.
- Use the Challenge Words in sentences as examples for students: “Jeremy likes chocolate ice cream, *especially* double chocolate fudge ice cream.” “She just bought a new skirt and it already has a *hole* in it.” “I was surprised that my friend could eat a *whole* pizza by himself!”
- Remind students that this week, they again have a Content Word. Review with them that the Content Word is a little harder than the other words. (If students try to spell the Content Word on the assessment and do not get it right, they will not be penalized. Simply correct it as you do the other words and applaud their effort. There should not be a penalty for not trying or misspelling the Content Word. The important thing is they tried something that was a stretch for them academically.)

- Tell students that this table will remain on display until the assessment so that students may refer to it during the week.
- Tell students they will take home Activity Page 6.5 with this week’s spelling words to share with a family member.

~~~~~  
End Lesson  
~~~~~

Lesson 6: “The Founding of Maryland and Georgia”

Take-Home Material

- Students will finish Activity Page 6.4 and take home the Family Letter (Activity Page 6.5).

Activity Page 6.5



Activity Page 6.4



7

“The Pilgrims, Part I: Arrival”

PRIMARY FOCUS OF LESSON

Reading

Students will demonstrate preparedness for a discussion, having read and studied “The Pilgrims, Part I: Arrival” to explore content under discussion.

✦ **TEKS 3.1.A; TEKS 3.1.D; TEKS 3.6.F; TEKS 3.7.C**

Speaking and Listening

Students will make predictions about “Religious Freedom and the First Thanksgiving” and then compare the actual outcomes to predictions.

✦ **TEKS 3.1.A; TEKS 3.6.C; TEKS 3.6.G**

Writing

✦ Students will sequence events in a narrative. **TEKS 3.11.A; TEKS 3.11.B.i**

Language

Students will form and use comparative and superlative adverbs.

✦ **TEKS 3.11.D.v**

FORMATIVE ASSESSMENT

Activity Page 7.1

“**The Pilgrims, Part I: Arrival**” Answer questions regarding the text in preparation for a

✦ discussion. **TEKS 3.1.A**

Activity Page 7.2

✦ **Predictions** Read and confirm predictions. **TEKS 3.6.C;**

TEKS 3.6.G

Activity Page 7.5

Comparative and Superlative Adverbs: Using *more* and *most* Form and use comparative and superlative

✦ adverbs. **TEKS 3.11.D.v**



Writing Studio

If you are using Writing Studio, you may begin Unit 7, Lesson 1 after completing this lesson. If you have not done so already, you may wish to review the Writing Studio materials and their connection to this unit.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (30 min.)			
Independent Reading: “The Pilgrims, Part I: Arrival”	Independent/ Small Group	20 min.	<input type="checkbox"/> <i>Living in Colonial America</i> <input type="checkbox"/> Activity Page 7.1
Discussing the Reading	Small Group	10 min.	
Speaking and Listening (45 min.)			
Introducing the Read-Aloud	Whole Group	5 min.	<input type="checkbox"/> Activity Page 7.2 <input type="checkbox"/> Activity Page 7.3 (Optional) <input type="checkbox"/> blank paper <input type="checkbox"/> Digital Flip Book: U10.L7.1–U10.L7.6
Read-Aloud: “Religious Freedom and the First Thanksgiving”	Whole Group	20 min.	
Discussing the Read-Aloud	Whole Group	10 min.	
Colonial Acrostic	Independent	10 min.	
Writing (25 min.)			
Narrative Writing	Whole Group/ Independent	25 min.	<input type="checkbox"/> Activity Page 6.3 <input type="checkbox"/> Activity Page 7.4
Language (20 min.)			
Grammar: Comparative and Superlative Adverbs	Whole Group/ Independent	20 min.	<input type="checkbox"/> Activity Page 7.5 <input type="checkbox"/> Comparative and Superlative Adverbs Poster (Digital Projections)
Take-Home Material			
“The Pilgrims, Part I: Arrival”			<input type="checkbox"/> Activity Page 7.6

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.6.F** Make inferences and use evidence to support understanding; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.11.A** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; **TEKS 3.11.B.i** Develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure including an introduction and conclusion; **TEKS 3.11.D.v** Edit drafts using standard English conventions, including: adverbs that convey time and adverbs that convey manner.

ADVANCE PREPARATION

Speaking and Listening

- Prepare to project the following digital images available on the program's digital components site during the Read-Aloud: U10.L7.1–U10.L7.6.

Language

- Display the Comparative and Superlative Adverbs Poster or prepare to display Digital Projection DP.U10.L7.1.

Comparative and Superlative Adverbs

Comparative adverbs compare two actions to show that one is greater or more. The suffix *-er* is added to adverbs.

Superlative adverbs compare more than two actions to show that one is greatest or most. The suffix *-est* is added to adverbs.

Instead of the suffixes *-er* and *-est*, use the words *more* and *most* when forming comparative and superlative adverbs that end with the suffixes *-ly* or that have three or more syllables.

- Write the following words on the board or chart paper and cover them for use during the Language lesson:
 - quietly
 - quickly
 - frequently
 - cleverly
- Write the following sentences on the board or chart paper and cover them for use during the Grammar lesson:
 1. The new student wrote her report _____ than I did. (carefully)
 2. Sally sings the _____ of anyone in the whole choir. (happily)

Reading

- Prepare to add to the Colonial America: Important Persons anchor chart after the reading.

Universal Access

- Have students act out sentences using comparative and superlative adverbs.
 - The girl skipped happily among the flowers. The girl skipped more happily than her friend.
 - The boy was meditating more peacefully than his classmates.
- You can also use sentences that will later be featured in the whole group lesson.
 - The dancer in the blue costume danced more gracefully than the dancer in the yellow costume.
 - Sally sang the most happily of anyone in the whole choir.
- Then students can work with a partner to make up a sentence and act out the sentence for the class. At the end, ask one group of partners to summarize what they learned about using *more* and *most* with adverbs.

Lesson 7: “The Pilgrims, Part I: Arrival”

Reading



Primary Focus: Students will demonstrate preparedness for a discussion, having read and studied “The Pilgrims, Part I: Arrival” to explore content under discussion.

✦ **TEKS 3.1.A; TEKS 3.1.D; TEKS 3.6.F; TEKS 3.7.C**

VOCABULARY: “THE PILGRIMS, PART I: ARRIVAL”

anxiously, acting nervous or worried

indicate, to make a sign of (**indicated**)

intend, to plan (**intended**)

reveal, to make known (**revealed**)

witness, to see something happen (**witnessed**)

worship, to show love and devotion to God or a god by praying or going to a religious service

Vocabulary Chart for “The Pilgrims, Part I: Arrival” Reader

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Vocabulary		anxiously indicate intend reveal witness worship
Multiple Meaning Vocabulary Words		
Spanish Cognate for Core Vocabulary		ansiosamente intentar revelar
Sayings and Phrases		

✦ **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.6.F** Make inferences and use evidence to support understanding; **TEKS 3.7.C** Use text evidence to support an appropriate response.

INDEPENDENT READING: “THE PILGRIMS, PART I: ARRIVAL” (20 MIN.)

- Tell students that the title of today’s chapter is “The Pilgrims, Part I: Arrival.”
- Explain to students that they will read the chapter to themselves and find the answers to the questions on Activity Page 7.1.
- When finished with the questions, students will complete the self-assessment at the bottom of Activity Page 7.1 as a self-reflection.
- Explain that students will be placed in small groups to discuss the chapter using the questions on Activity Page 7.1.

Activity Page 7.1



**ENGLISH
LANGUAGE
LEARNERS**

Reading
Exchanging
Information and Ideas

Beginning

Read the chapter with students in a small group. Use Activity Page 7.1 and sentence starters: Pilgrim names often revealed _____. When the Pilgrims arrived, Plymouth looked _____.

Intermediate

Students complete Activity Page 7.1 in partners. Ask students questions to help them write a prediction about what will happen to the Pilgrims.

Advanced/Advanced High

Pair students with a classmate to check answers on Activity Page 7.1. Students can help each other improve answers or find missing information.

ELPS 4.F; ELPS 4.J

Chapter 10 The Pilgrims, Part I: Arrival

Mary and Remember Allerton ran as fast as they could towards their house. Their stepmother, Fear Allerton, was waiting for them. As their father had pointed out many times, it was not a good idea to keep a woman whose name was Fear waiting.



In the late afternoon, the children had gone out to collect firewood. After gathering the wood, they had stopped to play in the forest with their friends, Love and Wrestling Brewster. Love and Wrestling Brewster were Pilgrim brothers. They had also gone into the forest to collect firewood. Like many of the Pilgrim children, these children had been given special names at birth. Their names often **indicated** what kind of person their parents hoped they would become. Sometimes their names **revealed** something that had happened at the time of their birth.



Mary and Remember hurried home.

100

101

Support

Ask students to assemble as a group and read the chapter with you. Have students complete Activity Page 7.1 after they read. This is an excellent time for you to make notes in your anecdotal records.

Challenge

Encourage students to brainstorm their own questions and answers about the reading.

Pages 100–111

- Tell students to read **pages 100–111** to themselves to find the answers to the questions on Activity Page 7.1.

Remember had been given her name because her mother had said that she would always remember, and never forget, her birth. Wrestling wasn't happy with his name. He didn't feel much like a wrestler. Wrestling planned to change his name when he was older. He was going to change it to John. He had been a weak baby and his father had given him the name hoping that it would make him strong.



Wrestling Brewster

When the children had gathered as much firewood as they could carry, they dropped it into a large pile and played a game of hide and seek. Then, they climbed trees and collected sweet berries to eat. They pretended to be English pirates capturing Spanish galleons laden with gold. It wasn't until the sun had begun to set that they realized they had been gone for quite some time. The children **anxiously** gathered up their firewood and made their way home.



Pilgrim children pretended to be English pirates.

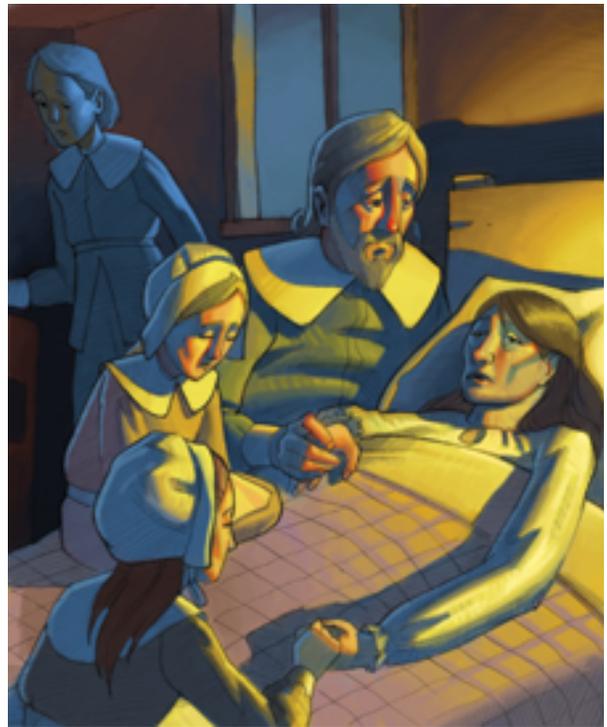
Four years earlier, all four of these children had survived the journey onboard the *Mayflower* from England. They had arrived in Plymouth, Massachusetts, in 1621. Their parents were English Separatists. English Separatists were people who were unhappy with the Church of England and wanted to start their own church. They wanted to be free to **worship** God in their own way.

The king of England, James I, was the head of the Church of England. He harassed anyone who did not obey the rules of the church. As a result, many English Separatists left England. The children's families had first tried living in the Netherlands, but they were not happy there. Finally, they and others set out across the Atlantic Ocean to establish their own **colony** in North America. Because they were willing to travel to a faraway place for their religious beliefs, they began calling themselves Pilgrims.



The Mayflower (top) and King James I (bottom)

The journey across the ocean, and the first winter in the **colony**, was now just a terrible memory. So many people had died either on the ship or within the first months of being in Plymouth. They had died from disease, hunger, and the extremely cold weather. Mary, Remember, Love, and Wrestling had **witnessed** the death of many Pilgrims. Worst of all was the death of the girls' beloved mother. After she had died, their father had tried to comfort them as best he could. The girls had felt that their hearts had been broken. Their brother Bartholomew had hidden in the forest for several days. He had refused to come back no matter how often they called his name. He finally came back though. When spring arrived, Bartholomew had helped their father build a house and plant crops.

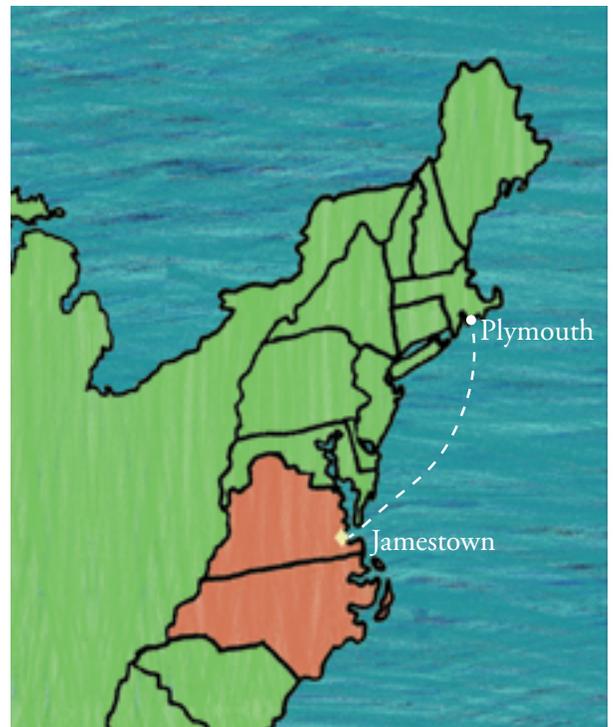


Mary, Remember, and their father tended to their mother.

The Pilgrims had not **intended** to settle in Plymouth. They had been planning to go to Virginia, but their ship had been blown off course. It had taken them two months to cross the ocean. Mary, Remember, Wrestling, and Love had wondered if they would ever see dry land again.

When they finally arrived, it was wintertime and they were in an unknown land hundreds of miles north of their **intended** destination. This place was much colder than Virginia. Even more **alarming** was that many of the Pilgrims had noticed that the soil was not very good for farming. If they could not farm, they would have no chance of surviving in this new territory. The children's new home was not at all what they had imagined it to be.

Now that the children are no longer living in England or the Netherlands, in what ways do you think their lives have changed?



Plymouth was hundreds of miles north of their intended destination, which was Jamestown.

DISCUSSING THE READING (10 MIN.)

- After students have completed Activity Page 7.1, form small groups for student discussion. Have students use their answers on Activity Page 7.1 to help them discuss the following questions in their group: What did you learn about the Pilgrims and why they came to the Americas? How did their lives change when they arrived and what do you predict happened to them next? Have students share the Pilgrim names they chose for themselves. After small group discussions, select a few students to share the pilgrim name they selected and why with the class. Remind students to be respectful to their group members, listen to others, share their thoughts, ask questions, and stay on topic.

Note: This is an excellent time to rotate among groups and make notes in your anecdotal records.



ENGLISH
LANGUAGE
LEARNERS

Speaking and Listening

Include sentence starters for students to use in discussion that re-state the question.

Lesson 7: “The Pilgrims, Part I: Arrival”

Speaking and Listening



Primary Focus: Students will make predictions about “Religious Freedom and the First Thanksgiving” and then compare the actual outcomes to predictions.

✚ **TEKS 3.1.A; TEKS 3.6.C; TEKS 3.6.G**

VOCABULARY: “RELIGIOUS FREEDOM”

battered, beat with repeated damaging blows; hit; pummeled

boarded, stepped onto or entered

Mayflower Compact, an agreement signed in 1620 on the *Mayflower* among the Pilgrims who settled in Plymouth, Massachusetts

pilgrimage, a journey taken for religious reasons

pure, free from anything harmful or evil

self-government, control of an area—such as a country, state, or town—by the people who live there

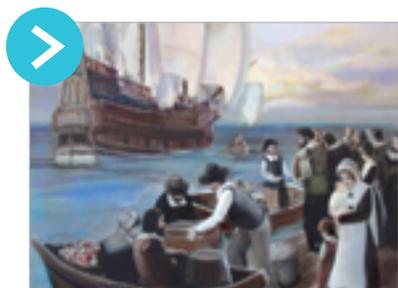
Vocabulary Chart for “Religious Freedom and the First Thanksgiving” Read-Aloud		
Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Vocabulary	Mayflower Compact self-government	battered boarded pilgrimage pure
Multiple Meaning Vocabulary Words		battered boarded pure
Sayings and Phrases		

✚ **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 3.6.G** Evaluate details read to determine key ideas.

INTRODUCING THE READ-ALoud (5 MIN.)

- Tell students that the king in the Read-Aloud today, James I, was the father of King Charles I, the king they learned about who gave Maryland as a gift to Sir Calvert.
- Tell students that you are going to be traveling to another region—New England—and will therefore also be traveling back in time to an earlier settlement date.
- Have students take out Activity Page 7.2. Ask students to make predictions about how life was different for the people who came to New England compared to the life of the colonists in the Southern region. Tell students to listen carefully to hear if their predictions are correct.

READ-ALoud: “RELIGIOUS FREEDOM AND THE FIRST THANKSGIVING” (20 MIN.)



Show Image U10.L7.1 Pilgrims and others preparing to board the *Mayflower*

On a September day in 1620, about a hundred or so men, women, and children **boarded** a small wooden ship

that was nestled in the English harbor known as Plymouth. This ship, called the *Mayflower*, was bound for North America. You really do have to wonder why people would put their lives at risk to sail across a vast ocean in an overcrowded ship. They must have had very good reasons.

I'm sure you remember King James; Jamestown was named after him. Well, King James was not just the head of England at this time. He was also the head of the Church of England. And King James took his job as head of the church very seriously. He felt that the Church of England was the only established church in the country, and everyone should be part of it. The king also believed that if you didn't support the Church of England, you might not support the king. So King James did not allow people to follow any other religion. Anyone who broke this law could be severely punished. In fact, many people were imprisoned, killed, or forced to leave the country.

Activity Page 7.2



Support

Remind students that predictions are based on clues in the text or pictures.

Support

If students cannot make a prediction based on clues in the text or pictures, then pull students aside and complete Activity Page 7.3 as a teacher-directed activity.

ENGLISH
LANGUAGE
LEARNERS



Speaking and Listening
Exchanging Information
and Ideas

Beginning

Model predictions for students and ask whether they agree: The Separatists will choose to leave England. King James will make the Puritans leave England.

Intermediate

Model a prediction the student could make using sentence starters on Activity Page 7.2. In the future, the Puritans will _____. The Separatists will _____. King James will _____.

Advanced/Advanced High

Ask students to discuss predictions with a partner and write on Activity Page 7.2. Share a sample prediction with students if needed.

ELPS 3.G; ELPS 4.J

As you can imagine, this law made a lot of people unhappy, especially those people who wanted to be free to worship as they wished. Two groups in particular were angry with the king. They were known as the Puritans and the Separatists. The Puritans actually belonged to the Church of England. However, the Puritans believed that the Church of England, also known as the Anglican Church, was not strict enough. They wanted a stricter way of life based on how they interpreted the Bible. The Puritans wanted to stay in the church, but they wanted it to be more **pure**, or free of beliefs they didn't agree with. The Separatists, on the other hand, wanted people to have the freedom to worship as they pleased, even if it meant *separating* from the Church of England. King James refused to listen to either group and viewed them both as nothing more than troublemakers.

- Read-Aloud Pause: Direct students to make a prediction on Activity Page 7.2.

Frustrated and unhappy with the king, a group of Separatists left England in 1608 for the Netherlands. There they could practice their religion without fear. However, about ten years later, a group of them decided to return to England because they missed their homes. They had a plan, though. They did not intend to live in England. Instead, they planned to board a ship and move to a new land—a land that would be their own. They had decided to go to Virginia. King James was delighted!



Show Image U10.L7.2 William Bradford Talking with Virginia Company

William Bradford was the organizing leader of this group of Separatists. Bradford had persuaded the Virginia Company to allow them to make the

trip. He also persuaded the company to give them a small piece of land to settle on when they got there. If you recall, it was the Virginia Company that had paid for the English settlers to travel to Virginia in 1606.

Before setting off, these Separatists became known as Pilgrims. The word *pilgrim* is used to describe a person who goes on a **pilgrimage**, or a journey for religious reasons. It was thought that this word best described what these people were doing.



Show Image U10.L7.3
Pilgrims and others preparing to board the *Mayflower*

And so, this is where we begin, in September 1620, as the Pilgrims board the *Mayflower*. It is important to note that not everyone on

board the *Mayflower* was a Pilgrim. There were military officers, adventurers, merchants, craftsmen, indentured servants, and would-be farmers, too. Because they were not part of their church, and the Pilgrims were not familiar with them, the Pilgrims called the other travelers on board the ship Strangers. Regardless of what they were called, all of these people hoped for a better life and were willing to put their lives at risk to get it.



Show Image U10.L7.4
***Mayflower* in stormy seas**

The journey to Virginia did not start out well. Very strong winds made the voyage a difficult one. The winds were so strong that they **battered** the ship and blew it off course. It took

more than two months to complete the journey. When they finally arrived, they were not in Virginia.

At the first sight of land, the captain instructed that they drop anchor. Although those on board were happy to see land after two months on board a ship, it soon became clear that they were not where they were supposed to be. For one thing, the weather was much colder than they were prepared for.

-
- Read-Aloud Pause: Direct students to make a prediction and/or determine if a previous prediction was correct on Activity Page 7.2.
-



Show Image U10.L7.5 Signing the Mayflower Compact

Because they were far north of the area granted to them by the Virginia Company, the Pilgrim leaders on board drew up a plan outlining how

their colony should be governed—even before landing their ship. That’s right. Right there on the ship, they decided what the rules should be and who would make them. The main objective, or goal, of the group—which included both Pilgrims and so-called Strangers—was to work together in peace and fairness to make their colony a success.

This document, written by William Bradford and the Pilgrim’s religious leader, William Brewster, became known as the **Mayflower Compact**. Most of the men on board the *Mayflower* signed the agreement (forty-one of them to be exact). Once again, women and, of course, children were not included. Today, the Mayflower Compact is a very important document because it was the first document in the English colonies to guarantee **self-government**.

The group sent an exploratory party in a rowboat to investigate the coastline while everyone else remained on board the ship. The men in this party encountered Wampanoag Native Americans. The two groups shot at each other with muskets, and bows and arrows. The English party advanced and explored an area that became known as

Provincetown, on the very northern tip of Cape Cod, in what is now the state of Massachusetts.

- Read-Aloud Pause: Direct students to make a prediction and/or determine if a previous prediction was correct on Activity Page 7.2.
-



Show Image U10.L7.6 **Arrival of the Pilgrims**

Based on information provided to them by the exploratory party, the Pilgrims and others did not settle the area that became known as Provincetown. Instead, they sailed

farther to a rocky harbor area they named Plymouth, which was fitting because the group had first departed England from the port of Plymouth.

Some historians have recorded that the passengers on board the *Mayflower* took their first steps in North America when they alighted onto a large, granite boulder on the shoreline. This boulder is now known as Plymouth Rock. Though some believe the story of the Pilgrims landing on this specific rock, it may be a legend. What we do know is that the date was December 21, 1620. The Pilgrims had arrived in North America.

Sadly, the settlers were not prepared for how bitterly cold the winters could be in New England. In addition, the journey had been so terrible that many of the settlers were sick. Without warm clothing and shelter, and with very little food, one by one the settlers began to die. Almost half of them died during that first winter.

- Read-Aloud Pause: Direct students to make a prediction and/or determine if a previous prediction was correct on Activity Page 7.2.
-

Challenge

Have students write a summary about the text read aloud.

DISCUSSING THE READ-ALoud (10 MIN.)

1. **Evaluative.** Were your predictions correct about how the life of the Pilgrims in New England compared with the life of the colonists in the Southern colonies? Why or why not?
 - » Answers may vary.
 2. **Literal.** What is the name for the kind of religious journey the Separatists took when they boarded the *Mayflower* and came to North America?
 - » a pilgrimage
 3. **Inferential.** Describe the significance of the Mayflower Compact.
 - » It was the written plan the Pilgrim leaders set up while still on the *Mayflower* to agree on what rules they would have in their colony and how they would get along; it was the first document on self-government in the colonies.
 4. **Evaluative.** How would you describe the relationship between the Pilgrims and the Wampanoag?
 - » Answers may vary.
- As a class, add the important persons learned about in this chapter to the Colonial America: Important Persons chart.

COLONIAL ACROSTIC (10 MIN.)

- Review the Colonial America Acrostic completed for the Southern Colonies.
- Pass out a piece of blank paper to each student. Explain that students will write an acrostic for New England. Remind students that they must use the letters of each word to create an acrostic about each region, describing what has been learned thus far about the geography, climate, industries, and/or culture. Each letter of the region may be used to begin a word, phrase, or sentence. You may also wish to list more than one word for each letter. Encourage use of vocabulary and geography terms.
- Have students create their own acrostics and keep them in their Colonial America notebook or folder to update and reference throughout the unit. As time allows, have students share their acrostics with the class.



**ENGLISH
LANGUAGE
LEARNERS**

Writing
Writing

Beginning

Use Activity Page 7.4. If needed, students can write their story's events on separate slips of paper, rearrange in proper order, and glue to graphic organizer.

Intermediate

Praise students for properly using transition words. Suggest a new transition word or phrase, such as *at last*, that students could add their stories.

Advanced/Advanced High

Teach students new transition words. Discuss how the word *suddenly* adds urgency to a story. Ask students when they would use *meanwhile* in their stories.

ELPS 5.G

Lesson 7: "The Pilgrims, Part I: Arrival"

Writing



Primary Focus: Students will sequence events in a narrative.

TEKS 3.11.A; TEKS 3.11.B.i

NARRATIVE WRITING (25 MIN.)

- Explain to students that good writers organize events in a story. Using a graphic organizer helps the writer plan out the events.
- Have students take out Activity Page 6.3.
- Write the following transition words on the board:
 - *First*
 - *Next*
 - *Then*
 - *Last*
- Using a highlighter or yellow marker, have students highlight the transition words in their story.
- Have students share out the words they highlighted in their story.
- Explain that good writers use these transition words in their story to show how events took place over time.
- Have students take out Activity Page 7.4. Have students add information from their story onto Activity Page 7.4 to make sure they are including the key transitions in their writing.



Check for Understanding

If students did not use transition words in their writing, pull them aside and have them sequence their story using the graphic organizer on Activity Page 7.4.

TEKS 3.11.A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; **TEKS 3.11.B.i** Develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure including an introduction and conclusion.

Challenge

Have students use a variety of transition words in their story such as: *at last, eventually, suddenly, meanwhile, afterwards*, etc.

Support

Pull a small group aside and model writing a short narrative using transition words.

ENGLISH
LANGUAGE
LEARNERS



Language
Using Verbs and
Verb Phrases

Beginning

Students complete Activity Page 7.5 in small groups.

Ask students: “Does an adverb usually end in *-ly*?” Help students with last two questions.

Intermediate

Ask students: “When should you use *more* instead of *most*?” If students are unsure, correctly answer a question on Activity Page 7.5 and explain the answer.

Advanced/Advanced High

Use Activity Page 7.5. Ask students to explain why they used *more* instead of *most* for any question and correct errors if needed.

ELPS 3.C; ELPS 4.A

Lesson 7: “The Pilgrims, Part I: Arrival”

Language



Primary Focus: Students will form and use comparative and superlative adverbs.

TEKS 3.11.D.v

GRAMMAR: COMPARATIVE AND SUPERLATIVE ADVERBS (20 MIN.)

- Display the Comparative and Superlative Adverbs Poster or project Digital Projection DP.U10.L7.1. Review the chart as a whole group.

▶ Comparative and Superlative Adverbs (Digital Projection DP.U10.L7.1.)

Comparative and Superlative Adverbs

Comparative adverbs compare two actions to show that one is greater or more. The suffix *-er* is added to adverbs.

Superlative adverbs compare more than two actions to show that one is greatest or most. The suffix *-est* is added to adverbs.

Instead of the suffixes *-er* and *-est*, use the words *more* and *most* when forming comparative and superlative adverbs that end with the suffix *-ly* or that have three or more syllables.

- Display the following words on the board. Uncover the words in advance. Note for students that these examples are two- or three-syllable adverbs that end with the suffix *-ly* and require the addition of the words *more* or *most* to form comparative or superlative adjectives.
 - quietly
 - quickly
 - frequently
 - cleverly
- Ask students to give examples of adverbs that end with *-ly*. Examples could be: *happily, loudly, slowly*.
- Tell students that for most adverbs that end in *-ly*, the word *more* or *most* is needed to form a comparative or superlative adverb.

TEKS 3.11.D.v Edit drafts using standard English conventions, including: adverbs that convey time and adverbs that convey manner.

8

“The Pilgrims, Part II: Thanksgiving Celebration”

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will make predictions about “Religious Freedom and the First Thanksgiving” and then compare the actual outcomes to predictions.

✦ **TEKS 3.1.A; TEKS 3.6.C**

Reading

Students will ask and answer questions, in writing, requiring literal recall and understanding of “The Pilgrims, Part II: Thanksgiving Celebration.”

✦ **TEKS 3.6.G; TEKS 3.7.C**

Writing

✦ Students will write a conclusion to a literary narrative. **TEKS 3.1.A; TEKS 3.11.B.i; TEKS 3.12.A**

Language

Students will form and use comparative and superlative adverbs.

✦ **TEKS 3.11.D.v**

Students will use context clues to complete sentences with spelling words.

✦ **TEKS 3.2.B.i; TEKS 3.2.B.iv; TEKS 3.3.B**

FORMATIVE ASSESSMENT

Activity Page 8.2 Narrative Writing: Conclusion Write a conclusion to a narrative. **TEKS 3.11.B.i; TEKS 3.12.A**

Activity Page 8.4 Blank Busters Use context clues to complete sentences with spelling words. **TEKS 3.2.B.i; TEKS 3.2.B.iv; TEKS 3.3.B**

✦ **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.11.B.i** Develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure including an introduction and conclusion; **TEKS 3.11.D.v** Edit drafts using standard English conventions, including: adverbs that convey time and adverbs that convey manner; **TEKS 3.12.A** Compose literary texts, including personal narratives and poetry, using genre

LESSON AT A GLANCE

	Grouping	Time	Materials
Speaking and Listening (35 min.)			
Introducing the Read-Aloud	Whole Group	5 min.	<input type="checkbox"/> Activity Page 7.2 (from Lesson 7) <input type="checkbox"/> Digital Flip Book: U10.L8.1–U10.L8.3
Read-Aloud: “Religious Freedom and the First Thanksgiving”	Whole Group	10 min.	
Discussing the Read-Aloud	Small Group	15 min.	
Word Work: <i>Optimistic</i>	Whole Group	5 min.	
Reading (35 min.)			
Introducing the Reading	Whole Group	5 min.	<input type="checkbox"/> <i>Living in Colonial America</i> <input type="checkbox"/> Activity Page 8.1
Small Group: Reading: “The Pilgrims, Part II: Thanksgiving Celebration”	Small Group	20 min.	
Discussing the Reading	Whole Group	10 min.	
Writing (25 min.)			
Writing a Conclusion	Whole Group Partner Independent	25 min.	<input type="checkbox"/> Great Conclusions Chart (Digital Projections) <input type="checkbox"/> Activity Page 6.3 <input type="checkbox"/> Activity Page 8.2
Language (25 min.)			
Grammar: Comparative and Superlative Adverbs	Whole Group	10 min.	<input type="checkbox"/> Activity Pages 8.3, 8.4 <input type="checkbox"/> Comparative and Superlative Chart (Digital Projections)
Spelling: Blank Busters	Independent	15 min.	
Take-Home Materials			
“The Pilgrims, Part II: Thanksgiving Celebration”			<input type="checkbox"/> Activity Page 8.5

characteristics and craft; **TEKS 3.11.D.v** Edit drafts using standard English conventions, including: adverbs that convey time and adverbs that convey manner; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

ADVANCE PREPARATION

Speaking and Listening

- Prepare to project the following digital images available on the program's digital components site during the Read-Aloud: U10.L8.1-U10.L8.3.

Reading

- Predetermine small groups for Small Group Reading.
- Prepare to add to the Colonial America: Important Persons anchor chart after the reading.

Writing

- Create the following Great Conclusions Chart or prepare to display Digital Projection DP.U10.L8.1:

Great Conclusions
<ul style="list-style-type: none">• Tie to the Story• Tie up the Story• Are Interesting• Are Brief

Language

- Display the Comparative and Superlative Adverbs Poster or prepare to display Digital Projection DP.U10.L7.1:

Comparative and Superlative Adverbs

Comparative adverbs compare two actions to show that one is greater or more. The suffix *-er* is added to adverbs.

Superlative adverbs compare more than two actions to show that one is greatest or most. The suffix *-est* is added to adverbs.

Instead of the suffixes *-er* and *-est*, use the words *more* and *most* when forming comparative and superlative adverbs that end with the suffixes *-ly* or that have three or more syllables.

Universal Access

- Tell students that today they will be writing conclusions to their narrative stories.
- On the board, draw five columns with the following titles: sad, happy, unexpected, exciting, or “other.” Ask students to think about the ending of one of their favorite movies or books.
- Ask students to summarize the ending by writing it on a sticky note. Remind students to include the title and state if the ending describes the conclusion of a movie or book.
- Next, have students share the examples of conclusions with the class. After sharing, ask them to walk to the board and add the sticky note under the appropriate column.
- Finally, ask one or two students to summarize what they learned from this exercise that they could use in their writing later today.

Lesson 8: “The Pilgrims, Part II: Thanksgiving Celebration”

Speaking and Listening

35M

Primary Focus: Students will make predictions about “Religious Freedom and the First Thanksgiving” and then compare the actual outcomes to predictions.

✦ **TEKS 3.1.A; TEKS 3.6.C**

VOCABULARY

optimistic, positive; expecting the good rather than the bad; believing that things will turn out well

Vocabulary Chart for “Religious Freedom and the First Thanksgiving” Read-Aloud		
Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Vocabulary		optimistic
Multiple Meaning Vocabulary Words		
Spanish Cognate for Core Vocabulary		optimista
Saying and Phrases		

Activity Page 7.2



Support

Remind students that predictions are based on clues in the text or pictures.

INTRODUCING THE READ-ALoud (5 MIN.)

- Explain to students that they will continue reading today about the Pilgrims.
- Have students take out Activity Page 7.2 from the previous lesson.
- Ask: “What predictions have not been confirmed (yes or no) on Activity Page 7.2?”
- Explain to students that during the Read-Aloud, students should add additional predictions and determine if predictions are correct or incorrect.

✦ **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments;
TEKS 3.6.C Make and correct or confirm predictions using text features, characteristics of genre, and structures.

READ-ALOUD: “RELIGIOUS FREEDOM AND THE FIRST THANKSGIVING” (10 MIN.)



ENGLISH LANGUAGE LEARNERS

Speaking and Listening
Exchanging Information and Ideas

Beginning

Use Activity Page 7.2. Ask students to share a new prediction with a small group: “After landing on Plymouth Rock, the Pilgrims will . . .”

Intermediate

Use Activity Page 7.2. Ask students: “What do you think will happen after the Pilgrims land on Plymouth Rock in the winter? Why?”

Advanced/Advanced High

Students create and share predictions with a partner. Remind students to refer to the text or picture that provides a clue and supports their predictions.

ELPS 3.G; ELPS 3.J;

ELPS 4.J

Challenge

Have students form predictions/make inferences about which parts of this story are truth vs. legend and why.



Show Image U10.L8.1
Arrival of the Pilgrims

Based on information provided to them by the exploratory party, the Pilgrims and others did not settle the area that became known as

Provincetown. Instead, they sailed farther to a rocky harbor area they named Plymouth, which was fitting because the group had first departed England from the port of Plymouth.

Some historians have recorded that the passengers on board the *Mayflower* took their first steps in North America when they alighted onto a large, granite boulder on the shoreline. This boulder is now known as Plymouth Rock. Though some believe the story of the Pilgrims landing on this specific rock, it may be a legend. What we do know is that the date was December 21, 1620. The Pilgrims had arrived in North America.

Sadly, the settlers were not prepared for how bitterly cold the winters could be in New England. In addition, the journey had been so terrible that many of the settlers were sick. Without warm clothing and shelter, and with very little food, one by one the settlers began to die. Almost half of them died during that first winter.

- Read-Aloud Pause: Direct students to make a prediction and/or determine if a previous prediction was correct on Activity Page 7.2.



Show Image U10.L8.2 Squanto Helps the Pilgrims

Spring could not come quickly enough. When it did arrive, the settlers got to work experimenting with planting seeds for crops and building homes.

One day, a Native American named Samoset appeared in the colony. Surprisingly, Samoset spoke some English. Samoset told the settlers about a Native American named Tisquantum (also called Squanto), who not only spoke English, but had been to England and Spain.

It was clear to Samoset that the English settlers needed help, and he went to get it. Before long Squanto arrived with the Wampanoag chief, Massasoit [mass-uh-so-it]. It appears the settlers had arrived in an area inhabited by the Wampanoag. Squanto was not actually a Wampanoag, but he joined the tribe when the people of his own tribe had died from diseases brought to North America by explorers and traders.

Squanto believed the Wampanoag could trade with the settlers. He advised Chief Massasoit to make peace with them. It is believed that Squanto showed the settlers how to grow crops such as corn, squash, and beans in the New England soil. Squanto also showed the settlers where to hunt and fish, and which local plants were good to eat.

- Read-Aloud Pause: Direct students to make a prediction and/or determine if a previous prediction was correct on Activity Page 7.2.



Show Image U10.L8.3 Harvest Feast

As their crops grew in the warm New England sunshine, and the men hunted and fished in the woods and rivers, the settlers became more **optimistic**.

And so, when the first fall came, the settlers had enough food to see them safely through the next winter. They were very grateful. They were grateful to God, and they were grateful to the Wampanoag. It was time to hold a celebration of thanksgiving.

One of the settlers wrote that Chief Massasoit came to the thanksgiving celebration with ninety Wampanoag men. The occasion lasted for several days as the settlers and their guests feasted on deer, duck, lobster, fish, cornbread, pumpkin, squash, and berries. They hunted, played games, and ran races. This celebration of the Pilgrims and the Wampanoag is often called “the first Thanksgiving.”

The friendship and relative peace between the Wampanoag and the settlers lasted for many years—even decades after Squanto’s death. Eventually, however, as more and more new settlers poured into this area of North America, the friendly relations broke down. But for now, in this part of our story, this land and new life with religious freedom were very much what the Pilgrims had hoped for.

-
- Read-Aloud Pause: Direct students to make a prediction and/or determine if a previous prediction was correct on Activity Page 7.2.

DISCUSSING THE READ-ALoud (15 MIN.)

- As a class, add the important persons learned about in this chapter to the Colonial America: Important Persons chart.
- (Small Group) Have students work in small groups and share their predictions on Activity Page 7.2. If predictions have not been confirmed (yes or no), students may work in small groups to determine if the prediction was correct or incorrect.

WORD WORK: OPTIMISTIC (5 MIN.)

1. In the Read-Aloud you heard, “As their crops grew in the warm New England sunshine, and the men hunted and fished in the woods and rivers, the settlers became more *optimistic*.”
2. *Optimistic* means positive, or expecting good things to happen more than bad things.

Challenge

Have students write a summary about the text read aloud.

3. Eudora is so optimistic that she usually cheers up her friends when they're feeling grumpy.
4. Have you ever been optimistic? Have you ever known someone else who is very optimistic? What is that person like? Try to use the word *optimistic* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses to make complete sentences: "I was optimistic . . ." or "Being optimistic is important because . . .")
5. What's the word we've been talking about? What part of speech is the word *optimistic*?
 - Use a *Sharing* activity for follow-up. Directions: Say, "Turn to your partner and take turns sharing a time when you wondered how an uncertain situation might turn out, but you felt optimistic about it. Discuss why you think being optimistic is important, and why it can be difficult sometimes. Be sure to use the word *optimistic* in a complete sentence when you talk about it. Then, I will call on one or two of you to share your partner's example with the class."

Lesson 8: "The Pilgrims, Part II: Thanksgiving Celebration"

Reading



Primary Focus: Students will ask and answer questions, in writing, requiring literal recall and understanding of "The Pilgrims, Part II: Thanksgiving Celebration."

✦ **TEKS 3.6.G; TEKS 3.7.C**

VOCABULARY: "THE PILGRIMS, PART II: THANKSGIVING CELEBRATION"

foreigner, a person who is living in a country that is not their home territory
tribe, a large group of people who live in the same area and have the same language, customs, and beliefs

Activity Page 8.1



✦ **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.C** Use text evidence to support an appropriate response.



Reading
Reading/Viewing Closely

Vocabulary Chart for “The Pilgrims, Part II:
Thanksgiving Celebration” Reader

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Vocabulary		foreigner tribe
Multiple Meaning Vocabulary Words		
Sayings and Phrases		

INTRODUCING THE READING (5 MIN.)

- Tell students the name of the chapter is “The Pilgrims, Part II: Thanksgiving Celebration.”
- Have students share the predictions they made during the previous lesson as to what would happen to the Pilgrims.
- Have students take out Activity Page 8.1.
- Explain that students will be reading in small groups and complete Activity Page 8.1 with their group.
- After students have moved into their small group, ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

SMALL GROUP: READING: “THE PILGRIMS, PART II:
THANKSGIVING CELEBRATION” (20 MIN.)

Note: Use the Guided Reading supports on the following pages for teacher guided small group reading.

Beginning

Students complete Activity Page 8.1 in teacher-guided small groups. Provide page numbers to find answers and use sentence starters: “During the first fall, the Pilgrims . . .”

Intermediate

Students complete Activity Page 8.1 with a partner. Provide students with page numbers and help students phrase answers if needed.

Advanced/Advanced High

Use Activity Page 8.1. Check that students included page numbers and referred to text to answer the questions. Encourage students to add details as they answer number 5.

ELPS 4.E; ELPS 4.I

Support

Ask students to assemble as a group and read the chapter with you. Use the Guided Reading Supports to guide students during reading. Have students complete Activity Page 8.1 after they read. This is an excellent time for you to make notes in your anecdotal records.

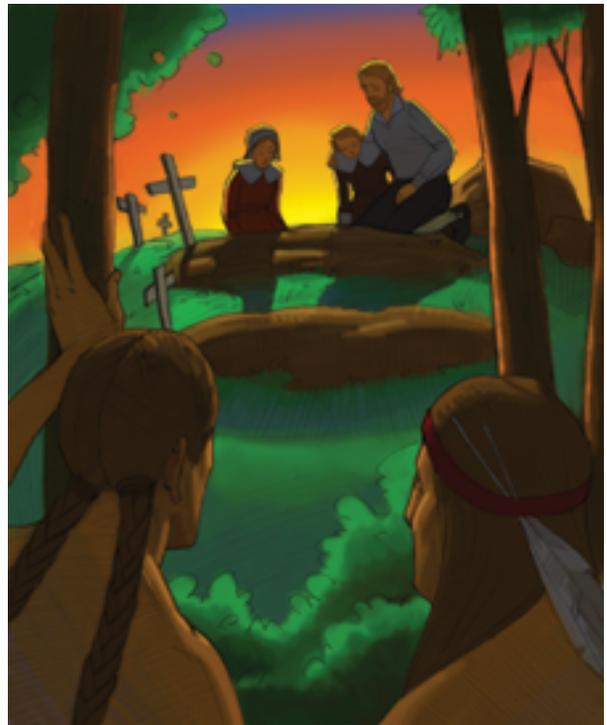
Challenge

Ask these students to read the chapter independently and complete Activity Page 8.1 after they read.

Chapter 11 The Pilgrims, Part II: Thanksgiving Celebration

Do you remember that in the previous chapter, you met the Pilgrim children Mary and Remember Allerton and Love and Wrestling Brewster? In the beginning of the story, they were collecting firewood and playing in the forest. Then, you traveled back in time and learned how they had arrived in Plymouth, Massachusetts. In this chapter, we will continue to find out more about their early experiences in Plymouth.

Years earlier, when the Pilgrims and their children arrived in Plymouth in 1621, they had built shelters by day and returned to their ship by night to sleep.



Mary, Remember, and their father burying their mother.

112

113

Challenge

Have students write and answer additional questions about the Reading on the backside of Activity Page 8.1.

Pages 112–115

- Have students read **pages 112–115** to themselves to find the answer to the question: “How would you describe the Pilgrims’ experiences when they arrived?”
- When students have finished reading, restate the question and have students answer.
 - » The Pilgrims had a difficult experience. There were cold winters and they didn’t have a lot of food. Many of them passed away.
- Ask, “What two things enabled the Pilgrims to survive?”
 - » People who were part of a Native tribe called the Patuxet had died and left fields that were not in use, which meant the English colonists did not have to clear the forests before planting. Also, a Native American named Squanto and his friend Samoset came to the aid of the Pilgrims.
- Direct students’ attention to the images and captions on **pages 113** and **115**.

In the winter, the Pilgrims shivered in the cold and buried their dead that had not survived. Mary, Remember, Love, and Wrestling had wondered if they would survive.

While the settlers endured many hardships, the Native Americans in this region faced them as well. One tribe, the Patuxet, who had lived in the area, had created fields for planting. Sadly, many members of this tribe had already died from contagious diseases originally brought to the Americas by European explorers. Because of this, their fields were not in use. This meant that the hungry and weary English colonists did not have to clear the forests before planting. In addition, there was another key factor to the Pilgrims' survival: the help of the Wampanoag, the Native Americans living in the area.

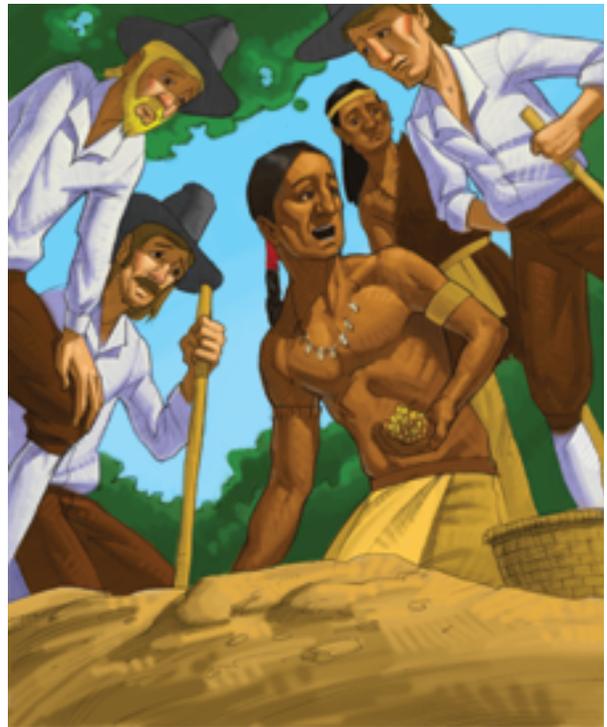
Having experienced the loss of his own people, a Native American called Squanto came to the aid of the Pilgrims. Squanto's friend Samoset agreed to help too. Both of these Native Americans spoke English. Squanto spoke very good English. In 1605, he had been taken to England by an English explorer.



Squanto and Samoset helped the Pilgrims.

Squanto and Samoset showed the Pilgrims how to plant corn, squash, and beans and how to make these crops grow in the poor soil. Squanto also taught people to recognize berries and fruits that could be eaten and where the best places to fish were. Wrestling Brewster often talked of how he had feared these people at first. But when they helped the settlers, Wrestling had changed his mind. Love and Wrestling had gone fishing with Squanto. Squanto gave the Pilgrims hope.

The colonists and a local group of **tribes** called the Wampanoag, had also made peace. Both sides agreed to help and protect each other. They agreed to trade with each other, too.

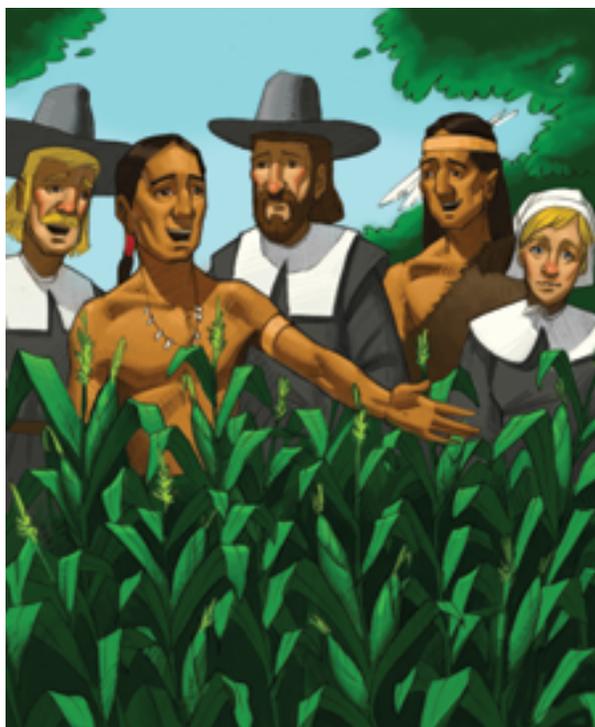


Squanto and Samoset showed the Pilgrims how to make crops grow in poor soil.

Pages 116–119

- Ask students if there are any new vocabulary words on these pages.
 - » yes, the word *tribe*
- Have students read **pages 116–119** to themselves to find out how Squanto and Samoset helped the Pilgrims.
- When students have finished reading, restate the question and have students answer.
 - » Squanto and Samoset showed the Pilgrims how to plant corn, squash, and beans and how to make these crops grow in poor soil. Squanto also taught the Pilgrims to recognize berries and fruits that could be eaten and where the best places to fish were.
- Ask, “Who did the Pilgrims make peace with and what did that mean?”
 - » They made peace with the Wampanoag tribe. Both sides agreed to help and protect each other as well as trade.

Slowly, the days grew warmer and the Pilgrims became happier. They were no longer cold and hungry. The first fall was one of the most precious memories Mary, Remember, Love, and Wrestling had. The crops had grown well and their harvest was abundant. Besides farming, the colonists had also learned how to hunt and fish to survive. As a result, they had produced more than enough food to get them through the next winter. They had also been able to build homes that would protect them from the cold weather when it came again. While they mourned the loss of so many, the surviving colonists were thankful for what they now had. That is why they decided to give thanks to God and the Native people who had helped them.



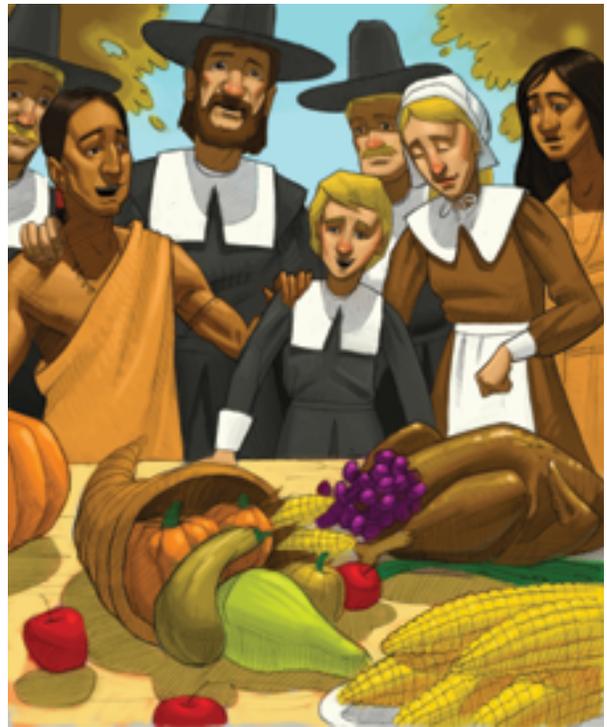
An abundant harvest

- Ask, “Why did the Pilgrims decide to give thanks to God and the Native people?”
 - » With the help of Native people, they had produced more than enough food to get them through the next winter and they were able to build homes to protect them from the cold weather. They were thankful for what they now had.
- Direct students’ attention to the images and captions on **pages 117** and **119**.

A great celebration of thanksgiving was organized. The local Wampanoag were invited to the thanksgiving celebration. Squanto and Samoset were invited, too. The Wampanoag chief, Massasoit (MAS-ə-soyt), was the guest of honor.

Everyone there had dined on deer, duck, lobster, fish, cornbread, pumpkin, squash, and berries. They had eaten until they were fuller than they had ever been before. They had played games and they had run races. The Wampanoag had stayed in the **colony** for several days. It was probably the happiest time the children could ever remember. They often spoke of it. Since then, more and more Pilgrims had arrived. More homes had been built. Their father had married Fear Allerton.

All these early experiences of the children happened four years ago. Now, here the children were, playing in a forest in the colony.



A celebration of thanksgiving

Pages 120–123

- Have students read **pages 120–123** to themselves to find the answer to this question: “What was probably the happiest time the children could remember?”
- When students have finished reading, restate the question and have students answer.
 - » The great celebration of Thanksgiving was probably the happiest time the children could remember.

As Mary and Remember hurried out of the forest, they said their goodbyes to Love and Wrestling. Minutes later they arrived at the door to their house. Their arrival had not gone unnoticed. The door to their house was flung open and Fear appeared in the doorway. She stood there with her hands on her hips.

“It’s a good thing I had already collected firewood earlier in the day or the fire would have gone out long ago,” she exclaimed. “Anyone would think you had to grow the tree before cutting it down. Now, go wash your hands and help me set the table.”

Mary and Remember looked at each other as they inched past their stepmother. They both knew she was not done scolding them.

Why do you think Squanto and Samoset had decided to help the struggling Pilgrims? Do you think the Pilgrims would have survived if they had not helped?



Fear scolded the girls.

- Ask: “What happened since the celebration of Thanksgiving?”
 - » More Pilgrims had arrived, more homes had been built, and the girls’ father had married Fear Allerton.
- Direct students’ attention to the images and captions on **pages 121** and **123**.

Wrap-Up

- Reread the questions in the box at the end of **page 122** and have students make predictions.
- Tell students that these questions may be ones that time travelers might ask.
- Tell students to use information and specific details from the chapter to support their answers.
- Help students look back through the chapter to find sentences that support their predictions.
- Draw the two groups together again and use the following questions to promote a discussion.

DISCUSSING THE READING (10 MIN.)

1. **Evaluative.** Why do you think Squanto and Samoset had decided to help the struggling Pilgrims?
 - » Answers may vary but could include that Squanto and Samoset had experienced the loss of many of their own people and felt sorry for the Pilgrims or that they spoke English so they could communicate with the Pilgrims. Squanto had been to England with an English explorer in 1605 and perhaps developed a friendship with the English during that visit.
2. **Evaluative.** Do you think the Pilgrims would have survived if Squanto and Samoset had not helped?
 - » Answers may vary but could include that the Pilgrims might not have survived because they were not aware of foods that grew in North America but were not safe to eat. They may not have been able to grow crops in the poor soil because they did not know how to make plants grow in it. They may not have known the best places to fish. The Pilgrims might have survived by figuring out how to solve these problems on their own.

Lesson 8: “The Pilgrims, Part II: Thanksgiving Celebration”

Writing



Primary Focus: Students will write a conclusion to a literary narrative.

✚ **TEKS 3.1.A; TEKS 3.11.B.i; TEKS 3.12.A**

✚ **WRITING A CONCLUSION (25 MIN.)**

TEKS 3.1.A; TEKS 3.12.A

- Display the Great Conclusions Chart or display Digital Projection DP.U10.L8.1.

➤ **Great Conclusions (Digital Projection DP.U10.L8.1)**

- Explain that today’s lesson will focus on creating endings or conclusions for their stories.
- Ask: “When you read the end of a book, what do you find out?”
 - » A reader learns the solution to the problem, about how the character(s) change, and about the ending of the story.
- Direct students’ attention to the Great Conclusions anchor chart.
- Discuss each point on the Great Conclusions anchor chart.

Great Conclusions

- Tie to the Story
- Tie up the Story
- Are Interesting
- Are Brief

- Explain that conclusions, or story endings, tie to the story or are connected. The story ending should make sense to the reader. The ending should also tie up the story. The reader should clearly know what happened to the characters and the solution. Additionally, writers want to make the ending interesting. Readers remember good endings. Lastly, writers want to keep the ending, or closing, brief. A few sentences that tie up the story are the best endings.
- Read aloud the following story endings. Provide students time to discuss each ending.
 - I opened the next drawer and what did I find? There it was! I found my homework! (Students may comment that this ending tells how the problem was solved.)

✚ **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.11.B.i** Develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure including an introduction and conclusion; **TEKS 3.12.A** Compose literary texts, including personal narratives and poetry, using genre characteristics and craft.

Support

Read aloud picture books with great conclusions. Discuss each conclusion in reflection to the Great Conclusions anchor chart.

Activity Page 6.3



Activity Page 8.2



Challenge

Have students write multiple conclusions to their story.

**ENGLISH
LANGUAGE
LEARNERS**



Writing
Writing

Beginning

Ask students: “True or False? A good conclusion makes sense. A good conclusion ties up the story.” Suggest a sample conclusion: the character learns something new.

Intermediate

Ask students: “What does a good conclusion do?” Students brainstorm ideas for conclusions in partners before writing individual conclusions for their narratives.

Advanced/Advanced High

Refer students to the Great Conclusions Anchor chart. After they write their conclusion, ask them which type of Great Conclusion they used and why.

ELPS 5.G

- After that I never forgot to feed my cat. (Students may comment that this ending ties up the story and predicts how the character is going to act in the future.)
- I love my dad. It is just the little things that make me love him even more. (Students may comment that this ending describes the character’s feelings at the end of the story.)

- So there you go! Is Domino the best cat in the world? That’s why I call him Super Domino! (Students may comment that this ending describes the character’s feelings about their pet at the end of the story.)
- Have students take out Activity Page 6.3.
- Partner: Using their story on Activity Page 6.3, have students pair up and discuss different endings that they may write.
- Independent: Provide students time to write an ending to their story on Activity Page 8.2.



Check for Understanding

If students did not write a brief conclusion that tied up the story, then read aloud a variety of short picture books with easy to identify endings. Before reading the end of the story, model writing a great conclusion.

Lesson 8: “The Pilgrims, Part II: Thanksgiving Celebration” Language



Primary Focus: Students will form and use comparative and superlative adverbs.

➤ **TEKS 3.11.D.v**

Students will use context clues to complete sentences with spelling words.

➤ **TEKS 3.2.B.i; TEKS 3.2.B.iv; TEKS 3.3.B**

GRAMMAR: COMPARATIVE AND SUPERLATIVE ADVERBS (10 MIN.)

- Draw students’ attention to the comparative and superlative adverbs poster you displayed in advance or project Digital Projection DP.U10.L7.1. Review the poster with the class.

➤ **TEKS 3.11.D.v** Edit drafts using standard English conventions, including: adverbs that convey time and adverbs that convey manner; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

➤ Comparative and Superlative Adverbs (Digital Projection DP.U10.L7.1)

Comparative and Superlative Adverbs

Comparative adverbs compare two actions to show that one is greater or more. The suffix *-er* is added to adverbs.

Superlative adverbs compare more than two actions to show that one is greatest or most. The suffix *-est* is added to adverbs.

Instead of the suffixes *-er* and *-est*, use the words *more* and *most* when forming comparative and superlative adverbs that end with the suffixes *-ly* or that have three or more syllables.

- Remind students that adverbs can be used to compare actions by adding suffixes or using the words *more* or *most*.
- Remind students that the word *more* is added to adverbs to make them comparative and the word *most* is added to adverbs to make them superlative.
- Ask, “What is the difference between comparative and superlative adverbs?”
 - » Comparative adverbs compare only two actions, while superlative adverbs compare more than two actions.
- Have students tear out Activity Page 8.3 and fold it in half horizontally so that either the top half of the sheet shows (with the word *more*) or the bottom half of the sheet shows (with the word *most*).
- Tell students you will read a sentence twice. The second time you read it, hum when the word *more* or the word *most* needs to be added. Students should just listen the first time you read it. Students should hold up their half sheet with the correct answer showing after you have finished reading the sentence the second time.
- Read the following sentences, humming when you reach the blank on the second time so students can hold up their half sheets.
 1. We will _____ probably arrive by 2:00 than 3:00. (more)
 2. That family lives _____ simply than others. (more)
 3. An actor on stage speaks _____ clearly than people who mumble. (more)
 4. That flower garden is the _____ lovely one I’ve ever seen! (most)
 5. That quicker group of students answers _____ immediately and is rarely incorrect. (more)

Activity Page 8.3





Language Selecting
Language Resources

Beginning

Return to the sentences you read aloud with the class. Ask students whether they felt unsure about any of the sentences and whether they should hold up *more* or *most*.

Review the confusing sentences with students.

Intermediate

For extra practice, students create sentences using adverbs such as *more seriously* and *most friendly* in small groups. Praise student effort.

Advanced/Advanced High

For extra practice, students create sentences using adverbs such as *more properly* in partners. Praise student effort.

ELPS 1.E; ELPS 3.C

Activity Page 8.4



1. That frightening thunderstorm popped up the _____ suddenly this afternoon. (most)
2. The turtle moved _____ slowly than the hare. (more)
3. Mrs. Smith congratulated me on answering the question the _____ completely of all. (most)
 - Should more time remain, have students create sentences using the following adverbs.
 - more seriously
 - most friendly
 - most closely
 - most surely
 - most properly
 - Have students tuck the cards from Activity Page 8.3 into their Activity Book for safekeeping.

SPELLING: BLANK BUSTERS (15 MIN.)

- Tell students that they will practice writing their spelling words for this week.
- Tell students to turn to Activity Page 8.4. Note for students that some sentences have two blanks.
- Point out to students that the spelling words are listed in the box on the activity page and on the board. Students may also have to add an appropriate suffix to have the sentence make sense: *-s*, *-ed*, *-ing*, *-er*, *-ly*, and *-est*.
- Ask students to read the statement in number 1 silently and fill in the blank. When students have completed number 1, call on one student to read number 1 aloud with the spelling word in the blank.
- Ask students if anyone had a different answer. Discuss the correct answer to be sure students understand why it is correct.
- Discuss the proper spelling of the word in the blank, referencing the table of this week's spelling words. Have students compare their spelling with the spelling in the table.

- Have students complete the remaining questions on Activity Page 8.4 independently.
- Remind students that on the spelling assessment, they will have to write the spelling words and the Challenge Words. Students are encouraged to try spelling the Content Word but if they try and don't get it right, they will not be penalized.

~~~~~End Lesson~~~~~

## Lesson 8: “The Pilgrims, Part II: Thanksgiving Celebration”

# Take-Home Material

- Have students take home Activity Page 8.5 to read to a family member.

Activity Page 8.5



## 9

# Pilgrims and Puritans

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

Students will compare and contrast the Pilgrims and the Puritans in “Religious Dissent and the New England Colonies.”

✦ **TEKS 3.1.A; TEKS 3.6.G; TEKS 3.6.H; TEKS 3.7.B; TEKS 3.7.E**

### Reading

Students will read a narrative about Puritan life and answer questions about

✦ the text. **TEKS 3.6.F; TEKS 3.6.G; TEKS 3.7.C**

### Writing

Students will revise a draft of a narrative using a revision checklist.

✦ **TEKS 3.11.C**

## FORMATIVE ASSESSMENT

**Activity Page 9.1 Compare and Contrast Pilgrims and Puritans** Students will complete questions comparing and contrasting Pilgrims and Puritans.

✦ **TEKS 3.6.G; TEKS 3.6.H; TEKS 3.7.B; TEKS 3.7.E**

**Activity Page 9.2 Puritan Life** Students will answer comprehension questions about the chapter “Puritan Life”

✦ **TEKS 3.6.F; TEKS 3.6.G; TEKS 3.7.C**

✦ **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.6.H** Synthesize information to create new understanding; **TEKS 3.7.B** Write a response to a literary or informational text that demonstrates an understanding of a text; **TEKS 3.7.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; **TEKS 3.6.F** Make inferences and use evidence to support understanding; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.11.C** Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.

## LESSON AT A GLANCE

|                                                              | Grouping    | Time    | Materials                                                                                                                                                                                                                             |
|--------------------------------------------------------------|-------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Speaking and Listening (50 min.)</b>                      |             |         |                                                                                                                                                                                                                                       |
| Introducing the Read-Aloud                                   | Whole Group | 10 min. | <input type="checkbox"/> <i>Living in Colonial America</i><br><input type="checkbox"/> Activity Page 1.3<br><input type="checkbox"/> Activity Page 9.1<br><input type="checkbox"/> Quiz Bowl Cards (see Advance Preparation)          |
| Read-Aloud: "Religious Dissent and the New England Colonies" | Whole Group | 20 min. |                                                                                                                                                                                                                                       |
| Discussing the Read-Aloud                                    | Whole Group | 5 min.  |                                                                                                                                                                                                                                       |
| Summary: Compare and Contrast                                | Independent | 10 min. |                                                                                                                                                                                                                                       |
| Word Work: <i>Dissenter</i>                                  | Whole Group | 5 min.  |                                                                                                                                                                                                                                       |
| <b>Reading (40 min.)</b>                                     |             |         |                                                                                                                                                                                                                                       |
| Introducing the Chapter                                      | Whole Group | 10 min. | <input type="checkbox"/> <i>Living in Colonial America</i><br><input type="checkbox"/> Activity Page 9.2                                                                                                                              |
| Independent Reading: "Puritan Life"                          | Independent | 20 min. |                                                                                                                                                                                                                                       |
| Comprehension Questions                                      | Independent | 10 min. |                                                                                                                                                                                                                                       |
| <b>Writing (30 min.)</b>                                     |             |         |                                                                                                                                                                                                                                       |
| Narrative Writing: Revising                                  | Independent | 30 min. | <input type="checkbox"/> Activity Page 6.3<br><input type="checkbox"/> Activity Page 8.2<br><input type="checkbox"/> Activity Page 9.3<br><input type="checkbox"/> writing paper<br><input type="checkbox"/> Revision Checklist Chart |
| <b>Take-Home Material</b>                                    |             |         |                                                                                                                                                                                                                                       |
| Reading "Puritan Life"                                       |             |         | <input type="checkbox"/> Activity Pages 9.4, 9.5                                                                                                                                                                                      |
| Spelling: Word Sort                                          |             |         |                                                                                                                                                                                                                                       |

## ADVANCE PREPARATION

### Speaking and Listening

- Prepare and cut the following Quiz Bowl Cards (one set per each small group)

I am the colony that began after about one hundred people boarded the *Mayflower* and came across the Atlantic Ocean. Why did the Pilgrims settle in \_\_\_\_\_ instead of Provincetown?

I am another name for the Separatists who came to Plymouth because they wanted to separate from the Church of England and create a new life where they could freely worship. Why do you think a land where they could have religious freedom was important to them?

I am a journey that is taken for religious reasons. How is my name connected to the word Pilgrims?

I am the name of the place where the *Mayflower* landed.

I am the place where the Pilgrims and Strangers intended to go. Why didn't Pilgrims and Strangers wind up here?

I am a Native American who spoke English and had been to England and Spain. What role did I play in the Pilgrims' survival in Plymouth?

I am the set of rules that was made to help the Pilgrims self-govern. Why was I created aboard the ship before landing?

I am the man who became the governor of Plymouth. How am I similar/different to other leaders of the colonies you have learned about?

## Writing

- Draw the following chart on chart paper or the board for use during the Writing lesson.

| Revision Checklist |                                                                                                                |  |
|--------------------|----------------------------------------------------------------------------------------------------------------|--|
| 1.                 | Do I have an interesting beginning to the story?                                                               |  |
| 2.                 | Do I have a good conclusion to the story?                                                                      |  |
| 3.                 | Do I have a plot with a climax or high point in my story?                                                      |  |
| 4.                 | Did I introduce and develop my characters with actions, dialogue, and how they interact with other characters? |  |
| 5.                 | Are my characters interesting?                                                                                 |  |
| 6.                 | Is this my best work?                                                                                          |  |

## Reading

- Prepare to add to the Colonial America: Important Persons anchor chart after the reading.

## Universal Access

- Review with students who the earliest settlers of the Americas were. Ask where they came from and why they came. What difficulties did they face?
- Provide additional narrative and informational books about the Colonial period.
- Provide narrative books that are exemplars of books that have well-developed characters, dialogue, and a plot with an interesting climax. Also review other narrative stories from Readers the students have read so far during the year.

## Lesson 9: Pilgrims and Puritans

## Speaking and Listening



**Primary Focus:** Students will compare and contrast the Pilgrims and the Puritans in “Religious Dissent and the New England Colonies.”

✦ **TEKS 3.1.A; TEKS 3.6.G; TEKS 3.6.H; TEKS 3.7.B; TEKS 3.7.E**

### VOCABULARY: “RELIGIOUS DISSENT”

The following are core vocabulary words used in this lesson. Preview the words with the students before the lesson. Students are not expected to be able to use these words immediately, but with repeated exposure throughout the lessons they will acquire a good understanding of most of the words. Students may also keep a “unit dictionary” notebook along with definitions, sentences, and/or other writing exercises using these vocabulary words.

**dissenter**, someone who disagrees with the majority, or the people in power; usually someone who disagrees with the government or a church

**preach**, to deliver a religious speech; to share a message; to try to convince someone to accept a specific opinion or action

**senior**, having a higher position and more power within a group, such as an older member might have

**society**, a group of people organized together

**recant**, to announce publicly that past beliefs are no longer true

✦ **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.6.H** Synthesize information to create new understanding; **TEKS 3.7.B** Write a response to a literary or informational text that demonstrates an understanding of a text; **TEKS 3.7.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

**Vocabulary Chart for Chapter 12 “Religious Dissent in the New England Colonies” Read-Aloud**

| Type                                | Tier 3 Domain-Specific Words | Tier 2 General Academic Words                      |
|-------------------------------------|------------------------------|----------------------------------------------------|
| Vocabulary                          |                              | dissenter<br>preach<br>senior<br>society<br>recant |
| Multiple Meaning Vocabulary Words   |                              |                                                    |
| Spanish Cognate for Core Vocabulary |                              | disidente<br>predicar<br>sociedad<br>renunciar     |
| Sayings and Phrases                 |                              |                                                    |

**INTRODUCING THE READ-ALoud (10 MIN.)**

- Arrange students into small groups of 3–4 students.
- Have students take out Activity Page 1.3 (Timeline) to be used as a reference.
- Pass out the Quiz Bowl Trading cards (one set per each small group).
- In small groups, signal students to place the Quiz cards in the center of the group. One student will pull a card from the center pile and ask the group for their responses. Once the small group has decided on an answer, they will record their answer on the quiz card. Tell students that after they determine the answer to the riddle, there is a follow up question they should discuss with their group.
- When all teams are finished answering the Quiz Bowl cards, read the riddles aloud and solicit responses from the teams.
  - I am the colony that began after about one hundred people boarded the *Mayflower* and came across the Atlantic Ocean. (Plymouth) Why did the Pilgrims settle here instead of Provincetown? (An exploratory group had a violent encounter with the Wampanoag people trying to protect the land they were living on in Provincetown)

Activity Page 1.3



- I am another name for the Separatists who came to Plymouth because they wanted to separate from the Church of England and create a new life where they could freely worship. (Pilgrims) Why do you think a land where they could have religious freedom important to them? (Answers may vary)
- I am a journey that is taken for religious reasons. (pilgrimage) How is my name connected to the word Pilgrims? (Pilgrims were the name given to the people that traveled from England to the Americas in search of religious freedom)
- I am the place where the Pilgrims and Strangers intended to go. (Virginia) Why didn't Pilgrims and Strangers wind up here? (Storms blew their ship off course, they didn't have accurate navigation systems at this time)
- I am the name of the place where the *Mayflower* landed. (Plymouth)
- I am a Native American who spoke English and had been to England and Spain. (Squanto) What role did I play in the Pilgrims' survival in Plymouth? (traded with them, taught them how to grow crops, made peace between them and the Wampanoag people)
- I am the set of rules that was made to help the Pilgrims self-govern. (Mayflower Compact) Why was I created aboard the ship before landing? (The Pilgrims and "Strangers" realized they weren't going to land in Virginia, and wanted to plan ahead how they would govern a successful new colony)
- I am the man who became the governor of Plymouth. (William Bradford) How am I similar/different to other leaders of the colonies you have learned about? (Answers may vary)

- Have students take out Activity Page 9.1. Tell students to listen carefully to find out how the different colonies in the New England region grew out of differing ideas and beliefs about religion. Explain that Activity Page 9.1 will be used to record their ideas.

### Activity Page 9.1



## READ-ALoud: "RELIGIOUS DISSENT AND THE NEW ENGLAND COLONIES" (20 MIN.)

**Chapter 12**  
**Religious Dissent and the New England Colonies**

**Read-Aloud**

The Pilgrims had solved some of their problems, but the Puritans had not. In England, the Puritans were still struggling to worship the way they wanted to. They wanted to change and purify the Church of England. When the Puritans heard about the Pilgrim colony at Plymouth, they decided that they should try to do a similar thing. They came up with a plan to do just that.

In 1628, a number of Puritans, led by a man named John Winthrop, decided that they would establish a colony in New England to the north of Plymouth. The Puritans realized that they would have to be very organized. They had heard about the hardships faced by those who had already gone to the colonies. They knew that many had died due to lack of food and shelter. The Puritans were determined to avoid these mistakes.



*John Winthrop addressing Pilgrims*

It was decided that a small group of Puritans would go ahead of the others and begin to build a colony. Then, in 1629, a group of English Puritans and merchants formed the Massachusetts Bay Company. The aim of the company was to make money for the Puritan colony by making furs, as well as by fishing and shipbuilding. (There would be some farming, too, but the settlers knew that the rocky New England soil would never support a large farming economy.)

The company itself would be run according to Puritan principles, or rules. It was also decided that the Puritan colony would be different from other English colonies. In order to live in this colony, people would have to live according to the Bible and some Christian principles.

124 125

### Student Reader Pages 124–125 John Winthrop addressing the Pilgrims

The Pilgrims had solved some of their problems, but the Puritans had not. In England, the Puritans were still struggling to worship the way they

wanted to. They wanted to change and purify the Church of England. When the Puritans heard about the Pilgrim's colony at Plymouth, they decided that they should try to do a similar thing. They came up with a plan to do just that.

- On Activity Page 9.1, direct the students to the first box on the page: Compare or Contrast? Ask students to determine if the paragraph read aloud compared or contrasted the Puritans and the Pilgrims. (contrast) Ask: What was different about the two groups? (The Puritans wanted to stay with the church and have a stricter way of life based on the Bible; the Pilgrims wanted to separate from the church.)

In 1628, a number of Puritans, led by a man named John Winthrop, decided that they would establish a colony in New England to the north of Plymouth. The Puritans realized that they would have to be very organized. They had heard about the hardships faced by those who had already gone to the colonies. They knew that many had died due to lack of food and shelter. The Puritans were determined to avoid these mistakes.

What kinds of hardships did the earliest colonists face? (lack of food, shelter, harsh weather, disease, etc.) What does it mean to be determined? (*to reach a decision*)

It was decided that a small group of Puritans would go ahead of the others and begin to build a colony. Then, in 1629, a group of English Puritans and merchants formed the Massachusetts Bay Company. The aim of the company was to make money for the Puritan colony

### Support

Explain that *hardship* means something that causes pain or suffering.

by trading furs, as well as by fishing and shipbuilding. (*There would be some farming, too, but the settlers knew that the rocky New England soil would never support a large farming economy.*)

The company itself would be run according to Puritan principles, or rules. It was also decided that this Puritan colony would be different from other English colonies. In order to live in this colony, people would have to live according to the Bible and strict Christian principles.

John Winthrop believed that their colony should be an example to others in terms of how people should live. He once said, "For we . . . shall be as a City upon a hill; the eyes of all people are on us."

Finally, in 1630, John Winthrop set sail for New England with three ships and about seven hundred colonists. They brought a good amount of food with them, as well as cows, horses, and tools. They were more prepared than any of the other English settlers so far. When they arrived, there were already some small buildings in place from the settlement of the first party they had seen. This settlement was called Salem. Other settlements were established at Charleston, Cambridge, and Boston. This Puritan colony was named the Massachusetts Bay Colony, and John Winthrop would become its governor.

As planned, the Massachusetts Bay Colony was different from the colonies developing in the South. The strict laws that had been drawn up in England were put in place in the colony, and people had to follow them. For example, everyone had to go to church. Those involved in the government of the colony were senior church members, and only male church members could elect their leaders. As you have heard, whereas the Pilgrims were happy to separate from the Church of England, the Puritans wanted to remain a part of it and were determined to change it. They hoped that by their strict example of pure living, the Church of England would become stricter, too, and do away with many rules it still had from its Roman Catholic influence.

The Massachusetts Bay Colony was very successful and grew quite rapidly. Each Puritan town was carefully planned, with each family being given enough land on which to build a home and farm. The most important building in the towns was the meetinghouse. This was where religious services and



## Student Reader Pages 126–127

### Ship laden with supplies Puritan town

John Winthrop believed that their colony should be an example to others in terms of how people should live.

He once said, "For we . . . shall be as a City upon a hill; the eyes of all people are on us."

What did Winthrop mean that the colony should be built on a hill?  
(*That it would be a good example of successful Puritan life*)

- On Activity Page 9.1, direct the student to the second box on the page: Compare or Contrast? Ask students to determine if the paragraphs read aloud compared or contrasted the Puritans and the Pilgrims. (contrast) Ask: "What was different about the two groups?" (the Puritans were planning to be more organized than the Pilgrims; they planned to trade furs, fish and build ships instead of relying on farming for their economy; they formed the Massachusetts Bay Company that would be run according to Puritan rules, according to the Bible and Christian principles)

Finally, in 1630, John Winthrop set sail for New England with three ships and about seven hundred colonists. They brought a good amount of food with them, as well as cows, horses, and tools. They were more prepared than any of the other English settlers so far. When they

arrived, there were already some small buildings in place from the settlement of the first party they had sent. This settlement was called Salem. Other settlements were established in Charlestown, Cambridge, and Boston. This **Puritan colony** was named the Massachusetts Bay **Colony**, and John Winthrop would become its governor.

As planned, the Massachusetts Bay Colony was different from the colonies developing in the South. The strict laws that had been drawn up in England were put in place in the colony, and people had to follow them. For example, everyone had to go to church. Those involved in the government of the colony were senior (bold senior) church members, and only male church members could elect their leaders. As you have heard, whereas the Pilgrims were happy to separate from the Church of England, the Puritans wanted to remain a part of it and were determined to change it. They hoped that by their strict example of pure (bold pure) living, the Church of England would become stricter, too, and do away with many rules it still had from its Roman Catholic influence.

The Massachusetts Bay Colony was very successful and grew quite rapidly. Each Puritan town was carefully planned, with each family being given enough land on which to build a home and farm. The most important building in the town was the meetinghouse. This was where religious services and town meetings were held.

town meetings were held. Puritans also believed in the power of education. They wanted their children to be able to read so they could read the Bible.

In 1611, Roger Williams, a minister from London, arrived in the Massachusetts Bay Colony in Boston. Almost from the beginning, Williams did not agree with some of the leaders. He believed that the leaders of the colony had too much control over people's lives. He especially disliked the close connection between the church and the government. Williams felt that what was happening was not much like the English, whom they had tried to escape. The leaders of the Massachusetts Bay Colony felt threatened by his views.

As more and more people came to the colony, Williams saw more and more land being taken from Native Americans.

He strongly believed that Native Americans should be paid for this land. Before long, the leaders of the Massachusetts Bay Colony considered him to be a troublemaker. Roger Williams was labeled a religious **dissenter** and was forced to leave the colony. There were some who wanted to send him back to England.

Before they could send him back, however, in 1636, Roger Williams left the colony on the middle of the night in the dead of winter. A few of his supporters left with him. It was bitterly cold, and he and his followers had nowhere to go. With the help of some Native Americans, they survived in the woods for three months. Eventually, Williams made his way south to what would become Providence, Rhode Island. There he purchased land from the Narragansett, a local Native American tribe. This area became the colony of Rhode Island.



Roger Williams statue



Roger Williams

## Student Reader Pages 128–129

### Roger Williams statue and Roger Williams

In 1631, Roger Williams, a minister from London, arrived in the Massachusetts Bay Colony in Boston. Almost from the beginning,

Williams did not agree with some of the leaders. He believed that the leaders of the colony had too much control over people's lives. He

especially disliked the close connection between the church and the government. Williams felt that what was happening was too much like the English system they had tried to escape. The leaders of the Massachusetts Bay Colony felt threatened by his views.

As more and more people came to the colony, Williams saw more and more land being taken from Native Americans. He strongly believed that Native Americans should be paid for this land. Before long, the leaders of the Massachusetts Bay Colony considered him to be a troublemaker. Roger Williams was labeled a religious dissenter and was forced to leave the colony. There were some who wanted to send him back to England!

What is a dissenter? (Someone who disagrees with the majority. Usually a government or church.)

Before they could send him back, however, in 1636, Roger Williams left the colony in the middle of the night in the dead of winter. A few of his supporters left with him. It was bitterly cold, and he and his followers had nowhere to go. With the help of some Native Americans, they survived in the woods for three months. Eventually, Williams made his way south to what would become Providence, Rhode Island. There he purchased land from the Narragansett, a local Native American tribe. This area became the colony of Rhode Island.

Gradually, others who also found it difficult to follow the strict Puritan way of life followed Williams. Rhode Island became a haven for people who wanted to be free to practice their faith, or religious beliefs, in their own way. Rhode Island became the first English colony to allow people complete religious freedom and welcomed not only Puritans, but Quakers, Roman Catholics, Jewish people, and others, too.



Another Puritan who followed Roger Williams was a woman named Anne Hutchinson. She and her husband and children had arrived in the Massachusetts Bay Colony in 1634. As you have heard, women were not part of the decision-making process in the church, or in society in general. Women certainly weren't allowed to preach, or deliver a religious speech or message, in church. Because of those restrictions, Anne Hutchinson organized weekly meetings in her home for women who wanted to discuss their sermon, or religious speeches. In these meetings,

women also were free to discuss their religious views. These meetings became so popular that men, and even some of the church leaders, began to attend.

Hutchinson openly expressed her view that a person's individual faith was more important than being a member of an organized church. She also said that a person's personal relationship with God was the only thing that truly mattered. This was considered by many to be a very dangerous view because the Puritan church had strict rules that were required to be followed. On top of this, Anne Hutchinson was a woman. So, just like Roger Williams, Hutchinson was put on trial for being a **dissenter**. During the trial, Hutchinson was refused to testify, or she had to her beliefs and say she changed her mind, but she refused. Like Roger Williams, she, too, was banished.

In 1638, Anne Hutchinson joined Roger Williams in Rhode Island. After her husband died, she moved to New York with her teenage children to start a new life. At the time, New York was called New Netherland and was a Dutch colony. The governor here did not have a good reputation with Native Americans and had caused many disputes between the Native people and the colonists. He had also created **towns** among various groups of Native Americans.

130

## Student Reader Pages 130–131 Anne Hutchinson

Gradually, others who also found it difficult to follow the strict Puritan way of life followed Williams. Rhode Island became a haven for people

who wanted to be free to practice their **faith**, or religious beliefs, in their own way. Rhode Island became the first English colony to allow people complete religious freedom and welcome not only Puritans, but Quakers, Roman Catholics, Jewish people, and others, too.

- On Activity Page 9.1, direct the student to the third box on the page: Compare or Contrast? Ask students to determine if the paragraphs read aloud compared or contrasted the Puritans and the Pilgrims. (contrast) Ask: “What was different about the two groups?” (the Puritans were more prepared than any previous colonists)

---

Another Puritan who followed Roger Williams was a woman named Anne Hutchinson. She and her husband and children had arrived in the Massachusetts Bay Colony in 1634. As you have heard, women were not part of the decision-making process in the church, or in **society** in general. Women certainly weren't allowed to **preach**, or deliver a religious speech or message, in church. Because of these restrictions, Anne Hutchinson organized weekly meetings in her home for women who wanted to discuss these sermons, or religious speeches. In these meetings, women also were free to discuss their religious views. These meetings became so popular that men, and even some of the church leaders, began to attend.

Hutchinson openly expressed her view that a person's individual faith was more important than being a member of an organized church. She also said that a person's personal relationship with God was the only thing that really mattered. This was considered by many to be a very dangerous view because the Puritan church had strict rules that were required to be followed. On top of this, Anne Hutchinson was a woman. So, just like Roger Williams, Hutchinson was put on trial for being a **dissenter**. During the trial, Hutchinson was ordered to **recant**, or take back, her beliefs and say she changed her mind, but she refused. Like Roger Williams, she, too, was banished.

Why were Anne Hutchinson's beliefs about religion considered “dangerous”? (*Puritans believed that the strict rules of their church needed to be followed exactly*)

In 1638, Anne Hutchinson joined Roger Williams in Rhode Island. After her husband died, she moved to New York with her younger children to start a new life. At the time, New York was called New Netherlands and was a Dutch colony. The governor there did not have a good reputation with Native Americans and had caused many

### Challenge

Have students compare and contrast women of colonial times to women of today. What kinds of roles did they have? What kinds of freedom? What kinds of restrictions?

disputes between the Native people and the colonists. He had also created tension among various groups of Native Americans.

- On Activity Page 9.1, direct the student to the fourth box on the page: Compare or Contrast? Ask students to determine if the paragraphs read aloud compared or contrasted the Puritans and the Pilgrims. (compare) Ask: "What was the same about the two groups?" (Women were not allowed in decision-making or allowed to preach in society in general.)



*Thomas Hooker with settlers in Connecticut*

In 1636, a Puritan minister by the name of Thomas Hooker also left the Massachusetts Bay Colony with a group of supporters. They made their way to an area that is now Connecticut and founded the town of Hartford near a wide river now known as the Connecticut River. Soon, two more settlements, Windsor and Wethersfield, were established in the colony of Connecticut.

One of the things that Thomas Hooker believed was that all men should be allowed to vote, not just those who were members of a church or those who were wealthy. In 1639, Thomas Hooker implemented a system of government in Connecticut called the Fundamental Orders of Connecticut. It was a form of democracy that has helped to inspire the creation of the U.S. Constitution.

132

## Student Reader Pages 132–133

### Thomas Hooker with settlers in Connecticut

In 1636, a Puritan minister by the name of Thomas Hooker also left the Massachusetts Bay Colony with a group of supporters.

They made their way to an area that is

now Connecticut and founded the town of Hartford near a wide river now known as the Connecticut River. Soon, two more settlements, Windsor and Wethersfield, were established in the colony of Connecticut.

One of the things that Thomas Hooker believed was that all men should be allowed to vote, not just those who were members of a church or those who were wealthy. In 1639, Thomas Hooker implemented a system of government in Connecticut called the Fundamental Orders of Connecticut. It was a form of democracy that later helped to inspire the creation of the U.S. Constitution.

What is a democracy? (a form of government in which people have a say in the government)

We've just talked about the creation of three of the four New England colonies. The last New England colony is New Hampshire. You might be surprised to hear that King James I helped to establish New Hampshire, too! Remember how he "gave" an area of other land he had claimed to his friends? Well, he "gave" this part of North America to two more of his friends—John Mason and Ferdinando Gorges. **Note to students that**

"gave" is in quotation marks, since Native Americans already inhabited this land. Later, the two men divided the land in half, and Mason got the southern part that became the New Hampshire colony in 1679. Many unhappy Puritan settlers also found their way to this colony. Gorges received the northern half that would later become the state of Maine.

As you can see, back in the seventeenth century, many English people were willing to risk their lives to sail to a faraway land in the hope of a better life. Do you think you would have been willing to do the same?

### DISCUSSING THE READ-ALOUD (5 MIN.)

- Inferential.** Give examples of how the Puritans were more prepared than other English colonists who had come before them.
    - » Answers will vary, but may include that they brought plenty of food, cows, horses and tools; they already had buildings built by the small part that came ahead; they knew about the rocky soil and cold winters; etc.)
  - Inferential.** Which strict Puritan laws were the most important ones to follow?
    - » Everyone had to go to church; only church members could elect leaders; senior members of the church were the leaders in government.
  - Evaluative.** How were Roger Williams and Anne Hutchinson alike?
    - » Both were labeled as dissenters who disagreed with the majority; both were forced to leave the colony
  - Evaluative.** How were Roger Williams and Anne Hutchinson different?
    - » Williams was a man and therefore had more rights and the ability to hold office and speak out. Williams started a new colony; Hutchinson had religious meetings in her home, etc.
- As a class, add the important persons learned about in this chapter to the Colonial America: Important Persons chart.



ENGLISH  
LANGUAGE  
LEARNERS

### Speaking and Listening Listen Actively

#### Beginning

Provide sentence frames for students to write the summary, e.g., "Pilgrims and Puritans are alike because they both \_\_\_\_.

#### Intermediate

Allow students to work with partners to compare their Compare or Contrast sections on Activity Page 9.1 before writing the summary.

#### Advanced/Advanced High

Encourage students to write the summary in complete sentences, using correct capitalization and punctuation.

ELPS 2.1; ELPS 4.1;

ELPS 5.E

### Support

Pull a small group together. Draw a Venn diagram (Pilgrims, Puritans) on the board and have students verbally give words and ideas that should be in each of the sections.



### Check for Understanding

Have students do a quick-write for one minute explaining the most important thing they learned from the Read-Aloud. Answers will vary, but use the information to target key areas of misunderstanding that need to be addressed.

### SUMMARY: COMPARE AND CONTRAST (10 MIN.)

- Have students complete the summary on Activity Page 9.1 independently.

### WORD WORK: DISSENTER (5 MIN.)

1. In the Read-Aloud you heard, “Roger Williams was labeled a religious *dissenter* and was forced to leave the colony.”
2. Say the word *dissenter* with me.
3. A *dissenter* is someone who disagrees with the majority, or splits away from an established church or government.
4. After Margaret was called a dissenter, the council of elders told her to leave and never return.
5. Have you ever heard of someone being called a dissenter? What are some things that made that person a dissenter? Is being a dissenter a bad thing? Why or why not? Try to use the word *dissenter* when you tell about it. (Ask two or three students. If necessary, guide and/ or rephrase the students’ responses to make complete sentences: “\_\_\_\_\_ was a dissenter because . . . ” or “Being a dissenter can be good/bad because . . . ”.)
6. What’s the word we’ve been talking about? What part of speech is the word *dissenter*?
  - Use a *Synonyms and Antonyms* activity for follow-up. Ask students, “What are some synonyms of *dissenter*, or words that have a similar meaning?” Prompt students to provide words like *rebel*, *protestor*, *separatist*, *nonconformist*, *objector*, etc. Then ask, “What are some words or phrases you know that are antonyms, or opposites, of *dissenter*?” Prompt students to provide words and phrases like *someone who agrees*, *non-separatist*, *supporter*, *conformist*, etc. As students share synonyms and antonyms, make sure they use the word *dissenter* in a complete sentence.

## Lesson 9: Pilgrims and Puritans

# Reading



**Primary Focus:** Students will read a narrative about Puritan life and answer questions about the text. **TEKS 3.6.F; TEKS 3.6.G; TEKS 3.7.C**

### VOCABULARY: “PURITAN LIFE”

- The following are vocabulary words used in this lesson. Preview the words with the students before the lesson and refer back to them at appropriate times. The words also appear in the glossary in the back of the student reader.

**pure**, free from evil (purer)

**harbor**, an area of calm, deep water next to land where ships can safely put down their anchors (harbors)

**glorious**, wonderful

**sacrifice**, the act of giving something up you like for something that is more important

**mend my ways**, change behavior to be a better person

Vocabulary Chart for Chapter 13 “Puritan Life”

| Type                                 | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words                        |
|--------------------------------------|---------------------------------|---------------------------------------------------------|
| Vocabulary                           |                                 | pure<br>harbor<br>glorious<br>sacrifice<br>mend my ways |
| Multiple Meaning<br>Vocabulary Words |                                 |                                                         |
| Sayings and Phrases                  |                                 |                                                         |

**TEKS 3.6.F** Make inferences and use evidence to support understanding; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.C** Use text evidence to support an appropriate response.

---

### INTRODUCING THE CHAPTER (10 MIN.)

- Make sure you and your students each have a copy of *Colonial America*.
- Tell students that they will be reading Chapter 13, “Puritan Life,” independently and silently.
- Have students locate the chapter and turn to the first page of the chapter.
- You may wish to bring together a small group to read the chapter with you. Follow the directions in “Small Group Guided Reading for Support” for the small group.

---

### INDEPENDENT READING: “PURITAN LIFE” (20 MIN.)

- Students will read the chapter independently.

Chapter

# 13 Puritan Life

Hello, my name is Lizzie. My mother and father are once again displeased with me. I smiled too much during the morning sermon, and then fell asleep during the afternoon sermon. They both said that it is a great sin for a Puritan child to fall asleep while listening to the word of God.



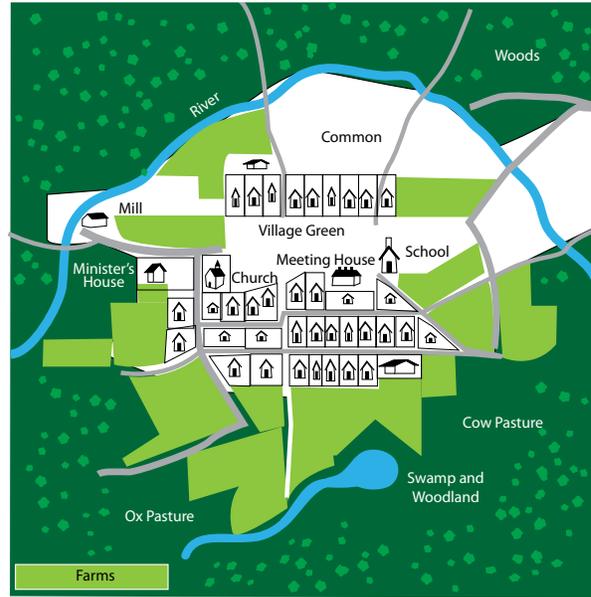
During the morning sermon, I had smiled at the sight of Elder Jones's new wig. I could not understand why a minister of the church would care to wear such a thing on his head. But seemingly he does. Not only is it a strange looking sight, it does not appear to sit straight on his head. When I smiled and pointed at him, my mother pinched me so hard that my leg has not yet recovered.



*Lizzie smiled at the sight of Elder Jones's new wig.*

As you may or may not know, the most important place for any Puritan is the meeting house. Every Puritan meeting house is placed in the center of a town or village. That is because the meeting house is the center of our lives. Our church services take place there and so do all important meetings.

We Puritans live in the Massachusetts Bay **Colony**. Our **colony** was created in partnership with a Puritan company called the Massachusetts Bay Company. The Massachusetts Bay Company sells the fur we get from hunting and the fish we catch. Our **colony** is becoming wealthy because of this trading agreement.



*A Puritan town*

We came here from England in the year 1630. I was just a baby. Now, I am almost eleven years old. Unlike the Pilgrims, we did not want to break away from the Church of England. We wanted the church to be **pur**er and stronger. However, neither King James I nor his son King Charles I would listen to our requests for change. In the end, we had no choice but to leave our homes and start a new life somewhere else.

We chose to create our own Puritan **colony** on land north of the Pilgrim **colony** of Plymouth. Guided by our leader John Winthrop, we sent men ahead to prepare the way for us. They began the construction of houses in an area we call Salem. They cleared the land for planting. We now have four settlements within our **colony**. Apart from Salem, we have Boston, Charlestown, and Cambridge. The population within our **colony** is growing rapidly. Each year, hundreds of people come to live their lives with us. I have heard the grownups say that even King Charles I cannot believe how successful and strong we are becoming.



*Puritans arrived at the Massachusetts Bay Colony in 1630.  
Inset: John Winthrop*

## Pages 134–139

- Ask students to read **pages 134–139** to themselves to find the answer to the question: What is the most important place for any Puritan and why?
- When students have finished reading, restate the question and have students answer.
  - » The meeting house was in the center of the town or village and it was the center of Puritans' lives. Church services and important meetings took place there.
- Ask: "Why is the Massachusetts Bay Colony becoming wealthy?"
  - » The colony was created in partnership with the Massachusetts Bay Company. The colonists hunted and fished and the Massachusetts Bay Company sold the fur and fish they provided.
- Ask: "How did the Massachusetts Bay Colony come to be?"
  - » Answers may vary but could include that the Pilgrims arrived in 1630 to create their own Puritan colony on the land north of Plymouth. There were four settlements and they were all growing.

Trade ships frequently move in and out of our **harbors**. I love to watch the men unload items that have been sent across the ocean. We need guns, tools, and cloth. We hear news from home by talking to the sailors and newly arrived colonists. It makes our hearts flutter when the sailors and passengers talk of life in England. Just two months ago, I sat on the snow-covered dock and listened to stories from home. The sailors spoke of the **glorious** sound of the London church bells ringing out on Christmas Day. They also reminded us of the smell of roasting pheasant and sweet plum pudding. As you can tell, some of us are sometimes homesick but we know our cause is just and good and worth the **sacrifice**.

People are welcome here, but all who come to live with us must live according to the rules of the Bible. That is the Puritan way. Thus, I must surely **mend my ways**. I must not smile during Elder Jones's sermon, no matter how long it is. I can tell you, Elder Jones does like to do a lot of **preaching**.



*A sailor delivered supplies and news from home.*

### Pages 140–141

- Ask students to read **pages 140 and 141** to themselves to find the answer to the question: How did the colonists learn news from home?
- When students have finished reading, restate the questions and have students answer.
  - » Answers may vary but could include that trade ships frequently moved in and out of the harbors, bringing guns, tools, cloth, and news about life in England.
- Ask: “What were new people who came to join the Puritans required to do?”
  - » People coming were required to live by the rules of the Bible.

My brother George keeps pulling my hair and running away. I have asked him nicely to stop. I have frowned at him like Mother frowns at me. But still he continues to do it. I must also make sure that I don't wag my finger at him. I must not scold him either. I have done it twice now, though my mother has not seen me do it. George is the baby in our family. He is no longer a real baby as he is four years old. My mother and father had seven children, but we are the only two children still alive. Mother and Father make excuses for George's behavior, but not for mine. I must be "responsible Lizzie."

Well, it seems that Elder Jones is not done **preaching**. He has called us back to the meeting house for one more sermon before sunset. I hope he is not wearing that wig again.

Why do you think the Puritans made the meeting house the center of their lives?



*George pulled Lizzie's hair.*

## Pages 142–143

- Ask students to read **pages 142** and **143** to themselves to find the answer to the question: Why must Lizzie be the responsible one?
- When students have finished reading, restate the question and have students answer.
  - » Answers may vary but could include that she is the older of the two remaining children in the family.



ENGLISH  
LANGUAGE  
LEARNERS



Reading  
Reading/Viewing Closely

**Beginning**

Reframe questions to require yes or no answers, e.g., "Was a Thanksgiving celebration a part of Puritan life?"

**Intermediate**

Allow students to work with a partner to complete Activity Page 9.2. Options for partner work include: one student may have the role of "evidence finder", while the other student records the responses; students may split up answering the questions and evaluate each other's responses once complete; students work collaboratively to find the answers in the text.

**Advanced/Advanced High**

Encourage students to reread portions of the text to find evidence to support their answers and to work independently.

**ELPS 4.F**

Activity Pages  
6.3, 8.2, and 9.3



**COMPREHENSION QUESTIONS (10 MIN.)**

- Have students turn to Activity Page 9.2.
- Tell students that they will be working on the page independently.
- Collect Activity Page 9.2 when completed.

**Lesson 9: Pilgrims and Puritans**

**Writing**



**Primary Focus:** Students will revise a draft of a narrative using a revision checklist. **TEKS 3.11.C**

**NARRATIVE WRITING: REVISING (30 MIN.)**

**TEKS 3.11.C**

- Make sure students have all the activity pages they've been working on to put together their stories, especially Activity Pages 6.3 and 8.2.
- Explain to students that today they'll be bringing all their writing together in a single draft of their story.
- Pass out writing paper to students. Explain that they will be copying their writing from the activity pages onto the paper.
- Tell them that while they are writing, they can look for ways to improve their writing and make it more interesting for the reader by revising.
- Have students turn to Activity Page 9.3.
- Display the chart you prepared previously:

| Revision Checklist |                                                                                                                |  |
|--------------------|----------------------------------------------------------------------------------------------------------------|--|
| 1.                 | Do I have an interesting beginning to the story?                                                               |  |
| 2.                 | Do I have a good conclusion to the story?                                                                      |  |
| 3.                 | Do I have a plot with a climax or high point in my story?                                                      |  |
| 4.                 | Did I introduce and develop my characters with actions, dialogue, and how they interact with other characters? |  |
| 5.                 | Are my characters interesting?                                                                                 |  |
| 6.                 | Is this my best work?                                                                                          |  |

**TEKS 3.11.C** Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.

- Go through each of the items on the checklist with the students. Explain that these were all parts of a narrative that they've been learning and writing about for the past few lessons, and that these are also the parts you'll be looking for in their story.
- Tell students that as they rewrite their stories on writing paper, they should use the checklist to make sure they have all components that make up a good narrative.
- Allow students to work on their drafts and revisions until time runs out.
- Circulate to provide prompting, support, and answer questions.

End Lesson

## Lesson 9: Pilgrims and Puritans

# Take-Home Material

- Have students take home Activity Page 9.4 to read to a family member and Activity Page 9.5 to complete.



**ENGLISH  
LANGUAGE  
LEARNERS**

### Writing Writing

#### Beginning

Provide 1:1 prompting and support when needed.

#### Intermediate

Allow students to work with partners.

#### Advanced/Advanced High

Provide support if needed.

**ELPS 5.G**

### Support

Work with students individually or in small groups based on need. Supports may include but are not limited to: providing students with a graphic organizer to organize their writing, providing examples students can refer to for each check list item, orally discussing student's revisions/ideas before revising on paper, providing visual cues/images for checklist items, having students read aloud their work to themselves/ a teacher/a partner to determine revisions.

### Activity Pages 9.4 and 9.5



# Pausing Point 1

## Note to Teacher

Your students have now read and heard several Read-Alouds in the Colonial America unit. Students have heard about the Southern and New England colonies and have learned about the motivations, challenges, failures, and accomplishments of the English colonists who settled in North America. Students have also learned about the unique geography, climate, and industries of each region. It is highly recommended that you pause here and spend one day reviewing, reinforcing, or extending the material taught thus far. You may have students do any combination of the activities listed below. The activities may be done in any order. You may wish to do one activity on successive days. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

## CORE CONTENT UP TO THIS PAUSING POINT

Students will:

- List and locate the three colonial regions: New England, Middle Atlantic, and Southern
- Locate the 13 colonies of colonial America, and identify each by region
- Locate Roanoke Island in the Southern region, and identify it as a failed English colonization attempt
- Explain why Roanoke is known as the “Lost Colony”
- Describe some of the reasons people came to North America from England and other countries
- Explain some of the early challenges faced by the English settlers in establishing colonies in North America
- Describe how everyday life and economic industries in the three colonial regions were shaped by geography and climate
- Describe the relationship between the colonists and Native Americans
- Describe the role of slavery in the colonial time period and why the Southern colonies relied so much more heavily upon enslaved labor than the Middle and New England colonies

- Identify some of the key people relative to the settlement of each colony
- Describe the industries and other characteristics of the three colonial regions
- Identify Jamestown as the first permanently settled English colony in North America, and recall that it was established in 1607
- Identify the *Discovery*, *Susan Constant*, and *Godspeed* as the three ships that brought the English settlers to Jamestown
- Explain the term “starving time” as it relates to the Jamestown colony
- Locate and identify Charleston and Boston as important colonial cities, and explain why they flourished
- Identify the three cash crops and their importance in the Southern colonies: tobacco, rice, and indigo
- Compare and contrast indentured servants and enslaved laborers
- Identify 1619 as the year the first-known African laborers were brought to the colonies
- Explain that the first Africans in the English colonies came to Jamestown as indentured servants, not enslaved laborers
- Identify the three points of the triangular trading route—Europe, West Africa, and North America—and the leg known as the Middle Passage
- Compare and contrast the Pilgrims and the Puritans
- Identify 1620 as the year the Pilgrims came to Plymouth on the *Mayflower*
- Explain why Roger Williams and Anne Hutchinson were considered religious dissenters

## ACTIVITIES

### Acrostic Review

**Material:** Thirteen Colonies instructional masters; class and/or student acrostics

- Have students review the regional acrostics created as a class or individually. Have them use their activity pages about the 13 colonies to fill in any gaps they may still have in the acrostics. You may wish to have students create new acrostics based on what they have learned thus far about the three regions and particularly the Southern and New England colonies.

## Unit-Related Trade Book or Student Choice

**Materials:** Trade book

- Read a trade book to review the events, key figures, and regions relative to the 13 colonies. Refer to the books listed in the Introduction. You may also choose to have the students select a Read-Aloud to be heard again.
- If students listen to a Read-Aloud a second time, you may wish to have them take notes about a particular topic. Be sure to guide them in this important method of gathering information. You may wish to model how to take notes, construct an outline, etc.

## Key Vocabulary Brainstorming

**Materials:** Chart paper, chalkboard, or whiteboard

- Give students a key unit concept or vocabulary word such as cash crop. Have them brainstorm everything that comes to mind when they hear the word, such as rice, indigo, tobacco, large crop, for money, grown on plantations, etc. Record their responses on chart paper, a chalkboard, or a whiteboard for reference.

## Multiple-Meaning Word Activity: Seasoned

**Materials:** Chart paper, chalkboard, or whiteboard; images depicting the various meanings of the word season

1. In the Read-Aloud you heard, “Some of the men were well-known, daring adventurers. Others were seasoned sailors.” Here *seasoned* is an adjective that means “experienced.” The sailors who were seasoned had many years of experience sailing on ships because they had been through many seasons doing so. They knew better than the daring adventurers what to expect at sea. [Write “A—experienced” on the board.]
2. Who can tell me what the noun *season* means? (time of year; winter, spring, summer, fall or autumn) This is the second meaning of the word *season*, such as in this sentence: “My favorite season is fall because of the colorful leaves.” [Write “B—time of year” on the board.] Ask students what the differences are between the two words. (the *-ed* suffix, or ending; the part of speech) Remind students that the noun *season* may also be plural, as in this sentence: “We experience four seasons in New England.”
3. Another meaning of the word *season* is to add flavor to food, such as when you sprinkle salt or pepper on some of your dinner. Who can tell me what part of speech *season* is in the following example: “My dad likes to season fish

with lemon and garlic.” (verb) This verb can also have these forms: *seasons*, *seasoned*, and *seasoning*. Another example is “My sister is always over-seasoning her food with tons of salt!” [Write “C—to flavor food” on the board.]

4. I am going to read some sentences. After I finish each sentence, tell me if the word *season* has meaning A, B, or C. Use the key words on the board to explain why. • In the season we call summer in the Northern Hemisphere, it gets very hot outside. (B—time of year) • Darcy was a seasoned swimmer after being on the swim team for five years. (A—experienced) • The soup needed to be seasoned with some onion and celery. (C—to flavor food)
5. With your neighbor, take turns coming up with sentences that include the word *season*. You may also use the other forms you have heard: *seasons*, *seasoned*, and *seasoning*. For example your neighbor might say, “Winter is my favorite season.” And you would respond, “Winter is a time of the year. The word *season* has meaning B.” I will call on some of you to share your sentences. [You may wish to have some students also identify the part of speech.]
6. [You may wish to show students images depicting the various meanings of the word *season*.]

### Riddles for Core Content

Ask students riddles such as the following to review core content. Students will answer follow-up questions after mastering the riddle in order to practice other skills learned throughout the unit (including: synthesizing, comparing/contrasting, supporting claims with text evidence, inferencing and evaluating).

- I am the location known as the “Lost Colony,” where the English settlers tried to establish the first colony in North America, although both attempts failed. What am I? (Roanoke Island) Why was I known as the “Lost Colony”? (When the explorers returned to Roanoke Island, the soldiers they had left behind to guard their fort had disappeared.)
- We are two Englishmen who attempted to settle on Roanoke Island. Who are we? (Sir Walter Raleigh and John White) Compare us: how are we similar and/or different? (Answers may vary.)
- We are the three colonial regions that each have unique geography, climate, industries, and cultures. What are we? (New England, Middle Atlantic, Southern) How would you describe what is unique about each of us? You can use your Student Reader to help you answer this question. (Answers may vary.)

- We are the three ships on which the English sailed to America to start the first permanent English colony. What are we? (the *Discovery*, *Susan Constant*, and *Godspeed*) Which one of us means “Good Luck”? (*Godspeed*) How do you think we got our names? (Answers may vary.)
- I am the king who chartered the colony of Jamestown. Who am I? (King James I) What do you know about me? You can use your Student Reader to help you. (Answers may vary.)
- We are the Native American chiefdom that was living in the area the English called Jamestown. Who are we? (the Powhatan) Do you think it was fair that the English moved into this land and named it Jamestown? Why or why not?
- I didn’t beat around the bush, but instead came up with a plan to help save Jamestown. Who am I? (John Smith) Why did Jamestown need saving? (Settlers were starving because they were unable to survive on their own). Did I save Jamestown on my own? If not, who helped me? (No—the Powhatan people, including Chief Powhatan and Pocahontas, helped save the settlers in Jamestown by providing them with food and teaching them how to hunt/grow crops.)
- My passage to North America was paid for by someone else, and now I must work for them for seven years. What am I? (an indentured servant.) Why did colonists in the Americas want to use people like me? (Answers will vary.)
- I was forced to come to North America from Africa to work for free and denied the freedom to decide how to live my life. What am I? (an enslaved African) Do you think this was right? Why or why not? (No—reasons may vary.)
- We are the three cash crops grown in the Southern colonies. What are we? (rice, tobacco, indigo) How were cash crops connected to the use of indentured servitude and eventually enslavement? (Settlers learned they could make lots of money off of cash crops, but they needed lots manual labor to grow and manage the crops. They wanted to make money without paying people to work for them.)

## Venn Diagram

**Materials:** Activity Page PP.1; chart paper, chalkboard, or whiteboard

- Tell students that together you are going to compare and contrast two things or people they have learned about during the Colonial America unit by asking how they are similar and how they are different.
  - Copy onto chart paper, a chalkboard, or a whiteboard the Venn diagram from Activity Page PP.1. List two things at the top of the diagram, and then capture information provided by students. Choose from the following list, or create a pair of your own:
    - the Southern and New England regions
    - Roanoke and Jamestown
    - Virginia and the Carolinas
    - Maryland and Georgia
    - indentured servants and enslaved laborers
    - tobacco and indigo
    - Pilgrims and Puritans
    - the baptism of Virginia Dare and the first Thanksgiving
    - Roger Williams and Anne Hutchinson
    - the Powhatan and the Wampanoag
- You may wish to prepare several copies of the Venn diagram to compare and contrast several things. You may also wish to have students use these diagrams as brainstorming information for further writing.
- You may wish to have some students use Activity Page PP.1 to complete this activity independently. You may also wish to have some students create a three-way Venn diagram to compare and contrast three people or items, such as three colonies or three colonists learned about thus far.

## Class Book: Colonial America

**Materials:** Drawing paper, drawing tools

- Tell the class or a group of students that they are going to make a class book to help them remember what they have learned thus far in this domain. Have students brainstorm important information about the regions and colonies they have studied thus far. Have each student choose one idea to draw a

picture of, and ask them to write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again. You may choose to add more pages upon completion of the entire domain before binding the book.

## WRITING PROMPTS

Students may be given an additional writing prompt such as the following:

- The most interesting thing I've learned thus far is \_\_\_\_\_ because . . .
- If I could choose to live in one of the Southern or New England colonies, I would choose \_\_\_\_\_ because . . .
- The saying "beat around the bush" relates to John Smith and the Jamestown colony because . . .
- Some of the challenges the English settlers faced in the colonies were . . .

## Researching the Colonies

**Materials:** Internet access; trade books or other resources

- Have students complete research about the 13 colonies to expand upon what they have heard in this domain. You may wish to specifically focus upon the colonies which do not receive as much of an emphasis, such as North Carolina, New Hampshire, Connecticut, New Jersey, and Delaware. You may also wish to have students research a colony that is either the present-day state in which they live, or a colony which they would like to know more about. Finally, you may wish to have students research information about the present-day states of Maine and Vermont, and how these two areas took a different path to statehood. Have students add to their Thirteen Colonies graphic organizers, or write a separate paragraph in their Colonial America notebook or folder.

## Classroom Compact

**Materials:** Chart paper, chalkboard, or whiteboard; parchment paper (optional)

- Ask for a volunteer to describe the Mayflower Compact. After students have shared, tell them that they are now going to make a "Classroom Compact" together. Divide students into three groups. Each group will select a scribe to write down what the group agrees are the two most important rules the class needs to be able to get along with one another. (Take five minutes.)

- Once each group has its two rules written down, gather all students together again, and have a speaker (not the scribe) from each group share the rules with everyone. If there are repeated rules, point out that they have already started in the spirit of agreement, similar to the Pilgrims and others on the *Mayflower*.
- Once the class has decided upon the necessary rules, write out the “Classroom Compact” on chart paper, a chalkboard, or a whiteboard. You may also wish to write it on parchment paper, or have each student copy the rules individually onto parchment paper and then roll up the document into a scroll.

## Colony Travel Brochure

**Materials:** Drawing paper, drawing tools

- Have students choose a colony and write a travel brochure to describe it. Have students include information about the geography, climate, foliage, activities, industries, sights to see, etc. Encourage students to be as descriptive as possible, and to remember that the purpose of a travel brochure is to entice visitors to come experience a place for themselves. Have students add a descriptive illustration to their brochure.

## Re-Reading and Retelling the Read-Aloud

**Materials:** Index cards

- Reread excerpts from the Read-Aloud “Religious Dissent and the New England Colonies.” Have students retell the Read-Aloud from the point of view of three key people: John Winthrop, Roger Williams, and Anne Hutchinson. Remind students of the 5 finger re-tell method introduced in the beginning of the unit. Place students in three groups to discuss the following about each key person:
  - Why did this person come to the “colonies”?
  - To which colony did they go?
  - What happened in their life?
  - What contributions did they make?
  - What other facts do you know about them?
- After discussion, have each student in the group write one different clue about their key person on an index card, and then write the name of the key person lightly on the bottom of the card. Collect and shuffle the cards. Then one at a time, draw a card and read the clue to the class. You may wish to keep score for each group as they guess the key person according to the clues. You may wish to complete this exercise with other Read-Alouds.

## 10

# “The Middle Colonies”

## PRIMARY FOCUS OF LESSON

### Language

Students will spell words correctly using spelling patterns and rules for sound

✦ /oi/. **TEKS 3.2.B.i; TEKS 3.2.B.ii**

### Speaking and Listening

Students will ask and answer questions after reading a text about the Middle

✦ colonies. **TEKS 3.1.A; TEKS 3.3.B; TEKS 3.6.B; TEKS 3.6.F; TEKS 3.7.G**

### Language

Students will write sentences using comparative and superlative

✦ adverbs. **TEKS 3.11.D.v**

### Writing

Students will complete editing and publishing their narrative stories.

✦ **TEKS 3.11.D.i–xi; TEKS 3.11.E**

## FORMATIVE ASSESSMENT

**Activity Page 10.1 Spelling Assessment** Students will spell words

✦ correctly using the /oi/ sound. **TEKS 3.2.B.i**

**Activity Page 10.2 Ask and Answer Questions: “The Middle Colonies”**

Students will ask and answer questions using evidence

✦ from the text. **TEKS 3.6.B; TEKS 3.7.G**

**Activity Page 10.3 Comparative and Superlative Adverbs** Students will write sentences using comparative and superlative

✦ adverbs. **TEKS 3.11.D.v**

✦ **TEKS 3.2.B** Demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables; (ii) spelling homophones; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information; **TEKS 3.6.F** Make inferences and use evidence to support understanding; **TEKS 3.7.G** Discuss specific ideas in the text that are important to the meaning; **TEKS 3.11.D.v** Edit drafts using standard English conventions, including: adverbs that

## LESSON AT A GLANCE

|                                                  | Grouping    | Time    | Materials                                                                                                                                                               |
|--------------------------------------------------|-------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Language (20 min.)</b>                        |             |         |                                                                                                                                                                         |
| Spelling Assessment                              | Independent | 20 min. | <input type="checkbox"/> Activity Page 10.1                                                                                                                             |
| <b>Speaking and Listening (50 min.)</b>          |             |         |                                                                                                                                                                         |
| Introducing the Read-Aloud                       | Whole Group | 10 min. | <input type="checkbox"/> <i>Living in Colonial America</i><br><input type="checkbox"/> Image Card C.U10.L1.1                                                            |
| Read-Aloud: "The Middle Colonies"                | Whole Group | 20 min. | <input type="checkbox"/> Activity Page 1.3<br><input type="checkbox"/> Activity Page 10.2                                                                               |
| Discussing the Read-Aloud                        | Whole Group | 5 min.  | <input type="checkbox"/> sticky notes—two per student                                                                                                                   |
| Ask and Answer Questions                         | Independent | 10 min. |                                                                                                                                                                         |
| Word Work: <i>Dependence</i>                     | Whole Group | 5 min.  |                                                                                                                                                                         |
| <b>Language (15 min.)</b>                        |             |         |                                                                                                                                                                         |
| Comparative and Superlative Adverbs in Sentences | Independent | 15 min. | <input type="checkbox"/> Activity Page 10.3                                                                                                                             |
| <b>Writing (35 min.)</b>                         |             |         |                                                                                                                                                                         |
| Narrative Writing: Editing and Publishing        | Independent | 35 min. | <input type="checkbox"/> Narrative Writing: Editing Checklist Chart<br><input type="checkbox"/> Activity Page 10.4<br><input type="checkbox"/> Narrative Writing Rubric |
| <b>Take-Home Material</b>                        |             |         |                                                                                                                                                                         |
| Spelling: Dictionary Skills                      |             |         | <input type="checkbox"/> Activity Page 10.5                                                                                                                             |

convey time and adverbs that convey manner; **TEKS 3.11.D** Edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement; (ii) past, present, and future verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) prepositions and prepositional phrases; (vi) pronouns, including subjective, objective, and possessive cases; (vii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of official titles of people, holidays, and geographical names and places; (x) punctuation marks including apostrophes in contractions and possessives and commas in compound sentences and items in a series; (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; **TEKS 3.11.E** Publish written work for appropriate audiences.

## ADVANCE PREPARATION

### Reading

- Prepare to add to the Colonial America: Important Persons anchor chart after the reading.

### Writing

- Draw the following chart on chart paper or the board for use during the Writing lesson.

| Narrative Writing: Editing Checklist |                                                          |  |
|--------------------------------------|----------------------------------------------------------|--|
| 1.                                   | Do I have a fitting title?                               |  |
| 2.                                   | Do all my sentences start with capital letters?          |  |
| 3.                                   | Do all of my sentences end with the correct punctuation? |  |
| 4.                                   | Did I use the correct punctuation marks for dialogue?    |  |
| 5.                                   | Have I spelled all my words correctly?                   |  |
| 6.                                   | Have I used correct grammar?                             |  |
| 7.                                   | Does each sentence provide a complete thought?           |  |

### Universal Access

- Brainstorm some of the characteristics of the backgrounds and beliefs of the settlers who came to the Americas.
- Have students practice turning statements into questions.
- Provide additional narrative and informational books and images about the colonial period.

## Lesson 10: “The Middle Colonies”

## Language



**Primary Focus:** Students will spell words correctly using spelling patterns and rules for sound /oi/. **TEKS 3.2.B.i; TEKS 3.2.B.ii**

**SPELLING ASSESSMENT (20 MIN)**
**TEKS 3.2.B.i**

- Have students turn to Activity Page 10.1 for the spelling assessment.
- Tell students that for this assessment, they will write their words under the header to which they belong. For example, if you call out the word *decoy* they would write that word under the header 'oy' > /oi/.
- Tell students that should a spelling word fit under more than one header, they should only write the word under one.
- Tell students that they may not have to use all the lines under each header.
- Using the chart below, call out the words using the following format: say the word, use it in a sentence, and say the word once more.
  - After you have called out all of the words including the Challenge Words and the Content Word, go back through the list slowly, reading each word just once more.

|               |                                          |
|---------------|------------------------------------------|
| 1. loyalty    | 12. turquoise                            |
| 2. tenderloin | 13. disappoint                           |
| 3. paranoid   | 14. employee                             |
| 4. oysters    | 15. embroidery                           |
| 5. adjoining  | 16. avoided                              |
| 6. corduroy   | 17. deployed                             |
| 7. boycott    | <b>Challenge Word:</b> <i>especially</i> |
| 8. moisture   | <b>Challenge Word:</b> <i>whole</i>      |
| 9. annoying   | <b>Challenge Word:</b> <i>hole</i>       |
| 10. rejoice   | <b>Content Word:</b> <i>Savannah</i>     |
| 11. soybean   |                                          |

 Activity Page 10.1
 


**TEKS 3.2.B** Demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables; (ii) spelling homophones.

- Ask students to write the following sentences as you dictate them:
  1. The roosters are annoying so early in the morning.
  2. He disappointed the toddler by not buying her the baby doll she pointed to in the store.
- At a later time today, you may find it helpful to use the Spelling Analysis chart found at the end of the lesson to analyze students' mistakes. To use this chart, write student responses to misspelled words (ensure you write the exact spelling the student used). Highlight/underline the student's mistake within the word. This will help you understand any patterns that are beginning to develop, or that are persistent among individual students.

## Lesson 10: “The Middle Colonies”

# Speaking and Listening

**Primary Focus:** Students will ask and answer questions after reading a text about the Middle Colonies. **TEKS 3.1.A; TEKS 3.3.B; TEKS 3.6.B; TEKS 3.6.F; TEKS 3.7.G**

### VOCABULARY: “THE MIDDLE COLONIES”

The following are core vocabulary words used in this lesson. Preview the words with the students before the lesson. Students are not expected to be able to use these words immediately, but with repeated exposure throughout the lessons they will acquire a good understanding of most of the words. Students may also keep a “unit dictionary” notebook along with definitions, sentences, and/or other writing exercises using these vocabulary words.

**concentrated**, focused on something; gave full attention to

**ultimately**, in the end; as a result; finally

**diverse**, various; made up of things that are different from one another

**occupation**, an activity in which a person is involved, especially as a way to earn money; a job

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information; **TEKS 3.6.F** Make inferences and use evidence to support understanding; **TEKS 3.7.G** Discuss specific ideas in the text that are important to the meaning.

| Vocabulary Chart for Chapter 14 “The Middle Colonies” Read-Aloud |                                 |                                                     |
|------------------------------------------------------------------|---------------------------------|-----------------------------------------------------|
| Type                                                             | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words                    |
| Vocabulary                                                       |                                 | concentrated<br>ultimately<br>diverse<br>occupation |
| Multiple Meaning<br>Vocabulary Words                             |                                 |                                                     |
|                                                                  |                                 |                                                     |
| Sayings and Phrases                                              |                                 |                                                     |

### INTRODUCING THE READ-ALOUD (10 MIN.)

- Review the information covered so far on the Activity Page 1.3, the Timeline of the Americas.
- Show Image Card C.U10.L1.1 (Regional Map of Colonial America) and have students identify the two colonial regions covered so far. (Southern colonies and New England colonies). Have students name the colonies that are in the regions covered so far (Southern colonies: Virginia—Jamestown, Maryland, North Carolina, South Carolina, and Georgia; New England—Massachusetts [Plymouth and Massachusetts Bay Colony], Connecticut, Rhode Island, and New Hampshire)
- Ask students to point to the region that they have not yet learned about. (Middle Colonies). Point out any that they missed so that all the Middle colonies are identified: Delaware, New Jersey, Pennsylvania, and New York.
- Emphasize to students that having *New* in its name does not mean a colony or state is part of New England.
- Pass out two sticky notes per student. Explain that during the reading, the class will pause to write down questions they have about the text.
- Have students turn to Chapter 14 in *Living in Colonial America* and follow along as you read aloud.
- Remind students to listen for things they have questions about and to write them down on their sticky notes.

### Activity Page 1.3



Image Card  
C.U10.L1.1

### Regional Map of Colonial America



**READ-ALoud: "THE MIDDLE COLONIES" (20 MIN.)**



**Student Reader Pages 144–145  
Map of Henry Hudson’s route/  
Henry Hudson**

The English had now successfully established a number of colonies in North America. They were determined

to claim more land, which is why in 1664 a fleet of English warships sailed into New Amsterdam Harbor, which is now New York Harbor in New York City. England promptly claimed the harbor as its own. While they were at it, the English claimed the city and all the land around it, too. This was particularly bold because, not only were these areas already Dutch colonies, but Native Americans were living there as well. How and why did this happen? Let’s go back in time to find out.

Explain that the area was named after the capital city of Amsterdam in the Netherlands. The adjective *Dutch* is used to refer to the people from the Netherlands.

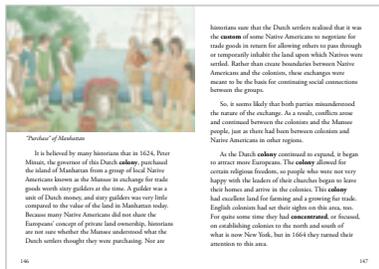
In 1609, Henry Hudson, an Englishman exploring for the Netherlands, set sail across the Atlantic Ocean on behalf of the Dutch East India Company. His destination was North America. Hudson, like many other explorers of the time, was searching for a northwestern water route to Asia, or what they called the Northwest Passage.

Although Hudson did not find that route, he did find an area that is now part of the greater New York City area. When he arrived in this harbor, Hudson claimed it for the Netherlands. The harbor area was named New Amsterdam, and the colony was named New Netherlands. Hudson did, however, name the Hudson River after himself. And so, a Dutch colony in North America was established.

Before long, this Dutch colony began to develop as an important fur-trading center. Beaver fur was very popular in Europe, and Henry Hudson had noted that there was an abundance of beavers in the area.

Why did Henry Hudson think that he could get to Asia by sailing to North America? (Many explorers believed that there was a northwestern water passage that would be a shortcut to the Pacific Ocean and on to Asia.)

Ask students if they have a question so far and remind them to write it on one of their sticky notes.



## Student Reader Pages 146–147 “Purchase” of Manhattan

It is believed by many historians that in 1624, Peter Minuit, the governor of this Dutch colony, purchased the island of Manhattan from a group of

local Native Americans known as the Munsee in exchange for trade goods worth 60 guilders at the time. A guilder was a unit of Dutch money, and 60 guilders was very little compared to the value of the land in Manhattan today. Because many Native Americans did not share the Europeans' concept of private land ownership, historians are not sure whether the Munsee understood what the Dutch settlers thought they were purchasing. Nor are historians sure that the Dutch settlers realized that it was the custom of some Native Americans to negotiate for trade goods in return for allowing others to pass through or temporarily inhabit the land upon which Natives were settled. Rather than create boundaries between the Native Americans and the colonists, these exchanges were meant to be the basis for continuing social connections between the groups.

So it seems likely that both parties misunderstood the nature of the exchange. As a result, conflicts arose and continued between the colonists and the Munsee people just as there had been between colonists and Native Americans in other regions.

As the Dutch colony continued to expand, it began to attract more Europeans. The colony allowed for certain religious freedom, so people who were not very happy with the leaders of their churches

## Support

Reread the following sentences: “Rather than create boundaries between the Native Americans and the colonists, these exchanges were meant to be the basis for continuing social connections between the groups.” Have students explain what it means in their own words.

began to leave their homes and arrive in the colonies. This colony had excellent land for farming and a growing fur trade. English colonists had set their sights on this area, too. For quite some time they had **concentrated**, or focused, on establishing colonies to the north and south of what is now New York, but in 1664 they turned their attention to this area.

What does *set their sights* mean? (*targeted or focused on*)

At this time in England, Charles II was king. His father, Charles I, had been killed because he was not well liked by the people, and Charles II had been forced to leave England. Later, in 1660, Charles II was invited to return and become king. If you remember, King Charles II had acquired so much debt in the years that he had been living in exile. During this time, Charles II had borrowed an enormous amount of money from friends. It's not easy to live like a king when you are not actually recognized as one.

When Charles II reclaimed his throne, he looked to North America to solve his debt problems. As you know, he had already given land that did not belong to him in the South to several of his loyal friends. You might ask, "Why didn't he give away parts of England?" Well, because that was against English law. There was no such law in place to prevent that land in North America, and Charles believed he was entitled to claim this land. Charles II based this belief on the fact that John Cabot had explored North America for England back in the late 1400s, well before Henry Hudson had done so for the Dutch in the early 1600s.



King Charles II (you his father) James in charge of coming up with a plan to take New Netherlands from the Dutch. In 1664, James, also known as the Duke of York, was a member of nobility in New Amsterdam. **Hudson:** The Dutch had been taken by surprise. Not only was New Amsterdam poorly defended, but the some people did not particularly like their overbearing government at the time. Peter Stuyvesant (stew-uh-ant). They were unwilling to risk their lives for him against the English, so Peter Stuyvesant had no choice but to surrender.

And so, the Duke of York had carried out his mission without firing a single shot. King Charles II was very pleased indeed. Although the Dutch did try to take their **setback** back several times, they were **ultimately**

148

## Student Reader Pages 148–149

### Peter Stuyvesant surrenders to the English

At this time in England, Charles II was king. His father, Charles I, had been killed because he was not well liked by the people, and Charles II had been

forced to leave England. Later, in 1660, Charles II was invited to return and become king. If you remember, King Charles II had acquired, or built up, a great deal of debt. This happened during the ten years that he had been living in exile.

What context clues help you to understand what the word *exile* means? (*forced to leave*)

During this time, Charles II had borrowed an enormous amount of money from friends. It's not easy to live like a king when you are not actually recognized as one.

When Charles II reclaimed his throne, he looked to North America to solve his debt problems. As you know, he had already given land that did not belong to him in the South to several of his loyal friends. You might ask: "Why didn't he give away parts of England?" Well, because that was against English law. There was no such law in place to protect the land in North America, and Charles believed he was entitled to claim this land.

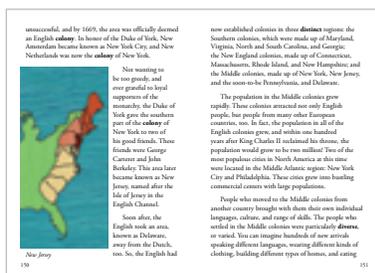
Charles II based this belief on the fact that John Cabot had explored North America for England back in the late 1400s, well before Henry Hudson had done so for the Dutch in the early 1600s.

King Charles II put his brother James in charge of coming up with a plan to take New Netherlands from the Dutch. In 1664, James, also known as the Duke of York, sent a number of warships to New Amsterdam Harbor. The Dutch had been taken by surprise. Not only was New Amsterdam poorly defended, but the townspeople did not particularly like their over-bearing governor at the time, Peter Stuyvesant (stie-vuh-sant).

They were unwilling to risk their lives for him against the English, so Peter Stuyvesant had no choice but to surrender.

## Challenge

Have students explain why they think New York City and Philadelphia grew into such big cities. (Answers may vary but should include: good harbors, wide rivers, good farming, good climate, etc.)



unsuccessful, and by 1669, the area was officially deemed an English colony. In honor of the Duke of York, New Amsterdam became known as New York City, and New Netherlands was now the colony of New York.

Not wanting to be too greedy, and ever grateful to loyal supporters of the monarchy, the Duke of York gave the southern part of the colony of New York to two of his good friends. These friends were George Carteret and John Berkeley. This area later became known as New Jersey, named after the Isle of Jersey in the English Channel.

Soon after, the English took an area, known as Delaware, away from the Dutch, too. So, the English had

new established colonies in three distinct regions: the Southern colonies, which were made up of Maryland, Virginia, North and South Carolina, and Georgia; the New England colonies, made up of Connecticut, Massachusetts, Rhode Island, and New Hampshire; and the Middle colonies, made up of New York, New Jersey, and the area to be Pennsylvania, and Delaware.

The population in the Middle colonies grew rapidly. These colonies attracted not only English people, but people from many other European countries, too. In fact, the population in all of the English colonies grew, and within one hundred years after King Charles II reclaimed his throne, the population would grow to be two million! One of the most populated cities in North America at this time was located in the Middle Atlantic region: New York City and Philadelphia. These cities grew into bustling commercial centers with large populations.

People who moved to the Middle colonies from another country brought with them their own individual language, culture, and range of skills. The people who settled in the Middle colonies were particularly diverse, or varied. You can imagine hundreds of new arrivals, speaking different languages, wearing different kinds of clothing, building different types of houses, and eating

150

151

## Student Reader Pages 150–151 New Jersey

And so, the Duke of York had carried out his mission without firing a single shot. King Charles II was very pleased indeed. Although the Dutch

did try to take their colony back several times, they were **ultimately** unsuccessful, and by 1669, the area was officially deemed an English colony. In honor of the Duke of York, New Amsterdam became known as New York City, and New Netherlands was now the colony of New York.

Why didn't the townspeople want to risk their lives to defend New Amsterdam? (*They did not like their overbearing governor, Peter Stuyvesant.*)

Remind students to record any questions they have on their sticky note.

Not wanting to be too greedy, and ever grateful to loyal supporters of the monarchy, the Duke of York gave the southern part of the colony of New York to two of his good friends. These friends were George Carteret and John Berkeley. This area later became known as New Jersey, named after the Isle of Jersey in the English Channel.

Soon after, the English took an area, known as Delaware, away from the Dutch, too. So, the English had now established colonies in three distinct regions: the Southern colonies, which were made up of Maryland, Virginia, North and South Carolina, and Georgia; the New

England colonies, made up of Connecticut, Massachusetts, Rhode Island, and New Hampshire; and the Middle colonies, made up of New York, New Jersey, and the soon-to-be Pennsylvania, and Delaware.

The population in the Middle colonies grew rapidly. These colonies attracted not only English people, but people from many other European countries, too. In fact, the population in all of the English colonies grew, and within one hundred years after King Charles II reclaimed his throne, the population would grow to be two million! Two of the most populous cities in North America at this time were located in the Middle Atlantic region: New York City and Philadelphia. These cities grew into bustling commercial centers with large populations.

Explain that if something is commercial, it is used to make money.

difficult to serve and county assemblies in the Middle colonies, however, the Duke of York, George Carteret, and John Berkeley were **ultimately** in charge.

Another reason people moved to the Middle colonies was because it was a good area in which to farm. The climate and soil in the Middle colonies, compared to the South and North, were perfect for farming. In terms of climate, it was neither too hot nor too cold.

**Newly arriving settlers**  
many different kinds of food. Despite their differences, however, the people who moved to North America all had one thing in common: they wanted a better life.

There were also many different reasons people chose to come to the Middle colonies. One was that this region had good harbor areas and long, wide rivers. The English knew that this region would be good for trade. Another reason some people were drawn to the Middle colonies was that the people in charge of governing those colonies were generally tolerant of people's religions. For the most part, the day-to-day decisions were made by elected

152

153

## Student Reader Pages 152–153 Newly arriving settlers

People who moved to the Middle colonies from another country brought with them their own individual languages, culture, and range of skills.

The people who settled in the Middle colonies were particularly **diverse**, or varied. You can imagine hundreds of new arrivals speaking different languages, wearing different kinds of clothing, building different types of homes, and eating many different kinds of food. Despite their differences, however, the people who moved to North America all had one thing in common: they wanted a better life.

There were also many different reasons people chose to come to the Middle colonies. One was that this region had good harbor areas and long, wide rivers. The English knew that this region would be good for trade. Another reason some people were drawn to the Middle colonies was that the people in charge of governing those colonies were generally tolerant of people's religions. For the most part, elected officials in town and county assemblies in the Middle colonies made the day-to-day decisions; however, the Duke of York, George Carteret, and John Berkeley were **ultimately** in charge.

Wheat grew well in these conditions. As a result, these Middle colonies earned the name “the breadbasket” because they could grow a lot of wheat and supply large amounts of flour to England, as well as to other English colonies—particularly in the West Indies. Many mills were built in this region to grind the wheat into flour. The flour was packaged and exported. Other crops, such as rye, potatoes, peas, and flax, also thrived. Farming became the main **occupation**, or job. There were other **occupations**, too. There was also a need for sailors, trappers, lumbermen, merchants, and craftsmen. Shipbuilding became an important industry, too.

There were some enslaved Africans in the Middle colonies, just as there were in the Southern colonies. Unlike the Southern colonies, people in the Middle colonies used the rapidly growing population as their main source of workers, and they paid them wages. As a result, there was less dependence on **slavery** than in the South.

## Student Reader pages 154–155

Another reason people moved to the Middle colonies was because it was a good area in which to farm. The climate and soil in the Middle colonies, compared to the North and South, were perfect for farming.

In terms of climate, it was neither too hot nor too cold.

Wheat grew well in these conditions. As a result, these Middle colonies earned the name “the breadbasket” because they could grow a lot of wheat and supply large amounts of flour to England, as well as to other English colonies—particularly in the West Indies. Many mills were built in this region to grind the wheat into flour. The flour was packaged and exported. Other crops, such as rye, potatoes, peas, and flax, also thrived. Farming became the main **occupation**, or job. There were other **occupations**, too. There was also a need for sailors, trappers, lumbermen, merchants, and craftsmen. Shipbuilding became an important industry, too.



### Check for Understanding

Have each student write three reasons why people moved to the Middle colonies and then share with the class.

There were some enslaved Africans in the Middle colonies, just as there were in the Southern colonies. Unlike the Southern colonies, people in the Middle colonies used the rapidly growing population as their main source of workers, and they paid them wages. As a result, there was less dependence on slavery than in the South.

Builders were needed in the Middle colonies, too. People built houses of different styles, often reflecting the cultures of the places in Europe from where they had come. Networks of roads, though very basic, were slowly developing. The Great Wagon Road became an important “highway,” stretching from Pennsylvania, south through Maryland, Virginia, and North Carolina. Workshops, stores, and coffee shops were opening. Thanks to an English king who needed money, a vibrant new culture was emerging three thousand miles away.

## DISCUSSING THE READ-ALoud (5 MIN.)

1. **Inferential.** Which two Middle colonies did you hear about today?
    - » New York and New Jersey
  2. **Inferential.** How did the Dutch acquire Manhattan Island, which is part of New York City today?
    - » In 1624, Per Minuit thought he “purchased” the land from the Munsee Native Americans.
  3. **Inferential.** Were the Munsee in agreement about the nature of this exchange?
    - » Historians believe that the Munsee may have been intending to build a long-term exchange relationship with the Dutch, rather than handing over the land to them for so few goods. Historians suspect that both groups misunderstood the nature of the exchange.
  4. **Inferential.** What were some of the reasons the Dutch, as well as the English, wanted to establish colonies in North America?
    - » to exercise religious freedom; to take advantage of rich farmland; to pursue commercial opportunities in the fur trade, etc.)
  5. **Inferential.** Describe other factors that shaped life in the Middle colonies.
    - » Fertile soil and a temperate climate allowed for plentiful agriculture; good harbors and long, wide rivers facilitated immigration and trade; religious tolerance attracted people from many countries and resulted in a diverse culture.
  6. **Literal.** Were the colonies of New York and New Jersey founded before or after New Hampshire?
    - » before
- As a class, add the important persons learned about in this chapter to the Colonial America: Important Persons chart.

## ASK AND ANSWER QUESTIONS ABOUT THE TEXT (10 MIN.)

- Have students turn to Activity Page 10.2.
- Tell students that they will be answering the two questions they wrote on their sticky notes during the Read-Aloud. **TEKS 3.6.B**
- Have students complete Activity Page 10.2 independently.

### Activity Page 10.2



## WORD WORK: DEPENDENCE (5 MIN.)



ENGLISH  
LANGUAGE  
LEARNERS

### Speaking and Listening Reading/Viewing Closely

#### Beginning

Work 1:1 or in small groups to help students reread portions of the text to find answers to their questions. Have students fill in the blank, e.g., “The text is mostly about \_\_\_\_.”

#### Intermediate

Have students work with a partner to compare their questions and reread portions of text to find the answers to their questions.

#### Advanced/Advanced High

Encourage students to work independently to find answers to their questions.

**ELPS 3.F; ELPS 4.F**

#### Support

Work with a small group to list the questions they have compiled and have the group reread the text to find answers to the questions.

#### Challenge

Have students create questions that arose from the text but will require further research using different sources.

1. In the Read-Aloud, you heard that because of the rapidly growing population in the Middle colonies, there were many available workers and, consequently, much less dependence on slavery than in the South.
2. Say the word *dependence* with me.
3. *Dependence* means reliance on someone or something for support or help, or a need for someone or something.
4. Children have a dependence on adults to take care of them. Human beings have a dependence on food, water, and air in order to live. Crops have a dependence on good soil, sunlight, and water in order to thrive. The colonies had a dependence on goods imported from England. The English had a dependence on timber and wheat from the colonies.
5. What are some examples of people or things you have dependence on? What things in nature have a dependence on something else? What other things that you can think of have a dependence on other things? Try to use the word *dependence* when you tell about it.  
  
(Ask two or three students. If necessary, guide and/or rephrase students' responses to make complete sentences: “I have a dependence on . . .” or “A puppy has dependence on . . .” or “A plant has a dependence on . . .” or “A car has a dependence on . . .”.)
6. What's the word we've been talking about? What part of speech is the word *dependence*?
  - Use a *Word Relationship* activity for follow-up. Directions: Say, “I am going to say two words in a word pair. If there is dependence between the objects or people, say, ‘That is an example of dependence.’ If there is not dependence between the objects or people, say, ‘That is not an example of dependence.’
    - plants—rain (That is an example of dependence.)
    - car—gas (That is an example of dependence.)
    - successful restaurant—good food (That is an example of dependence.)
    - Cinderella—Fairy Godmother (That is an example of dependence.)
    - winning an Olympic gold medal—years of hard work and practice (That is an example of dependence.)
    - infant—cheeseburger (That is not an example of dependence.)
    - human being—sleep (That is an example of dependence.)
    - thunderstorm—homework (That is not an example of dependence.)
    - fish—water (That is an example of dependence.)
    - television — banana (That is not an example of dependence.)



ENGLISH LANGUAGE LEARNERS



Language Modifying to Add Details

Beginning

Provide sentence frames for students to fill in the blanks with the appropriate adverbs, e.g., "June takes studying for school \_\_\_\_\_ than her brother."

Intermediate

Give students the definition of the adverb and have them orally provide the correct word, e.g., "What adverb means more serious?" Have them write a sentence using the adverb.

Advanced/Advanced High

Encourage students to write in complete sentences using correct capitalization and punctuation.

ELPS 5.G



Lesson 10: "The Middle Colonies"

Language



Primary Focus: Students will write sentences using comparative and superlative adverbs. TEKS 3.11.D.v

COMPARATIVE AND SUPERLATIVE ADVERBS IN SENTENCES (15 MIN.)

- Tell students that today they will write sentences using comparative and superlative adverbs.
• Have students turn to Activity Page 10.3 and complete it independently. You may wish to use this activity page as an informal assessment.

Lesson 10: "The Middle Colonies"

Writing



Primary Focus: Students will edit and publish their narratives. TEKS 3.11.D.i-xi; TEKS 3.11.E

NARRATIVE WRITING: EDITING AND PUBLISHING (35 MIN.)

- Make sure that students have their copies of their narrative story from the previous lesson.
• Have students complete their drafts and revisions if they haven't already done so.
• Tell students to turn to Activity Page 10.4.
• Draw on chart paper or the board or use the previously prepared Editing Checklist chart.

TEKS 3.11.D Edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement; (ii) past, present, and future verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including subjective, objective, and possessive cases; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of official titles of people, holidays, and geographical names and places; (x) punctuation marks including apostrophes in contractions and possessives and commas in compound sentences and items in a series; (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; TEKS 3.11.E Publish written work for appropriate audiences.

### Narrative Writing: Editing Checklist

|    |                                                          |  |
|----|----------------------------------------------------------|--|
| 1. | Do I have a fitting title?                               |  |
| 2. | Do all my sentences start with capital letters?          |  |
| 3. | Do all of my sentences end with the correct punctuation? |  |
| 4. | Did I use the correct punctuation marks for dialogue?    |  |
| 5. | Have I spelled all my words correctly?                   |  |
| 6. | Have I used correct grammar?                             |  |
| 7. | Does each sentence provide a complete thought?           |  |



ENGLISH  
LANGUAGE  
LEARNERS

### Writing Writing

#### Beginning

Provide 1:1 prompting and support when needed.

#### Intermediate

Allow students to work with partners.

#### Advanced/Advanced High

Provide support if needed.

#### ELPS 5.D

### Support

Work with students individually or in small groups based on need.

- Go through the Editing Checklist with the students and answer any questions students may have.
- Say: Can anyone think of other ways to revise that are not on this checklist? For example, what should I look for if I am writing the names of people or places? (capital letters) What words could I use if I don't want to keep saying a character's name? (pronouns) What punctuation should I look for if I am listing things? (commas between the list items) What should I look for if I have joined two sentences into one? (a comma and a conjunction like *and* or *but*) What should I look for if I am comparing things? (words such as *more* or *less*; *than*; the correct comparative or superlative adjective or adverb) What should I look for if I am talking about where things are? (words such as *on*, *under*, and *in* and related phrases) What should I look for if I am writing about things that happen at different times? (verbs in correct tense; sentences in chronological order; adverbs that show order and time) What other revisions can you think of? **TEKS 3.11.D.i–xi**
- Tell students that when they've completed editing their revised draft, they will now write their final version on regular, lined writing paper.
- Allow students to spend the rest of the time publishing their final copies.
- If time allows, have students read each other's writing or have several students share out to the class.
- Use the *Narrative Writing Rubric* found at the end of this lesson to score students' writing.

**TEKS 3.11.D** Edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement; (ii) past, present, and future verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including subjective, objective, and possessive cases; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of official titles of people, holidays, and geographical names and places; (x) punctuation marks including apostrophes in contractions and possessives and commas in compound sentences and items in a series; (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.

Name

1. loyalty

2. tenderloin

3. paranoid

4. oysters

5. adjoining

6. corduroy

7. boycott

8. moisture

9. annoying

10. rejoice

11. soybean

12. turquoise

13. disappoint

14. employee

15. embroidery

16. avoided

17. deployed

**Challenge Word:** especially

**Challenge Word:** whole

**Challenge Word:** hole

**Content Word:** Savannah

**Lesson 10: The Middle Colonies**

# Take-Home Material

- Have students take home Activity Page 10.5 to complete at home.

**SPELLING ANALYSIS DIRECTIONS****Unit 10, Lesson 10**

- Students are likely to make the following errors:
  - For 'oi', students may write 'oy'.
  - For 'oy', students may write 'oi'.
- While the above student-error scenarios may occur, you should be aware that misspellings may be due to many other factors. You may find it helpful to record the actual spelling errors that the student makes in the analysis chart. For example:
  - Is the student consistently making errors on specific vowels? Which ones?
  - Is the student consistently making errors at the end of the words?
  - Is the student consistently making errors on particular beginning consonants?
- Did the student write words for each feature correctly?
- Also, examine the dictated sentences for errors in capitalization and punctuation.

**Activity Page 10.5**

## NARRATIVE WRITING RUBRIC

| <b>4<br/>Exceeding</b>                                                                                                                                                               | <b>3<br/>Meeting</b>                                                                                          | <b>2<br/>Approaching</b>                                                                                                                    | <b>1<br/>Emerging</b>                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| Engages the reader by establishing a situation and introducing interesting characters and/or a narrator. Clear, coherent sequence of events.                                         | Establishes a situation and introduces a narrator and/or characters. Clear sequence of events.                | Establishes a situation and introduces few characters and/or a narrator. Organization is mostly clear, with some confusing sequences.       | Does not establish a situation and/or narrator/characters. Sequence is not organized in a logical manner. |
| Uses realistic and lively dialogue to show characters' responses to situations. Descriptions are vivid, showing rather than telling the characters' actions, thoughts, and feelings. | Uses dialogue to show characters' responses to situations. Descriptions show actions, thoughts, and feelings. | Some dialogue is present that supports the narrative. Descriptions to show actions, thoughts and feelings are limited but support the plot. | Uses few descriptions of actions, thoughts or feelings. Dialogue is limited or missing.                   |
| Uses clear temporal words and/or phrases to signal event order.                                                                                                                      | Uses some temporal words and/or phrases to signal event order.                                                | Uses few temporal words and/or phrases to signal event order.                                                                               | Uses very few or no temporal words and/or phrases to signal event order.                                  |
| Uses a wide variety of words and phrases that appeal to the reader's senses and visualization of the narrative and tells the events precisely.                                       | Uses words and phrases to help the reader visualize the narrative and detail the events accurately.           | Some use of descriptive words and phrases that support the narrative and its events.                                                        | Limited use of descriptive words or phrases; events lack detail.                                          |
| Provides a satisfying conclusion that relates to the narrative events.                                                                                                               | Provides a conclusion to the narrative.                                                                       | Attempts to provide a conclusion.                                                                                                           | No conclusion to the narrative is evident.                                                                |



## 11

# The Quakers

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

Students will listen to and discuss a text about William Penn and the Quakers.

✦ **TEKS 3.1.A; TEKS 3.7.F**

### Reading

Students will read and answer questions about the Quakers and the Lenni

✦ Lanape using evidence in the text. **TEKS 3.6.H; TEKS 3.7.C**

### Language

Students will determine the meaning of words with prefixes *over-*, *mid-*, and

✦ *under-*. **TEKS 3.2.A.v; TEKS 3.3.C**

Students will spell words correctly using spelling patterns and rules for the

✦ sound /ou/. **TEKS 3.2.B.i**

## FORMATIVE ASSESSMENT

### Activity Page 11.1

“**The Quakers and the Lenni Lanape**” Students will answer comprehension questions using evidence

✦ from the text. **TEKS 3.6.H; TEKS 3.7.C**

✦ **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 3.6.H** Synthesize information to create new understanding; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.2.A.v** Demonstrate and apply phonetic knowledge by: decoding words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-* (dis-, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*; **TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

## LESSON AT A GLANCE

|                                                                     | Grouping    | Time    | Materials                                                                                                                                |
|---------------------------------------------------------------------|-------------|---------|------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Speaking and Listening (40 min.)</b>                             |             |         |                                                                                                                                          |
| Introducing the Read-Aloud                                          | Whole Group | 10 min. | <input type="checkbox"/> Image Card C.U10.L1.1<br><input type="checkbox"/> Digital Flip Book: U10.L11.1–U10.L11.9                        |
| Read-Aloud: “Pennsylvania and the Quakers”                          | Whole Group | 20 min. |                                                                                                                                          |
| Discussing the Read-Aloud                                           | Whole Group | 5 min.  |                                                                                                                                          |
| Word Work: <i>Founding</i>                                          | Whole Group | 5 min.  |                                                                                                                                          |
| <b>Reading (40 min.)</b>                                            |             |         |                                                                                                                                          |
| Introducing the Reading                                             | Whole Group | 10 min. | <input type="checkbox"/> <i>Living in Colonial America</i><br><input type="checkbox"/> Activity Page 11.1                                |
| Partner Read: “The Quakers and the Lenni Lenape”                    | Partner     | 20 min. |                                                                                                                                          |
| Comprehension Questions                                             | Independent | 10 min. |                                                                                                                                          |
| <b>Language (40 min.)</b>                                           |             |         |                                                                                                                                          |
| Morphology: Prefixes <i>over-</i> , <i>under-</i> , and <i>mid-</i> | Whole Group | 20 min. | <input type="checkbox"/> Activity Page 11.2<br><input type="checkbox"/> Individual Code Chart<br><input type="checkbox"/> Spelling Table |
| Spelling                                                            | Whole Group | 20 min. |                                                                                                                                          |
| <b>Take-Home Material</b>                                           |             |         |                                                                                                                                          |
| Take-Home Letter<br>“The Quakers and the Lenni Lenape”              |             |         | <input type="checkbox"/> Activity Pages 11.3, 11.4                                                                                       |

## ADVANCE PREPARATION

### Speaking and Listening

- Prepare to project the following digital images during the Read-Aloud: U10.L11.1–U10.L11.9.

### Language

- Draw the following on the board or on chart paper for the Spelling lesson:

| 'ou' > /ou/ | 'ow' > /ou/ |
|-------------|-------------|
|             |             |
|             |             |
|             |             |
|             |             |
|             |             |
|             |             |
|             |             |
|             |             |
|             |             |
|             |             |

### Reading

- Prepare to add to the Colonial America: Important Persons anchor chart after the reading.

### Universal Access

- Pair students for partner reading strategically.
- Display maps and images of the thirteen colonies and of the United States today.
- Provide additional books, articles, and images of Quakers and Quaker life.

## Lesson 11: The Quakers

Speaking and Listening 

**Primary Focus:** Students will listen to and discuss a text about William Penn and the Quakers. **TEKS 3.1.A; TEKS 3.7.F**

**VOCABULARY: “PENNSYLVANIA AND THE QUAKERS”**

The following are core vocabulary words used in this lesson. Preview the words with the students before the lesson. Students are not expected to be able to use these words immediately, but with repeated exposure throughout the lessons they will acquire a good understanding of most of the words. Students may also keep a “unit dictionary” notebook along with definitions, sentences, and/or other writing exercises using these vocabulary words.

**founding**, the act of starting something or creating something new

**outrageous**, shocking; unthinkable; extreme or illogical

**privileges**, rights that only certain people have because of the position they are in

**Quakers**, members of a Christian protestant religion, also known as the religious Society of Friends which was started in England in the 1600s and exists today

**treason**, an act that causes harm to one’s country while aiding the enemies of that country; as act of disloyalty

**Vocabulary Chart for “Pennsylvania and the Quakers” Read-Aloud**

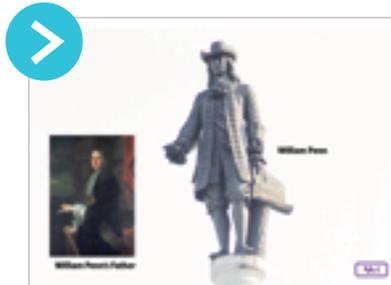
| Type                                 | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words                |
|--------------------------------------|---------------------------------|-------------------------------------------------|
| Vocabulary                           | Quakers                         | founding<br>outrageous<br>privileges<br>treason |
| Multiple Meaning<br>Vocabulary Words |                                 |                                                 |
| Sayings and Phrases                  |                                 |                                                 |

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.7.F** Respond using newly acquired vocabulary as appropriate.

## INTRODUCING THE READ-ALoud (10 MIN.)

- Prepare to project the following digital images available on the program's digital components site during the Read-Aloud: U10.L11.1–U10.L11.9.
- Briefly review the Timeline from Activity Page 1.3, highlighting the sequence of events.
- Ask students how the colony of New York was founded.
  - » Charles II put his brother, James, the Duke of York, in charge of taking New Netherlands away from the Dutch. In 1664, the Duke of York sent warships and the Dutch surrendered.
- Ask students how the colony of New Jersey was founded.
  - » The Duke of York gave the southern part of the colony of New York to his two good friends.
- Ask students why the Middle colonies were called “the breadbasket.”
  - » The colonists there grew a lot of wheat because of the favorable land and climate, and they were able to supply flour to England and other areas.

## READ-ALoud: “PENNSYLVANIA AND THE QUAKERS” (20 MIN.)



### Show Image U10.L11.1 Admiral Sir William Penn; William Penn, the Son

In 1681, King Charles II paid back another overdue debt. The man he owed money to this time was Admiral Sir William Penn.

Point to Admiral Penn on the bottom left. Explain that an admiral is the most senior captain of a fleet of ships.

Admiral Penn had given Charles II a great deal of money during the time Charles was banished from England. However, Admiral Penn died before Charles had the chance to pay him back the money he owed him. Feeling guilty about this, Charles decided to repay Admiral Penn's son instead. And so, the younger William Penn woke up one day to discover that he had received the gift of an area of land that today is known as the state of Pennsylvania.

Point to the statue of William Penn, the son.

It wasn't an unexpected gift. William Penn had actually asked for this particular area of land. He had a plan for it, and fortunately for him, the king had agreed. The king even named this gifted land Pennsylvania, which means "Penn's Woods," in honor of William Penn's father.

Explain that the word *sylvania* comes from the Latin word meaning "forest land."

The young William Penn was very happy indeed. Why did he want this land? Well, he wanted this land for religious reasons.

Admiral Sir William Penn had been a Puritan, but his son was a member of a Protestant group known as the Society of Friends, more commonly known as **Quakers**. **Quakers** believe that all people of every race, religion, and gender are equal. They do not believe in war. **Quakers** do not think that it is necessary to go to church to worship God; they believe that people can pray to God directly and therefore do not need priests or pastors to help them do this. And perhaps what was considered the most **outrageous**, or shocking, thing by many people back then was that **Quakers** encouraged women to speak up.



### Check for Understanding

**Think-Pair-Share:** Ask students to work with a partner to describe just how different the Quakers' beliefs were from other colonists. Have students share their ideas with the whole class. If students have difficulty, draw a T-chart on the board to compare and contrast the Quakers and other colonists.

Ask students who else they learned about that believed that women should speak their minds, going against the majority in the colony?  
(*Anne Hutchinson*)

Because of their religious views, **Quakers** refused to support the Church of England, to swear oaths in court, or to fight in wars. These

beliefs not only challenged the Church of England, but some of the laws of the land, too. As a result, the **Quakers** were seen as disloyal and troublesome, and they were persecuted, or treated unfairly, in England. Many English people, including the king, thought it would be better if **Quakers** would simply leave England, but even some of the first English colonies in North America did not welcome **Quakers**.

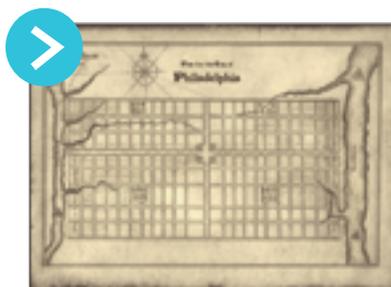
What were some other groups in England who were persecuted for their religious beliefs? (*Pilgrims, Puritans, Roman Catholics*)



### Show Image U10.L11.2 Penn and Quakers in Jail

Over the years, William Penn was arrested and placed in jail many times for his religious views, as were other **Quakers**. When he received the gift of land from the king, he

knew exactly what he wanted to do with it—he planned to create a colony that would be a “holy experiment.” As the sole owner of this land, like Roger Williams of Rhode Island, Penn planned to welcome people of all faiths and those from different countries. Prior to this, a small group of Quakers had already settled in what is now New Jersey. However, unlike some other colonists, William Penn intended to pay for the land he had been given. He wrote to the Lenni Lenape [len- ee-len-ah-pee] Native Americans of Pennsylvania and told them he would do so. He also told them that he hoped they could be good neighbors to each other.



### Show Image U10.L11.3 Penn's Plan for Philadelphia

William Penn had a clear idea of how he wanted his colony to be governed. He also had a clear idea of what the main settlement in his colony should look like. A plan for this future city

was drawn up before it was built. The main settlement would be on a piece of land between two rivers, the Schuylkill [skoo-kull] and the Delaware, near one of the largest freshwater harbors in the world.

The settlement would be called Philadelphia—the City of Brotherly Love. Penn wanted Philadelphia to have a grid pattern of wide, tree-lined streets. He wanted there to be open areas where people could walk. Philadelphia was the very first English settlement to be planned before it was built.

Explain that the word *phile* means love and *adelphos* means brother.

Tell students that Philadelphia’s nickname today is still the City of Brotherly Love.

## Challenge

Ask students to explain why it might be that Philadelphia was the first English settlement to be planned before it was built. (Most settlements started by first making sure there were shelters for the colonists and then building new buildings as needed.)



### Show Image U10.L11.4 Penn at His Desk

In April 1681, Penn asked his cousin William Markham to be the deputy governor of Pennsylvania. His cousin accepted the position and set off right away. William Penn stayed behind in

England to create a document that would outline the laws of this new colony. This document was called the First Frame of Government.

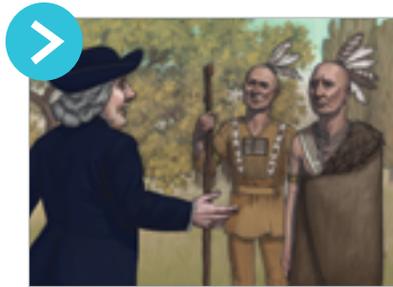
William Penn had decided that his colony would be governed by elected leaders, not purely by the rich and powerful, as was the case in England. However, these elected leaders did have to be Protestants.

People of other religions could settle in this colony and practice their faith, but they could not vote or hold office. Public education would be available to all children. There would be the right to trial by jury.

In addition, William Penn believed that the purpose of jail was to reform, or change, prisoners rather than punish them. And so, in William Penn’s jails, rather than being locked inside tiny cells, many prisoners were held in large workhouses where they could spend their time doing something useful.

## Support

Explain that *treaty* means a formal agreement between two or more parties.



### Show Image U10.L11.5 Penn Speaking with the Lenni Lenape

In October, 1682, William Penn sailed across the Atlantic Ocean to his new home on a ship called the *Welcome*. As soon as he arrived, he met with the Native people, the Lenni Lenape, who

are known today as the Delaware Native Americans, and together they drew up a treaty. Penn also arranged to buy the land he had been given by King Charles II, rather than just take it.

Before long, Philadelphia became an important center of commerce. Many people of different religions and nationalities made their homes there. In the early days, people came to this colony from England, Scotland, Ireland, and Wales. Later they came from other parts of Europe, including Germany, France, Poland, and the Netherlands.

Ask students if they remember hearing the word *commercial* in a previous lesson and what the definition is. Based on that, what does the word *commerce* mean? (*activity that makes money, like buying and selling*)

People even moved to Philadelphia from other English colonies for multiple reasons, including the many employment opportunities, the spirit of religious tolerance, and the available farmland and accessible harbor. As a matter of fact, a few years after Philadelphia's **founding**, or establishment, the young Benjamin Franklin moved to the city to become an apprentice printer. Like New York, Philadelphia grew into an important city and center of commerce.

Ask students to brainstorm everything they know about Benjamin Franklin (*answers vary, but could include US Founding Father, author, scientist, inventor*)

Because **Quakers** were strongly opposed to slavery, they established small farms that could be more easily managed, or controlled, by fewer people. This is not to say that there weren't any enslaved

Africans in Pennsylvania—there were. In fact, by 1730, there were four thousand enslaved Africans in this colony. But that was much fewer than in the Southern colonies. Ultimately, because **Quakers** felt that slavery was wrong, they actively fought to abolish, or end, slavery.

---

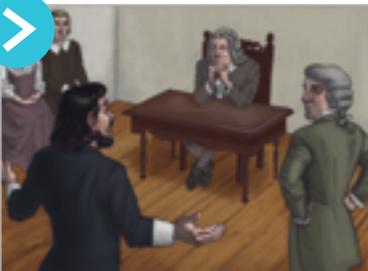


### Show Image U10.L11.6 William Penn Being Arrested

William Penn worked hard in the first two years to establish this Middle colony. Then, in 1684, for a number of reasons—including a land dispute with the powerful Lord Baltimore—he decided to return to England. William left his cousin and another man in charge. Incredibly, when Penn returned to England, he was arrested for **treason**, and his rights and access to the colony were taken away from him.

Remind students that *treason* means an act of disloyalty that causes harm to one's country.

---



### Show Image U10.L11.7 William Penn in Governing Chamber

In the end, William Penn was found to be innocent of the **treason** charges against him. However, he did not return to Pennsylvania until fifteen years later. When he did return in 1699, he found that many things had changed. During that time, thousands of people had moved to Pennsylvania. With more people came more problems. Being a reasonable man, William Penn listened carefully to the concerns of the people he had left in charge, and even to those people he had never met before. He recognized the need for an even more open form of government. In 1701, William Penn signed the Charter of **Privileges**. This document allowed

## Challenge

Have students describe what they have learned about William Penn that justifies the statement, “Being a reasonable man . . .”

- » He was a Quaker who believed that all people are equal regardless of race, gender or religion; he paid for the land he was given; he worked to build a relationship with the Lenni Lenape; he set up a government of elected leaders.

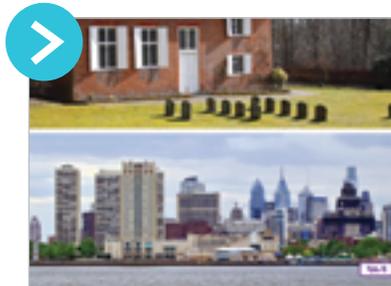
elected members of the government to not only vote on laws, but to create new laws as well.

Remind students that *privileges* means freedoms allowed by certain people because of their position.



### Show Image U10.L11.8 Delaware

A few years later, in 1704, an area in the southern part of Pennsylvania, known as the Lower Counties, was allowed to establish its own government. This area would eventually become the colony of Delaware.



### Show Image U10.L11.9 William Penn’s Grave; Philadelphia Today

Soon after, William Penn set sail for England again. He never returned to Pennsylvania. In 1708, he was once again arrested. This time he was

accused of not paying his debts. Although he was released within a year with his debts cleared, Penn’s health had started to decline.

William Penn continued to fight for the things he believed in.

Throughout his life, he found himself on the opposing side of popular opinion. William Penn died in England in 1718, and he was buried next to his wife in a tiny village called Jordans. He is remembered as the man who founded the great City of Brotherly Love.

## DISCUSSING THE READ-ALOUD (5 MIN.)

- 1. Literal.** Which colonies did you hear about in today's Read-Aloud?
    - » Pennsylvania and Delaware. (Show Image Card C.U10.L1.1 Regional Map of Colonial America. Have a volunteer point to the colonies on the map.)
  - 2. Inferential.** How was the colony of Pennsylvania founded?
    - » King Charles II gave William Penn, the son of Admiral Sir William Penn, the land of Pennsylvania to repay his debts to the Penn family.
  - 3. Inferential.** What does Pennsylvania mean?
    - » Penn's woods
  - 4. Inferential.** What city in Pennsylvania is known as the City of Brotherly Love?
    - » Philadelphia (Show Image Card C.U10.L1.1 Regional Map of Colonial America. Have a volunteer point to Philadelphia on the map.)
  - 5. Inferential.** Who were the Quakers, and what influences did they have on the colony of Pennsylvania?
    - » Quakers are a Protestant group that still exists today. They believe that people of all races, religions, and genders are equal. They allowed women to speak up in Quaker meetings, which during the colonial era was considered outrageous by many. Quakers do not believe in war and refuse to fight in a war. Quakers believe it is not necessary to go to church to worship God, and they believe that people can pray to God directly and therefore do not need priests or pastors to help them. The Quakers opposed slavery and later fought against it.
  - 6. Inferential.** How was the colony of Delaware founded?
    - » The southern part of then-Pennsylvania, called the Lower Counties, were allowed, in 1704, to have an independent government. Eventually, the Lower Counties became the English colony of Delaware.
- As a class, add the important persons learned about in this chapter to the Colonial America: Important Persons chart.



### Check for Understanding

**Exit Ticket:** Have students write a response to the question, "What were William Penn's goals for founding Pennsylvania?" (Penn wanted to create a colony that would be a "holy experiment". He planned to welcome people of all faiths and from all countries.) If students have difficulty, reread portions of the Read-Aloud.

Image Card  
C.U10.L1.1

### Regional Map of Colonial America



ENGLISH  
LANGUAGE  
LEARNERS

### Speaking and Listening Listening Actively

#### Beginning

Ask students questions with yes or no answers, e.g., "Did the Quakers believe in slavery?"

#### Intermediate

Allow students to work with a partner to answer the questions.

#### Advanced/Advanced High

Encourage students to answer questions orally in complete sentences.

**ELPS 2.D**

## WORD WORK: FOUNDING (5 MIN.)

1. In the Read-Aloud, you heard that a few years after the founding of Philadelphia, young Benjamin Franklin moved to the city to become an apprentice printer.
2. Say the word *founding* with me.
3. Founding means the act of starting something or creating something new. In this Read-Aloud, the word *founding* was used to describe the creation of the city of Philadelphia. But there can be a founding of many different types of things, such as organizations (like clubs), businesses, charities, or other institutions. A founding is different from a finding. A finding is a discovery of something, such as a medical finding of a cure; a founding is the creation of something from the bottom up, or from its foundation.
4. Clara Barton, the famous Civil War nurse, is credited with the founding of the Red Cross.
5. Organizations or groups are always founded by a person or group of people, and they are founded for different reasons. For example, Clara Barton founded the Red Cross to help people who were injured or in need of help. Try to think of another organization or group, and talk about some possible reasons for the founding of that organization or group. Try to use the word *founding* when you tell about it.
  - Ask two or three students. If necessary, guide or rephrase students' responses to make complete sentences: "The founding of \_\_\_\_\_ came about because . . ."
6. What's the word we've been talking about? What part of speech is the word *founding*?
  - Complete a *Making Choices* activity as a follow-up. Directions: "I am going to read several examples to you. If the example I read is a correct use of the word *founding*, say, 'Yes, that is a founding.' If the example is not a correct use of *founding*, say, 'No, that is not a founding.'"
    1. Benjamin Franklin was responsible for founding the first lending library. (Yes, that is a founding.)
    2. After founding a puppy near my house, I made signs to see if he had an owner. (No, that is not a founding.)
    3. Maria was the founding member of a skiing club. (Yes, that is a founding.)

4. As an archeologist, Edward enjoyed founding dinosaur bones. (No, that is not a founding.)
5. Englishmen loyal to King James were responsible for founding the colony of Jamestown. (Yes, that is a founding.)
6. William Penn participated in the founding of the city that is now Philadelphia. (Yes, that is a founding.)
7. The founding fathers are given credit for founding the United States of America. (Yes, that is a founding.)
8. We ran to the beach, founding an ocean. (No, that is not a founding.)
9. The Greeks participated in founding the tradition of the Olympics. (Yes, that is a founding.)

## Support

You may wish to have a small group read aloud with you and take the opportunity to make anecdotal notes about decoding and fluency.

## Challenge

Students may silently read the chapter on their own.

## Lesson 11: The Quakers Reading



**Primary Focus:** Students will read and answer questions about the Quakers and the Lenni Lenape using evidence in the text. **TEKS 3.6.H; TEKS 3.7.C**

### VOCABULARY: CHAPTER 15 “THE QUAKERS AND THE LENNI LENAPE”

- The following are vocabulary words used in this lesson. Preview the words with the students before the lesson and refer back to them at appropriate times. The words also appear in the glossary in the back of the student reader.

**astonished**, suddenly surprised

**outskirts**, the outer edges of a town or city

**persecute**, to continually treat in a harsh and unfair way due to a person's beliefs

**admire**, to look at with enjoyment (admired)

**TEKS 3.6.H** Synthesize information to create new understanding; **TEKS 3.7.C** Use text evidence to support an appropriate response.

## Support

Bring a small group together when completing question number 5, comparing the Quakers and their relationship with the Lenni Lenape to the relationship that other colonist groups had with Native Americans.

| <b>Type</b>                          | <b>Tier 3<br/>Domain-Specific Words</b> | <b>Tier 2<br/>General Academic Words</b>       |
|--------------------------------------|-----------------------------------------|------------------------------------------------|
| Vocabulary                           |                                         | astonished<br>outskirts<br>persecute<br>admire |
| Multiple Meaning<br>Vocabulary Words |                                         |                                                |
|                                      |                                         |                                                |
| Sayings and Phrases                  |                                         |                                                |

### INTRODUCING THE READING (10 MIN.)

- Make sure you and your students have a copy of *Living in Colonial America*.
- Tell students that the title of today’s chapter is “The Quakers and the Lenni Lenape.”
- Ask students if they recall who the Lenni Lenape were from the Read-Aloud.
  - » The Lenni Lenape were the Native American tribe that lived in the area that became Pennsylvania and are known today as the Delaware Native Americans.
- Tell students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.
- Explain to students that they will be reading the chapter with partners, taking turns reading paragraphs aloud.

### PARTNER READING: “THE QUAKERS AND THE LENNI LENAPE” (20 MIN.)

- Students will read the chapter with a partner.

## Chapter 15 The Quakers and the Lenni Lenape

Charles, Hester, and their father, Micah, walked slowly toward the Lenni Lenape (LEH-nee Le-NAH-pae) village. They were delivering gifts from some of the families who lived in their small Quaker **colony**. Just one year earlier, in 1685, some of the young Lenni Lenape men had helped several newly-arrived English and Welsh Quakers clear land for farming.

The gifts they carried were in three straw baskets. The baskets were heavy and Charles and Hester struggled to carry theirs. The baskets held dumplings, cheese, bread, apple butter, and ham.

Neither Charles nor Hester were nervous about visiting the village. They had been there several times before with their father. They had even been inside some of the homes, called wigwams. In fact, both children had been **astonished** by how warm and dry these homes made of bark were.

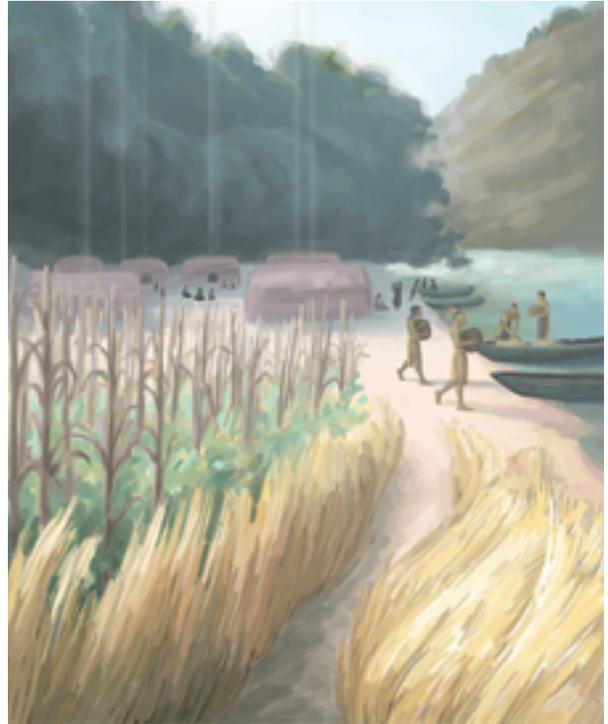
156



*Charles, Hester, and Micah delivered gifts to the Lenni Lenape.*

157

The village was on the bank of a long, winding river. In the village, there were about thirty wigwams and four longhouses. Like the wigwams, the longhouses were made from a wooden frame covered in bark. Unlike the wigwams, though, several families lived together in one longhouse. On the **outskirts** of the village, the children could see the Lenni Lenape's fields full of corn, squash, and beans. In the river near the bank, four dugout canoes were bobbing up and down in the water. Two of the canoes held piles of raccoon, beaver, and fox fur. This fur was a sign that some of the Lenni Lenape men would soon be setting off to trade with either Europeans or other Native Americans.



*Lenni Lenape men loaded fur into their canoes.*

Charles and Hester were Quakers from a part of England called the Midlands. They had arrived in Philadelphia, Pennsylvania, the previous year with their parents. Philadelphia was a growing town in the English **colony** known as Pennsylvania. In 1681, William Penn, a Quaker and the leader of this **colony**, had received the land now known as Pennsylvania from King Charles II of England. The king had given him the land to settle a **debt** he owed to William's father. William Penn was grateful to the king because he wanted this land to be a place where Quakers could live without fear. Quakers were **persecuted** in England. They were often arrested and some were killed because of their beliefs.



*William Penn's father (left) and William Penn (right)*

Quakers were unpopular because they did not believe in war, and therefore, refused to fight. Also, they did not think that there was only one way to **worship** God. They did not think that it was necessary to go to church to **worship**, either. They also believed that everyone in the world was equal, which meant that Native Americans and Africans who were enslaved were equal, too. These views made members of the king's government very angry. The king himself was not pleased with them. William Penn decided that it was time to find a safe place for Quakers to live.

Before leaving England in 1681, William Penn drew up a plan for the city of Philadelphia. He wanted it to have wide, tree-lined streets and public parks. He wanted Philadelphia to be a magnificent city within the **colony** of Pennsylvania. He wanted it to be a place where people lived in such a way that they were an example to the rest of the world. People of all faiths, not only Quakers, would be welcome.



*William Penn's plan for the city of Philadelphia*

As the children neared the village, a Lenni Lenape boy ran toward them. He had clearly been waiting for them.

“Hello, Lapowinsa,” said Charles to the boy.

“Hey,” replied Lapowinsa. “What do you have in the baskets?”

Both Charles and Hester had taught Lapowinsa to speak English. He was their friend and they enjoyed spending time with him.

“We have gifts,” Hester replied. Lapowinsa joined the children as they marched behind their father into the Lenni Lenape village.

The people in the village smiled at the children’s father. They came to greet him. Charles always **admired** the breechcloths and leggings, worn in cold weather, that the men wore. The women wore dresses and their long, dark hair was braided. The men, women, and children wore moccasins on their feet.



*Lapowinsa greeted Charles and Hester.*

The children's father had learned to speak a little of the Lenni Lenape language. With William Penn, he had been involved in the purchase of the land they lived on from the Lenni Lenape.

After handing over the gifts, their father was invited to smoke tobacco with some of the Lenni Lenape men. This meant that Charles, Hester, and Lapowinsa would get a chance to play. The children and Lapowinsa began to walk toward the river. Lapowinsa had promised to take them out in a canoe to search for turtles.

"Be back before sunset," their father called. The children nodded and then with Lapowinsa leading the way, they ran like the wind across the open land.

In your opinion, how might Lapowinsa be different from Charles and Hester's friends in England?

In your opinion, how might Lapowinsa be different from Charles and Hester's friends in England?



*Charles, Hester, and Micah handed over their gifts to the Lenni Lenape men.*

## COMPREHENSION QUESTIONS (10 MIN.)

- Have students turn to Activity Page 11.1 and complete it independently.
- Collect Activity Page 11.1 when completed.

## Activity Page 11.1



ENGLISH  
LANGUAGE  
LEARNERS

Reading  
Reading/Viewing Closely

### Beginning

Ask students questions with one-word answers, e.g., “Name some gifts that Charles, Hester, and their father were delivering to the Lenni Lenape.”

### Intermediate

Allow students to work with a partner to complete Activity Page 11.1.

### Advanced/Advanced High

Encourage students to work independently; provide support if needed.

**ELPS 4.G**

## Lesson 11: The Quakers

# Language



**Primary Focus:** Students will determine the meaning of words with prefixes *over-*, *mid-*, and *under-*. **TEKS 3.2.A.v; TEKS 3.3.C**



Students will spell words correctly using spelling patterns and rules for the sound /ou/. **TEKS 3.2.B.i**



## MORPHOLOGY: PREFIXES OVER-, MID-, AND UNDER- (20 MIN.)

### Prefixes *over-*, *mid-*, and *under-*

- Review with students that prefixes are added to the beginning of words. Adding prefixes may change a word’s part of speech.
- Tell students that the prefixes they will learn about this week are added to English root words to make new words.
- Tell students that this week they will learn three prefixes: *over-*, *mid-*, and *under-*.

### Prefix *over-*

- Explain to students that *over-* means “too much.”
- Tell students that they will add *over-* to root words that are verbs and adjectives. The new words created have the same part of speech as the root words.
- Write *charge* on the board. Briefly discuss the meaning and then use it in a sentence. (to ask for payment; The hot dog vendor will charge half price after four o’clock.)
- Add the prefix *over-* to *charge* and have students read the prefix, read the new word, and then discuss the new meaning. (to ask for too much payment)
- Share the following example of the use of *overcharge* in a sentence:
  - He worried that the cashier would *overcharge* him for the items he selected since he had so many of them.

**TEKS 3.2.A.v** Demonstrate and apply phonetic knowledge by: decoding words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-* *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*; **TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by: spelling multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables.

- Ask students for examples of things that could be overcharged. (Answers may vary but could include a bill at a restaurant, a department store purchase, or the total cost for a service provided.)
- Point out to students that the addition of the prefix *over-* does not change the part of speech of the word. The root word *charge* is a verb in this instance and *overcharge* is also a verb. Remind students that verbs are action words.
- Continue in this manner for the remaining *over-* words, using the following chart as a guide.

**Note:** You will not write the information in the shaded columns on the board as that information is intended for use during oral instruction

| Root Word | Meaning                                                    | Affixed Word | Meaning                                                             | Sentence                                                                                                |
|-----------|------------------------------------------------------------|--------------|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| eat       | (verb) to put food in your mouth, chew it, then swallow it | overeat      | (verb) to put too much food in your mouth, chew it, then swallow it | I did not rush through dinner because I did not want to <u>overeat</u> and feel ill.                    |
| fish      | (verb) to try to catch fish                                | overfish     | (verb) to try to catch too many fish                                | If people <u>overfish</u> in a certain body of water, the fish population may be gone forever.          |
| heat      | (verb) to make warm or hot                                 | overheat     | (verb) to make too warm or too hot                                  | It is important to drink lots of water when playing sports on a hot day so you do not <u>overheat</u> . |
| powered   | (adjective) supplied with energy                           | overpowered  | (adjective) supplied with too much energy                           | The new motor in the robot is <u>overpowered</u> and caused it to crash into the wall.                  |

### Prefix *mid-*

- Explain to students that *mid-* means “middle.”
- Tell students that they will add *mid-* to root words that are nouns. The new words created are also nouns.
- Write *day* on the board. Briefly discuss the meaning of the word and then use it in a sentence.
  - the period of light between one night and the next; Twice a week, my mom stays home during the day.

- Add the prefix *mid-* to *day* and have students read the prefix, read the new word, and then discuss the meaning of the new word.
  - the middle of the day
- Share the following example of the use of *midday* in a sentence:
  - The soup kitchen at the church opened at *midday* on Thursdays and Fridays.
- Ask students for examples of things that could happen at midday. (Answers may vary but could include lunch, recess, or 12:00 p.m. on a clock.) Point out to students that the addition of the prefix *mid-* does not change the part of speech of the word. The root word *day* is a noun and *midday* is also a noun. Remind students that nouns are people, places, or things.
- Continue in this manner for the remaining *mid-* words, using the following chart as a guide.

| Root Word | Meaning                                                                            | Affixed Word | Meaning                        | Sentence                                                                                         |
|-----------|------------------------------------------------------------------------------------|--------------|--------------------------------|--------------------------------------------------------------------------------------------------|
| night     | (noun) the period of dark between one day and the next                             | midnight     | (noun) the middle of the night | Mom let us stay up until <u>midnight</u> over the weekend because our cousins slept over.        |
| field     | (noun) an open area of land, which may be used for growing crops or playing sports | midfield     | (noun) the middle of the field | After a goal is scored in soccer, the ball is placed at <u>midfield</u> for play to start again. |
| term      | (noun) a limited period of time                                                    | midterm      | (noun) the middle of the term  | He finished his science project before <u>midterm</u> .                                          |
| town      | (noun) a place where people live and work                                          | midtown      | (noun) the middle of the town  | James took the subway to <u>midtown</u> to see a play.                                           |

### Prefix *under-*

- Explain to students that *under-* means “below” or “less.”
- Tell students that they will add *under-* to root words that are nouns, verbs, and adjectives. The new words created may not be the same part of speech as the root words and could be nouns, verbs, or adjectives. Students will have to examine how these words are used in sentences to help them remember the part of speech.
- Write *ground* on the board. Briefly discuss the meaning of the word and then use it in a sentence. (the surface of the earth; I dropped my keys on the ground)

because I had too many things to carry.) Have students identify the part of speech. (noun)

- Add the prefix *under-* to *ground* and have students read the prefix, read the new word, and then discuss the meaning of the new word. (below the surface of the earth)
- Share the following example of the use of *underground* in a sentence:
- Construction on the new *underground* tunnel for the highway was delayed due to flooding after a storm.
- Ask students for examples of things that could be underground.
  - » Answers may vary but could include pipes, water, the subway, or tunnels.
- Continue in this manner for the remaining *under-* words, using the following chart as a guide.

## Activity Page 11.2



ENGLISH  
LANGUAGE  
LEARNERS



Language  
Foundational  
Literacy Skills

### Beginning

Have students sort the words into words with prefixes and words without. Read each sentence aloud and offer students the choice of two words to fill in the blank, e.g., “The art teacher said to draw a \_\_\_ from top to bottom to divide the paper into two parts. Is the word *line* or *underline*?”

### Intermediate

Students will be working with partners so provide support as needed.

**Advanced/Advanced High**  
Provide support as needed.

**ELPS 1.C; ELPS 4.A**

| Root Word | Meaning                                                                                                                        | Affixed Word  | Meaning                                                     | Sentence                                                                                             |
|-----------|--------------------------------------------------------------------------------------------------------------------------------|---------------|-------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| water     | (noun) the clear liquid that falls as rain, fills rivers, lakes, and oceans, and is used for things like cleaning and drinking | underwater    | (adjective) below the surface of the water                  | A submarine can travel to <u>underwater</u> depths that a person cannot safely reach alone.          |
| estimate  | (verb) to guess the amount of something                                                                                        | underestimate | (verb) to guess something to be less than the actual amount | I worry that I will <u>underestimate</u> my ability to read so many pages for homework in one night. |
| line      | (noun) a long, thin mark                                                                                                       | underline     | (verb) to draw a long, thin mark under                      | Please <u>underline</u> any words you find with the / ae/ sound.                                     |
| powered   | (adjective) supplied with energy                                                                                               | underpowered  | (adjective) supplied with less energy than is needed        | The truck is <u>underpowered</u> and cannot pull the boat behind it.                                 |

- Have students turn to Activity Page 11.2. Tell students that they may work with partners to complete the activity.

## SPELLING (20 MIN.)

- Tell students that this week, they will review words with the sound /ou/ spelled 'ou' and 'ow'.
- As you introduce each of the spelling words, write it on the board, pronouncing each word as you write it. Explain and use in a sentence any words that may be unfamiliar to students.
- Go back through the list of words, having students read the words and tell you what letters to circle for /ou/.

|                 |                                          |
|-----------------|------------------------------------------|
| 1. Astounding   | 12. bloodhound                           |
| 2. announcement | 13. download                             |
| 3. trowel       | 14. mouthwash                            |
| 4. boundaries   | 15. foundation                           |
| 5. counselor    | 16. drowned                              |
| 6. towering     | 17. accountable                          |
| 7. dismount     | 18. growled                              |
| 8. empowered    | <b>Challenge Word:</b> <i>believe</i>    |
| 9. background   | <b>Challenge Word:</b> <i>favorite</i>   |
| 10. cowardly    | <b>Content Word:</b> <i>Pennsylvania</i> |
| 11. allowance   |                                          |

- Point to the Challenge Words on the board. Explain to students that the Challenge Words, *believe* and *favorite*, are also part of the spelling list and are words used very often. The Challenge Words do not follow the spelling pattern this week and need to be memorized. Use the Challenge Words in sentences as examples for students: "I believe that the world is full of good people." "What is your favorite chapter so far?"
- Tell students that the Content Word, *Pennsylvania*, does not follow the spelling pattern for this week. *Pennsylvania* is a content-related word as Quakers settled in Philadelphia, Pennsylvania.

- Draw the following on the board or use the previously prepared chart:

| 'ou' > /ou/ | 'ow' > /ou/ |
|-------------|-------------|
|             |             |
|             |             |
|             |             |
|             |             |
|             |             |
|             |             |
|             |             |
|             |             |
|             |             |
|             |             |

- Ask students to refer to the spellings for /ou/ on page 4 of the **Individual Code Chart**. Point out that there are two spellings for /ou/.
- Ask students which spelling is most frequently used. ('ou' > /ou/)
- Ask students to tell you which words to list under the 'ou' > /ou/ header. Briefly explain the meaning of each word.
- Continue with 'ow' > /ou/ until all words have been listed under the appropriate header. Briefly explain the meaning of each word.

| 'ou' > /ou/  | 'ow' > /ou/ |
|--------------|-------------|
| astounding   | trowel      |
| announcement | towering    |
| boundaries   | empowered   |
| counselor    | cowardly    |
| dismount     | allowance   |
| background   | download    |
| bloodhound   | drowned     |
| mouthwash    | growled     |
| foundation   |             |
| accountable  |             |

- Tell students they will take home Activity Page 11.3 with this week's spelling words to share with a family member.

~~~~~  
End Lesson
~~~~~

### Lesson 11: The Quakers

# Take-Home Material

- Have students take home Activity Pages 11.3 and 11.4 to share with a family member.

Activity Page 11.3



Activity Pages  
11.3 and 11.4



## 12

# Colonial Life

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

Students will listen to a text about colonial life and compare and contrast colonial life with life in the present day.

✦ **TEKS 3.1.A; TEKS 3.6.E; TEKS 3.6.G; TEKS 3.6.H; TEKS 3.7.E**

### Reading

Students will read a story and answer questions about a young apprentice in Colonial America. **TEKS 3.6.G**

✦ **TEKS 3.6.G**

### Writing

Students will write a letter in response to reading the story “Matthew, the Apprentice.” **TEKS 3.12.D**

✦ **TEKS 3.12.D**

### Language

Students will identify subject pronouns and pronoun antecedents.

✦ **TEKS 3.11.D.vii**

## FORMATIVE ASSESSMENT

### Activity Page 12.1

### Compare and Contrast: Colonial Life and Today

Students will complete a graphic organizer.

✦ **TEKS 3.6.G; TEKS 3.6.H; TEKS 3.7.E**

### Writing

**Letter to Matthew’s Father** Students will write from

✦ Matthew to his father. **TEKS 3.12.D**

✦ **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.6.H** Synthesize information to create new understanding; **TEKS 3.7.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; **TEKS 3.12.D** Compose correspondence such as thank you notes or letters; **TEKS 3.11.D.vii** Edit drafts using standard English conventions, including: pronouns, including subjective, objective, and possessive cases.

## LESSON AT A GLANCE

|                                                             | Grouping    | Time    | Materials                                                                                                                                                       |
|-------------------------------------------------------------|-------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Speaking and Listening (40 min.)</b>                     |             |         |                                                                                                                                                                 |
| Introducing the Read-Aloud                                  | Whole Group | 10 min. | <input type="checkbox"/> Activity Page 12.1<br><input type="checkbox"/> Image Card C.U10.L1.1                                                                   |
| Read-Aloud "Colonial Life"                                  | Whole Group | 20 min. | <input type="checkbox"/> Digital Flip Book:<br>U10.L12.1–U10.L12.10                                                                                             |
| Discussing the Read-Aloud                                   | Whole Group | 10 min. |                                                                                                                                                                 |
| <b>Reading (35 min.)</b>                                    |             |         |                                                                                                                                                                 |
| Independent Reading: "Matthew, the Apprentice"              | Independent | 30 min. | <input type="checkbox"/> <i>Living in Colonial America</i>                                                                                                      |
| Discussing the Reading                                      |             | 5 min.  |                                                                                                                                                                 |
| <b>Writing (25 min.)</b>                                    |             |         |                                                                                                                                                                 |
| Letter to Matthew's Father                                  | Independent | 25 min. | <input type="checkbox"/> <i>Living in Colonial America</i><br><input type="checkbox"/> writing paper                                                            |
| <b>Language (20 min.)</b>                                   |             |         |                                                                                                                                                                 |
| Grammar: Introduce Subject Pronouns and Pronoun Antecedents | Whole Group | 20 min. | <input type="checkbox"/> Activity Page 12.2<br><input type="checkbox"/> Subject Pronoun Chart<br><input type="checkbox"/> Pronoun and Pronoun Antecedents Chart |

## ADVANCE PREPARATION

### Speaking and Listening

- Prepare to project the following Digital images during the Read-Aloud: U10.L11.1–U10.L11.10.

### Language

- Create the following Subject Pronouns Poster on chart paper or on the board for the Grammar lesson:

#### Subject Pronouns

A **pronoun** is a part of speech that takes the place of a noun. Every pronoun always refers to a specific noun. When a pronoun is the subject of the sentence, it is called a subject pronoun.

- Create the following Pronouns and Pronoun Antecedents Poster:

#### Pronouns and Pronoun Antecedents

**Pronouns** are words that take the place of nouns.

**Pronoun antecedents** are the words to which the pronouns refer. Pronouns and their antecedents must agree in number and gender.

### Universal Access

- Provide additional books, articles, and images of colonial life.
- Have a discussion with the students about what their typical day looks like. What classes do they take? What activities do they participate in? What do they do for fun? Do they have daily chores? What are they?

## Lesson 12: Colonial Life

Speaking and Listening 

**Primary Focus:** Students will listen to a text about colonial life and compare and contrast colonial life with life in the present day.

✦ **TEKS 3.1.A; TEKS 3.6.E; TEKS 3.6.G; TEKS 3.6.H; TEKS 3.7.E**

### VOCABULARY: “COLONIAL LIFE”

The following are core vocabulary words used in this lesson. Preview the words with the students before the lesson. Students are not expected to be able to use these words immediately, but with repeated exposure throughout the lessons they will acquire a good understanding of most of the words. Students may also keep a “unit dictionary” notebook along with definitions, sentences, and/or other writing exercises using these vocabulary words.

**compulsory**, required by a law or a rule

**curable**, able to be fixed or healed

**imitated**, copied; duplicated; mimicked

**manufacture**, to build, construct, create, or produce

**potential**, possibility, capability, promise, or ability

**public**, supported by and available to the community; free, out in the open, or relating to the people at large

**Vocabulary Chart for “Colonial Life”**

| Type                                 | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words                                        |
|--------------------------------------|---------------------------------|-------------------------------------------------------------------------|
| Vocabulary                           |                                 | compulsory<br>curable<br>imitated<br>manufacture<br>potential<br>public |
| Multiple Meaning<br>Vocabulary Words |                                 |                                                                         |
| Sayings and Phrases                  |                                 |                                                                         |

✦ **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.6.H** Synthesize information to create new understanding; **TEKS 3.7.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

## Activity Page 12.1



### ENGLISH LANGUAGE LEARNERS



### Speaking and Listening Listening Actively

#### Beginning

Allow students to work with a partner to complete Activity Page 12.1 during the Read-Aloud.

#### Intermediate

Allow students to compare their answers with a partner while completing Activity Page 12.1 during the Read-Aloud.

#### Advanced/Advanced High

Encourage students to work independently; provide support if needed.

#### ELPS 2.1

#### Support

Allow students to check the details they listed in their graphic organizer with a partner.

## INTRODUCING THE READ-ALoud (10 MIN.)

- Prepare to project the following digital images online on the program's digital components site during the Read-Aloud: U10.L12.1–U10.L12.10.
- Have students draw conclusions from what they have heard so far and make predictions about how people lived in the 1600s and 1700s in each of the colonial regions. Have students think about the following questions:
  - How did the people of the colonial era support themselves? What did they manufacture, or make?
  - Where did they live, and what were their houses like?
  - How did they dress?
  - What did they eat?
  - What were their schools like? How else were children educated?
  - How did they travel and communicate with others?
  - What did people do in their free time?
  - What was medical care like?
- Have students make predictions based on what they have heard and what they may already know about colonial life. You may wish to record these on the board or chart paper.
- Tell students to turn to Activity Page 12.1. Tell them that throughout the Read-Aloud they will be making comparisons between the students of colonial times and students of today.

## READ-ALoud: "COLONIAL LIFE" (20 MIN.)



### Show Image U10.L12.1 Regional Map of Industry Icons

You have learned about the many reasons people from all over Europe traveled thousands of miles across the Atlantic Ocean to establish

and live in the thirteen colonies. Kings, trading companies, and influential Englishmen all realized that North America had enormous **potential**. In other words, they all thought they could get rich there. Others wanted to start a new life, free of religious intolerance and persecution.

People from England and other parts of Europe traveled to different regions for different reasons. Slowly, these regions—and the colonies within them—began to take shape. The Southern colonies had warm weather and adequate rainfall. Small farms and large plantations began to dot the landscape. The large plantations had many enslaved Africans working on them. The economy in the South was based on farming cash crops such as tobacco, rice, and indigo. Tobacco, rice, and indigo were exported to England and the West Indies and sold by merchants there. Trade among the thirteen colonies also began to grow.

The soil in the New England colonies was not as suitable for farming. There were some small farms, but due to the abundance of forests, timber became an important trade good. Over in England, many of the forests had been cut down by the time the colonies were established, so timber to make ships and homes was exported to England. Other colonies also needed timber to build fishing and trading ships, homes, and barrels.

Ask students, “What do you think barrels were used for?” (*They were used to store and transport many items, including drinks, and even nails.*)

Farming was a main source of income in the Middle colonies. Wheat was grown so abundantly that this region had a special name. Mills were built, and the wheat produced was ground into flour and sold to other colonies. Large amounts of flour were also sold to England and its colonies in the West Indies. Settlers from around the world came to this region, resulting in a wide variety of cultures within the Middle colonies.



### Show Image U10.L12.2 One-room Schoolhouse

Can you imagine what it was like to grow up back then? Let's find out what life was like in the English colonies. In the early days, only boys

who lived in Massachusetts had to go to school. The first schools were one-room schoolhouses.

- Tell students to look at Activity Page 12.1. The first box is labeled "Education" and has places for colonial times and today. Tell students to listen carefully for details they can add to their graphic organizer.

Boys of different ages learned reading, writing, and math. Sometimes the older boys helped to teach the younger ones. In 1647, a law was passed in Massachusetts that required every town with fifty or more families to support an elementary school. Towns with more than one hundred families had to support a grammar school, where boys would learn Latin to prepare for college. This was the beginning of **public** education in America. Over time, every colony began to provide a basic **public** education. The very first college, Harvard, was founded in New England in 1636. In 1693, the second college, the College of William and Mary, was founded in Virginia. William and Mary was named after King William III and Queen Mary II of England.

Explain that **public** education is education that is supported by and available to the community. You may wish to specifically discuss your school and provide examples of other types of schools as they apply.



### **Show Image U10.L12.3** **Skills Boys and Girls Learned**

Some boys attended private schools and others were educated at home. Puritan girls were taught to read so they could read the Bible.

For many children, the main part of their education was learning a skill so that they could grow up and support a family. For girls, that meant learning household skills such as cooking, keeping a vegetable garden, sewing, making candles, and raising children. Some girls might learn to become dressmakers.

Why do you think the colonists had to learn to make candles?

For boys, farming was one of the main occupations. There were many different kinds of apprenticeships, too. Boys as young as eleven years old would serve as apprentices and learn a skill from an experienced artisan. They could learn to be shoemakers, blacksmiths, carpenters, shipbuilders, printers, surveyors, millers, merchants, and glassmakers, among other things. Boys could also train to become lawyers, doctors, or teachers.



### **Show Image U10.L12.4** **Boy Apprentice Learning to be a Cooper**

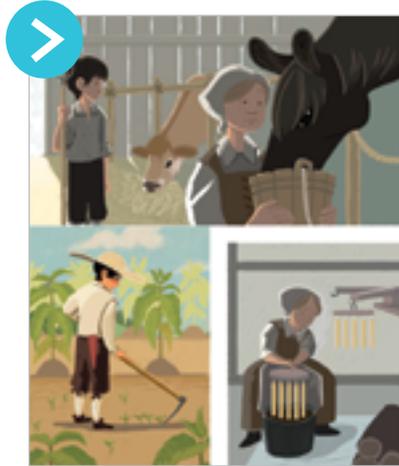
Boys would often leave home at the age of eleven and go to live as apprentices with the skilled artisans who were training them. Their workday was usually about twelve

hours long. Apprentices were provided with food and a place to live, but they were not paid. Apprenticeships usually lasted for several years. At the end of their apprenticeship, they would join an existing business or start their own.

## Challenge

Have students research how apprenticeships work today. What ages do people start? What kind of job requires an apprenticeship?

- Tell students to complete writing their details of education in the “Colonial” column of Activity Page 12.1. Tell students to now write details about education in the “Today” part of the graphic organizer.

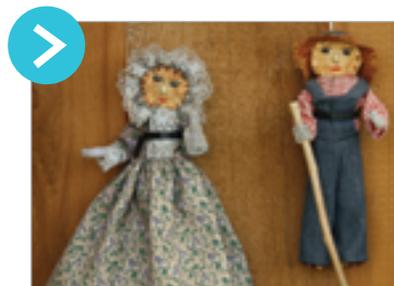


### Show Image U10.L12.5 Daily Chores

Even young children had lots of chores to do. If you lived on a farm—and many people did—you would gather firewood, tend to the farm animals, milk the cows, collect eggs from the chickens, make candles, plant and harvest vegetables, and carry water from the well. Almost all of your food

came from your farm. All of this had to be accomplished without the luxuries of electricity, indoor plumbing, or central heating or air conditioning.

- Tell students to write details about daily chores in the “Colonial” column of Activity Page 12.1. Then, tell students to write in details about the daily chores they may have in the “Today” part of the graphic organizer.



### Show Image U10.L12.6 Cornhusk Dolls

Tell students to listen carefully to how colonial children played and to record the details in their graphic organizer.

Life in the colonies was not all work and no play. Because children spent a large part of their day doing chores, they often found ways to make a game out of their work. For instance, if they were gardening, they might have a game of hide-and-seek after they finished weeding the garden or picking the vegetables. If they were carding wool, carrying firewood, or churning butter, siblings might race one another to see who would finish first. Children might

also sing songs, or exchange stories and riddles as they worked. When their chores were finished, they played games like blind man's bluff, hopscotch, tag, and a form of jacks using rocks.

Explain to students that carding wool means to separate the wool fibers in preparation for spinning the wool into thread for yarn. Blind man's bluff is a game where one person is blind folded, spun around in circles, then tries to tag their friends. In the game Jacks, you bounce a small ball and try to pick up a small piece of metal in the shape of an X (the jack), before catching the ball again. The player who can pick up the most jacks with one hand and catch the ball after one bounce is the winner.

There were no toy stores, so colonists made toys from things they had in their homes or farms, such as dolls from corn husks or rags. If they had some wood, leather, or string left over, they might make a toy out of it, such as a top or spinner, or a game like the familiar cup-and-ball game. Colonists made board games they could play, too. One favorite toy might be a hoop left over from barrel making. Children would turn the hoops on their sides and roll them with a stick through the streets.

- 
- Tell students to complete adding the details to the “Play” column under the “Colonial” column and to complete the “Today” column.
- 



### Show Image U10.L12.7 Puritan Service

Religion played a key role in the development of many of the colonies. Christians often read the Bible to their children, and children were required to memorize Bible passages. For

Christians in New England, attending church was the most important thing they did. In fact, if you were a Puritan, it was **compulsory**.

Ask students if they remember what *compulsory* means from the vocabulary preview. (*required by rule or law*)

Puritans worshiped in a meetinghouse. Sermons could last for several hours. If you fell asleep during the service, there was sometimes someone assigned to wake you up. That person had a long pole with feathers on one end. If someone fell asleep, he tickled the sleeper's chin with the feathers.

As you learned, in the early days of the colonies, most people produced the food they ate. Corn was a very important crop to the colonists, as it was to many Native Americans. Colonists used corn in a variety of ways: there was corn bread, corn cake, boiled and fried corn, corn soup, and corn on the cob. Besides farming, some colonists also hunted and fished. The colonists learned to harvest regional fruits and berries, and they used them in their cooking for seasoning and pies. Apparently colonists had a very sweet tooth! Historians have recorded stories about how colonists loved hard candies, pies, and puddings.

Tell students that colonists had none of the advanced dentistry techniques we have today, so many had to have their teeth pulled out because of tooth decay.



### Show Image U10.L12.8 Colonial Architecture: New England, Middle Atlantic, Southern

As the colonies grew in size, towns became large cities. Boston, New York, Philadelphia, and Charleston became the largest. The architectural style of each region often **imitated**, or copied, the European countries where many of the colonists originated. There were many red brick, English-style homes in New England; Dutch-style wooden houses with sloping roofs in the Middle Atlantic; and French-style farmhouses with wide porches and French doors in the Southern region. In addition, Charleston architecture has a Caribbean influence because many settlers arrived there from the English island of Barbados in the Caribbean Sea.

The streets of these towns and cities became busy with horses, wagons, and people. Not everyone worked as a farmer, artisan, or apprentice. There were many wealthy people who lived in very fine houses in these large cities. Their homes contained only the best furniture, silver, china, and fabrics shipped from England. In the early days of the colonies, people relied heavily on imported goods from England. As the years went by, the colonists began to **manufacture**, or produce, some of these things themselves. However, the English Parliament still controlled how much **manufacturing** the colonists were allowed to do. The English did not want to lose the money they made by selling their goods to the colonists.



### Show Image U10.L12.9 Fancy Period Clothing

The wealthy colonists paid attention to English fashions and, even on the hottest days, could be seen wearing the most elaborate clothing made of the finest materials. Men wore lace stockings and ruffles. They carried swords and powdered their hair. Women wore big, puffy, many-layered dresses, and towering hair designs when they were in fashion.

Those less affluent colonists who did physical work wore clothes that were made from simpler materials. They often made their own clothes, or wore clothes given to them by others.

- Tell students to complete the details for clothing in the “Colonial” column. Then, have them complete details in the “Today” column.



### Show Image U10.L12.10 Colonial Town

Communication between the colonies was difficult. Most roads were nothing more than wagon trails, although in the larger cities there were a few established “highways.” Ships traveled up and down rivers and along the coast to bring goods and news from far away. Written communication was one of the only ways of sending and receiving messages, but letters could take weeks—if not months—to arrive. Frequently, letters would go missing.

Medicine then was basic, and people died of diseases that are quite **curable** today. Women gave birth at home with the help of midwives. Because they did not have the medical care we do today, sometimes women died in childbirth, and many babies died before reaching their first birthday. However, life away from the crowded European towns and cities was somewhat healthier.



#### Check for Understanding

Ask students to check if their predictions were correct about everyday life in colonial America. Why or why not? (You may wish to revisit the list you recorded on the board or chart paper during Introducing the Read-Aloud.)

### DISCUSSING THE READ-ALoud (10 MIN.)

- Divide the students into small groups of 4–5 students each.
- Have students take turn sharing the details they collected in their graphic organizers.
- Have students discuss the question, “Would you like to have lived during the colonial times? Why or why not?”

## Lesson 12: Colonial Life

# Reading



**Primary Focus:** Students will read a story and answer questions about a young apprentice in Colonial America. **TEKS 3.6.G**

### VOCABULARY: “MATTHEW, THE APPRENTICE”

The following are vocabulary words used in this lesson. Preview the words with the students before the lesson and refer back to them at appropriate times. The words also appear in the glossary in the back of the student Reader.

**apprentice**, someone who learns a skill by working with an expert for a set amount of time (apprenticeship)

**craftsman**, a person who makes things by hand

**tannin**, a red substance that comes from plants, is used to make ink, and is in a variety of food and drinks

**delivery**, something taken to a person or place

**Vocabulary Chart for “Matthew, the Apprentice”**

| Type                              | Tier 3 Domain-Specific Words | Tier 2 General Academic Words       |
|-----------------------------------|------------------------------|-------------------------------------|
| Vocabulary                        | tannin                       | apprentice<br>craftsman<br>delivery |
| Multiple Meaning Vocabulary Words |                              |                                     |
| Sayings and Phrases               |                              |                                     |

### INDEPENDENT READING: “MATTHEW, THE APPRENTICE” (30 MIN.)

- Tell students that the title of today’s chapter (Chapter 6) is “Matthew, the Apprentice.”
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

**TEKS 3.6.G** Evaluate details read to determine key ideas.

## Chapter 16 Matthew, the Apprentice

“Matthew, have you finished printing those newspapers?” Uncle Abraham asked.



“Almost,” Matthew replied.

“Well, when you are done, I need you to deliver these sermons to Pastor Keller. He’s waiting for them,” continued Uncle Abraham. “Oh, and when you get back from delivering the sermons, you will need to make more ink.”

Matthew nodded his head to let his uncle know that he had heard his instructions. In 1755, Matthew was a printer’s **apprentice**. He was **originally** from a small village thirty miles north of Philadelphia. Matthew’s father was a cooper there. A cooper is a skilled **craftsman** who knows how to make casks, buckets, barrels, and containers of all shapes and sizes. In the colonies, almost every kind of food and drink was stored in the kinds of containers his father made.



*Matthew printing newspapers*

168

169

### Support

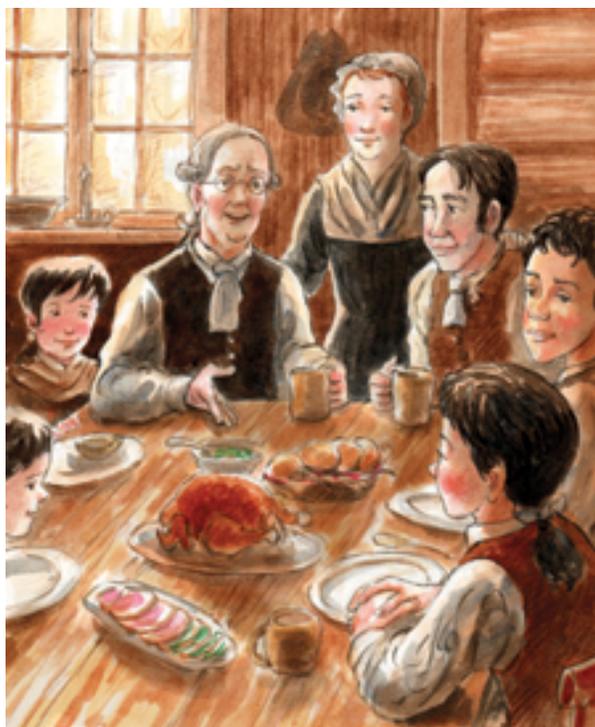
You may wish to pull a small group together to read the chapter.

### Pages 168–179

- Tell students to read **pages 168–179** to themselves to find the answer to the question: “What does being a printer’s apprentice mean for Matthew?”
  - » Matthew was offered the opportunity to be an apprentice to his Uncle Abraham, a printer, so he could learn a skill to be able to support a family when he grew up. Matthew signed an apprenticeship agreement and then moved to Philadelphia to live with his uncle. Matthew would be an apprentice for seven years and would then become a journeyman. After being a journeyman for three years, Matthew would be a master craftsman and hopefully open his own business.

When Matthew was little, he had thought that he would one day work with his father. However, his older brother Jonah had become their father's **apprentice**. From the age of seven until he was ten, Matthew had attended a one-room schoolhouse where he was fortunate enough to have been taught how to read and write.

Four days after his eleventh birthday, Matthew's Uncle Abraham had come to visit. During his visit, he had offered Matthew the opportunity to move to Philadelphia and become his **apprentice**. At first, Matthew had not wanted to leave his family. He had three younger sisters he loved dearly, along with his brother Jonah. However, Matthew's parents had explained to him that he would have to learn a skill so that when he grew up he too could support a family.



*Uncle Abraham offered Matthew the opportunity to become his **apprentice**.*

Before Uncle Abraham left, Matthew had signed an **apprenticeship** agreement that stated that he “would faithfully serve his uncle, keep his secrets, and obey all of his lawful commands.” For his part, Uncle Abraham had agreed to spend seven years teaching him the skills he needed to be a successful printer. During that time, he would house, feed, and clothe Matthew. Four weeks after his uncle’s visit, Matthew’s father had loaded up their wagon and they had set off for Philadelphia.



*Matthew signed the **apprenticeship** agreement.*

In Philadelphia, Matthew and his father had spent two days exploring the city with Uncle Abraham. Then on the third day, his father had bought supplies for his workshop and said goodbye. Matthew had watched his father go until he was out of sight. Though his eyes filled with tears, Matthew willed them not to fall.

Four years had passed since that day. Now, Matthew was fifteen years old. Matthew had three more years to serve as an **apprentice**. When his seven years of training were finished, Matthew would become a journeyman. A journeyman was a skilled printer, though not yet a master **craftsman**. Matthew would spend three more years working alongside his uncle and he would receive payment for his work. When he turned twenty-one years of age, Matthew hoped to become a master **craftsman** and open up his own business.



*Matthew watched his father leave.*

Matthew finished printing the last newspaper. Printing newspapers was one of the hardest jobs of all. It could take more than twenty hours to print one page. All of the work was done by hand. This included organizing tiny pieces of metal with individual letters or punctuation marks on them into the order in which they had to appear on the printed page. This task was called setting the type. The type was then held firmly in place as an inking pad spread ink over the type. The printing press transferred the carefully arranged words and sentences onto paper.

Matthew picked up the bundle of printed sermons and quickly checked to see if he had all of the ingredients needed to make the ink when he returned. Ink was made from **tannin**, iron sulfate, gum, and water. He was happy to see that Uncle Abraham had stocked up on these supplies.



*Matthew and a freshly printed newspaper*

Out on the street, Matthew made his way towards the small wooden church at the end of the avenue. Pastor Keller was the Lutheran minister in charge of this church. As Matthew walked, a small, shaggy, brown dog came to keep him company. The dog had appeared several times earlier in the week near the door to their kitchen. Matthew had thrown it some scraps and now it appeared whenever Matthew did.

“Hey, you want to come with me?” Matthew asked as he clicked his fingers.

The small dog looked up at Matthew and wagged its tail.

“Okay then,” said Matthew. “Let’s go.” Matthew began to run down the avenue, taking care to hold on tight to his **delivery**. The small white dog scampered happily after him.

Do you think being a printer’s **apprentice** is a good opportunity for Matthew?



*Matthew and his shaggy friend*



Reading  
Reading/Viewing Closely

**Beginning**

Provide prompting with questions that require yes or no answers, i.e., “Did Matthew have to learn a skill so he could support a family?”

**Intermediate**

Provide prompting and support when needed during group discussion.

**Advanced/Advanced High**

Encourage students to contribute to the group discussion.

**ELPS 4.G**



Writing  
Writing

**Beginning**

Provide 1:1 prompting and support when needed.

**Intermediate**

Allow students to work with partners.

**Advanced/Advanced High**

Provide support if needed.

**ELPS 5.G**

**Challenge**

Have students write a response to Matthew’s letter, using details from earlier chapters.

**DISCUSSING THE READING (5 MIN.)**

- Have students work in small groups to answer the discussion question, “Do you think being a printer’s apprentice is a good opportunity for Matthew? Why or why not?”
  - » Answers may vary but could include that it was a good opportunity because Matthew’s older brother had already become their father’s apprentice, so Matthew would need to be trained to do something else. Since Matthew had been fortunate enough to learn how to read and write, he had the skills necessary to become an apprentice to a printer. Being able to read and write may not have been necessary to become a cooper. Matthew would need to learn a skill so he could support a family when he grew up. Students may feel that it was not a good opportunity because Matthew would have to leave his father, mother, sisters, and brother to move to Philadelphia and that made him sad because he loved his family. He also was only 11 years old and would spend seven years serving as an apprentice and three more years as a journeyman.
- Circulate around the groups to listen to the discussions.
- If time allows, have volunteers share their response with the class.

Lesson 12: Colonial Life  
**Writing**



**Primary Focus:** Students will write a letter in response to reading the story “Matthew, the Apprentice.” **TEKS 3.12.D**

**LETTER TO MATTHEW’S FATHER (25 MIN.)**

**TEKS 3.12.D**

- Tell students to remember when Matthew’s father left him in Philadelphia to start his apprenticeship with his Uncle Abraham. Imagine that it is four years later, and Matthew is fifteen years old, and he wants to write a letter telling his father about his life.
- Tell students that they will pretend that they are Matthew, writing a letter to Matthew’s father.
- Explain that they should use the information in Chapter 16 to find details they can add to their letter.
- Allow students to spend the rest of the time writing their letter.
- If time allows, have students share their letters with the class.

**TEKS 3.12.D** Compose correspondence such as thank you notes or letters.

## Lesson 12: Colonial Life

# Language



**Primary Focus:** Students will identify subject pronouns and pronoun antecedents. **TEKS 3.11.D.vii**

### GRAMMAR: SUBJECT PRONOUNS AND PRONOUN ANTECEDENTS (20 MIN.)

#### Introduce Subject Pronouns and Pronoun Antecedents

- Direct students' attention to the Subject Pronouns Poster and the Pronouns and Pronoun Antecedents poster you created and displayed in advance.

#### Subject Pronouns

A **pronoun** is a part of speech that takes the place of a noun. Every pronoun always refers to a specific noun. When a pronoun is the subject of the sentence, it is called a subject pronoun.

#### Pronouns and Pronoun Antecedents

**Pronouns** are words that take the place of nouns.

**Pronoun antecedents** are the words to which the pronouns refer.

Pronouns and their antecedents must agree in number and gender.

- Ask students to name subject pronouns they learned in an earlier lesson.
  - » *I, you, he, she, it, we, you, they*
- Write the following sentences on the board, read them aloud, and have students identify the subject pronouns.
  1. She and I play on the same team. (she, I)
  2. It rained last night so we didn't play the baseball game. (we)
  3. You should go with John to the game. (you)
- Ask students if in these sentences a reader can tell who the pronouns refer to. In other words, ask students, "Who is she in 'She and I play on the same team'?"
  - » You can't tell because there is not enough information.

**TEKS 3.11.D.vii** Edit drafts using standard English conventions, including: pronouns, including subjective, objective, and possessive cases.

- Ask, “Who are we in ‘It rained last night so we didn’t play the basketball game?’”
  - » You can’t tell because there is not enough information.
- Ask, “Who are you in ‘You should go with John to the game?’”
  - » You can’t tell because there is not enough information.
- Tell students that in sentences, where the reader can identify the noun that the pronoun refers to, that noun is called the pronoun antecedent.
- Write the following sentences on the board, read them aloud, and have students identify the pronouns.
  1. Sam lost the game and he was upset. (he)
  2. Nina and Nora won the game and they were thrilled. (they)
- Ask, “In the first sentence, who does the pronoun *he* refer to?”
  - » Sam
- Tell students that *Sam* is the noun *he* refers to in the sentence. (pronoun antecedent)
- Ask, “In the second sentence, what does the pronoun *they* refer to?”
  - » Nelly and Nora
- Tell students that *Nelly* and *Nora* are the nouns *they* refers to in the sentence. (pronoun antecedents)

### **Agreement in Number**

- Tell students that a pronoun and its antecedent must “agree” in number, which means that in a sentence, a pronoun and the noun the pronoun refers to (its antecedent) must both be either singular or plural.
- Write the following sentences on the board, read them aloud, to students and ask which is correct.
  1. Dave and Donna were happy that they were going to the movies.
  2. Dave and Donna were happy that he was going to the movies.
- Ask, “What is the subject of both of the sentences?” (Dave and Donna)
- Ask, “Is the subject of the two sentences singular or plural?”
  - » two people (Dave and Donna) = plural
- Ask students to find the pronoun in each sentence. (they, he)

- Ask, “Which pronoun, *they* or *he*, is a plural pronoun?” (they) Ask, “Which sentence is correct because it agrees in number, that is, which sentence has both the pronoun and the nouns it refers to plural?”
  - » the first one, because the pronoun *they* is plural and *Dave and Donna* is plural
- Write the following sentences on the board, read them aloud, and ask students to choose the correct pronoun.
  1. Princess, my kitten, won the hearts of all because \_\_\_\_\_ is so cute. (*she* or *they*: *she* because *Princess* and *she* are both singular)
  2. Zachary and Tom are brothers and \_\_\_\_\_ like to play chess together. (*he* or *they*: *they* because *Zachary and Tom* and *they* are both plural)
  3. My cousins and I are so sad because \_\_\_\_\_ aren’t tall enough to get on the ride at the park. (*it* or *we*: *we* because *my cousins and I* and *we* are both plural)
  4. The new book in the library has the whole class talking about \_\_\_\_\_. (*they* or *it*: *it* because *book* and *it* are both singular)
- Point out to students that in each sentence, the correct pronoun was either singular or plural to match the noun(s) it referred to (its pronoun antecedent).

### Agreement in Gender

- Tell students that a pronoun and its antecedent must “agree” in gender, which means that in a sentence, a pronoun and the noun it refers to (its antecedent) must both be either masculine (male) or feminine (female).
- Write the following sentences on the board, read them aloud, to students and ask which they think is correct.
  1. William is a duck and he is yellow.
  2. William is a duck and she is yellow.
- Ask, “What is the subject of both of the sentences?”
  - » William
- Ask, “Is William a boy duck or a girl duck?”
  - » boy
- Ask students to find the pronoun in each sentence.
  - » he, she

## Activity Page 12.2



ENGLISH  
LANGUAGE  
LEARNERS



Language  
Foundational Literacy Skills

### Beginning

Provide 1:1 support as needed.

### Intermediate

Have students compare their answers with a partner after they've completed Activity Page 12.2.

### Advanced/Advanced High

Encourage students to work independently.

**ELPS 3.C**

- Ask, "Which sentence is correct because it agrees in gender, in other words, which sentence has both the noun *William* and the pronoun *he* referring to a boy duck?"
  - » the first one
- Write the following sentences on the board, read them aloud, and ask students to choose the correct pronoun.
  1. Linda loves her new bicycle and \_\_\_\_\_ rides it every day. (*she* or *he*: *she* because *Linda* and *she* are both girls)
  2. Tom received a present and \_\_\_\_\_ opened it quickly. (*she* or *he*: *he* because *Tom* and *he* are both boys) Point out to students that in each case, the correct pronoun referred to either a boy or a girl (masculine or feminine) to match the pronoun antecedent.

## Reciprocal Pronouns

- Tell students that there are two pronouns that are used to show an action that is being performed by two or more individuals, each on the other and doing the same thing.
- Write each *other* and one *another* on the board.
- Write the following sentences on the board, read them aloud, Toni and Debra competed against each other. The girls were playing with one another.
- Explain to students that a quick way to know which one to use is to look at the antecedent. If the antecedent is two things (like Toni and Debra) use each *other*. If the antecedent is three or more things (girls in the sentence above could be more than two) then use one *another*.
- Have students turn to Activity Page 12.2 and complete it as a teacher-guided activity.

## WRAP-UP

- Tell students that there are no take-home materials today.

End Lesson



## 13

# Life on the Farm

## PRIMARY FOCUS OF LESSON

### Reading

Students will read two texts and gather the key ideas and details about life

- ✦ on a farm in the Middle Atlantic colonies. **TEKS 3.6.G; TEKS 3.7.B; TEKS 3.7.G**

### Writing

Students will conduct research to write a brief narrative about life in one of the

- ✦ thirteen colonies. **TEKS 3.13.C**

Students will collaborate to develop a research plan, generate questions, and gather information from sources.

- ✦ **TEKS 3.1.D; TEKS 3.13.A; TEKS 3.13.B; TEKS 3.13.C; TEKS 3.13.E; TEKS 3.13.F**

Students will distinguish between plagiarism, note-taking, and creating

- ✦ original text. **TEKS 3.13.F**

### Language

Students will identify the meaning of words with prefixes *over-*, *mid-*, and

- ✦ *under-*. **TEKS 3.2.A.v; TEKS 3.3.C**

## FORMATIVE ASSESSMENT

### Activity Page 13.1

#### Key Ideas and Supporting Details: "Life on a

**Farm"** Students will record the key ideas and details from two chapters about life on a farm in the Middle

- ✦ Atlantic colonies. **TEKS 3.6.G**

### Activity Page 13.2

**Prefixes *over-*, *mid-*, and *under-*** Students will complete sentences using words with prefixes and

- ✦ identify the part of speech. **TEKS 3.2.A.v; TEKS 3.3.C**

- ✦ **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.B** Write a response to a literary or informational text that demonstrates an understanding of a text; **TEKS 3.7.G** Discuss specific ideas in the text that are important to the meaning; **TEKS 3.13.C** Identify and gather relevant information from a variety of sources; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.13.A** Generate questions on a topic for formal and informal inquiry; **TEKS 3.13.B** Develop and follow a research plan with adult assistance; **TEKS 3.13.E** Demonstrate understanding of information gathered; **TEKS 3.13.F** Recognize the difference between paraphrasing and plagiarism when using source materials; **TEKS 3.2.A.v** Demonstrate and apply phonetic knowledge by: decoding words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non- dis-, in- (not, non), pre-, -ness, -y, and -ful.

## LESSON AT A GLANCE

|                                                                     | Grouping    | Time    | Materials                                                                                                                                                                                                         |
|---------------------------------------------------------------------|-------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reading (65 min.)</b>                                            |             |         |                                                                                                                                                                                                                   |
| Introducing the Chapter                                             | Whole Group | 10 min. | <input type="checkbox"/> <i>Living in Colonial America</i><br><input type="checkbox"/> Activity Page 13.1                                                                                                         |
| Partner Reading: "Life on the Farm, Part I"                         | Partner     | 20 min. |                                                                                                                                                                                                                   |
| Discussing the Reading                                              | Whole Group | 10 min. |                                                                                                                                                                                                                   |
| Independent Reading:<br>"Life on the Farm, Part II"                 | Independent | 20 min. |                                                                                                                                                                                                                   |
| Discussing the Reading                                              | Whole Group | 5 min.  |                                                                                                                                                                                                                   |
| <b>Writing (40 min.)</b>                                            |             |         |                                                                                                                                                                                                                   |
| Writing a New Chapter: Research                                     | Small Group | 40 min. | <input type="checkbox"/> <i>Living in Colonial America</i><br><input type="checkbox"/> Shared Writing Roles Poster<br><input type="checkbox"/> Shared Writing Checklist<br><input type="checkbox"/> writing paper |
| <b>Language (15 min.)</b>                                           |             |         |                                                                                                                                                                                                                   |
| Morphology: Prefixes <i>over-</i> , <i>mid-</i> , and <i>under-</i> | Whole Group | 15 min. | <input type="checkbox"/> paper and scissors (alternately, small whiteboards and markers)<br><input type="checkbox"/> Activity Page 13.2                                                                           |
| <b>Take-Home Material</b>                                           |             |         |                                                                                                                                                                                                                   |
| "Life on a Farm in the Middle Atlantic Colonies, Part I"            |             |         | <input type="checkbox"/> Activity Page 13.3                                                                                                                                                                       |

## ADVANCE PREPARATION

### Writing

- Create small groups of 4–5 students each for the Writing lesson.
- Prepare a copy of the *Shared Writing Checklist* found at the end of this lesson.
- Create the following on chart paper or on the board:

#### Roles for Shared Writing

- Group Leader: keeps everyone on track; encourages members to do their best
- Researcher: writes down ideas and notes during research
- Scribe: writes down the text of the new chapter
- Fact checker: makes sure the facts from the research are used in the chapter
- Reader: reads the final version of the chapter aloud to the class

### Universal Access

- Have a discussion about farming today. What kinds of crops are produced? What equipment is used to farm?
- Create partners and small groups strategically.
- Provide additional books, articles, and images of colonial life and farming.

## Lesson 13: Life on the Farm

# Reading



**Primary Focus:** Students will read two texts and gather the key ideas and details about life on a farm in the Middle Atlantic colonies. **TEKS 3.6.G; TEKS 3.7.B; TEKS 3.7.G**

### VOCABULARY

The following are vocabulary words used in this lesson. Preview the words with the students before the lesson and refer back to them at appropriate times. The words also appear in the glossary in the back of the student Reader.

**rye**, a grain that looks like wheat and is used to make flour

**barley**, a grain that is used for making food

**occasion**, an event or celebration (occasions)

**advice**, a suggestion about what someone should do

**custom**, tradition (customs)

**mill**, a building with machines that grind grains into flour (mills)

**obediently**, behaving in a way that follows what you have been told to do

**Vocabulary Chart for Chapter 17, “Life on a Farm in the Middle Atlantic Colonies, Part I” and Chapter 18, “Life on a Farm in the Middle Atlantic Colonies, Part II”**

| Type                                 | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words                                    |
|--------------------------------------|---------------------------------|---------------------------------------------------------------------|
| Vocabulary                           |                                 | rye<br>barley<br>occasion<br>advice<br>custom<br>mill<br>obediently |
| Multiple Meaning<br>Vocabulary Words |                                 |                                                                     |
| Sayings and Phrases                  |                                 |                                                                     |

**TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.B** Write a response to a literary or informational text that demonstrates an understanding of a text; **TEKS 3.7.G** Discuss specific ideas in the text that are important to the meaning.



## INTRODUCING THE CHAPTER (10 MIN.)

TEKS 3.6.G

- Make sure that you and your students each have a copy of *Living in Colonial America*.
- Tell students that they will be reading two chapters today. First, they will read Chapter 17, “Life on a Farm in the Middle Atlantic Colonies, Part I” with a partner. After you have a class discussion, they will be reading Chapter 18, “Life on a Farm in the Middle Colonies, Part II” by themselves.
- Have students turn to Activity Page 13.1. Explain to students that as they read, they will find the key ideas of the chapter and record supporting details about the text in the graphic organizer.
- Divide the students into partners for reading.
- Have students turn to the Table of Contents, locate Chapter 17, and turn to the first page.

## PARTNER READING: “LIFE ON A FARM, PART I” (20 MIN.)

- Tell students to read the chapter and complete the first part of the graphic organizer on Activity Page 13.1.

### Activity Page 13.1



#### Support

You may wish to pull a small group together to read the chapter and complete Activity Page 13.1.

#### Challenge

Have students compare and contrast life in the Middle Atlantic colonies to one of the other types of colonies studied (e.g., the Southern colonies).



TEKS 3.6.G Evaluate details read to determine key ideas.

Chapter  
17

## Life on a Farm in the Middle Atlantic Colonies, Part I

“Primrose, come see the kittens that have just been born,” yelled Patience, Primrose’s sister.



“See, there are six of them,” Patience continued as her sister appeared at her side. Primrose sat down next to Patience as she pointed to a spot beneath a large shrub, where the mother cat and her kittens lay.

The two girls stared long and hard at the tiny creatures. There were six kittens in all. Their eyes were closed and they could not walk. They lay in a **heap** together beside their mother.

“I want to keep one as my own,” said Patience.

“Well, you can’t yet,” Primrose replied. “They have to stay with their mother for at least ten or eleven weeks. Then, you’ll have to ask Mama and Papa.”



*Patience found a litter of kittens.*

They'll say no though. They don't like us keeping animals inside the house."

"I'll hide it in a safe place," said Patience firmly.

"Where?" asked Primrose quite seriously. "Where will you hide it? I can't think of one place that Mama and Papa wouldn't find it."

"In a bucket," announced Patience confidently.

"Do you think that a kitten will stay in a bucket all day, waiting for you to finish your chores?" laughed Primrose. "Do you think Mama and Papa won't notice you carrying a bucket around everywhere?"

Patience thought about this for a while before she replied. Then she said, "The kitten will stay in the bucket if I train her to." Patience chose to ignore the second part of Primrose's question.

The two girls continued to debate about whether or not it was possible to hide a kitten in their small log house without anyone noticing. Like many colonial cabins, theirs consisted of two small rooms downstairs and three very small bedrooms upstairs. Primrose and Patience shared a bedroom, as did their three brothers.

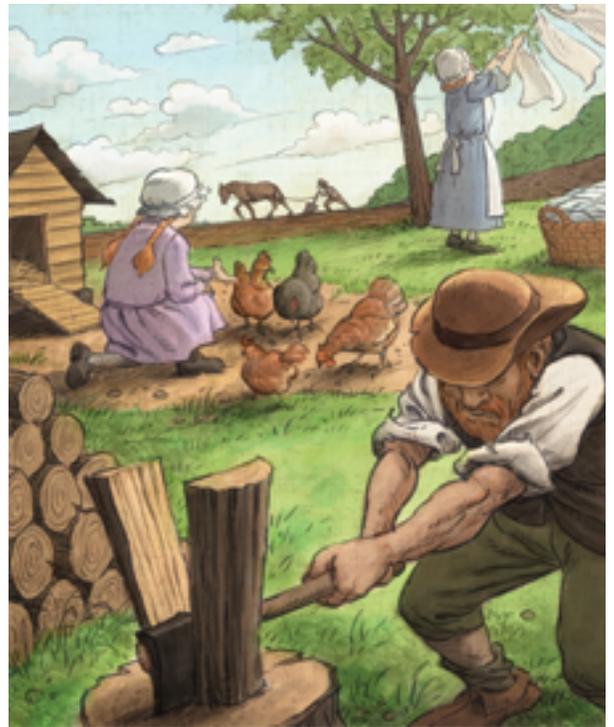


*Primrose tried to talk Patience out of her idea to keep a kitten for herself.*

Primrose and Patience lived on a farm in southern New Jersey. They and the rest of their family were **originally** from Sweden. They had moved to this English **colony** because of their Uncle Sven. He had written to their father and told him about the wonderful life they could have there.

Uncle Sven had traveled to New Jersey from Sweden in 1699. That was exactly thirty years after the English had taken control of this region from the Dutch. Uncle Sven was now a successful wheat farmer.

The girls and their family had arrived in New Jersey in 1701. Primrose and Patience lived with their father, mother, and three brothers on a one hundred acre farm. On their farm, they grew wheat, **rye**, and **barley**. They kept cows, pigs, and chickens, too. Most people in the Middle Atlantic colonies lived on small farms that ranged from fifty acres to one hundred fifty acres. These farms were quite spread apart and neighbors didn't see much of each other except at church on Sunday. Sometimes they got together for special **occasions** or if someone needed help.



*Patience and her family doing chores*

The farm that the girls lived on had a house and a large barn. They had a garden where they grew vegetables, berries, and fruits. They had a small orchard, too. Their garden was fenced, as was the area where they kept their pigs. Their cows were sent out to **graze** in the pasture each morning and brought back into the barn each night for milking. Their farm animals were valuable and they kept a close eye on them.

After a while, the girls' older brother Lars found them by the shrub. Lars had been sent to look for them by their father. He sat down beside the girls and peeked at the kittens. Finally, he spoke.

"You two are needed in the barn. Papa wants you to lead the cows out into the pasture. Then, Mama wants you to weed and water the garden. After that, she wants you to go inside and help her with the new quilt she is making."



*Lars found the kittens.*

Primrose and Patience sighed. They knew they had several hours of chores ahead of them. Next week would be even busier. It was spring cleaning week. They would have to help Mama make soap before they cleaned and swept out the whole house.

Before scampering off, Patience knelt down and kissed the small pile of newborn kittens. "I'll be back later," she whispered.

Do you think Patience could really keep her kitten in a bucket?



*Patience kissed the kittens.*

### DISCUSSING THE READING (10 MIN.)

- After the students have completed the reading and the first part of Activity Page 13.1, have students share their answers.

### INDEPENDENT READING: "LIFE ON A FARM, PART II" (20 MIN.)

- Direct students to read Chapter 18 and complete the second part of Activity Page 13.1 independently.



ENGLISH  
LANGUAGE  
LEARNERS

Writing  
Writing

#### Beginning

Students will be working as a member of a group, so circulate often to make sure that they are participating to the best of their ability. Assign a partner to help them with specific tasks if necessary.

#### Intermediate

Provide 1:1 support or prompting if necessary.

#### Advanced/Advanced High

Provide support as needed.

ELPS 5.G

## Chapter 18 Life on a Farm in the Middle Atlantic Colonies, Part II

Do you remember that in the last chapter, you read a story about Patience and Primrose? They found something very special under a shrub. Who can remember what it was? When you left them, they had set off to do their chores. Let's find out what's happened to them.



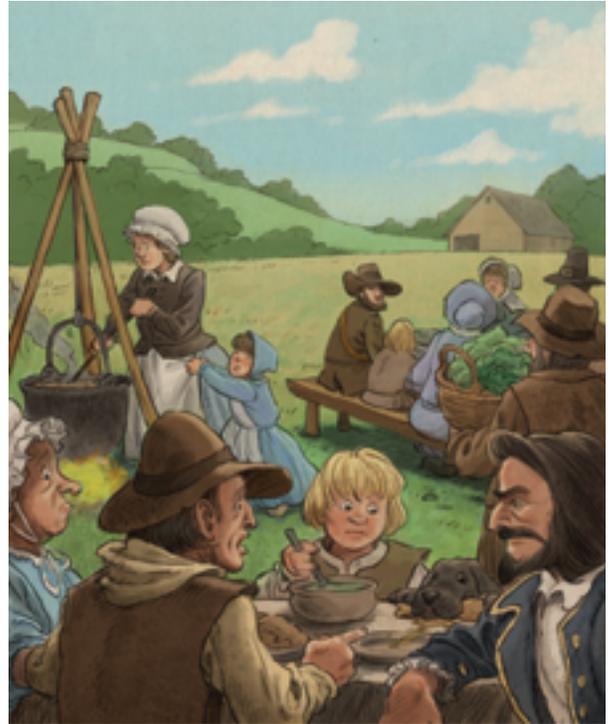
The girls' uncle had given them good **advice** about the Middle Atlantic colonies. These colonies offered people from Europe new opportunities as well as religious freedom. Although these were English colonies, Germans, Dutch, French, Swedish, and Irish people came to live in New York, New Jersey, Delaware, and Pennsylvania. Every day, more and more people arrived to start a new life.



*Colonists arrived from many different European countries.*

Papa often told the children stories about his trips into town. He would tell them of all the different languages he heard being spoken there. He would describe the people who came from many different parts of Europe. He would **occasionally** bring home strange and unusual foods he had bought from the market or the street vendors. One of their favorites was English 'pop robbins'. The girls looked forward to the delicious balls of batter made from flour and eggs boiled in milk. Papa would describe the styles of clothes people wore and the different **customs** he had heard about.

Almost all of their neighbors were from different parts of Europe. Their closest neighbor was a family from Germany. In the first years of the 18th century, German families had begun to arrive in this **colony**. At harvest thanksgiving time, their German neighbors had cooked scrapple and brought it to their home. The boys had loved this pudding dish of meat and grain. The girls were less thrilled, but they had loved the apple strudel that followed. The girls and their family had also been invited to visit with an Irish family who lived about a mile away. Mama had been amazed by how much the Irish family liked to eat butter and cream.



*Families from different countries ate together.*

It was a well-known fact that the Middle Atlantic colonies produced more food than the New England colonies. The soil in the Middle Atlantic colonies was so much better for farming. For this reason, these colonies had earned the name 'the breadbasket of the colonies'. They produced huge amounts of **rye**, **barley**, and wheat, their most important crop. Farmers sent their grain harvest to the water-powered **mills** across the region. At the **mills**, the grain was turned into flour. The flour was sold to other colonies and to people in the West Indies. It was even sold to English merchants, who shipped it to England. The girls' mother often joked that they were helping to feed the King of England himself.



*A water-powered mill*

The Middle Atlantic colonies were not only known for farming. Along the coast, fisherman fished and skilled craftsmen built boats and ships. Men cut down trees from the forests and turned them into lumber to be used to make boats as well as to be shipped to towns and cities in England.

Because people of different faiths were free to **worship** as they wished, different kinds of churches were springing up throughout the Middle Atlantic colonies. There were various Christian churches, including the Lutheran church that the girls' family attended. Like the children's family, most of the Swedish settlers were Lutheran. There were Jewish temples, too. Small, one-roomed schoolhouses were also beginning to appear. Only boys could attend them. The girls' two older brothers went to school to learn reading, writing, and manners. When they weren't at school, Papa taught the boys how to hunt, farm, build fences, and make tools.



*The girls' family attended a Lutheran church.*

Primrose and Patience went about doing their chores. They led the cows into the pasture. The cows followed them **obediently** along the familiar track. After that, they weeded and watered the newly planted vegetable garden, stopping only once to drink water from the well and to put on their sun bonnets. They did not speak much as they worked. Primrose hummed to herself as she worked though. As they neared the end of their task, Patience looked up and exclaimed, “I know! I will hide my kitten in my pocket. That way, she can come with me everywhere I go. Her name will be Midnight.”

Primrose glanced at her sister and sighed. There was no point disagreeing with her or even pointing out the fact that her kitten would grow into a cat. It was clear that Patience was determined to have a pet kitten.



*Patience and Primrose weeded the vegetable garden.*

When they were done with the weeding, Primrose stood up and looked toward their cabin.

“We had better go help Mama with the quilt. Now that it is springtime, maybe she will make each of us a new dress,” she said hopefully. “I would also like some new ribbon for my hair.”

Patience’s eyes lit up. “I want a blue dress with a very large pocket,” she said excitedly. “And some yarn for Midnight to play with.”

With that, the two girls ran off to find their mother.

How would you feel if you had to do so many chores each day?



*Patience will name her kitten Midnight.*

## DISCUSSING THE READING (5 MIN.)

- Have students share some of the key ideas and details they record for the second part of Activity Page 13.1.
- Collect Activity Page 13.1.



### Check for Understanding

Have students do a quick-write for one minute summarizing what they learned about life on a Middle Atlantic colonial farm.

## Lesson 13: Life on the Farm

# Writing



**Primary Focus:** Students will conduct research to write a brief narrative about life in one of the thirteen colonies. **TEKS 3.13.C**

Students will collaborate to develop a research plan, generate questions, and gather information from sources. **TEKS 3.1.D; TEKS 3.13.A; TEKS 3.13.B; TEKS 3.13.C; TEKS 3.13.E; TEKS 3.13.F**

Students will distinguish between plagiarism, note-taking, and creating original text. **TEKS 3.13.F**

## WRITING A NEW CHAPTER: RESEARCH (40 MIN.) **TEKS 3.13.A; TEKS 3.13.B;**

**TEKS 3.13.C; TEKS 3.13.E; TEKS 3.13.F**

- Ask students to look at **page 7** of *Living in Colonial America*, and recall each of the children we read about. As they name them, list them on chart paper or on the board: Robert, Tom, Mary, Lizzie, Charles, Patience, Seth, Sarah, and Matthew.
- Ask students if they wondered what happened next in the story after they finished reading the chapter.
- Tell students that for the next two days, they will be working in small groups to write the next chapter of the story about one of the characters.
- Explain that they will be doing a shared writing activity, meaning they will need to collaborate and cooperate in order to complete the writing.
- Have students recall what behavior is expected when working in small groups. (You may already have your own rules, but should include being respectful, taking turns, full participation, etc.) **TEKS 3.1.D**

**TEKS 3.13.C** Identify and gather relevant information from a variety of sources; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.13.A** Generate questions on a topic for formal and informal inquiry; **TEKS 3.13.B** Develop and follow a research plan with adult assistance; **TEKS 3.13.E** Demonstrate understanding of information gathered; **TEKS 3.13.F** Recognize the difference between paraphrasing and plagiarism when using source materials.



## Reading Reading

### Beginning

Ask students questions with one-word answers and guide them in recording it in the graphic organizer, e.g., "Name a crop that the Middle Atlantic colonists grew on their farms."

### Intermediate

Allow students to work with a partner on the second part of Activity Page 13.1.

### Advanced/Advanced High

Allow students to compare their graphic organizers with those of partners before the class discussion.

### ELPS 4.D

## Support

Allow students to check the details they listed in their graphic organizers with a partner.

## Support

This collaborative activity provides natural peer support. Circulate often to check in with students and provide additional support if necessary.

## Challenge

Collaborative activities are essential for students of all levels and abilities, so it is not recommended that students work independently on this activity.

- Have students get into the small groups you previously assigned for the writing lesson.
- Tell students that as a group, they will decide which character from our reading they would like to write about.
- After deciding on their character, they will need to reread the last chapter in which that character appeared in order to plan how they would write the next chapter.
- Explain that they should also skim all the chapters the character appeared in to gather research for their writing. These are sources for their research. Point out that it can be useful to think ahead of time about the questions you want your research to answer. That way, when you skim the source, you can look for certain words or phrases.
- Point out that students will be taking notes on their sources. Ask: What is plagiarism? (writing down the work of someone else and claiming it as your own) What might be some good ways to make sure you don't plagiarize as you take notes? (paraphrase; use a highlighter to mark a direct quote, so you can check that you have reworded it; think of a new story to tell instead of retelling what you read)
- Tell students that in order for the group to work together efficiently, they'll assign their group members to different roles.
- Direct students to the Shared Writing Roles Poster you previously prepared. Explain that while each group member is expected to contribute, they'll need to assign the following roles in their groups

**Note:** You may wish to preassign these roles to group members.

- Group Leader: keeps everyone on track; encourages members to do their best
  - Researcher: writes down ideas and notes during research
  - Scribe: writes down the text of the new chapter
  - Fact checker: makes sure the facts from the research are used in the chapter
  - Reader: reads the final version of the chapter aloud to the class
- Explain that while they'll all be doing research, today the Group Leader will be making sure everyone is on track and the Researcher will be recording the information. Remind students that research is more effective when it follows a plan. Make sure the group agrees about the information it needs to find.



## Check for Understanding

Have each group make a list of the tasks they must do in the order they must do them. Have volunteers share their group's list with the class. If there are misconceptions, go over the directions for the task again to clarify.

- Make sure each group has writing paper.
- Once the groups start working, circulate around to gather the following information on the *Shared Writing Checklist*.
  - Assign group numbers.
  - List the students in each group and their role.
  - Write down the group number and the character they chose to write about.
  - Begin informally assessing students using the checklist during today’s lesson. You will have more opportunity to assess students during Lesson 14.
- Tell students that once they’ve completed their research, they may begin drafting their chapter.

## Lesson 13: Life on the Farm

# Language



**Primary Focus:** Students will identify the meaning of words with prefixes *over-*, *mid-*, and *under-*. **TEKS 3.2.A.v; TEKS 3.3.C**

### MORPHOLOGY: PREFIXES *OVER-*, *MID-*, AND *UNDER-* (15 MIN.)

#### Practice prefixes *over-*, *mid-*, and *under-*

- Remind students that in the previous lesson, they learned about the prefixes *over-*, *mid-*, and *under-*.
- Remind students that *over-* means “too much,” *mid-* means “middle,” and *under-* means “below” or “less.”
- Divide students into pairs. Pass out paper and markers to each pair. (Alternatively make sure each pair has a small whiteboard and marker.)
- Tell students they will work with their partner to determine the correct word to go in each sentence you read aloud.
- Tell students that you will read a sentence aloud. The sentence includes a definition of a word from the previous lesson that has either the prefix *over-*, *mid-*, and *under-*. Students must work with their partner to write down the word that matches the meaning given in the sentence in large letters on paper. Then, you will ask students to hold up the word they wrote when you say the word “Display.”

**TEKS 3.2.A.v** Demonstrate and apply phonetic knowledge by: decoding words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-* *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

- Use the following steps to complete this activity, reading sentences from the following chart.

**Note:** The chart is shaded in gray to indicate you do not need to write the information on the board or chart paper but rather use it during oral instruction.

- Read a sentence aloud.
- Give student pairs a moment to write their answer down.
- Say, “Display” and check student responses.
- Say the correct answer to be sure students know the correct answer.
- Ask students for the part of speech of the word and the prefix.

| Sentence                                                                                                                                                                             | Word       | Part of Speech | Prefix |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------------|--------|
| Even though the reception has a buffet that you can serve yourself from, you shouldn't <u>put too much food in your mouth, chew it, then swallow</u> it because you might feel sick. | overeat    | verb           | over-  |
| It might help if you <u>draw a long, thin mark under</u> the key words you still need to study for the science assessment.                                                           | underline  | verb           | under- |
| His meeting is at an office in <u>the middle of the town</u> so he will have to get a taxi to meet us downtown afterwards.                                                           | midtown    | noun           | mid-   |
| She took an <u>under the surface of the water</u> camera on vacation so she could take pictures while she snorkeled.                                                                 | underwater | adjective      | under- |
| There are regulations in place so that people do not <u>try to catch too much fish</u> in certain areas of the ocean.                                                                | overfish   | verb           | over-  |
| The little boy woke up at <u>the middle of the night</u> coughing and having trouble breathing.                                                                                      | midnight   | noun           | mid-   |

- Have students complete Activity Page 13.2 independently.

## Activity Page 13.2



**ENGLISH  
LANGUAGE  
LEARNERS**

### Language Foundational Literacy Skills

#### Beginning

Have students sort the words by prefix: *over-*, *mid-*, and *under-*. Read the sentence aloud and first have the students predict if the prefix will be *over-*, *mid-*, or *under-*. Next, read the three words for the prefix they chose and ask which one makes sense.

#### Intermediate

Allow students to work with a partner to complete Activity Page 13.2.

**Advanced/Advanced High**  
Provide support as needed.

**ELPS 2.C; ELPS 4.A**

**Lesson 13: Life on the Farm**

# Take-Home Material

Activity Page 13.3

- Have students take home Activity Page 13.3 to read to a family member.





## 14

# “The Road to Revolution, Part I”

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

Students will read and listen to a text about the beginnings of the American Revolution and identify cause and effect of certain events.

✦ **TEKS 3.1.A; TEKS 3.9.D.iii**

### Writing

Students will write the next chapter to one of the stories about the colonies

✦ studied in the unit. **TEKS 3.1.D; TEKS 3.12.A**

### Language

✦ Students will identify object pronouns in sentences. **TEKS 3.11.D.vii**

## FORMATIVE ASSESSMENT

**Activity Page 14.1 American Revolution: Cause and Effect** Students will identify cause and effect for a series of events.

✦ **TEKS 3.9.D.iii**

**Activity Page 14.2 Object Pronouns** Students will replace words in a sentence with the correct object pronoun.

✦ **TEKS 3.11.D.vii**

✦ **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.9.D.iii** Recognize characteristics and structures of informational text, including: organizational patterns such as cause and effect and problem and solution; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.12.A** Compose literary texts, including personal narratives and poetry, using genre characteristics and craft; **TEKS 3.11.D.vii** Edit drafts using standard English conventions, including: pronouns, including subjective, objective, and possessive cases.

## LESSON AT A GLANCE

|                                                  | Grouping    | Time    | Materials                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------|-------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Speaking and Listening (50 min.)</b>          |             |         |                                                                                                                                                                                                                                                                                                      |
| Introducing the Read-Aloud                       | Whole Group | 10 min. | <input type="checkbox"/> <i>Living in Colonial America</i><br><input type="checkbox"/> Activity Page 14.1                                                                                                                                                                                            |
| Read-Aloud: "The Road to Revolution, Part I"     | Whole Group | 20 min. | <input type="checkbox"/> large U.S. map (optional)                                                                                                                                                                                                                                                   |
| Discussing the Read-Aloud                        | Whole Group | 5 min.  |                                                                                                                                                                                                                                                                                                      |
| Cause and Effect                                 | Independent | 15 min. |                                                                                                                                                                                                                                                                                                      |
| <b>Writing (50 min.)</b>                         |             |         |                                                                                                                                                                                                                                                                                                      |
| Writing the Next Chapter: Drafting               | Small Group | 50 min. | <input type="checkbox"/> <i>Living in Colonial America</i><br><input type="checkbox"/> Research notes from Lesson 13<br><input type="checkbox"/> writing paper<br><input type="checkbox"/> <i>Shared Writing Checklist</i> from Lesson 13<br><input type="checkbox"/> Roles for Shared Writing Chart |
| <b>Language (20 min.)</b>                        |             |         |                                                                                                                                                                                                                                                                                                      |
| Grammar: Object Pronouns and Pronoun Antecedents | Whole Group | 20 min. | <input type="checkbox"/> Activity Page 14.2<br><input type="checkbox"/> Object Pronouns Chart<br><input type="checkbox"/> Pronouns and Pronouns Antecedents Chart                                                                                                                                    |

## ADVANCE PREPARATION

### Language

- Create the following on chart paper or the board:

#### Object Pronouns

**Object pronouns** take the place of nouns. Object pronouns come after action verbs and words such as *to*, *at*, *for*, *of*, *in*, *from*, and *with*. Singular object pronouns are *me*, *you*, *him*, *her*, and *it*. Plural object pronouns are *us*, *you*, and *them*.

- Display the following poster from Lesson 12.

#### Pronouns and Pronoun Antecedents

**Pronouns** are words that take the place of nouns.

**Pronoun antecedents** are the words to which the pronouns refer.

Pronouns and their antecedents must agree in number and gender.

### Reading

- Prepare to add to the Colonial America: Important Persons anchor chart after the reading.

### Writing

- Create the following on chart paper or on the board, or use the Shared Writing Roles Poster from Lesson 13:

#### Roles for Shared Writing

- Group Leader: keeps everyone on track; encourages members to do their best
- Researcher: writes down ideas and notes during research
- Scribe: writes down the text of the new chapter
- Fact checker: makes sure the facts from the research are used in the chapter
- Reader: reads the final version of the chapter aloud to the class

### Universal Access

- Review cause and effect with students. Provide examples and practice.
- Provide additional books, articles, and images about the American Revolution.

## Lesson 14: The Road to Revolution, Part I

Speaking and Listening 

**Primary Focus:** Students will read and listen to a text about the beginnings of the American Revolution and identify cause and effect. **TEKS 3.1.A; TEKS 3.9.D.iii**

**VOCABULARY: “THE ROAD TO REVOLUTION, PART I”**

The following are core vocabulary words used in this lesson. Preview the words with the students before the lesson. Students are not expected to be able to use these words immediately, but with repeated exposure throughout the lessons they will acquire a good understanding of most of the words. Students may also keep a “unit dictionary” notebook along with definitions, sentences, and/or other writing exercises using these vocabulary words.

**influx**, an arrival; invasion; flood; entry

**outspoken**, refers to someone who speaks in an honest or open way; blunt; direct

**representation**, the action of having someone do something for, or on behalf of, someone else or a group of people

**taxing**, demanding a payment be made to the government, usually to support services provided by the government

**Vocabulary Chart for Chapter 19, “The Road to Revolution, Part I”  
Read-Aloud**

| Type                                 | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words                |
|--------------------------------------|---------------------------------|-------------------------------------------------|
| Vocabulary                           |                                 | influx<br>outspoken<br>representation<br>taxing |
| Multiple Meaning<br>Vocabulary Words |                                 |                                                 |
| Sayings and Phrases                  |                                 |                                                 |

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.9.D.iii** Recognize characteristics and structures of informational text, including: organizational patterns such as cause and effect and problem and solution.

## INTRODUCING THE READ-ALoud (10 MIN.)

- Make sure that you and your students each have a copy of *Living in Colonial America*.
- Have students go to the Table of Contents, locate Chapter 19, “Road to Revolution, Part I” and go to the first page of the chapter.
- Ask students to skim through the chapter and view the illustrations.
- Ask students if they can define the word *revolution*. (The act of many people trying to overthrow the rule of a government and start a new one; a sudden extreme change to people’s way of living, working, behavior, etc. Students may recall from the Astronomy unit that a revolution is the action of a celestial object orbiting around another object.)
- Have students brainstorm everything they can think of when they hear the phrase “American Revolution” or “The Revolutionary War.” (You may wish to record these on the board or on chart paper.)
- Ask students to make predictions about what might have caused a revolution to begin in the colonies.

## READ-ALoud: “THE ROAD TO REVOLUTION, PART I” (20 MIN.)



### Student Reader Pages 202–203 Wampanoag approaching English settlement

You have learned about how the English colonies were established, and how the colonists lived their

lives. Throughout this time, the English, Spanish, and French colonists fought each other over land in North America. They were land-hungry and clashed over the areas of North America they wanted for themselves. The Spanish conquistadors had forced the French colonists out of what is present-day Florida and gained control of it. They also moved into the areas of southwestern North America including present-day New Mexico. The French settlers were colonizing parts of present-day Canada and had also claimed the Mississippi River valley for France. Whereas some of these land claims resulted in wars on European soil, other clashes were beginning to take place in North America.

## Support

Remind students that they learned about the Wampanoag and the first Thanksgiving.

It may be helpful for students if these areas are pointed out on a large US map.

At the same time, more and more Europeans were coming to the English colonies and searching for land to settle. They began to move farther west, away from the coastal areas where people had first settled. Over time, Native Americans began to realize that there would be no end to the **influx** of people.

What does *influx* mean? (*incoming arrival*)

How do you think Native Americans were feeling at this time?

(Answers vary)

In 1675, war broke out in New England. The English settlers had taken the Wampanoag's land and killed many of their people. The Wampanoag decided it was time to take a stand.

Chief Metacom, the son of Chief Massasoit [mass-uh-so-it], led a war party against some English settlers. This turned into an all-out conflict. Eventually the English settlers won. Only about four hundred of the Wampanoag survived, and the settlers took even more of their land.

Who was Massasoit? (*The Wampanoag chief who helped the Pilgrims at Plymouth*)

As the colonies grew, English explorers continued west across the Appalachian Mountains to what is now the Ohio River Valley. However this land was not uninhabited either. Native Americans had been living in this region for a long time, some of them having been forced to move west away from the eastern regions to escape the **influx** of settlers. The French colonists had also claimed a few areas of the Ohio Valley. They had established a good trading partnership with various Native tribes in the area. They didn't want the English settlers to interfere with this business relationship.



Neither Native Americans nor the French colonists wanted English settlers to build homes upon this land. However, the British Lieutenant Governor of Virginia, Robert Dinwiddie, wrote to the French military commander in the Ohio Valley, insisting that the land belonged to Great Britain and demanding that the French government abandon its claim to it.

The French military commander considered this request and then replied: "Non!"

Yet another war broke out in 1754. This war is known as the French and Indian War, although it was primarily between Great Britain and France. Fought in the forests of North America, this war went on for a very

*French and Indian War battle scene*

long time—almost nine years in all. George Washington and many other colonists were in fear of the war, hoping to gain more territory and wealth on the side of the British. The British government also sent thousands of soldiers across the Atlantic Ocean to fight. There were Native Americans on both sides of the war, although many of them tried to stay out of it. Some were promised items (such as a side in the conflict and fighting for it, often because the British or French threatened to cut off trade if they didn't participate). Many Native Americans in the region, such as the Huron, fought with the French colonists. Others, such as the Seneca, sided with the British.

204

205

## Student Reader Pages 204–205 French and Indian War battle scene

As the colonies grew, English explorers continued west across the Appalachian Mountains to what is now the Ohio River Valley. However this

land was not uninhabited either. Native Americans had been living in this region for a long time, some of them having been forced to move west away from the eastern regions to escape the **influx** of settlers. The French colonists also claimed a few areas of the Ohio Valley. They had established a good trading partnership with various Native tribes in the area. They didn't want the English settlers to interfere with this business relationship.

It may be helpful to show the area on a US map. Tell students that if an area is uninhabited, it means that no one was living in it. Ask students who already inhabited this area. Tell them to listen carefully to see if their predictions were correct.

Neither Native Americans nor the French colonists wanted English settlers to build homes upon this land. However, the British Lieutenant Governor of Virginia, Robert Dinwiddie, wrote to the French military commander in the Ohio Valley, insisting that the land belonged to Great Britain and demanding that the French government abandon its claim to it.

Tell students that by this time, England, Scotland, and Wales had officially become known as Great Britain.

The French military commander considered this request and then replied: “Non!”

What do you suppose that response means? (*No*) Does it sound like the French monarchy is going to cooperate?

Yet another war broke out in 1754. This war is known as the French and Indian War, although it was primarily between Great Britain and France.

Why were Native Americans called Indians by the colonists? (*When Columbus encountered Native peoples in the Bahamas, he thought he had landed in the East Indies, off the coast of India.*)

Fought in the forests of North America, this war went on for a very long time—almost nine years in all. George Washington and many other colonists were in favor of the war, hoping to gain more territory, and fought on the side of the British. The British government also sent thousands of soldiers across the Atlantic Ocean to fight. There were Native Americans on both sides of the war, although many of them tried to stay out of it. Some were pressured into choosing a side in the conflict and fighting for it, often because the British or French threatened to cut off trade if they didn't participate. Many Native Americans in the region, such as the Huron, fought with the French. Others, such as the Iroquois, sided with the British.

Two years later the war over the colonial territory in North America spread to other parts of the world where France and Great Britain competed for land, such as Europe, the West Indies, and India. This phase of the war is known as the Seven Years War in Great Britain.

Two years later the war over the colonial territory in North America spread to other parts of the world where France and Great Britain competed for land, such as Europe, the West Indies, and India. This phase of the war is known as the Seven Years War in Great Britain.

Eventually, after much conflict, the British captured the French-controlled city of Quebec, Canada. The capture of Quebec in 1759 was a turning point for the British, who eventually won the war. In 1763, the war was over, but this was the beginning of the end for French fortune in North America.

Although the French and the British signed a peace treaty, some Native Americans continued to fight for their land. They were led by Chief Pontiac of the Ottawa tribe, and his fight became known as "Pontiac's Rebellion." But these attempts actually involved a vast network of at least thirteen Native American tribes which united together around protecting their people. Chief Pontiac and the Native American tribes were successful. The British soon realized that it would be very difficult and very expensive to try to defeat them. As a result, the British Parliament and King George III decided that settlers should not live on land west of the Appalachian Mountains. In 1763, King George issued a proclamation forbidding it.



King George III before Parliament. Proclamation being read

Fighting a war for many years is a very expensive thing to do. When it was over, the British Parliament realized that they had spent a great deal of money. Britain was in financial trouble, and someone had to help get them out of it. That someone was the 13 colonies.

The prime minister of Great Britain at the end of the French and Indian War was a man named George Grenville. Grenville was asked to come up with a plan to pay off Britain's debt. He thought long and hard about this and did indeed come up with a plan. "How about taxing the colonies?" he thought to himself. "Sure, all Great Britain fought the war to defend the colonies against the French and Native Americans." Grenville presented his plan to King George III and Parliament. King George and most members of the British parliament agreed that it was a great plan.

206 207

## Student Reader Pages 206–207 King George III before Parliament; Proclamation being read

Eventually, after much conflict, the British captured the French-controlled city of Quebec, Canada. The capture

of Quebec in 1759 was a turning point for the British, who eventually won the war. In 1763, the war was over, but this was the beginning of the end for French fortune in North America.

Although the French and the British signed a peace treaty, some Native Americans continued to fight for their land. They were led by Chief Pontiac of the Ottawa tribe, and so their fight became known as "Pontiac's Rebellion." But these attempts actually involved a vast network of at least thirteen Native American tribes which united together around protecting their people. Chief Pontiac and the Native American tribes were successful. The British soon realized that it would be very difficult and very expensive to try to defeat them. As a result, the British Parliament and King George III decided that settlers should not live on land west of the Appalachian Mountains. In 1763, King George issued a proclamation forbidding it.

Fighting a war for many years is a very expensive thing to do. When it was over, the British Parliament realized that they had spent a great deal of money. Britain was in financial trouble, and someone had to help get Britain out of it. That someone was the 13 colonies.

The prime minister of Great Britain at the end of the French and Indian War was a man named George Grenville. Grenville was asked to come up with a plan to pay off Britain's debt. He thought long and hard about this and did indeed come up with a plan. "How about

taxing the colonists?” he thought to himself. “After all, Great Britain fought the war to defend the colonists against the French and Native Americans!” Grenville presented his plan to King George III and Parliament. King George and most members of the British parliament agreed that it was a great plan.

If the prime minister wanted to tax the colonists, what does that mean? (*He wanted them to pay a fee to Great Britain.*)

## Challenge

Have students make a list of items that we have to pay taxes on today. What does that tax money pay for?

In 1764, the British Parliament passed the Sugar Act. This law placed a tax on foreign sugar and molasses. By making foreign sugar and molasses more expensive, the colonists were being forced to buy these goods from the British producers in the West Indies. However, this act did not just include sugar; it also included cloth, coffee, and silk. The colonists were now taxed if they chose to buy less expensive products from other nations.

Then in 1765, the British Parliament passed the Stamp Act. The Stamp Act stated that all printed materials produced in the colonies would be taxed. Newspapers, magazines, legal documents, and—believe it or not—even cards, would cost more. People were required to buy a stamp and place it on the paper item they had purchased.

In the same year, the Quartering Act was passed by the British Parliament. This meant that colonists had to help provide quarters, or temporary places to live, for the British soldiers stationed in the colonies. The colonists also had to provide supplies, such as food, bedding, candles, and firewood.

For many years, the colonists had handled their own affairs. Now, members of a government three thousand miles away had voted to tax the colonists. The colonists were not allowed to vote for these British leaders, so they felt their views and thoughts were not represented in the British government.



*American colonists read the Stamp Act*  
they felt their views and thoughts were not represented in the British government. Many colonists believed that it was unfair that they had to pay taxes, but did not have representation in the British Parliament. The British responded that members of Parliament considered the interests of the entire empire, and not simply the area they represented.

Although most people had accepted the Sugar Act and the Quartering Act, they were not prepared to accept the Stamp Act without a fight. Some outspoken colonists began to suggest that they should not pay it. They cited, “No taxation without representation!”

## Student Reader Pages 208–209 America colonists read the Stamp Act

In 1764, the British Parliament passed the Sugar Act. This law placed a tax on foreign sugar and molasses. By making foreign sugar and molasses more

expensive, the colonists were being forced to buy these goods from the British producers in the West Indies. However, this act did not just include sugar; it also included cloth, coffee, and silk. The colonists were now taxed if they chose to buy less expensive products from other nations.

Then in 1765, the British Parliament passed the Stamp Act. The Stamp Act stated that all printed materials produced in the colonies would be taxed. Newspapers, magazines, legal documents, and—believe it or not—even cards, would cost more. People were required to buy a stamp and place it on the paper item they had purchased.

Explain that the Stamp Act should not be confused with postage stamps that are purchased and attached to letters to be mailed.

In the same year, the Quartering Act was passed by the British Parliament. This meant that colonists had to help provide quarters, or temporary places to live, for the British soldiers stationed in the colonies. The colonists also had to provide supplies, such as food, bedding, candles, and firewood.

For many years, the colonists had handled their own affairs. Now, members of a government three thousand miles away had voted to tax the colonists. The colonists were not allowed to vote for these British leaders, so they felt their views and thoughts were not represented in the British government.



### Check for Understanding

Do a quick Whip-Around activity where students supply one word to describe how the colonists were feeling. Have everyone stand up. Go around the room and as each student gives one word, have that student sit down. Continue until all students are sitting down.

Many colonists believed that it was unfair that they had to pay taxes, but did not have **representation** in the British Parliament.

The British responded that members of Parliament considered the interests of the entire empire, and not simply the areas they represented.

Although most people had accepted the Sugar Act and the Quartering Act, they were not prepared to accept the Stamp Act without a fight.

Some **outspoken** colonists began to suggest that they should not pay it. They cried, “No taxation without **representation!**”

Explain that “No taxation without representation!” will become a rallying cry for the colonists as they move towards revolution, and that they will hear more about that in the next Read-Aloud.

### DISCUSSING THE READ-ALoud (5 MIN.)

1. **Inferential.** Why were conflicts increasing among the Spanish, French, and English colonists?
  - » They each had settlements in the Americas and were land hungry; they clashed over the areas of North America they wanted for themselves
2. **Inferential.** How were Native Americans involved?
  - » They were distressed; many of them had moved westward to escape the influx of colonists, and now the English were beginning to enter that area as well.
3. **Literal.** What was the name of the war between the French and English, which involved Native Americans fighting on both sides?
  - » French and Indian War

## Activity Page 14.1



ENGLISH  
LANGUAGE  
LEARNERS



Reading  
Reading

### Beginning

Provide questions so that students can answer either “cause” or “effect,” e.g., “The British won the battle and took over the land. Is that a cause or an effect?”

### Intermediate

Allow students to work with a partner on the second part of Activity Page 14.1.

### Advanced/Advanced High

Allow students to compare their answers with those of partners after completing Activity Page 14.1 independently.

**ELPS 4.D; ELPS 4.J**

### Support

Gather a small group and guide students in finding and rereading the portions of the text that relate to each event. As you reread, stop at each sentence and ask if that is a cause, an effect, or neither.

4. **Inferential.** Because Native Americans did not sign a peace treaty, which conflict occurred next between the British and Chief Pontiac of the Ottawa tribe, who led about 13 united groups against the British?

» Pontiac’s Rebellion

- As a class, add the important persons learned about in this chapter to the Colonial America: Important Persons chart.

## CAUSE AND EFFECT (15 MIN.)

- Have students turn to Activity Page 14.1
- Explain that there were many events that happened during this time, and for each there was a cause and an effect.
- Tell students that for the events listed on Activity Page 14.1, they will write in the cause and the effect for each of them.
- Explain to students that they will need to look back into the chapter and reread some paragraphs closely to find their answers.
- Tell students to complete Activity Page 14.1 independently.

## Lesson 14: The Road to Revolution, Part I

# Writing



**Primary Focus:** Students will write the next chapter to one of the stories about the colonies studied in the unit. **TEKS 3.1.D; TEKS 3.12.A**

## WRITING THE NEXT CHAPTER: DRAFTING (50 MIN.)

- Have students take out their research for the new chapter they are writing from Lesson 13.
- Remind students of the roles they have been assigned, but tell them that all members are expected to contribute to the writing.
- Direct students to the chart you prepared for Lesson 13:
  - Group Leader: keeps everyone on track; encourages members to do their best
  - Researcher: writes down ideas and notes during research
  - Scribe: writes down the text of the new chapter
  - Fact checker: makes sure the facts from the research are used in the chapter
  - Reader: reads the final version of the chapter aloud to the class

**TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.12.A** Compose literary texts, including personal narratives and poetry, using genre characteristics and craft.

- Explain that the Group Leader will still keep everyone on track, and now the Scribe will write the draft of the chapter using the ideas from the team. The Fact Checker will make sure the notes from the research are incorporated into the story.
- Emphasize the importance of collaboration and cooperation.
- Remind students of the characteristics of a narrative that they studied earlier in the unit. List these on the board:
  - Situation including setting and sequenced events
  - Characters
  - Dialogue
  - Descriptive language
- Tell students that they should include all of these characteristics in their chapter.
- While each group is working, circulate to answer questions, provide clarification or prompting, and to continue to informally assess students using the *Shared Writing Checklist*.

## WRAP-UP

- Tell students that tomorrow, the Reader in their group will be presenting the chapter to the rest of the class.

## Lesson 14: The Road to Revolution, Part I

# Language



**Primary Focus:** Students will identify object pronouns in sentences.

**TEKS 3.11.D.vii**

## GRAMMAR: OBJECT PRONOUNS AND PRONOUN ANTECEDENTS (20 MIN.)

### Introducing Object Pronoun and Pronoun Antecedents

- Direct students' attention to the object pronouns poster and the pronouns and pronoun antecedent poster you displayed in advance.

**TEKS 3.11.D.vii** Edit drafts using standard English conventions, including: pronouns, including subjective, objective, and possessive cases.

## Challenge

Have students choose one of the events and write a paragraph about how the effect would have changed if something changed in the history of the event. For example, what if the French soldiers had won the French and Indian War?



**ENGLISH  
LANGUAGE  
LEARNERS**

## Writing Writing

### Beginning

Students will be working as members of a group, so circulate often to make sure that they are participating to the best of their ability. Assign a partner to help them with specific tasks if necessary.

### Intermediate

Provide 1:1 support or prompting if necessary.

### Advanced/Advanced High

Provide support as needed.

## ELPS 3.E

## Support

This collaborative activity provides natural peer support. Circulate often to check in with students and provide additional support if necessary.

## Challenge

Collaborative activities are essential for students of all levels and abilities, so it is not recommended that students work independently on this activity.

## Object Pronouns

**Object pronouns** take the place of nouns. Object pronouns come after action verbs, such as *throw*, *tell*, and *say*, and prepositions, such as *to*, *at*, *for*, *of*, *in*, *from*, and *with*. Singular object pronouns are *me*, *you*, *him*, *her*, and *it*. Plural object pronouns are *us*, *you*, and *them*.

## Pronouns and Pronoun Antecedents

**Pronouns** are words that take the place of nouns.

**Pronoun antecedents** are the words to which the pronouns refer.

Pronouns and their antecedents must agree in number and gender.

- Remind students that in a previous lesson, you reviewed subject pronouns and the nouns they refer to (their antecedents). Tell students that today, they will discover that pronouns can serve as objects in sentences, meaning that they follow action verbs or the words listed on the poster.
- Read the following sets of sentences to students and have them find the pronouns in each set.

---

Mother called Brad to come in. Mother wanted him to have lunch. (*him*)

The teacher wanted Wanda to try harder on spelling assessments. The teacher hoped studying in class today would help her. (*her*)

---

- Ask, “In the first set of sentences, does the pronoun *him* come after an action verb?” (yes, *wanted*)
  - Ask, “To whom does the pronoun *him* refer?” (Brad)
  - Ask, “In the second set of sentences, does the pronoun *her* come after an action verb?” (yes, *hoped*)
  - Ask, “To whom does the pronoun *her* refer?” (Wanda)
  - Point out that in each set of sentences, the pronouns agree with the nouns they refer to (their antecedents) in number and gender; both are singular, the first refers to a boy and the second refers to a girl.
  - Read the following sentences and ask students to choose the correct pronoun.
1. I hope that doorbell is not our silly neighbors! I am not ready to see \_\_\_\_\_ today. (*they* or *them*: *them* because the pronoun comes after the action verb and *them* is an object pronoun)



**ENGLISH  
LANGUAGE  
LEARNERS**

Language  
Foundational  
Literacy Skills

### Beginning

Read the sentence aloud and have the students use the word bank to find the correct pronoun. Have students write that word in the blank.

### Intermediate

Allow students to work with a partner to complete Activity Page 14.2.

### Advanced/Advanced High

Remind students to write in complete sentences using correct capitalization and punctuation.

**ELPS 5.E**

2. Mother left my brother and me at home alone. She trusts \_\_\_\_\_ to behave when she's gone. (*we* or *us*: *us* because the pronoun comes after the action verb and *us* is an object pronoun)
  3. Carrie's dad is a kind man. He always treats \_\_\_\_\_ well. (*she* or *her*; *her* because the pronoun comes after the action verb and *her* is an object pronoun)
  4. Mrs. Sandon taught our class multiplication. Now, we all understand \_\_\_\_\_ and can multiply easily. (*it*, *you*: *it* because the pronoun comes after the action verb and *it* is an object pronoun)
  5. I put a leash on my dog to go for a walk. Now he is walking right beside \_\_\_\_\_. (*me* or *I*: *me* because the pronoun comes after the action verb and *me* is an object pronoun)
  6. Our mother went to visit her parents out of state. She had some presents for \_\_\_\_\_. (*them* or *they*: *them* because the pronoun comes after the action verb and *them* is an object pronoun) When she arrived, she said, "These presents are for \_\_\_\_\_." (*me* or *you*: *you* because *you* refers to the person spoken to)
  7. Connie's brother told her to look the word up in the dictionary. She searched through the pages and finally exclaimed, "I found \_\_\_\_\_!" (*them* or *it*: *it* because both *word* and *it* are singular)
- Have students turn to Activity Page 14.2 and complete it independently.

### WRAP UP

- Have students write five sentences on the back of Activity Page 14.2 using the two reciprocal pronouns, *each other* and *one another*.

End Lesson

## 15

# “The Road to Revolution, Part II”

## PRIMARY FOCUS OF LESSON

### Language

- ✦ Students will spell words correctly using the /ou/ sound. **TEKS 3.2.B.i**

### Reading

Students will read and listen to a text about the beginnings of the American Revolution and identify the cause and effect of certain events.

- ✦ **TEKS 3.6.F; TEKS 3.9.D.iii**

### Speaking and Listening

Students will present and listen to stories written during the shared writing activity and pose questions to the presenter.

- ✦ **TEKS 3.1.A; TEKS 3.1.C**

## FORMATIVE ASSESSMENT

### Activity Page 15.1

**Spelling Assessment** Students will correctly spell

- ✦ words with the /ou/ sound. **TEKS 3.2.B.i**

### Activity Page 15.2

**American Revolution: Cause and Effect** Students will identify cause and effect for a series of events.

- ✦ **TEKS 3.9.D.iii**

### Activity Page 15.3

**What Questions Do I Have?** Students will generate questions after listening to stories being read

- ✦ aloud. **TEKS 3.1.A; TEKS 3.1.C**

- ✦ **TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.6.F** Make inferences and use evidence to support understanding; **TEKS 3.9.D.iii** Recognize characteristics and structures of informational text, including: organizational patterns such as cause and effect and problem and solution; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.

## LESSON AT A GLANCE

|                                               | Grouping    | Time    | Materials                                                                                                 |
|-----------------------------------------------|-------------|---------|-----------------------------------------------------------------------------------------------------------|
| <b>Language (20 min.)</b>                     |             |         |                                                                                                           |
| Spelling Assessment                           | Independent | 20 min. | <input type="checkbox"/> Activity Page 15.1                                                               |
| <b>Reading (55 min.)</b>                      |             |         |                                                                                                           |
| Introducing the Read-Aloud                    | Whole Group | 10 min. | <input type="checkbox"/> <i>Living in Colonial America</i><br><input type="checkbox"/> Activity Page 15.2 |
| Read-Aloud: "The Road to Revolution, Part II" | Whole Group | 20 min. |                                                                                                           |
| Discussing the Read-Aloud                     | Whole Group | 5 min.  |                                                                                                           |
| Cause and Effect                              | Independent | 15 min. |                                                                                                           |
| Sayings and Phrases                           | Whole Group | 5 min.  |                                                                                                           |
| <b>Speaking and Listening (45 min.)</b>       |             |         |                                                                                                           |
| Writing the Next Chapter: Presenting          | Whole Group | 45 min. | <input type="checkbox"/> drafts of chapters from Lesson 14<br><input type="checkbox"/> Activity Page 15.3 |

## ADVANCE PREPARATION

### Reading

- Prepare to add to the Colonial America: Important Persons anchor chart after the reading. Universal Access
- Review cause and effect with students. Provide examples and practice.
- Provide additional books, articles, and images about the key figures in the Revolutionary War such as Patrick Henry, Samuel Adams, George Washington, Thomas Jefferson, Benjamin Franklin, etc.

Start Lesson

## Lesson 15: The Road to Revolution, Part II

# Language



**Primary Focus:** Students will spell words correctly using the /ou/ sound.

 **TEKS 3.2.B.i**

## SPELLING ASSESSMENT (20 MIN.)

- Have students turn to Activity Page 15.1 for the spelling assessment.
- Tell students that for this assessment, they will write their words under the header to which they belong. For example, if you call out the word *house* they would write that word under the header 'ou' > /ou/.
- Tell students that should a spelling word fit under more than one header, they should only write the word under one.
- Tell students that they may not have to use all the lines under each header.
- Using the chart below, call out the words using the following format: say the word, use it in a sentence, and say the word once more.
  - After you have called out all of the words including the Challenge Words and the Content Word, go back through the list slowly, reading each word just once more.

|                |                  |
|----------------|------------------|
| 1. bloodhound  | 12. announcement |
| 2. trowel      | 13. download     |
| 3. accountable | 14. boundaries   |
| 4. dismount    | 15. towering     |

 **TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

### Activity Page 15.1



|               |                                          |
|---------------|------------------------------------------|
| 5. empowered  | 16. foundation                           |
| 6. drowned    | 17. background                           |
| 7. astounding | 18. allowance                            |
| 8. mouthwash  | <b>Challenge Word:</b> <i>believe</i>    |
| 9. counselor  | <b>Challenge Word:</b> <i>favorite</i>   |
| 10. growled   | <b>Content Word:</b> <i>Pennsylvania</i> |
| 11. cowardly  |                                          |

- Ask students to write the following sentences as you dictate them:
  1. I could not hear very well because there was a lot of background noise.
  2. Jim’s grandfather told him that he did not get an allowance when he was Jim’s age.
- At a later time today, you may find it helpful to use the Spelling Analysis chart found at the end of the lesson to analyze students’ mistakes. This will help you understand any patterns that are beginning to develop, or that are persistent among individual students.

## Lesson 15: The Road to Revolution, Part II

# Reading



**Primary Focus:** Students will read and listen to a text about the beginnings of the American Revolution and identify the cause and effect of certain events.

✚ **TEKS 3.6.F; TEKS 3.9.D.iii**

### VOCABULARY: THE ROAD TO REVOLUTION, PART II”

The following are core vocabulary words used in this lesson. Preview the words with the students before the lesson. Students are not expected to be able to use these words immediately, but with repeated exposure throughout the lessons they will acquire a good understanding of most of the words. Students may also keep a “unit dictionary” notebook along with definitions, sentences, and/or other writing exercises using these vocabulary words.

✚ **TEKS 3.6.F** Make inferences and use evidence to support understanding; **TEKS 3.9.D.iii** Recognize characteristics and structures of informational text, including: organizational patterns such as cause and effect and problem and solution.

**boycott**, to refuse to buy; to reject or prohibit

**independence**, freedom; the state of not being controlled by or dependent upon another entity or person

**issues**, problems; difficulties; obstacles; disagreements

**tension**, pressure; worry; stress; nervousness

**unjust**, unfair; not right

| <b>Vocabulary Chart for Chapter 20 “The Road to Revolution, Part II”<br/>Read-Aloud</b> |                                         |                                                        |
|-----------------------------------------------------------------------------------------|-----------------------------------------|--------------------------------------------------------|
| <b>Type</b>                                                                             | <b>Tier 3<br/>Domain-Specific Words</b> | <b>Tier 2<br/>General Academic Words</b>               |
| Vocabulary                                                                              |                                         | boycott<br>independence<br>issues<br>tension<br>unjust |
| Multiple Meaning<br>Vocabulary Words                                                    |                                         |                                                        |
| Sayings and Phrases                                                                     | Actions Speak Louder Than Words         |                                                        |

### INTRODUCING THE READ-ALoud (10 MIN.)

- Make sure that you and your students each have a copy of *Living in Colonial America*.
- Have students go to the Table of Contents, locate Chapter 20 “Road to Revolution, Part II” and go to the first page of the chapter.
- Ask students to recall some of the events in Chapter 19 “The Road to Revolution, Part I” that was leading to the colonists to become more outspoken.
  - » The multiple wars cause Britain to be in a financial crisis and so they started taxing the colonists on certain items; laws were passed laws that colonists had to quarter soldiers in their homes; they were not allowed to vote for British leaders so they felt that they were not represented in British government
- Ask students, “What were the three acts passed by British Parliament that taxed the colonists?”
  - » Sugar Act, Stamp Act, and Quartering Act
- Have students describe the Stamp Act. (It was a tax on all printed materials that required a stamp be put on the material to show that the tax had been paid.)

## READ-ALoud: "THE ROAD TO REVOLUTION, PART II" (20 MIN.)

Chapter 20 The Road to Revolution, Part II

**Read-Aloud**

As you have heard, the colonists were in strong opposition to the taxes Great Britain kept heaping on them. Their famous words were, "No taxation without representation!"



Patrick Henry before House of Burgesses speaking against tax

210

One man in particular, Patrick Henry, began to speak up. Patrick Henry was a Virginia lawyer. In Williamsburg, Virginia, he stood before the House of Burgesses and spoke out against the king and the new tax. Patrick Henry stated that only colonial governments should have the power to introduce new taxes in the colonies.

In 1765, the twenty-seven elected leaders of nine colonies made their way to New York. They met to discuss what could be done about the Stamp Act. This meeting became known as the Stamp Act Congress. Members of the Congress informed the British Parliament that this tax was **unjust**.

Another outspoken leader at this time was a man named Samuel Adams from Massachusetts. He organized a group of people who became known as the Sons of Liberty. These men protested in the streets, burned the stamps, and threatened the agents whose job it was to collect the taxes. It soon became impossible to impose the Stamp Act. And so in 1766, the British Parliament was forced to repeal it. When the colonists heard this news, they celebrated their victory.

Members of Parliament were not happy. King George III insisted that it was Britain's right to tax the colonies.

211

### Student Reader Pages 210–211 Patrick Henry before the House of Burgesses speaking against tax

As you have heard, the colonists were in strong opposition to the taxes Great Britain kept heaping on them. Their

famous words were, "No taxation without representation!"

Who remembers what this saying means?

One man in particular, Patrick Henry, began to speak up. Patrick Henry was a Virginia lawyer. In Williamsburg, Virginia, he stood before the House of Burgesses and spoke out against the king and the new tax. Patrick Henry stated that only colonial governments should have the power to introduce new taxes in the colonies.

Explain that the House of Burgesses was the assembly of representatives in colonial Virginia.

In 1765, the twenty-seven elected leaders of nine colonies made their way to New York. They met to discuss what could be done about the Stamp Act. This meeting became known as the Stamp Act Congress. Members of the Congress informed the British Parliament that this tax was **unjust**.

Not all the colonies sent representatives. Virginia, New Hampshire, North Carolina and Georgia did not.

Another outspoken leader at this time was a man named Samuel Adams from Massachusetts. He organized a group of people who became known as the Sons of Liberty. These men protested in the streets, burned the stamps, and threatened the agents whose job it was to collect the taxes. It soon became impossible to impose the Stamp Act. And so in 1766, the British Parliament was forced to repeal it. When the colonists heard this news, they celebrated their victory.

### Support

Explain that *repeal* means to withdraw or take back.



Sign of Liberty Bells

A new plan was needed. This time a man named Charles Townsend had another idea. They would pass tax on items that they knew the colonists really needed. These items—which were used daily in colonial times to make many things—

included paint, paper, glass, lead, tea, wool, and silk.

Alarmed by the level of protests, Britain sent troops to the colonies. They arrived in Boston Harbor in 1768. The colonists did not like the presence of British soldiers, especially because the soldiers had been sent to control them. Tension between the colonists and Britain continued to grow.

In 1770, a scuffle, or brief fight, broke out in Boston between British soldiers and a group of colonists. In the confusion, British soldiers fired their guns into the crowd and killed five colonists, injuring six others. The first to die was a man named Crispus Attucks. People were horrified. The soldiers were immediately arrested. This terrible event became known as the Boston Massacre.

The relationship between the colonists and Britain was becoming much worse.

Boston Massacre: Crispus Attucks

## Student Reader Pages 211–213 Boston Massacre; Crispus Attucks

Members of Parliament were not happy. King George III insisted that it was Britain’s right to tax the colonies. A new plan was needed.

This time a man named Charles Townshend had another idea. They would put a tax on items that they knew the colonists really needed. These items—which were used daily in colonial times to make many things—

included paint, paper, glass, lead, tea, wool, and silk. In response, the colonists decided to **boycott** these items from Britain. They began to make their own products. Colonists purchased tea from other sources, or drank “liberty tea” made from herbs and berries. Many women even began making their own cloth. This hurt British manufacturers, and before long, this tax was also removed—that is, all except for the tax on tea. So, the colonists’ **boycott** of British tea continued.

Alarmed by the level of protests, Britain sent troops to the colonies. They arrived in Boston Harbor in 1768. The colonists did not like the presence of British soldiers, especially because the soldiers had been sent to control them. **Tension** between the colonists and Britain continued to grow.

What does tension mean? (*strong feelings of distress*). What do you think was causing the most amount of tension? (*Answers vary, but could include taxes on items they need or the presence of British soldiers.*)

In 1770, a scuffle, or brief fight, broke out in Boston between British soldiers and a group of colonists. In the confusion, British soldiers fired their guns into the crowd and killed five colonists, injuring six others. The first to die was a man named Crispus Attucks. People were horrified. The soldiers were immediately arrested. This terrible event became known as the Boston Massacre. The relationship between the colonists and Britain was becoming much worse.

Explain that historians believe that Crispus Attucks escaped enslavement. After his death, he was called a hero for standing up for what he believed in.

It would not be fair to say that tea caused the American Revolution, but to pretend a gun. The colonists were still refusing to buy tea from Britain. And King George and his government were refusing to listen to the colonists. In 1773, the British Parliament introduced a new law called the Tea Act. This time they said that the British East India Tea Company would no longer have to pay the tax on tea—but colonial merchants would still have to pay the tax. This would give the British company an unfair advantage over the colonial merchants with whom they were competing.

The colonists responded that, not only did they not want the tea, they didn't want trade ships bringing it into the colonies, either. In other words, they would give up drinking British tea altogether.

In 1773, three British trade ships loaded with tea appeared in the Boston Harbor. The Sons of Liberty took action. Wearing elements of Native American war clothing, they threw all of the tea into the water! This event became known as the Boston Tea Party.

Now the king was really mad. You could say the colonists' "actions spoke louder than their words." The British government decided to punish this colony. A British general was placed in control of Massachusetts. Boston Harbor was closed, and more British soldiers were sent to Boston. With the port closed, many colonial businesses began to suffer. The colonists called these recent British decisions the Intolerable Acts because they were not willing to put up with them.

Rather than back down, the colonists began to join together. Many colonists were even more convinced now that the British did not understand them or care about them.



*Boston Tea Party*

214 215

## Student Reader Pages 214–215 Boston Tea Party

It would not be fair to say that tea caused the American Revolution, but it played a part. The colonists were still refusing to buy tea from Britain. And

King George and his government were refusing to listen to the colonists. In 1773, the British Parliament introduced a new law called the Tea Act. This time they said that the British East India Tea Company would no longer have to pay the tax on tea—but colonial merchants would still have to pay the tax. That would give the British company an unfair advantage over the colonial merchants with whom they were competing.

The colonists responded that, not only did they not want this tea, they didn't want trade ships bringing it into the colonies, either. In other words, they would give up drinking British tea altogether.

In 1773, three British trade ships loaded with tea appeared in the Boston Harbor. The Sons of Liberty took action. Wearing elements of Native American war clothing, they threw all of the tea into the water! This event became known as the Boston Tea Party.

It is important to point out that the colonists weren't trying to disguise themselves as Native Americans to try to fool the British. Historians believe the colonists were inspired by the tradition of Native American pride and were dressed in Native American-style war clothing to make a statement about being prepared for battle.

Now the king was really mad. You could say the colonists' "actions spoke louder than their words." The British government decided to punish this colony. A British general was placed in control of Massachusetts. Boston Harbor was closed, and more British soldiers were sent to Boston. With the port closed, many colonial businesses

began to suffer. The colonists called these recent British decisions the Intolerable Acts because they were not willing to put up with them.

Tell students that if something is *intolerable*, it means it is not accepted.

Rather than back down, the colonists began to join together. Many colonists were even more convinced now that the British did not understand them or care about them. Disagreements about slavery also contributed to some colonists wanting independence from Great Britain. Many colonists worried that the British parliament and British judges would make decisions about the future of slavery without giving the colonists any say about it.

In 1771, there was a disagreement within the Massachusetts government about whether slavery should be legal in the colony. The legislature, which was elected by people that lived in the colony, approved a law prohibiting the purchase of enslaved people. But the governor of Massachusetts, who had been appointed by the British king, dismissed the law, so nothing changed in the colony.

The next year, an important British judge in London, Lord Mansfield, made a decision to free a man who had been enslaved and brought to England. While the judge's decision was about enslavement in England, not the colonies, slaveholders in the colonies worried that British judges might eventually make decisions to free enslaved people in the colonies as well.

As a result, some people in colonies wanted to be free from the British government and British law. While colonists had different views on slavery, they wanted to make their own decisions. But the people who were enslaved rarely got to participate in these debates themselves.

Colonists were now daring to think about, and talk about, establishing their **independence** from England and becoming their own nation. Those who wanted to become independent, or free, of England were called Patriots. People still loyal to England and the king were known as Loyalists.

What does independence mean? (*freedom from the control or reliance upon someone or something*)



### Check for Understanding

Have students create the following analogy: The colonists wanting to become independent from England would be like \_\_\_\_\_ wanting freedom from \_\_\_\_\_. Have students share their responses orally. If students have misconceptions, provide examples and list ways the colonists were dependent on England.

It was clear that the colonists' relationship with Britain was changing, and elected leaders of the colonies had to decide what to do. George Washington, John Adams, Thomas Jefferson, James Madison, Benjamin Franklin, John Hancock, and other leaders came together for a gathering in Philadelphia known as the First Continental Congress.

Which of these men's names sound familiar to you? What do you know about them? (Answers will vary). Tell students that the first men were the first US presidents, and they are all known today as our country's "Founding Fathers" for their part in establishing America's **independence**.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Disagreements about slavery also contributed to some colonists wanting independence from Great Britain. Many colonists wanted that the British Parliament and British judges would make decisions about the future of slavery without giving the colonies any say about it.</p> <p>In 1773, there was a disagreement within the Massachusetts government about whether slavery should be legal in the colony. The legislators, which was elected by people that lived in the colony, approved a law prohibiting the purchase of enslaved people. But the governor of Massachusetts, who had been appointed by the British king, demanded the law, so nothing changed in the colony.</p> <p>The next year, an important British judge in London, Lord Mansfield, made a decision to free a man who had been enslaved and brought to England. While the judge's</p> | <p>decision was about enslavement in England, not the colonies, it led to the decision that British judges might eventually make decisions to free enslaved people in the colonies as well.</p> <p>As a result, some people in colonies wanted to be free from the British government and British law. While colonists had different views on slavery, they wanted to make their own decisions. But the people who were enslaved rarely got to participate in these debate themselves.</p> <p>Colonists were now daring to think about, and talk about, establishing their <b>independence</b> from England and becoming their own nation. Those who wanted to become independent, or free, of England were called Patriots. People still lived in England and the king were known as Loyalists.</p> <p>It was clear that the colonists' relationship with Britain was changing, and elected leaders of the colonies had to decide what to do. George Washington, John Adams, Thomas Jefferson, James Madison, Benjamin Franklin, John Hancock, and other leaders came together for a gathering in Philadelphia known as the First Continental Congress.</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Student Reader Pages 216–217 Paul Revere's Ride

In this meeting, the leaders voted to end all trade with Britain until Britain repealed the Intolerable Acts. Most people still hoped that these **issues**

could be resolved peacefully. However, it was decided that each colony should begin to store weapons and train men for war.

On April 18, 1775, British soldiers were given information about colonial weapons that had been secretly stored in a town called Concord, about 20 miles from Boston. The soldiers were ordered to seize the weapons and destroy them. The British soldiers began to

march towards Concord. A colonist named Paul Revere rode through the night to inform his fellow Patriots that the British were coming.

Perhaps you are familiar with this first part of a famous poem called “Paul Revere’s Ride,” by Henry Wadsworth Longfellow, based on this historic event:

---

*Listen, my children, and you shall hear  
Of the midnight ride of Paul Revere,  
On the eighteenth of April, in Seventy-five:  
Hardly a man is now alive  
Who remembers that famous day and year.  
He said to his friend, “If the British march  
By land or sea from the town to-night,  
Hang a lantern aloft in the belfry arch  
Of the North Church tower as a signal-light,  
One, if by land, and two, if by sea;  
And I on the opposite shore will be . . .”*

---

Paul Revere saw the signal of two lanterns lit by his friend in the church tower. That meant the British were coming by sea, so he rode all night to Concord to warn the colonists. Although Paul Revere was captured, the colonial soldiers, called Minutemen, were warned and prepared for the arrival of the British.

---

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>In this meeting, the leaders voted to end all trade with Britain until Britain repaid the looted ships. Most people still hoped that these men could be resolved peacefully. However, it was decided that each colony should begin to store weapons and train men for war.</p> <p>On April 18, 1775, British soldiers were given information about colonial weapons that had been secretly stored in a town called Concord, about twenty miles from Boston. The soldiers were ordered to seize the weapons and destroy them. The British soldiers began to march towards Concord. A colonist named Paul Revere rode through the night to inform his fellow Patriots that the British were coming.</p> <p>Perhaps you are familiar with this first part of a famous poem called “Paul Revere’s Ride,” by Henry Wadsworth Longfellow, based on this historic event:</p> <p><i>Listen, my children, and you shall hear<br/>Of the midnight ride of Paul Revere,<br/>On the eighteenth of April, in Seventy-five:<br/>Hardly a man is now alive<br/>Who remembers that famous day and year.<br/>He said to his friend, “If the British march</i></p> |  <p><i>By land or sea from the town to-night,<br/>Hang a lantern aloft in the belfry arch<br/>Of the North Church tower as a signal-light,<br/>One, if by land, and two, if by sea;<br/>And I on the opposite shore will be . . .”</i></p> <p>Paul Revere saw the signal of two lanterns in the belfry arch in the church tower. That meant the British were coming by sea, so he rode all night to Concord to warn the colonists. Although Paul Revere was captured, the colonial soldiers, called Minutemen, were warned and prepared for the arrival of the British.</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Student Reader Pages 218–219 Declaration of Independence; the Stars and Stripes colonial flag

The very first shots of the American Revolution were fired in Lexington on April 19, 1775, as the British soldiers were on their way to Concord.

This was later known as “the shot heard round the world” in a famous poem written by Ralph Waldo Emerson. Why do you think it was called that? (*it was the start of the American Revolution; there was a far-reaching impact across the world*)

Historians are not certain who fired the first shot. Several Minutemen died in this exchange of fire. The British soldiers continued their march toward Concord. However, when they got there, the weapons were nowhere to be found.

Paul Revere’s heroic ride had warned the colonists in time for them to move their weapons. The British began to retreat. As they did, they were fired upon by Minutemen. Many British soldiers were killed.

What does it mean that the British began to retreat? (*they began to pull back*)

A second gathering of leaders from each colony was called in the city of Philadelphia, which would later become the first capital of the United States.

Where is the capital of the United States today? (*Washington DC*)

Shortly before this meeting, Patrick Henry had uttered these famous words: “I know not what course others may take, but as for me, give me liberty or give me death!”

At this Second Continental Congress, George Washington was chosen to be the Commander-in-Chief in charge of an army that did not yet fully exist, but which the leaders anticipated they would soon need. During this time, many letters and petitions were sent to King George. Among them was the Declaration of Independence, primarily penned by Thomas Jefferson and approved by the Founding Fathers on July 4, 1776.

King George responded by ignoring the colonists’ requests and sending more British soldiers to the colonies. The long and difficult battle for American **independence** had begun.

## DISCUSSING THE READ-ALoud (5 MIN.)

1. **Inferential.** Who was Patrick Henry and what is the quote he is famous for today?
    - » He was a lawyer from Virginia. The quote is “No taxation without representation!”
  2. **Inferential.** What is the name of the group that Samuel Adams organized to protest the British taxes and rules?
    - » The Sons of Liberty
  3. **Literal.** Why did colonists boycott products from Britain, such as tea, wool, paper, and silk?
    - » Britain was taxing them on these items and so the colonists refused to buy them.
  4. **Inferential.** Who were some of the colonial leaders who met in the Continental Congress, and who are known today as Founding Fathers?
    - » George Washington, John Adams, Thomas Jefferson, James Madison, Patrick Henry, Benjamin Franklin, John Hancock
  5. **Literal.** On what date did the Founding Fathers approve the Declaration of Independence?
    - » July 4, 1776
  6. **Inferential.** What did this document signify?
    - » It stated that the colonists wanted to be free of Britain to create their own country.
- As a class, add the important persons learned about in this chapter to the Colonial America: Important Persons chart.

## Activity Page 15.2



## CAUSE AND EFFECT (15 MIN.)

- Have students turn to Activity Page 15.2
- Explain that there were many events that happened during this time, and for each there was a cause and an effect.
- Tell students that they will either find the cause, the effect, or name the event on Activity Page 15.2.
- Explain to students that they will need to look back into the chapter and reread some paragraphs closely to find their answers.
- Tell students to complete Activity Page 15.2 independently.

## SAYINGS AND PHRASES (5 MIN.)

- Ask students if they have ever heard anyone say, “actions speak louder than words.” (If students have heard the Grade 3 Light and Sound unit, you may wish to review the use of the saying in that story.)
- Reread the following excerpts from the Read-Aloud:

In 1773, three British trade ships loaded with tea appeared in the Boston Harbor. The Sons of Liberty took action. Wearing elements of Native American war clothing, they threw all of the tea into the water!

The very first shots of the American Revolution (or the shot heard round the world) were fired in Lexington on April 19, 1775, as the British soldiers were on their way to Concord.

- Ask students what actions performed in these excerpts “spoke” or delivered a message.
  - » First action—The colonists threw the tea into the water to send the message to England that they would not tolerate unjust taxes. This action was more effective in getting the king’s attention than their words of protest had been.
  - » Second action—The “shot heard round the world” was the first shot fired that started the American Revolution. It sent the message to the world that there would be war between England and America, and it has had far-reaching impacts around the world and throughout history.
- Ask students if they ever faced a situation in which someone’s actions made an impression on them more powerfully than any words that could have been said. You may wish to discuss the effects of certain actions in a classroom that “speak” loudly. Give students an opportunity to share their experiences, and encourage them to use the saying.



ENGLISH  
LANGUAGE  
LEARNERS

Reading  
Reading

### Beginning

Provide questions so that students can answer either “cause” or “effect”, i.e., “The colonists in Concord were warned and they were able to move their weapons so the British couldn’t find them. What was the event?”

### Intermediate

Allow students to work with a partner on the second part of Activity Page 15.2.

### Advanced/Advanced High

Allow students to compare their answers with a partner after completing Activity Page 15.2 independently.

**ELPS 4.D; ELPS 4.J**

### Support

Gather a small group and guide students in finding and rereading the portions of the text that relate to each event. As you reread, stop at each sentence and ask if that is a cause or an effect, or neither.

### Challenge

Have students choose one of the events and write a paragraph about how the effect would have changed if something changed in the history of the event. For example, what if Paul Revere was not able to get to Concord in time?



ENGLISH  
LANGUAGE  
LEARNERS



Speaking and Listening  
Exchanging Information  
and Ideas

**Beginning**

Provide sentence frames for the students, e.g., “What I want to know most about the main character is \_\_\_\_\_.”

**Intermediate**

Allow students to work with partners to generate questions.

**Advanced/Advanced High**

Encourage students to work independently and read their questions aloud if called upon.

**ELPS 3.H**

**Support**

Prompt students to formulate questions by asking, “What do you most want to know about?”

Lesson 15: The Road to Revolution, Part II

# Speaking and Listening

**Primary Focus:** Students will present and listen to stories written during the shared writing activity and pose questions to the presenter.

**TEKS 3.1.A; TEKS 3.1.C**

**WRITING THE NEXT CHAPTER: PRESENTING (45 MIN.)** **TEKS 3.1.A**

- Have the writing groups from Lesson 14 come together.
- Remind students that one of the roles in their group was the Reader. Explain that that person will be reading the drafts of the chapter aloud to the class.
- Have students turn to Activity Page 15.3.
- Tell students that while each of the groups are presenting their chapter, they will be listening carefully and generating a question they can ask that group.
- Explain that everyone needs to write one question for each group, and some students will be asking that group their question after they are done reading.
- Tell the groups that the Readers are not expected to answer all the questions by themselves; the groups can confer on an answer before the Reader responds.
- Remind students that questions are meant to clarify or give new information, not to criticize.
- Brainstorm with students some possible types of questions they may ask. They may include:
  - Why did you choose that character to write about?
  - What was the hardest part of writing the chapter?
  - How did you decide that your chapter would be funny (or dramatic, or sad, etc.)
  - What do you think happened next?
  - Why did your character \_\_\_\_\_?

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.

- Have each group read their chapter. After each group has finished, call one or two volunteers to read their questions to the group. The Reader can confer with the group before answering.
- Collect Activity Page 15.3 when all the groups have finished answering questions.

---

### WRAP-UP

- Have students write a brief reflection on the shared writing experience. What went well? What needs to be improved? Would they like to do a shared writing activity again?

~~~~~End Lesson~~~~~

Spelling Analysis Chart

Name

1. bloodhound
2. trowel
3. accountable
4. dismount
5. empowered
6. drowned
7. astounding
8. mouthwash
9. counselor
10. growled
11. cowardly
12. announcement
13. download
14. boundaries
15. towering
16. foundation
17. background
18. allowance
- Challenge Word: believe
- Challenge Word: favorite
- Challenge Word: Pennsylvania

Unit 10, Lesson 15

- Students are likely to make the following errors:
 - For 'ou', students may write 'ow'
 - For 'ow', students may write 'ou'
- While the above student-error scenarios may occur, you should be aware that misspellings may be due to many other factors. You may find it helpful to record the actual spelling errors that the student makes in the analysis chart. For example:
 - Is the student consistently making errors on specific vowels? Which ones?
 - Is the student consistently making errors at the end of the words?
 - Is the student consistently making errors on particular beginning consonants?
- Did the student write words for each feature correctly?
- Also, examine the dictated sentences for errors in capitalization and punctuation.

Unit Assessment

PRIMARY FOCUS OF LESSON

Reading

Students will demonstrate reading comprehension, grammar, and morphology

- ✦ skills. **TEKS 3.2.A; TEKS 3.3.B; TEKS 3.3.C; TEKS 3.6.G; TEKS 3.7.C; TEKS 3.7.D; TEKS 3.7.F; TEKS 3.7.G; TEKS 3.8.A; TEKS 3.8.B; TEKS 3.9.D.iii; TEKS 3.11.D.iv; TEKS 3.11.D.v**

- ✦ Students will reread text for a specific purpose. **TEKS 3.4; TEKS 3.6.A**

Writing

Students will write a narrative about one of the characters from *Living in*

- ✦ *Colonial America*. **TEKS 3.7.B; TEKS 3.11.D.ix; TEKS 3.12.A**

Speaking and Listening

- ✦ Students will share their writing with a partner. **TEKS 3.1.A; TEKS 3.1.C**

FORMATIVE ASSESSMENT

Activity Page 16.1

Unit Assessment Students will demonstrate reading comprehension, grammar and morphology

- ✦ skills. **TEKS 3.3.B; TEKS 3.3.C; TEKS 3.6.G; TEKS 3.7.C; TEKS 3.7.D; TEKS 3.7.F; TEKS 3.7.G; TEKS 3.8.A; TEKS 3.8.B; TEKS 3.9.D.iii; TEKS 3.11.D.iv**

Activity Page 16.2

Optional Fluency Assessment Students will demonstrate decoding and fluency skills.

- ✦ **TEKS 3.2.A; TEKS 3.4**

Activity Page 16.3

My Chapter Students will write another chapter about one of the characters in *Living in Colonial*

- ✦ *America*. **TEKS 3.7.B; TEKS 3.12.A**

- ✦ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non- dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 3.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 3.7.G** Discuss specific ideas in the text that are important to the meaning; **TEKS 3.8.A** Infer the theme of a work, distinguishing theme from topic; **TEKS 3.8.B** Explain the relationships among the major and minor characters; **TEKS 3.9.D.iii** Recognize characteristics and structures of informational text, including: organizational patterns such as cause and effect and problem and solution; **TEKS 3.11.D** Edit drafts using standard English conventions, including: (iv) adjectives, including their comparative and

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Reading (70 min.) | | | |
| Unit Assessment | Independent | 50 min. | <input type="checkbox"/> Activity Pages 16.1, 16.2
<input type="checkbox"/> <i>Living in Colonial America</i> |
| Optional Fluency Assessment | Independent | | |
| My Favorite Chapter | Independent | 20 min. | |
| Writing (35 min.) | | | |
| Writing My Chapter | Independent | 35 min. | <input type="checkbox"/> <i>Living in Colonial America</i>
<input type="checkbox"/> Activity Page 16.3 |
| Speaking and Listening (15 min.) | | | |
| Sharing My Chapter | Partners | 15 min. | <input type="checkbox"/> Activity Page 16.3 |

ADVANCE PREPARATION

Universal Access

- Give students time to review their notes and *Living in Colonial America* prior to the assessment.
- Ask students if they have any questions about the unit.
- Go over rules for behavior during assessments, including what they should do after they've finished.

superlative forms; (v) adverbs that convey time and adverbs that convey manner; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 3.7.B** Write a response to a literary or informational text that demonstrates an understanding of a text; **TEKS 3.11.D.ix** Edit drafts using standard English conventions, including: capitalization of official titles of people, holidays, and geographical names and places; **TEKS 3.12.A** Compose literary texts, including personal narratives and poetry, using genre characteristics and craft; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.

Lesson 16: Unit Assessment

Reading



- Primary Focus:** Students will demonstrate reading comprehension, grammar, and morphology skills. **TEKS 3.2.A; TEKS 3.3.B; TEKS 3.3.C; TEKS 3.6.G; TEKS 3.7.C; TEKS 3.7.D; TEKS 3.7.F; TEKS 3.7.G; TEKS 3.8.A; TEKS 3.8.B; TEKS 3.9.D.iii; TEKS 3.11.D.iv-v**
- Students will reread text for a specific purpose. **TEKS 3.4; TEKS 3.6.A**

UNIT ASSESSMENT (50 MIN.)

Activity Page 16.1



- Have students tear out Activity Page 16.1 Unit Assessment
- Tell the students they will read two selections printed on the pages and answer comprehension questions about each. In the next section, they will answer grammar and morphology questions evaluating the skills they have practiced in this unit.
- Tell students to remember to:
 - Relax.
 - Take a break if you need to, but stay seated and don't disturb others.
 - Read all the questions carefully.
 - Stay focused.
 - Check your answers.
 - Do your best.
- Tell students that they should go right on to the second selection once they have finished the first.
- Tell students that if they finish before the time is up, they may read quietly at their desk.
- Collect Activity Page 16.1 when completed.
- There is an optional Fluency Assessment included. Assessing fluency requires that you work one-on-one with individual students to administer the assessment.

- ✦ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non- dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 3.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 3.7.G** Discuss specific ideas in the text that are important to the meaning; **TEKS 3.8.A** Infer the theme of a work, distinguishing theme from topic; **TEKS 3.8.B** Explain the relationships among the major and minor characters; **TEKS 3.9.D.iii** Recognize characteristics and structures of informational text, including: organizational patterns such as cause and effect and problem and solution; **TEKS 3.11.D** Edit drafts using standard English conventions, including: (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.6.A** Establish purpose for reading assigned and self-selected texts.

Administration Instructions for Fluency Assessment

- Turn to the Student Copy of “An Account of Pennsylvania” that comes at the end of this lesson. This is the text the student will read aloud. Reuse this copy for each assessment.
- Tell student to tear out Activity Page 16.2 “An Account of Pennsylvania” and the W.C.P.M. Calculation Worksheet for you to create a running record as you listen to each student read orally.
- Begin timing when the student reads the first word of the selection. As student reads aloud, make a running record on the Recording Copy using the following guidelines:

| | |
|-------------------------------|---|
| Words read correctly | No mark is required. |
| Omissions | Draw a long dash above the word omitted. |
| Insertions | Write a caret (^) at the point where the insertion was made. If you have time, write down the word that was inserted. |
| Words read incorrectly | Write an “X” above the word. |
| Substitutions | Write the substitution above the word. |
| Self-corrected errors | Replace original error mark with an “SC.” |
| Teacher-supplied words | Write a “T” above the word (counts as an error). |

- When one minute has elapsed, draw a vertical line on the Recording Copy to mark where the student was in the text at that point. Allow the student to finish reading the selection aloud.
- Write down the student’s reading time in minutes and seconds. Record whether the time was Elapsed Time (student did not finish) or Finished Time.
- You may also assess comprehension by asking students to answer the following questions:
 1. **Literal.** Which colony did Thomas describe? (Pennsylvania)
 2. **Literal.** Did he say it was a good place to be a farmer? Why or why not? (Yes, the land is cheap and corn grows well)
 3. **Literal.** According to Thomas, do laborers make better wages in Pennsylvania or in England? (in Pennsylvania)

Activity Page 16.2



Support

You may wish to pull a small group together to target a specific chapter to reread.

Support

Some students may benefit from doing another shared writing activity like in Lesson 14 or 15, either with a small group or a partner.

Challenge

Encourage students to add new characters to the chapters and to develop the characters using dialogue and actions.

**ENGLISH
LANGUAGE
LEARNERS**



Writing
Writing

Beginning

Provide sentence frames for students, i.e. “Patience decided the best way to take care of her new kitten was to ____.” As an alternative, allow students to dictate their chapters to you or to another student.

Intermediate

Allow students to do a shared writing with a partner, or allow students to check in with partners for feedback while writing.

Advanced/Advanced High

Encourage students to write in complete sentences and to incorporate all the characteristics of a good narrative.

ELPS 5.G

4. **Literal.** What are some of the animals Thomas described? (panthers, bears, foxes, muskrats, hares, raccoons, red deer, opossum, flying squirrels, swans, ducks, geese, turkeys, eagles, pheasants)
5. **Literal.** According to Thomas, is there a lot of religious persecution in Pennsylvania? (no, Pennsylvania is open to all)
 - Use the directions on the Recording copy to calculate the W.C.P.M score.

MY FAVORITE CHAPTER: REREADING OF TEXT (20 MIN.)

- Tell students that they will now have a chance to go back into *Living in Colonial America* and reread their favorite text.
- Explain that we just finished writing new chapters for some of the characters and now they will have their own choice of character for which to write a new chapter.
- Tell students to skim through the text, find their favorite chapter or character that they would like to write about, and reread that chapter.
- Explain that while they are rereading, they may want to keep some notes or jot down ideas for their writing.

Lesson 16: Unit Assessment

Writing



Primary Focus: Students will write a narrative about one of the characters from

✦ *Living in Colonial America*. **TEKS 3.7.B; TEKS 3.11.D.ix; TEKS 3.12.A**

WRITING MY CHAPTER (35 MIN.)

- Have students turn to Activity Page 16.3.
- Tell students to first fill out the questions at the top of the page before writing. Tell students that they will need a title, but they may want to wait until they're done writing to see if something in their writing inspires a great title.
- Remind students to use correct capitalization, punctuation, and grammar in their writing, including the title of the chapter. Remind students that the names of places (such as Massachusetts), people (such as John Smith), and holidays (such as Thanksgiving) should also have initial capital letters.

✦ **TEKS 3.11.D.ix**

✦ **TEKS 3.7.B** Write a response to a literary or informational text that demonstrates an understanding of a text; **TEKS 3.11.D.ix** Edit drafts using standard English conventions, including: capitalization of official titles of people, holidays, and geographical names and places; **TEKS 3.12.A** Compose literary texts, including personal narratives and poetry, using genre characteristics and craft.

- Have students spend the rest of the time writing while you circulate to check on progress, provide support, and give feedback.

Lesson 16: Unit Assessment

Speaking and Listening

Primary Focus: Students will share their writing with a partner.

 **TEKS 3.1.A; TEKS 3.1.C**

SHARING MY CHAPTER (15 MIN.)

- Divide students into pairs so they can share their chapters with their partners.
- Remind students to be respectful and listen actively.
- Encourage students to ask questions after each partner reads.
- If time allows, switch students so they have new partners.

WRAP-UP

- Collect Activity Page 16.3

End Lesson

Activity Page 16.3



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening Exchanging Information and Ideas

Beginning

If students are comfortable reading their stories with their partners, provide support only if needed. Alternatively, have students share their chapters 1:1 with you and provide support.

Intermediate

Provide support if needed.

Advanced/Advanced High

Encourage students to read aloud fluently, with good pacing and expression.

ELPS 3.G

 **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.

Fluency Assessment (Student Copy)

An Account of Pennsylvania

In 1681, Gabriel Thomas left his home in Wales. He sailed to
America and settled in Pennsylvania. At the time, Pennsylvania was a
new colony. It had been set up by the Quaker William Penn. Thomas
went there partly because he was a Quaker, too.

Thomas lived in Pennsylvania for 16 years. In 1697, he sailed back to
Europe. The next year, he published a book. It was called *An Account of
Pennsylvania*. Here are some of the details Thomas reported in his book.

Philadelphia is the main city of Pennsylvania. It sits between two
rivers. One is the Schuylkill; the other is the great Delaware. Ships may
come to the city by either of these two rivers.

The air in Pennsylvania is very pleasant and wholesome. The sky
is rarely cloudy. Winters are a little colder than in England and Wales.
Summers are a little hotter. The earth is very fertile and good for farming.

In Pennsylvania, land is cheap. A man can buy 100 acres of land for
ten or fifteen pounds.

Corn grows well there. Most years the farmers get twenty to thirty
bushels of corn for each bushel they plant.

Wages are high. A poor man can make three times as much as he
would make in England. A carpenter can make five or six shillings a day.

| | |
|---|-----|
| A shoemaker can get two shillings for a pair of shoes. A potter can get | 237 |
| sixteen pence for a pot, which may be bought in England for four pence. | 251 |
| Women can earn good wages there as well. There are not many | 263 |
| women there. So seamstresses are well paid. | 270 |
| Pennsylvania is open to all. The Church of England and the | 281 |
| Quakers have equal shares in government. There is no persecution | 291 |
| for religion. | 293 |
| There are many sorts of wild animals in Pennsylvania. There are | 304 |
| panthers, bears, and foxes. | 308 |
| There are muskrats, hares, and raccoons. You can hunt in the | 319 |
| forests without getting special permission. | 324 |
| There are many red deer. I once bought a large one from the Native | 338 |
| Americans for two gills of gunpowder. These deer make excellent food. | 349 |
| The opossum is a strange creature. She has a pouch to hold her | 362 |
| young. She keeps them there, safe from all dangers. | 371 |
| They also have flying squirrels. The flying squirrel has flaps of skin | 383 |
| that are like wings. It is much lighter than a common squirrel. I have | 397 |
| seen them fly from one tree to another. But how long they can stay in | 412 |
| the air is not known. | 417 |

Student Name _____ Date _____

There are many birds in Pennsylvania, too. They have swans, ducks, 428
and geese. They also have turkeys, eagles, and pheasants. 437

Reader, what I have written here is not a fiction, flam, or whim. It is 452
all true. I was an eyewitness to it all. For I went to Pennsylvania in the 468
first ship that sailed there, in the year 1681. 477

Word Count: 477

Student Name _____ Date _____

Fluency Scoring Sheet

| | |
|---|------------------------------------|
| | Words Read in One Minute |
| — | Uncorrected Mistake in One Minutes |
| | |
| | W.C.P.M. |

| W.C.P.M. | National Percentiles for Fall,
Grade 5 |
|------------------------------------|---|
| 166 | 90th |
| 139 | 75th |
| 110 | 50th |
| 85 | 25th |
| 61 | 10th |
| | |
| Comprehension Total _____/4 | |

Pausing Point 2

Note to Teacher

By the end of this unit about Colonial America, students have learned about the earliest settlements, their successes and failures, the newly growing cities and colonies, and the road to American independence. Take this time to review, remediate and/or enrich the content of Unit 10.

You may do the activities in any order or combination, using whole class or small groups to meet the needs of the students.

CORE CONTENT UP TO THIS PAUSING POINT

Students will:

- Recall that John Cabot and Henry Hudson had previously explored North America for England and the Netherlands, respectively
- Explain why the Middle colonies were called “the breadbasket”
- Explain that the Lower Counties of Pennsylvania became the colony of Delaware
- Provide reasons why the Middle Atlantic became one of the fastest growing regions in colonial America
- Describe everyday life in the colonies
- Compare and contrast colonial life with present day
- Describe the many conflicts among the French, English, and Native Americans
- Describe why the colonists began to feel less and less like Europeans
- Describe some of the events that led to the American Revolution
- Explain the statements “no taxation without representation”; “one, if by land, and two, if by sea”; “the shot heard round the world”; and “Give me liberty, or give me death!”

ACTIVITIES

Image Review

Materials: Digital Images from Lessons 10–16

- Project the digital images from any Read-Aloud again and have students retell the Read-Aloud using the images.

Key Vocabulary Brainstorming

Materials: chart paper or board

- Give students a key domain concept or vocabulary word such as *independence*. Have them brainstorm everything that comes to mind when they hear the word. Record their responses on chart paper or a whiteboard for reference.

Multiple Meaning Word Activity: Taxing

Materials: chart paper or board; images depicting the various meanings of the word *taxing*

1. In the Read-Aloud, you heard the word *taxing* in the sentence, “‘How about taxing the colonists?’ [George Grenville] thought to himself.” Remember, Grenville was the prime minister of Britain who was trying to find a way for the king to come up with money to pay for the French and Indian War. The king liked this idea and began taxing the colonists. The word *taxing* here is a verb, and it means demanding people to pay the government extra money for goods purchased or money earned. This verb can also have the forms *tax*, *taxes*, and *taxed*, such as in this example: “The king unfairly taxed the colonists.”
2. The word *taxing* is based on the root word *tax*, which is a noun to mean money that must be paid. The noun *tax* can also be plural: *taxes*. For example, “We pay taxes every year to the IRS, or Internal Revenue Service.”
3. *Taxing* can also be an adjective to mean severely exhausting and difficult. Remind students about the starving time in Jamestown. Explain to them that the word *taxing* could be used to describe the starving time and how difficult it was for the colonists. For example, you might say, “The winter of 1609 to 1610 in Jamestown was a very taxing time for the colonists.” Another example could be “Traveling all the way across the Atlantic with little food and few supplies was very taxing for the settlers.”
4. Now with your neighbor, make a sentence for each meaning of *taxing*, also using the forms *tax*, *taxes*, and *taxed*. Remember to be as descriptive as possible and use complete sentences. I will call on some of you to share your sentences. (Call on a few student pairs to share one or all of their sentences. Have them point to the image that relates to each use of *taxing*. You may also wish to have some students identify the part of speech.)
5. You may wish to show students images depicting the various meanings of the word *taxing*.

Poster Session

Materials: Chart paper, markers

- Divide students into small groups. Let each group decide on a key idea or concept from their reading that can be visualized on a poster. Students can use words or pictures to describe the concept. When the posters are complete, hang them up around the room and allow students to walk around to view and discuss the posters.

Riddles for Core Content

Materials: None

Ask students riddles such as the following to review core content:

- We are two groups of people who were already living in the area that became the colony of New York when the English took it over. Who are we? (Native Americans and the Dutch)
- I took the land from the Dutch and established the colonies of New York and New Jersey for England. Who am I? (the Duke of York)
- I am the nickname given to the Middle Atlantic colonies because they produced so much wheat and flour. What am I? (“the breadbasket”)
- I designed the city of Philadelphia, which means city of brotherly love. Who am I? (William Penn)
- I am the Founding Father known for the saying “Give me liberty, or give me death!” Who am I? (Patrick Henry)
- I was approved on July 4, 1776. What am I? (the Declaration of Independence)
- We are four important colonial cities on harbors that are still thriving today. What are we? (Charles Town (Charleston), Boston, Philadelphia, New York City)
- We are the main industries of the New England colonies. What are we? (timber, fishing, shipbuilding, furs)

Compare and Contrast

Materials: paper, pencils

- Have students compare and contrast any of the following, creating their own graphic organizer:
 - Two different colonies
 - Two of the characters from *Living in Colonial America*
 - The colonists and the rulers in England

- The English colonies and the Dutch colonies
- Student choice

Read, Remember, Retell

Materials: Student Readers

- Divide students into partners. Make sure they have their Student Readers. Direct them to choose any chapter in *Living in Colonial America*
- In partners, have the students silently read a paragraph in the text. Next, the students will turn to their partners, cover up what they read, and try to remember and retell what they read. Their partner will listen and fill in any missing information. For the next paragraph, the partners can switch roles remembering and retelling. Continue going back and forth until the end of the chapter.

Write a Letter

Materials: paper, pencil

- Have students write a letter to one of the characters in *Living in Colonial America*. What questions would you like to ask them? What do you want to tell them about yourself and your life in present-day America?

Plan a City

Materials: paper, pencil

- Ask students, “If you could design your own city like William Penn did for Philadelphia, what would it be like?” Have students draw a map showing how their city would look and label important sites. Make sure they give it a name. Would it have a nickname, like “The City of Brotherly Love”?

A Ship by Any Other Name

Materials: paper, pencil

- Ask students what role ships played in the establishment of the English colonies. Guide students to discuss the importance of ships in allowing people to journey across the Atlantic Ocean to the Americas—not only the English colonists, but also the European explorers they have heard about. Discuss others whose lives were influenced by ships, such as the pirate buccaneers, trade merchants, English navy, fishermen, and shipbuilders. Remind students that shipbuilding was a crucial part of the economy of the New England colonies.

- Ask students to list some of the names of the ships they have heard about during the unit. Review the people, events, and significant dates surrounding the ships. (Captain Newport and his men sailed to Jamestown in 1606 on the *Discovery*, *Susan Constant*, and *Godspeed*, and arrived about five months later in 1607. Later, the *Patience* and *Deliverance* were sent to Jamestown colony laden with supplies, but by the time they arrived—and they barely made it—the ships were almost out of supplies. The Pilgrims and others sailed to Plymouth in 1620 on the *Mayflower*. William Penn sailed to Pennsylvania on the *Welcome*.)
- Ask students to think about what type of ship they would like to design and/or command as a captain. Have them write a paragraph about their ship, including its name and the reason for its name, its purpose and/or destination, what it looks like, and what types of people would travel on it. Have students illustrate their ship. Allow a few students to share their writing and drawings with the class.

Pausing Point 3

Note to Teacher

By the end of this unit about Colonial America, students have learned about the earliest settlements, their successes and failures, the newly growing cities and colonies, and the road to American independence. Take this time to review, remediate and/or enrich the content of Unit 10.

Additional Pausing Point activity pages are provided in the student Activity Book to address Grammar, Morphology, and Spelling.

You may do the activities in any order or combination, using whole class or small groups to meet the needs of the students.

CORE CONTENT UP TO THIS PAUSING POINT

Students will:

- Recall that John Cabot and Henry Hudson had previously explored North America for England and the Netherlands, respectively
- Explain why the Middle colonies were called “the breadbasket”
- Explain that the Lower Counties of Pennsylvania became the colony of Delaware
- Provide reasons why the Middle Atlantic became one of the fastest growing regions in colonial America
- Describe everyday life in the colonies
- Compare and contrast colonial life with present day
- Describe the many conflicts among the French, English, and Native Americans
- Describe why the colonists began to feel less and less like Europeans
- Describe some of the events that led to the American Revolution
- Explain the statements “no taxation without representation”; “one, if by land, and two, if by sea”; “the shot heard round the world”; and “Give me liberty, or give me death!”

ACTIVITIES

Grammar

Make Adverbs that Compare Actions

- Activity Page PP.2
- Write sentences using provided verbs and adverbs; change adjectives to be comparative or superlative

Write Sentences Using Adverbs with *-er* and *-est*

- Activity Page PP.3
- Write sentences changing the provided adverb to be comparative and superlative

Comparative and Superlative Regular Adverbs Using *more* and *most*

- Activity Page PP.4
- Write the correct comparative or superlative adverbs in sentences; write sentences using the provided adverbs

Subject Pronouns and Antecedents

- Activity Page PP.5
- Write the correct pronoun antecedent in sentences; write endings to sentences using pronoun antecedents

Morphology

Prefixes *uni-*, *bi-*, *tri-*, and *multi-*

- Activity Page PP.6
- Add prefixes to root words and identify parts of speech; select the correct words to complete sentences.

Prefixes *over-*, *mid-*, and *under-*

- Activity Page PP.7
- Replace the meaning with the affixed word in a sentence and write the word, part of speech, and prefix.

Spelling

Dictionary Skills

- Activity Page PP.8
- Determine part of speech for forms of root words; use forms of root words in sentences.

Revolutionary Sayings: American Revolution Acrostic

Materials: paper, pencil

- Review with students the four sayings they have heard relative to the Revolutionary War, or American Revolution:
 - “No taxation without representation!”
 - “One, if by land, and two, if by sea”
 - “The shot heard round the world”
 - “Give me liberty, or give me death!”
- Have students choose one saying and write a paragraph about its meaning, including a description of the person who said it and the surrounding events.

Poetry Reading

Materials: Copy of “Paul Revere’s Ride” by Henry Wadsworth Longfellow

Note: This poem, which is in the public domain, is widely available online and in anthologies.

Read the first two stanzas of the famous poem “Paul Revere’s Ride,” by Henry Wadsworth Longfellow. Point out and review the meaning of the line “one, if by land, and two, if by sea” and the role of Paul Revere in the events leading to the American Revolution. You may wish to read the entire poem and explain the events, as time allows.

Poetry Reading

Materials: Copy of “Concord Hymn,” by Ralph Waldo Emerson

Note: This poem, which is in the public domain, is widely available online and in anthologies.

- Read the first stanza of the famous poem “Concord Hymn,” by Ralph Waldo Emerson. Point out and review the meaning of the line “the shot heard round the world.” You may wish to read the entire poem and explain the events, as time allows.

Benjamin Franklin: Sayings from *Poor Richard’s Almanack*

Materials: none, or pencil and paper

- Review Ben Franklin’s various roles in U.S. history as an inventor, scientist, author, and Founding Father. Remind students that Franklin lived in the

historic city of Philadelphia. Tell students that Franklin was also a publisher, and that he published a pamphlet known as *Poor Richard's Almanack*. This yearly publication included weather forecasts, household hints, riddles, and amusing stories and sayings, many of which Benjamin Franklin wrote himself. Tell students that this publication is most remembered today for its proverbs, many of which are still used today. Discuss some of the following examples as time allows. You may wish to have students write their own proverbs and additional items to compile a class almanac.

- A place for everything, everything in its place.
- A penny saved is a penny earned.
- Being ignorant is not so much a shame as being unwilling to learn.
- By failing to prepare, you are preparing to fail.
- Early to bed and early to rise makes a man healthy, wealthy, and wise.
- Half the truth is often a great lie.
- Honesty is the best policy.
- It's easier to prevent bad habits than it is to break them.
- Well done is better than well said.
- Hide not your talents; they for use were made. What's a sundial in the shade?

Independent Reading

Materials: assortment of books about the 13 colonies and the Revolutionary War.

- Have students read additional trade books about colonial America in your classroom or from the library. After reading, have the students write a book review that includes the following:
 - The title and author.
 - Why did you choose the book?
 - A brief summary.
 - Your favorite part.
 - What do you really want a reader to know about this book?
 - Would you recommend the book to others? Why?

Rereading and Retelling

Materials: Index cards, Teacher Guide

- Reread excerpts from the Read-Aloud in Lesson 10 “The Middle Colonies.” Have students retell the Read-Aloud from the point of view of three key groups: the English (John Cabot, Charles II, Duke of York, and the English colonists); the Dutch (Henry Hudson, Peter Stuyvesant, and the early Dutch settlers); and Native Americans, including the Munsee. Place students in three groups to discuss the following about each key person:
 - When and why did this group come to North America?
 - What areas did they inhabit?
 - What contributions and/or encounters did they have?
 - What other facts do you know about this group?
 - Do you think this group should have had the right to inhabit and claim these areas? Why or why not?
- After discussion, have each student in the group write one different clue about their group on an index card. On the bottom of the card, have each student lightly write the name of the key person in that group. Collect and shuffle the cards. Then one at a time, draw a card and read the clue to the class. You may wish to keep score for each group as they guess the key person according to the clues.

Conclude the discussion by acknowledging that this subject is complex, and that even today historians are still uncovering more information about the history of North America and continue to have differing viewpoints about the founding of the English colonies.

- You may wish to complete this exercise with other Read-Alouds.

Writing Prompts

Materials: paper, pencil

- Students may be given an additional writing prompt such as the following:
 - The most interesting thing I’ve learned thus far is _____ because _____.
 - If I could choose to live in one Middle colony, I would choose _____ because _____.
 - The relationship between the colonists and Native American groups was _____.
 - If I were living in the colonial era, I would be a Patriot/Loyalist because _____.
 - The date July 4, 1776, is significant in US history because _____.

Teacher Resources

In this section, you will find:

- Glossary
- Activity Book Answer Key
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart

Glossary

A

- ambition**—a strong desire or goal for the future
- acre**—a measurement of an area of land that is almost the size of a football field (**acres**)
- admire**—to look at with enjoyment (**admired**)
- advice**—a suggestion about what someone should do
- alarmed**—shocked; disturbed, frightened (**alarming**)
- amend**—to change or add to
- anxiously**—acting nervous or worried
- apprentice**—someone who learns a skill by working with an expert for a set amount of time (**apprenticeship**)
- astonished**—suddenly surprised

B

- ban**—to forbid, not allow (**banned**)
- barley**—a grain that is used for making food
- battered**—beat with repeated damaging blows; hit; pummeled
- beg**—to ask for money or food (**begged**)
- beloved**—greatly loved
- Bible**—the book of holy, religious writings in the Christian religion
- bitterly**—extremely
- boarded**—stepped onto or entered
- bonnet**—a hat worn by women and babies that ties under the chin (**bonnets**)
- boycott**—refuse to buy
- breechcloth**—a cloth worn by men to cover the lower body (**breechcloths**)
- brow**—forehead

C

- cabin**—a small house, usually made of wood (**cabins**)
- cask**—a large, wooden barrel (**casks**)
- chapel**—Christian religious services
- chore**—a small job done regularly (**chores**)
- climate**—the usual weather conditions of an area over a period of time
- colony**—an area in another country settled by a group of people that is still governed by the native country (**colonial, colonies**)
- concentrated**—focused on something
- confirmed**—proved; assured
- consequently**—therefore; happening a result of something else
- craftsman**—a person who makes things by hand
- creation**—the act of making something new
- custom**—tradition (**customs**)

D

- debt**—money or something else owed (**debts**)
- debtor**—a person who owes money (**debtors**)
- delivery**—something taken to a person or place
- destination**—the place someone is traveling to
- devour**—to completely destroy (**devoured**)
- disputes**—arguments; debates; struggles
- dissenter**—someone who disagrees with the majority, or the people in power
- distinct**—clearly different from other things
- diverse**—made up of things that are different from one another

dock—a platform that sticks out in water so boats and ships can stop next to it to load and unload things

dumpling—a small ball of dough that has been steamed or boiled and has food wrapped inside (**dumplings**)

E

Elder—a formal name for addressing a minister or religious leader

English Separatist—a person who was unhappy with the Church of England and wanted to start a new church with others who felt the same way (**English Separatists**)

established—set up, started or created

F

faithfully—showing true and constant support and deserving trust

false start—repeated failures at attempting to start something

flourished—became successful

flutter—to become excited or nervous

foreigner—a person who is living in a country that is not their home territory (**foreigners**)

G

galleon—a large sailing ship (**galleons**)

glorious—wonderful

graze—to feed on grass growing in a field

grimy—dirty

gulp—to swallow quickly or in large amounts (**gulped**)

H

harass—to continuously annoy or bother (**harassed**)

harbor—an area of calm, deep water next to land where ships can safely put down their anchors (**harbors**)

harshest—most difficult and unpleasant

heap—a lot of

homesick—sad because you are away from your home or family and friends

I

illuminate—to light up (**illuminated**)

independence—freedom

indicate—to make a sign of (**indicated**)

inevitable—unavoidable; unstoppable

influx—an arrival; entry

ingredient—an item needed to make something (**ingredients**)

intend—to plan (**intended**)

interference—interruption; unexpected stop in a plan or action

iron sulfate—a bluish-green salt used to make inks

issues—problems or difficulties

J

Jewish—any person whose religion is Judaism. In a broader sense of the term, a Jew is a person who is connected, through descent or conversion, to the Ancient Hebrew tribes of Israel.

just—fair

L

laden—weighed down with many things

Lenni Lenape—a Native American group from what is now the Delaware River valley; The Lenni Lenape lived in clans according to the mother's line of ancestors, grew corn, beans, and squash, and hunted and fished. Today, most Lenape live in Oklahoma, with some other communities in Wisconsin and Ontario.

lumber—wood that has been sawed into boards

Lutheran—a branch of Christianity that follows the teachings of Martin Luther, who taught that the Bible is the only reliable guide for faith and religious practice

M

Mayflower Compact—an agreement signed in 1620 on the Mayflower among the Pilgrims who settled in Plymouth, Massachusetts

mend my ways—change behavior to be a better person

mill—a building with machines that grind grains into flour (**mills**)

minister—a religious leader or pastor

moccasin—a soft, flat leather shoe (**moccasins**)

moor—to hold a ship in a specific place, usually with cable or anchors

O

obediently—behaving in a way that follows what you have been told to do

occasion—an event or celebration (**occasions**)

occasionally—sometimes, but not often

occupation—a job

off course—not following the intended plan

opportunity—a chance to do something (**opportunities**)

optimistic—positive; expecting the good rather than the bad; believing that things will turn out well

orchard—an area of land where fruit trees grow

originally—at first

orphan—a child whose parents are no longer alive

outskirts—the outer edges of a town or city

outspoken—refers to someone who speaks in an honest or open way

overgrown—covered with plants that have grown in an uncontrolled way

P

pastor—a religious leader or minister

Patuxet—a Native American group from the area around Plymouth and what is now southeastern Massachusetts; The Patuxet grew corn, fished, hunted, and helped the Pilgrims when they first arrived at Plymouth.

perilously—very dangerously

persecute—to continually treat in a harsh and unfair way due to a person's beliefs (**persecuted**)

persuade—to convince (**persuaded**)

pheasant—a large bird with a long tail that is hunted for fun and for food

Pilgrim—a person who left England to find a new place to practice religion in their own way; Pilgrims started a colony in Plymouth, Massachusetts in 1621. (**Pilgrims**)

pilgrimage—a journey taken for religious reasons

pivotal—critical; very important

plantation—a large farm, usually found in warm climates, where crops such as cotton, rice, and tobacco are grown

pluck—to pull something quickly to remove it (**plucked**)

Powhatan—a Native American group from what is now eastern and southeastern Virginia; The Powhatan lived in longhouses, grew crops like beans, squash, and corn, and hunted and fished.

preach—to talk about a religious subject (**preaching**)

printing press—a large machine that presses sheets of paper against a surface with ink on it to print words and designs

pure—free from evil (**purer**)

Puritan—a member of a group of people who wanted the Church of England to be purer and thus left England to find a new place to practice religion; some Puritans were Pilgrims, like some English Separatists were (**Puritans**)

Q

Quaker—a person who is part of a Christian group who believes that all people have something of God in them and are, therefore, equal, believes in simple religious services, and is against war (**Quakers**)

R

raggedy—tired from stress and wearing tattered clothes

reliant—dependent upon, or counting on, someone or something for support

representation—having someone do something for someone else or a group of people

request—an act of politely asking for something (**requests**)

reveal—to make known (**revealed**)

rickety—poorly made and could break at any moment

rye—a grain that looks like wheat and is used to make flour

S

sack cloth—rough cloth used to make sacks or bags for carrying things

sacrifice—the act of giving up something you like for something that is more important

safe haven—a safe place

scurry—hurried movement (**scurrying**)

seamstress—a woman who sews as a job

seasoned—experienced; skillful

self-government—control of an area, such as a country, state, or town by the people who live there

senior—having a higher position or more power within a group

sermon—a message delivered orally by a religious leader, usually during a religious service, that is designed to teach

shaft—ray or beam (**shafts**)

shaggy—covered with long, tangled, or rough hair

slavery—the practice of forcing people to work without pay as enslaved people

society—a group of people organized together

squint—to look at something through partially closed eyes

street children—children whose parents had died so they lived on their own on the streets of London

street vendor—a person who sells things, such as food, on the street (**street vendors**)

strudel—a German pastry made with thin dough rolled up, filled with fruit, and baked

successful—reaching a goal you had (**succeed**)

swamp—wet, spongy land that is often partially covered with water

swamp fever—malaria; a sickness stemming from being bitten by infected mosquitos found in warm climates

T

talking to—the act of scolding or a serious conversation during which you tell someone why their behavior is wrong

tannin—a red substance that comes from plants, is used to make ink, and is in a variety of food and drinks

tattered—old and torn

taxing—a payment to the government

tend—to take care of

tension—pressure or stress

threat—the possibility that something harmful and bad might happen

time traveler—someone who travels back and forth to different points in time (**time travelers, time traveling, time travel**)

transformed—changed shape, size, appearance, or quality

transplant—to dig up a plant and plant it somewhere else (**transplanted**)

transport—to carry from one place to another

tribe—a large group of people who live in the same area and have the same language, customs, and beliefs

trod—walked on or over

twinkling—sparkling

U

ultimately—as a result

unjust—unfair; not right

W

well-being—a feeling of happiness and good health

Welsh—from the country of Wales

witness—to see something happen (**witnessed**)

worship—to show love and devotion to God or a god by praying or going to a religious service

would-be—hoping to be a particular type of person

wrestler—a person who fights by holding and pushing (**wrestling**)

Digital Exit Ticket Suggested Answers

| QUESTION | ANSWER |
|---|--|
| Lesson 1 | |
| What are the names of the three regions of the colonies? Which region are you most interested in learning about? | The three regions are the Southern, New England, and Middle Atlantic regions. Answers to the second question will vary but should include reasons based on accurate information learned about the regions. |
| Lesson 2 | |
| What was most challenging about writing your retelling of “The First English Colony”? | Answers will vary but should include parts of the retelling process and an explanation of why it was challenging. |
| Lesson 3 | |
| Do you think Tom and his sister Jane will have a better life in Jamestown? If you do, explain why. If you do not, explain why not. | Answers may vary but should include details from the text to support their argument such as: In Jamestown, they will live with parents in a house, where they will be cared for, fed, and kept warm. In England, they were street children and did not have a home or food provided for them. They had to beg for food. Students may notice that the children cried all the time and refused to speak when they first arrived. Students may also feel that Ann Tucker appeared to be mean when she fussed at Tom for being late to get to the fields. Children were required to work all day and it was hard work. The images of the children working on page 25 show the unsmiling faces of Tom and Jane. However, at the end of the chapter, Tom was looking forward to the celebration when the crops were harvested. |
| Lesson 4 | |
| What was the solution in your retelling of the story “Jamestown, Part II” ? | Answers may vary but should include that Ahanu decided to trust William and Tom and took them to hunt for deer in the forest. |
| Lesson 5 | |
| What is the central idea of “Plantation Life”? What is one key detail that supports your central idea? | Answers will vary but should discuss the life of enslaved children on plantations. Key details should be supported by the text “Plantation Life.” Details could include: children were too busy working on the plantation to play games, Seth would get in trouble if he didn’t show up on time for his assignment, life on the plantation was hard, Seth was separated from his brothers to work on different plantations, working on a rice farm could be dangerous, Seth’s mom died from swamp fever, etc. |
| Lesson 6 | |
| Why did Mr. Oglethorpe invite Sarah’s parents to settle in Georgia? Explain your response using details from the text. | Mr. Oglethorpe invited Sarah’s parents to settle in Georgia because of their skills: her mother was a seamstress and her father was a carpenter. Mr. Oglethorpe wanted skilled people to come to Savannah, because he knew that some of the first settlers in Virginia died because they were not skilled enough to survive. |
| Lesson 7 | |
| What did you predict would happen to the Pilgrims after reading “The Pilgrims, Part I: Arrival”? Did your prediction change after your small group discussion? Explain your response. | Answers will vary but should be based on students’ predictions and include supporting details from the text to verify whether or not they were correct. |

Lesson 8

How did Squanto and Samoset help the Pilgrims? Do you think the Pilgrims would have survived if Squanto and Samoset had not helped?

Answers may vary but could include that Squanto and Samoset showed the Pilgrims how to plant corn, squash, and beans and how to make these crops grow in the poor soil. Squanto also taught Pilgrims how to recognize berries and fruits that could be eaten and the best places to fish. Answers to the second question will vary but may include that the Pilgrims might not have survived because they did not know how to find food or grow crops in the land that was new to them.

Lesson 9

How did the Massachusetts Bay Colony come to be? Use evidence from the text to support your answer.

Answers may vary but could include that the Pilgrims arrived in 1630 to create their own Puritan colony on the land north of Plymouth. There were four settlements and they were all growing.

Lesson 10

What are three reasons why people moved to the Middle colonies? Use evidence from the text to support your response.

The middle colonies had good harbors and long, wide rivers that were good for trade, the people in charge of governing the colonies were generally tolerant of other people's religions, and it was a good place to farm because of the climate.

Lesson 11

Why were the Quakers persecuted in England?

Answers will vary but could include that the Quakers were seen as disloyal and troublesome because of their religious beliefs. The Quakers refused to support the Church of England, to swear oaths in court, and fight in wars. Their beliefs challenged some of the Church of England's and the laws of the land.

Lesson 12

Why was printing newspapers the most difficult job for Matthew? Explain your response using evidence from the text.

Answers will vary but could include that it could take more than twenty hours to print one page. All of the work was done by hand, including organizing tiny pieces of metal with individual letters or punctuation marks on them into the order in which they had to appear on the printed page. The type was then held firmly in place as an inking pad spread ink over the type. The printing press transferred the carefully arranged words and sentences onto paper.

Lesson 13

Describe the farm that Primrose and Patience lived on in New Jersey.

Answers will vary but could include that Primrose and Patience lived with their father, mother, and three brothers on a one hundred acre farm. On their farm, they grew wheat, rye, and barley. They kept cows, pigs, and chickens. They lived far from their neighbors, but saw them at church and on special occasions. They grew vegetables, berries, and fruits in their garden. They had a small orchard.

Lesson 14

What was the cause of the conflicts that were increasing among the Spanish, French, and English settlers?

Answers will vary but could include that they each had settlements in the Americas and were land hungry; they clashed over the areas of North America they wanted for themselves.

ACTIVITY BOOK ANSWER KEY

Activities with widely variable or subjective responses may not be reprinted in this Appendix.

NAME: _____ **1.1** ACTIVITY PAGE
DATE: _____

Guest Speaker

| Things I Learned from the Speaker | Questions for the Speaker |
|--|---------------------------|
| Answers may vary but could include references to colonies and European settlement. | Answers may vary. |

Grade 3 Activity Book | Unit 10 5

NAME: _____ **1.2** ACTIVITY PAGE
DATE: _____

Map of the Thirteen Colonies

Add the following information to the map:

- Label the thirteen colonies.

Grade 3 Activity Book | Unit 10 7

NAME: _____ **1.3** ACTIVITY PAGE
DATE: _____

Timeline of Early Colonization in North America

Read the events and descriptions from the boxes in the middle. Then, number the events so that they are in chronological order. When you are done, draw an illustration of the event.

| Event | Illustration |
|--|-------------------|
| Native American Groups Across North America
Like the Maya, Aztec, and Inca, these Native American groups lived across the area that is now known as North America for many years before Europeans arrived. | Answers may vary. |
| Roanoke Island Colony
Sir Walter Raleigh sent explorers to North America. They established a fort and left colonists behind. When Raleigh and the explorers returned, the colonists had disappeared and the fort was overrun with weeds. | Answers may vary. |
| Viking Explorers
Leif Eriksson was a Viking and is the first-known European to set foot in North America—in Newfoundland in Canada. Eriksson encountered the Native American Inuit already living in Newfoundland. | Answers may vary. |

Grade 3 Activity Book | Unit 10 9

| | |
|--|-------------------|
| Maya, Aztec, and Inca
Native American people built vast empires that existed for several hundred to thousands of years, long before European explorers arrived or the founding of the United States. | Answers may vary. |
| European Explorers
Christopher Columbus, Juan Ponce de León, Hernando de Soto, Francisco Vasquez Coronado, John Cabot, Henry Hudson, and Samuel de Champlain came to the Americas after the Native Americans and Vikings. Leif Eriksson, not Christopher Columbus, was the first-known European to have arrived in the Americas. | Answers may vary. |

10 Unit 10 | Activity Book Grade 3

NAME: _____ **2.2** ACTIVITY PAGE
DATE: _____

Retelling: "The First English Colony"

Retelling in my own words:
Answers may vary.

Solution: John White sailed back to England to get supplies for winter.

| | | |
|-------------------|-------------------|-------------------|
| Answers may vary. | Answers may vary. | Answers may vary. |
| End | Middle | Beginning |

Setting: Fort Raleigh, Roanoke, Virginia
Problem: Not enough food to survive

Characters: Robert, George, John White, Queen of England, Sir Walter Raleigh

Grade 3 Activity Book | Unit 10 15

NAME: _____ **2.3** ACTIVITY PAGE
DATE: _____

Narrative Prewriting

Characters: Answers may vary.

| | |
|--------------------------------------|--------------------------------------|
| Setting:
Answers may vary. | Problem:
Answers may vary. |
|--------------------------------------|--------------------------------------|

| | | |
|-------------------|-------------------|-------------------|
| Beginning | Middle | End |
| Answers may vary. | Answers may vary. | Answers may vary. |

Solution:
Answers may vary.

Grade 3 Activity Book | Unit 10 17

NAME: _____ **2.4** ACTIVITY PAGE
DATE: _____

Parts of a Narrative

What are the basic parts of a narrative plot? List and explain each.

Characters: the people or animals in a story _____

Setting: where a story takes place _____

Problem: the struggle in a story _____

Plot: the events in a story _____

Solution: what happens at the end of a story _____

Grade 3 Activity Book | Unit 10 19

NAME: _____ **2.5** ACTIVITY PAGE
DATE: _____

Mixed Review of Comparative and Superlative Adjectives

Write the correct form of the adjective in the blank.

- (busy) Third graders are busier than second graders.
- (angry) That child is the angriest child I've ever seen!
- (colorful) The paint on that house is more colorful than the paint on your house.
- (interesting) My hamster is more interesting than your hamster.
- (bad) I have the worst headache I've ever had.
- (red) Your hair is the reddest of anyone in your whole family.
- (persistent) My brothers and I are more persistent than my cousins!
- (little) We had less rain than the meteorologist predicted today.
- (refreshing) That pool is the most refreshing pool in the whole neighborhood.
- (fine) That was the finest movie I've ever seen.

Grade 3 Activity Book | Unit 10 21

11. (*clear*) These instructions are clearer now that you've helped me.

12. (*grand*) You're the grandest friend I've ever had!

Write a sentence using the word in parentheses.

1. (*better*) Answers may vary.

2. (*most effective*) Answers may vary.

3. (*more energetic*) Answers may vary.

4. (*more worried*) Answers may vary.

NAME: _____

DATE: _____

3.1 ACTIVITY PAGE

“Jamestown, Part I: A New Life”

Place your Sticky Note HERE with your question from the story.

The answer to my question:
Answers may vary.

Page _____

1. Why were Tom and Jane sent to Jamestown?

Tom and Jane were sent to Jamestown because they had been street children in London. The king thought street children would lead to trouble, so he sent them to Jamestown.

page 22, 24

2. Why were children needed to help families in Jamestown?

Families needed children to help with work. Boys were needed to work in the fields, hunt, and fish, and girls were needed to cook, sew, and make candles and soap. Boys and girls were needed to look after animals and care for fruit trees and berry bushes.

page 24

3. The words that best describe Tom and Jane at the beginning of this chapter are:

- A. warm and comfortable
- B. dirty and sad
- C. happy and healthy
- D. old and worn out

page _____

4. Write the key ideas in this chapter.

Answers may vary, but students could note that many children were sent to live with families in Jamestown to help with work instead of living as street children in London.

NAME: _____

DATE: _____

3.2 ACTIVITY PAGE

Making Connections: The Founding of Jamestown

Make one connection to the text. Complete this frame: “I made a (text to self, text to text, text to world, or text to media) connection. The text says _____; this reminds me of _____.”

| Text | Connection |
|---|---------------------------------|
| <p>As it was late spring, it was warm, and there was an abundance of plants and wildlife. The settlers cheerfully set to work. They began to construct a small settlement containing basic homes, a storehouse, and a chapel. To protect their settlement, they built high walls made of logs around it and placed a cannon nearby. There was only one possible name for this new settlement, and it was, of course, Jamestown. Jamestown became England's first permanent settlement in America.</p> <p>It wasn't long before a group of Powhatan, led by a chief of the same name, came to watch what these intruders were up to.¹⁷ As the days went by, the Powhatan became angry at the sight of what appeared to be the construction of a permanent settlement. Eventually the Powhatan took action and tried to defend their land from the settlers.</p> | <p><u>Answers may vary.</u></p> |

Besides the fact that this land was already occupied by thousands of Powhatan people, the land they chose for their settlement provided other challenges. So close to the water, the land turned out to be marshy and full of mosquitoes. When they dug down into the earth to find drinking water, they found the water was virtually undrinkable because it was brackish, or salty.¹⁹ To add to the problems, some of the settlers wanted to focus on searching for gold and silver instead of planting seeds for much-needed crops. Away from the safety and familiarity of England, the group began to disagree. It was clear that the settlers of Jamestown needed a leader.

Answers may vary.

NAME: _____
DATE: _____

Prefix uni-: Meaning “one” or “single”
Prefix bi-: Meaning “two”

The left-hand side of the table contains words that use the prefix you have been studying. Use the blanks on the right side to record additional words that use the same prefix. Make sure to include the definition for the new words you brainstorm.

| | |
|--|-------------------|
| unicolor —(adjective) having one color | Answers may vary. |
| unison —(noun) the act of doing something together as a group at one time | Answers may vary. |
| bilingual —(adjective) able to speak two languages | Answers may vary. |
| bimonthly —(adjective) occurring every two months | Answers may vary. |

Write the correct word to complete each sentence.

| | | | |
|---------|-----------|----------|-----------|
| uniform | unicolor | biplanes | bimonthly |
| bicycle | bilingual | unicycle | unison |

1. Carlos is bilingual because he knows how to speak Spanish and English.
2. Our teacher asked the whole class to read the page in unison.
3. Airplanes that are used today are not biplanes because today's planes only have one set of wings.

4. In the spring, the leaves on the tree in our front yard are unicolor, while in the fall they are many colors.
5. My sister gets her hair cut bimonthly instead of monthly since she likes it long.
6. This week, all the eggs in the carton had a uniform appearance because none of them were broken.
7. At the circus, a clown rode into the ring on a unicycle while he was spinning hoops in the air with his hands.

Write your own sentence using the one word left in the box.

Answers may vary but should include the word bicycle.

NAME: _____
DATE: _____

Prefix tri-: Meaning “three”
Prefix multi-: Meaning “many”

The left-hand side of the table contains words that use the prefix you have been studying. Use the blanks on the right side to record additional words that use the same prefix. Make sure to include the definition for the new words you brainstorm.

| | |
|--|-------------------|
| trident —(noun) a spear with three points or prongs | Answers may vary. |
| triangle —(noun) a shape with three sides | Answers may vary. |
| multicultural —(adjective) including many cultures | Answers may vary. |
| multivitamin —(adjective) including many vitamins | Answers may vary. |

Write the correct word to complete each sentence.

| | | | |
|------------|---------------|--------------|--------------|
| multimedia | trident | triangle | multivitamin |
| tricycle | multicultural | multilingual | trilogy |

1. My little brother likes to ride his tricycle on the sidewalk.
2. He takes a multivitamin pill every morning to get a full serving of vitamins each day.
3. Some say that a trident, like the one Neptune had in Roman mythology, is used to catch fish for food.

- There was a multicultural festival at the community center where we learned about different cultures in our neighborhood.
- My dad has read two of the three books in a trilogy about President Roosevelt.
- We watched a multimedia presentation that included a video, photographs, art, and graphics.
- A triangle has three sides but the sides are not always equal.

Write your own sentence using the one word left in the box.

Answers may vary but should include the word multilingual.

NAME: _____
DATE: _____

Use Adverbs that Compare Actions

Change the word at the end of the sentence by adding -er or -est to complete the sentence. Answer the question after the sentence. Draw a triangle around the adverb and arrow it to the verb it describes.

- My presentation about Cupid and Psyche lasted longer than your report about the sword of Damocles. (*long*)
How did my report last compared to yours? longer
- The curb rose higher than I had expected. (*high*)
How did the curb rise? higher
- The man at the barber shop cuts my hair faster than any other barber. (*fast*)
How does the man at the barber shop cut my hair compared to other barbers? faster
- We arrived to lunch later than everyone else. (*late*)
When did we arrive to lunch? later
- My uncle's phone rings the loudest of any of my family members' phones. (*loud*)
How does my uncle's phone ring compared to any of my family member's phones? loudest

- Our teacher lives closer to the bus stop than we do. (*close*)
Where does our teacher live compared to us? closer

Write a sentence using the verb and adverb. Draw a triangle around the adverb and arrow it to the verb it describes.

- verb: left adverb: latest
Answers may vary.

- verb: speak adverb: the softest
Answers may vary.

NAME: _____
DATE: _____

Blank Busters

Follow along with your teacher to fill in the blanks with the correct spelling words. The root words are listed in the box below. You will not use a word more than once.

| | | | | |
|----------|-----------|---------|----------|-----------|
| movement | spherical | accuse | sentence | toothache |
| continue | hospital | affect | occupy | whoever |
| addition | identify | ability | shrewd | secure |
| | tougher | wobble | vowel | |

Challenge Word: *beautiful*

Challenge Word: *definite*

Content Word: *Powhatan*

Fill in the blanks in the sentences below with one of the spelling words in the chart. Only if needed, add a suffix to the end of a word in order for the sentence to make sense: -s, -ed, -ing, -er, -ly, and -est.

- Native Americans occupied parts of North America when the settlers arrived.
- Thomas said, " Whoever made my bed, please let them know that I appreciate it."
- Some English settlers came to America to have the ability to practice their own religion.
- Are you able to name all five vowels ?

5. We visited a sick friend in the hospital.
6. Of all my chores, vacuuming is tougher than cleaning the dishes.
7. Katy didn't get much sleep last night and it affected her class work all day.
8. The dead maple tree began wobbling before it finally fell over.
9. The English continued to settle in different areas before the Germans, Dutch, and other Europeans came to America.
10. Third graders have learned addition and how to write sentences.

NAME: _____
DATE: _____

Write three sentences using spelling words of your choice that were not used in the first ten sentences. Make sure to use correct capitalization and punctuation. You may use the **Challenge Words** or **Content Word** in your sentences.

1. Answers may vary.

2. Answers may vary.

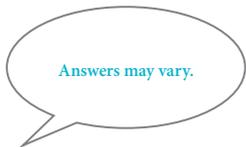
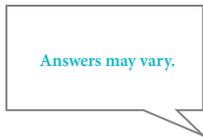
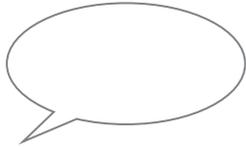
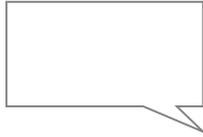
3. Answers may vary.

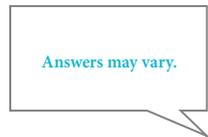
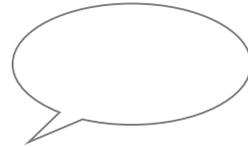
NAME: _____
DATE: _____

Ask and Answer Questions: Jamestown

Questions

Answers

| | |
|---|---|
|  |  |
|  |  |
|  |  |

| | |
|--|---|
|  |  |
|  |  |
|  |  |

NAME: _____ DATE: _____ **4.2** ACTIVITY PAGE

Retelling: "Jamestown, Part II: Hunting the Powhatan Way"

| | |
|---|---|
| Characters: Tom, William and Ahanu | |
| Setting:
Sunday, 1618, English Colony, the woodsboy | Problem:
Ahanu threatened Tom with a bow and arrow when he was scared and nervous, because the English had taken away his people's land and homes. |

| Beginning | Middle | End |
|---|--|---|
| Tom and William got together to go hunting for rabbit and fish, for dinner, before chapel.

Tom and William talk about how the Powhatan people taught them how to hunt and grow their own food. | Tom and William headed into the forest to hunt.

They heard a noise, and noticed a Powhatan boy, Ahanu, sitting on a wide branch, staring at them, with his bow and arrow pointed directly at Tom. | William spoke to Ahanu, in his native language.

Ahanu took Tom and William hunting for deer. |

Solution: **William spoke to Ahanu in his native language. He did not hurt William and, deciding to trust him again, ended up taking them hunting for deer.**

Grade 3 Activity Book | Unit 10 43

NAME: _____ DATE: _____ **4.3** ACTIVITY PAGE

Retelling Bookmark

| | |
|--|--|
| Characters: Who are the people or animals in the story?
Tom, William, and Ahanu | |
| Setting: Where did the story take place?
Sunday, 1618, English Colony, the woods | Problem: What is the struggle in the story?
Ahanu aims his bow and arrow at Tom when he was scared and nervous, because the English had taken away his people's land and homes. |

Plot: What are the events?

Beginning **Tom and William got together to go hunting for rabbit and fish, for dinner, before chapel. Tom and William talk about how the Powhatan people taught them how to hunt and grow their own food.**

Middle: **Tom and William headed into the forest to hunt. They heard a noise, and noticed Ahanu sitting on a wide branch, staring at them, with his bow and arrow pointed directly at Tom, because he was scared.**

End
William spoke to Ahanu in his native language. Ahanu took Tom and William hunting for deer.

Solution: What happens at the end of the story?
William spoke to Ahanu in his native language. He did not hurt William deciding to trust him again, and ended up taking them hunting for deer.

Grade 3 Activity Book | Unit 10 45

NAME: _____ DATE: _____ **4.4** ACTIVITY PAGE

Writing Sentences With Adverbs

Write a sentence using the comparative adverb. Then change the sentence so that the superlative adverb fits and write the new sentence. Draw a triangle around the adverb and arrow it to the verb it describes.

1. verb: *poured* adverbs: *more smoothly, most smoothly*

comparative (more)
Answers may vary.

superlative (most)
Answers may vary.

Grade 3 Activity Book | Unit 10 47

2. verb: *bakes* adverbs: *more quickly, most quickly*

comparative (more)
Answers may vary.

superlative (most)
Answers may vary.

3. verb: *tried* adverbs: *harder, hardest*

comparative (-er)
Answers may vary.

superlative (-est)
Answers may vary.

48 Unit 10 | Activity Book Grade 3

NAME: _____ DATE: _____

4.4 ACTIVITY PAGE
CONTINUED

4. verb: *starts* adverbs: *earlier, earliest*

comparative (-er)
Answers may vary.

superlative (-est)
Answers may vary.

5. verb: *YOUR CHOICE* adverbs: *more easily, most easily*

comparative (more)
Answers may vary.

superlative (most)
Answers may vary.

Grade 3 Activity Book | Unit 10 49

6. verb: *YOUR CHOICE* adverbs: *sooner, soonest*

comparative (-er)
Answers may vary.

superlative (-est)
Answers may vary.

50 Unit 10 | Activity Book Grade 3

NAME: _____ DATE: _____

4.5 ACTIVITY PAGE

Prefixes uni-, bi-, tri-, and multi-

Add the correct prefix to make a new word that matches the meaning given. Then, identify the part of speech of the new word.

| | | | |
|-----|----|-----|-------|
| uni | bi | tri | multi |
|-----|----|-----|-------|

- Word: multi lingual
Meaning: able to speak many languages Part of Speech: adjective
- Word: bi cycle
Meaning: a vehicle with two wheels Part of Speech: noun
- Word: uni color
Meaning: having one color Part of Speech: adjective
- Word: bi plane
Meaning: a plane with two sets of wings Part of Speech: noun
- Word: multi vitamin
Meaning: involving many vitamins Part of Speech: noun
- Word: tri dent
Meaning: a spear with three points or prongs Part of Speech: noun

Grade 3 Activity Book | Unit 10 51

Complete each sentence by circling the correct word from the choices below the sentence.

- If I work hard in this language class, I could be _____ when it is over!

| | |
|------------------|-----------|
| <u>bilingual</u> | bimonthly |
|------------------|-----------|
- In art class, our project is to create a _____ of paintings that have a theme.

| | |
|----------|----------------|
| tricycle | <u>trilogy</u> |
|----------|----------------|
- We sang the chorus of the song in _____ as our music teacher played the piano.

| | |
|---------------|----------|
| <u>unison</u> | unicycle |
|---------------|----------|
- When I got too big for my tricycle, I got a _____ and had to learn how to ride on two wheels.

| | |
|---------|----------------|
| biplane | <u>bicycle</u> |
|---------|----------------|
- Our soccer team is a _____ group of people from all different backgrounds.

| | |
|----------------------|------------|
| <u>multicultural</u> | multimedia |
|----------------------|------------|

52 Unit 10 | Activity Book Grade 3

NAME: _____
DATE: _____

4.6 TAKE-HOME

Word Sort

Read the words in the box and circle the letters that have the /ə/, /ə/+ /l/, /sh/ + /ə/+ /n/, /ue/, /oo/, and /f/ sound. Write the words under each header that match the header's sound. Some words may be used under two or more headers and one word may be used under three. Some words may not follow any of the sound patterns and will not be listed under a header.

amendment whistle suctioned utility buffoon buffoon
system castle mission abuse improvement enough
capital conjunction fuel cashew
occasion

| | | | | |
|-------------|-----------|-----------|-------------|-----------|
| buffoon | suctioned | mission | whistle | cooperate |
| improvement | castle | amendment | cashew | enough |
| capital | doing | captive | conjunction | utility |
| occasion | abuse | towels | fuel | system |

Grade 3

Activity Book | Unit 10 53

NAME: _____
DATE: _____

5.2 ACTIVITY PAGE

**Central Idea and Supporting Details:
“Cash Crops, the Carolinas, and Slavery”**

Answers may vary, but they could include the following:

| | | |
|--|--|--|
| Central Idea:
Tobacco made many people wealthy in the Carolinas states. | | |
| Supporting Details and Examples:
Native Americans were growing and using tobacco before Europeans arrived. | Supporting Details and Examples:
Europeans wanted more tobacco, and John Rolfe introduced a new less bitter variety to be grown for exporting. | Supporting Details and Examples:
The new tobacco was very successful and many people became rich growing this cash crop. |

| | | |
|--|---|---|
| Central Idea:
Indentured servants and Africans who were enslaved were brought to North America to work on the large farms and plantations. | | |
| Supporting Details and Examples:
Indentured servants agreed to work for a period of time for a person so they could come to the colonies. | Supporting Details and Examples:
Thousands of people were brought from Africa as enslaved people and forced to work on the plantations. | Supporting Details and Examples:
Enslaved people were valued for their labor, but there was little regard for their humanity. They worked hard on plantations to make a lot of money for Europeans. |

Grade 3

Activity Book | Unit 10 59

NAME: _____
DATE: _____

5.3 ACTIVITY PAGE

Central Idea and Supporting Details: “Plantation Life”

| | | |
|--|---|---|
| Central Idea:
Answers may vary but could include: the life of enslaved children on plantations. | | |
| Supporting Details and Examples:
Answers may vary, but some examples include:
Seth, Lauren, Helen and Joseph played Hide and Seek, which they rarely had time to do, since they were so busy working on the plantation.
The children couldn't find Seth, so he fell asleep in his hiding place. He would get in trouble if he didn't show up in time to do his chores. | Supporting Details and Examples:
Life on a plantation was hard, even for enslaved children, who had many chores.
Seth had been separated from his brothers who went to work on a different plantation, and didn't get to see them very often, as they had a lot of work to do.
Seth's brothers worked from sun up to sundown on the tobacco plantation; it was hard work. | Supporting Details and Examples:
Seth, and his friends work on a rice farm, which can be dangerous. The rice grows in water which can have snakes, alligators and disease-carrying insects in it. Seth's mom had become sick from it, with Swamp Fever. |

Grade 3

Activity Book | Unit 10 61

NAME: _____
DATE: _____

6.1 ACTIVITY PAGE

**Central Idea and Supporting Details:
“The Founding of Maryland and Georgia”**

| | | |
|--|---|--|
| Central Idea:
Answers may vary, but could include: the formation of Maryland. | | |
| Supporting Details and Examples:
Answers may vary, but could include:
Maryland's economy was based on tobacco agriculture as a cash crop. | Supporting Details and Examples:
Maryland was named in honor of Queen Maria.
Maryland was created as a safe haven for Catholics. | Supporting Details and Examples:
The Maryland people made peace with the Native Americans right away.
The Act of Toleration was passed, which allowed all Christians to freely worship. |

| | | |
|--|---|---|
| Central Idea:
Answers may vary, but could include: the formation of Georgia. | | |
| Supporting Details and Examples:
Answers may vary, but could include:
James Oglethorpe started Georgia for debtors (people in jail for owing money) to work the land to pay back their debts. | Supporting Details and Examples:
The British Parliament backed him up.
Georgia was named after King George II. Oglethorpe worked hard to establish alliances with the Yamacraw people. | Supporting Details and Examples:
Savannah was the first Settlement in Georgia.
Georgia served as a buffer to separate the English colonies from the Spanish colony in Florida. |

Grade 3

Activity Book | Unit 10 67

NAME: _____ **6.1** ACTIVITY PAGE
 DATE: _____

**Central Idea and Supporting Details:
 “The Founding of Maryland and Georgia”**

| Central Idea: | | |
|---|---|---|
| Supporting Details and Examples: | Supporting Details and Examples: | Supporting Details and Examples: |

| Central Idea: | | |
|---|---|---|
| Answers may vary, but they could include: the formation of Georgia. | | |
| Supporting Details and Examples:

There were fights over the land between the English and Spanish. | Supporting Details and Examples:

Georgia eventually became a colony identified with plantation life and the heavy use of enslaved laborers. | Supporting Details and Examples: |

Grade 3 Activity Book | Unit 10 67

NAME: _____ **6.2** ACTIVITY PAGE
 DATE: _____

Early Days in Georgia

- What guidelines did Mr. Oglethorpe have for the colony?
Mr. Oglethorpe wanted skilled people only, and he banned the drinking of rum.

 page 95, 96
- How did the colony of Georgia come about?
 A. Mr. Oglethorpe set sail for America.
 B. Mr. Oglethorpe was granted a charter.
 C. Mr. Oglethorpe brought debtors to the colony.
 D. Mr. Oglethorpe did not get along with the Yamacraw.
 page 94
- What did Sarah hear grownups saying about what happened to the first settlers in Virginia?
Sarah heard grownups saying some of the first settlers in Virginia died because they were not skilled enough to make their way and some died because of cold and hunger.
 page 95

Grade 3 Activity Book | Unit 10 69

- How did what she heard influence who came to the colony of Georgia?
Mr. Oglethorpe chose skilled people to come.

 page 95
- Describe what Savannah was like when Sarah and her family first arrived.
They lived in tents while building a wall around the town and homes.

 page 96
- Write a summary about the colony of Georgia.
Answers may vary but could resemble:
Mr. Oglethorpe persuaded King George II to grant a charter for the colony. He wanted to bring debtors from England. He also wanted to bring skilled people so the colony would thrive. The first forty English families to arrive in Savannah lived in tents and built a wall around the town. The English colonists were on friendly terms with the Yamacraw but faced threats from the Spanish settlers in Florida.

70 Unit 10 | Activity Book Grade 3

NAME: _____ **6.3** ACTIVITY PAGE
 DATE: _____

Narrative Writing: Dialogue

Passage from “Jamestown, Part II: Hunting the Powhatan Way”

Seconds later, Ahanu motioned for them to follow him. William pushed Tom forward.

“What are we doing?” whispered Tom.

“We’re hunting,” William replied.

“Are we hunting with him?” Tom asked.

“Yes,” William said. “He’s a friend of mine. He’s going to teach us how to hunt for deer.”

“I thought we were hunting for rabbits,” said Tom nervously.

“Well, now we are hunting for deer,” said William, smiling at this friend.

“Come on, you’ve survived the streets of London haven’t you?”

With that, William and Tom followed Ahanu deeper into the forest.

- What do you notice about dialogue?
Answers may vary.

Grade 3 Activity Book | Unit 10 71

NAME: _____
DATE: _____

“The Pilgrims, Part I: Arrival”

Questions for discussion:

- What did Pilgrim names often indicate or reveal?
They often indicated what kind of person their parents hoped they would become. Sometimes their names revealed something that had happened at the time of their birth.
- Describe Plymouth as the Pilgrims saw it when they arrived.
Answers may vary, but could include that the weather was bad and many people got sick and died. Students may also include that the soil was not good for farming, and the new home was not at all what the Pilgrims had imagined it would be.
- Now that the children were no longer living in England or the Netherlands, in what ways do you think their lives have changed?
Answers may vary.

- Predict what will happen to the Pilgrims.
Answers may vary.
- Create a pilgrim name for yourself similar to those described in the text (i.e. Temperance, Patience, Remember, etc.), that fits your personality. Explain why you chose this name.
Answers may vary.

Self-Reflection: Am I ready to meet with a small group?

| | |
|--|---|
| | I read “The Pilgrims, Part I: Arrival” |
| | I answered the four questions on Activity Page 7.1 to the best of my ability. |
| | I am ready to share my answers and ideas with my classmates. |
| | I will ask questions when I don’t understand an answer or response. |
| | I will help to keep my group on topic. |

NAME: _____
DATE: _____

Predictions

| Clues from the Read-Aloud | Prediction | Was the Prediction Correct? Yes or No. If no, what happened? |
|---------------------------|--------------------------|--|
| <u>Answers may vary.</u> | <u>Answers may vary.</u> | <u>Answers may vary.</u> |
| | | |
| | | |
| | | |
| | | |
| | | |

| Clues from the Read-Aloud | Prediction | Was the Prediction Correct? Yes or No. If no, what happened? |
|---------------------------|--------------------------|--|
| <u>Answers may vary.</u> | <u>Answers may vary.</u> | <u>Answers may vary.</u> |
| | | |
| | | |
| | | |
| | | |
| | | |

NAME: _____
DATE: _____

7.3 ACTIVITY PAGE

Predictions (Optional)

The journey to Virginia did not start out well. Very strong winds made the voyage a difficult one. The winds were so strong that they battered the ship and blew it off course. It took more than two months to complete the journey. When they finally arrived, they were not in Virginia.

At the first sight of land, the captain instructed that they drop anchor. Although those on board were happy to see land after two months on board a ship, it soon became clear that they were not where they were supposed to be. For one thing, the weather was much colder than they were prepared for.

| Clues from the Read-Aloud | Prediction | Was the Prediction Correct? Yes or No. If no, what happened? |
|---------------------------|-------------------|--|
| Answers may vary. | Answers may vary. | Answers may vary. |
| | | |
| | | |

Grade 3

Activity Book | Unit 10 85

NAME: _____
DATE: _____

7.4 ACTIVITY PAGE

Narrative Sequencing

Characters:

Answers may vary.

Setting:

Answers may vary.

First:

Answers may vary.

Next:

Answers may vary.

Then:

Answers may vary.

Last:

Answers may vary.

Grade 3

Activity Book | Unit 10 87

NAME: _____
DATE: _____

7.5 ACTIVITY PAGE

Comparative and Superlative Adverbs: Using *more* and *most*

Write the correct form of the adverb.

- (fluently) Japanese is the language that I speak most fluently.
- (efficiently) Organized people work more efficiently than people who are not organized.
- (adoringly) The young girl looked more adoringly at her puppy than she looked at her kitten.
- (boldly) The adventurous boy behaved more boldly than your hamster.
- (correctly) Our class delivered the lines for the play more correctly than the other third grade class.
- (interestingly) The new professor spoke more interestingly than the professor he replaced.
- (recently) This new homework policy happened more recently than three months ago.
- (miserably) The child moaned most miserably than I've ever heard before!

Grade 3

Activity Book | Unit 10 89

- (naughtily) The character in that story behaved more naughtily as time went on.
- (optimistically) My friend looks at life the most optimistically of anyone I know.

Write sentences using the adverb in parentheses.

- (more likely)
Answers may vary.

- (most usually)
Answers may vary.

90

Unit 10 | Activity Book

Grade 3

NAME: _____ **8.1** ACTIVITY PAGE
 DATE: _____

“The Pilgrims, Part II: Thanksgiving Celebration”

1. What did Squanto give the Pilgrims?
 A. fear
 B. hope
 C. anxiety
 D. joy

2. Describe the Pilgrims’ first fall in Plymouth.
It was a precious memory to the Pilgrims because their crops had grown and their harvest was abundant. They had also learned how to hunt and fish to survive. This meant they had more than enough food to get them through the winter. They were also able to build homes to protect them from the cold weather. They were thankful.

page 118

3. How much time has passed since the children first arrived in Plymouth?
It happened four years before.

page 120

Grade 3 Activity Book | Unit 10 95

NAME: _____ **8.1** ACTIVITY PAGE
 DATE: _____

4. Why did Fear scold the children when they arrived home?
They took a long time getting firewood and Fear told them the fire almost went out because of it.

page 122

5. What did the Pilgrims do to give thanks to God and the Native people?
They had a giant feast we now know as Thanksgiving. They ate a large meal and then played games and ran races.

page 120

Grade 3 Activity Book | Unit 10 96

NAME: _____ **8.2** ACTIVITY PAGE
 DATE: _____

Narrative Writing: Conclusion

Directions: Write an ending to your story.

Answers may vary.

Grade 3 Activity Book | Unit 10 97

NAME: _____ **8.4** ACTIVITY PAGE
 DATE: _____

Blank Busters

| | | | | |
|------------|-----------|----------|------------|----------|
| annoying | soybean | boycott | embroidery | employee |
| disappoint | oysters | avoided | loyalty | paranoid |
| deployed | turquoise | corduroy | tenderloin | rejoice |
| moisture | adjoining | | | |

Challenge Word: *especially*

Challenge Word: *whole*

Challenge Word: *hole*

Content Word: *Savannah*

Fill in the blanks in the sentences below with one of the spelling words from the chart. Only if needed, add a suffix to the end of a word in order for the sentence to make sense: -s, -ed, -ing, -er, -ly, and -est.

1. Some people like oysters but I prefer clams.

2. The children avoided the new playground equipment because it was freshly painted.

3. The employee at the store showed loyalty to the manager by staying, when everyone else quit.

Grade 3 Activity Book | Unit 10 101

4. Luke was annoying Larry before they were both asked to leave the room.
5. Everyone was disappointed when the party was cancelled.
6. Noah wore corduroy pants and a turquoise -colored shirt.
7. Uncle Dan planted soybeans because he says they grow well in Virginia.
8. It takes a good amount of time to complete a beautiful piece of embroidery.
9. The twins rejoiced when they found out they had adjoining rooms!
10. The angry customers boycotted the grocery store when they realized the prices had doubled.

NAME: _____
DATE: _____

Write three sentences using spelling words of your choice that were not used in the first ten sentences. Make sure to use correct capitalization and punctuation. You may use the **Challenge Words** or **Content Word** in your sentences.

1. Answers may vary.

2. Answers may vary.

3. Answers may vary.

NAME: _____
DATE: _____

Compare and Contrast Pilgrims and Puritans

1. Compare or Contrast?
The Puritans wanted to stay with the church and have a stricter way of life based on the Bible. The Pilgrims wanted to separate from the church.
 2. Compare or Contrast?
The Puritans were planning to be more organized than the Pilgrims. They formed the Massachusetts Bay Company to be run according to Puritan rules, the Bible, and Christian principles.
 3. Compare or Contrast?
The Puritans were more prepared than the previous settlers.
 4. Compare or Contrast?
Women were not allowed in decision-making or allowed to preach in society in general.
- In summary, compare and contrast the Puritans and the Pilgrims. Answers will vary but should include the ideas above.

NAME: _____
DATE: _____

Puritan Life

Put an X in front of each thing that is part of Puritan life.

- a thanksgiving celebration living according to the rules of the Bible
- having a meeting house in the center of town building a fort for protection
- hunting and fishing to sell the fur and fish creating a partnership with the Massachusetts Bay Company
- working with the Powhatan getting supplies from England
- attending morning and afternoon church services welcoming debtors to the colony

1. How is the Puritan colony becoming wealthy?
The colony is selling fur to England through the Massachusetts Bay Company.
page 136
2. Why did the Puritans leave England?
They were unhappy with the Church of England. They wanted it to be purer and stronger, but the king wouldn't listen to them.
page 138

3. What other group have you read about that left England for reasons that are similar to those the Puritans had? How are those reasons different?
The English Separatists left for similar reasons but they
wanted to start their own church so they could worship God in
their own way.

page 106

4. Describe what the Puritans hear about England from sailors.
They hear about the sound of London church bells ringing
on Christmas Day, the smell of roasting pheasant, and sweet
plum pudding.

NAME: _____
 DATE: _____

Word Sort

Read the words in the box and circle the vowels that have the /oi/ sound. Write the words under each header that match the header's spelling pattern.

| | |
|-----------------------|-----------------------|
| 'oi' > /oi/ | 'oy' > /oi/ |
| <u>choices</u> | <u>loyalists</u> |
| <u>ointment</u> | <u>alloy</u> |
| <u>charbroil</u> | <u>destroy</u> |
| <u>oily</u> | <u>convoy</u> |
| <u>trapezoid</u> | <u>joyful</u> |
| <u>turmoil</u> | <u>decoy</u> |
| _____ | <u>voyages</u> |
| _____ | <u>enjoyable</u> |
| _____ | <u>buoy</u> |
| _____ | _____ |
| _____ | _____ |

| | | | | |
|--------------------|---------------------|------------------|---------------------|-------------------|
| ch <u>oi</u> ces | loy <u>oi</u> lists | riot | oi <u>oi</u> ntment | symphony |
| charbr <u>oi</u> l | al <u>oy</u> | destr <u>oy</u> | going | conv <u>oy</u> |
| joy <u>oi</u> ful | bu <u>oy</u> | oi <u>oi</u> y | de <u>oi</u> coy | pioneer |
| moving | trapez <u>oi</u> l | v <u>oy</u> ages | turn <u>oi</u> | en <u>oy</u> able |

NAME: _____ **10.2** ACTIVITY PAGE
 DATE: _____

Ask and Answer Questions: "Jamestown, Part I: A New Life"

| | |
|---|--|
| <p>Place your Sticky Note HERE
with your question
from the story.</p> | <p>The answer to my question:
Answers may vary.</p>

<p>Page _____</p> |
|---|--|

| | |
|---|--|
| <p>Place your Sticky Note HERE
with your question
from the story.</p> | <p>The answer to my question:
Answers may vary.</p>

<p>Page _____</p> |
|---|--|

Write the key ideas in this chapter.

Answers may vary but could include the idea that the Middle
Colonies—New York, New Jersey, soon-to-be Pennsylvania, and
Delaware—grew as they were settled by the Dutch, then the
English and other Europeans.

NAME: _____ **10.3** ACTIVITY PAGE

DATE: _____

Write Sentences Using Comparative and Superlative Adverbs

Write sentences using the form of the adverb in parentheses.

- (more seriously) Answers may vary.

- (most seriously) Answers may vary.

- (more unfortunately) Answers may vary.

- (most unfortunately) Answers may vary.

Grade 3

Activity Book | Unit 10 125

- (more equally) Answers may vary.

- (most equally) Answers may vary.

126 Unit 10 | Activity Book

Grade 3

NAME: _____ **10.5** ACTIVITY PAGE

DATE: _____

Dictionary Skills

Identify the part of speech for the entry word and root word. Write a definition for the entry word and root word. Then, fill in the blank in each sentence with the correct form of the word.

Example:
joining Part of Speech verb
Definition connecting or bringing together

Root Word join Part of Speech verb

Definition to connect or bring together

Other Forms of the Root Word

Word joined Part of Speech verb

• Leroy said he was the Book Club.

• I might join the Book Club, too.

- loyalty**—*noun*: faithfulness; the state of being loyal; **loyalties**; (*adjective*: loyal)

loyalty Part of Speech noun

Definition faithfulness

Root Word loyal Part of Speech adjective

Definition faithful

Grade 3

Activity Book | Unit 10 129

Other Forms of the Root Word

Root Word loyalties Part of Speech noun

Definition faithful acts

David's loyalty was to his friend Devin, who has always been there by his side.

Some settlers remained loyal to the king of England.

After supporting the two senators for many years, when Cynthia found out that they had been covering up the truth, her loyalties changed.

- employee**—*noun*: a person who works for someone else or a business and gets paid for their work; **employers**, employment (*verb*: **employ**, **employed**)

employee Part of Speech noun

Definition a person who works for someone else and gets paid for their work

Root Word employ Part of Speech verb

Definition to work for someone else and get paid for your work

130 Unit 10 | Activity Book

Grade 3

Other Forms of the Root Word

Root Word employers Part of Speech nouns

Definition people who pay others for their work

After being out of work for a few months, Shawn found employment with another retail company.

His rapidly growing farm had employed nearly 30 people earlier in the year.

After one year, Shawn did so well that he was named “ Employee of the Year.”

“The Quakers and the Lenni Lenape”

1. Why were Charles, Hester, and their father delivering gifts to the Lenni Lenape?
They were delivering gifts because the Lenni Lenape had helped the Quakers in the past.

page 156

2. What does it mean that King Charles II gave William Penn land in America to settle a debt he owed to William’s father?
In order to repay William’s father what was owed to him, the king gave William Penn land.

page 160

3. What kinds of clothing did the Lenni Lenape wear?
The men wore breechcloths and leggings, the women wore dresses, and everyone wore moccasins.

page 164

4. Describe the Lenni Lenape village.
The village was on the bank of a river, had wigwams and longhouses, had fields for crops on the outskirts, and had canoes in the river.

page 158

5. Compare the Quakers’ relationship with the Lenni Lenape to the relationship that other colonist groups had with Native Americans.

| | Quakers | Jamestown settlers | Pilgrims |
|--|--------------------------------|--|---|
| Native American group or individuals | Lenni Lenape | Powhatan | Squanto and Samoset |
| How Native Americans helped colonists | helped clear land for farming | gave the settlers food, taught them how to farm and hunt | showed them how to plant crops, recognize fruits and berries, best places to fish |
| How colonists helped Native Americans | brought gifts from the village | traded beads and copper for food | made peace, agreed to help and protect and trade |

Prefix over-: Meaning “too much”

| | |
|---|-------------------|
| overeat —(verb) to eat too much | Answers may vary. |
| overfish —(verb) to fish too much | Answers may vary. |
| overcharge —(verb) to charge too much | Answers may vary. |
| overpowered —(adjective) having too much power or energy | Answers may vary. |

Write the correct word to complete each sentence.

| | | | |
|----------|-------------|----------|------------|
| eat | overpowered | overeat | fish |
| overheat | charge | overfish | overcharge |

- My grandfather and his brother fish in a large stream in the mountains.
- Mom told us to only have one piece of cake at the birthday party so we do not overeate.
- The charge for my new shoes was less money than Dad expected.
- My uncle is worried that putting a new motor in the blender will make it overpowered so maybe we should just buy a new blender instead.

- I am concerned that the toaster oven will overheat if we do not watch it closely.
- The server apologized and said she did not mean to overcharge us for our meal as the computer system was not working properly at the time.
- If the community is not careful, people will overfish the lake and then there won't be any fishing nearby.

Write your own sentence using the one word left in the box.

Answers may vary but should include the word eat.

NAME: _____
DATE: _____

Prefix mid-: Meaning "middle"

| | |
|---|-------------------|
| midnight —(noun) the middle of the night | Answers may vary. |
| midterm —(noun) the middle of the term | Answers may vary. |
| midtown —(noun) the middle of the town | Answers may vary. |
| midfield —(noun) the middle of the field | Answers may vary. |

Write the correct word to complete each sentence.

| | | | |
|----------|-------|---------|---------|
| midfield | town | midday | night |
| midnight | field | midtown | midterm |

- Every fall, our town has a harvest festival to celebrate food in the community.
- I woke up at midnight last night and thought I heard someone crying.
- Yesterday, we had a fire drill at midday, just as recess ended.
- The wildflowers in the field behind my grandmother's house are beautiful in the spring.

- Daniel's apartment is in midtown so he can easily get to places both uptown and downtown.
- The elections held at midterm may change the balance of political parties in the assembly.
- Tomorrow night, we are going to use a telescope to look at the stars.

Write your own sentence using the one word left in the box.

Answers may vary but should include the word field.

NAME: _____
DATE: _____

Prefix under-: Meaning "below" or "less"

| | |
|--|-------------------|
| underwater —(adjective) below the surface of the water | Answers may vary. |
| underground —(adjective) below the ground | Answers may vary. |
| underpowered —(adjective) having too little or less power or energy | Answers may vary. |
| underline —(verb) to draw a line under | Answers may vary. |

Write the correct word to complete each sentence.

| | | | |
|------------|--------|--------------|----------|
| underline | water | underground | estimate |
| underwater | ground | underpowered | line |

- The art teacher said to draw a line from top to bottom to divide the paper into two parts.
- If I had to estimate how many students are in the third grade, I would guess one hundred.
- My aunt does not lose power very often because her underground power lines are protected from bad weather.
- At the aquarium, there is an underwater path you can follow that makes you feel like you are in the tanks with the fish.

- My brother put the stakes in the ground so the tent would stay in one place during our camping trip.
- I decided to underline the words that start with 'a' before I tried to put them in alphabetical order.
- It seems like my remote control car is underpowered and cannot go very fast or very far.

Write your own sentence using the one word left in the box.

Answers may vary but should include the word water.

NAME: _____ **12.1** ACTIVITY PAGE
DATE: _____

Compare and Contrast: Colonial Life and Today

Answers may vary but could include:

| Topic | Colonial Times | Today |
|---------------------|---|---|
| Education | Boys went to school in one-room schoolhouses. They learned reading, writing, math, and Latin in public and private schools. Girls learned reading and household skills. | Most students go to big schools. We learn reading, math, science, social studies, and more. Public and private schools teach skills to prepare for college or jobs. |
| Daily Chores | Gather firewood, feed animals, milk cows, collect eggs, make candles, plant and harvest food, and carry water from the well | |
| Play | Hide and seek, racing to see who could finish chores first, singing, telling stories, blind man's bluff, hopscotch, tag, homemade games and toys | Answers may vary. |
| Clothing | Men wore lace stockings and ruffles, carried swords, and powdered their hair. Women wore big, puffy, many-layered dresses and towering hair designs. Poorer colonists wore simple clothes they made themselves. | Answers may vary. |

NAME: _____ **12.2** ACTIVITY PAGE
DATE: _____

Subject Pronouns and Antecedents

Write the correct pronoun on the blank.

- Beth says that she is happy. (*she, he*)
- The apron needs to be washed because it is dirty. (*it, they*)
- Bananas and apples are good for you because they are full of vitamins. (*they, I*)
- The football players emailed friends because they wanted everyone to come out to the game. (*we, they*)
- Because Randy answered all of the questions correctly, he received a perfect score. (*he, she*)
- My family and I invited neighbors to dinner and we all had a great time. (*we, she*)
- Robert is pouting and not speaking because he is angry. (*he, she*)
- The farmers planted their crops and then they rested. (*she, they*)
- Anne told the class a great story, and then she asked if anyone had questions. (*they, she*)

- Mr. Hancher is a new teacher in our school and he is really fun and interesting. (*she, he*)

Write an ending to each sentence using a pronoun to match the bolded pronoun antecedent. Then, answer the question that follows.

Example:

The doctor tapped my knee with a rubber hammer and _____

(The doctor tapped my knee with a rubber hammer and he was happy to see my leg kick.)

What pronoun did you use in the sentence? he

- The movie filled me with happiness because _____
Answers may vary but should include it.
What pronoun did you use in the sentence? it
- The **puppies** in the pet shop window looked so pitiful and _____
Answers may vary but should include they.
What pronoun did you use in the sentence? they
- When **my family and I** get together, _____
Answers may vary but should include we.
What pronoun did you use in the sentence? we

NAME: _____
DATE: _____

13.1 ACTIVITY PAGE

Key Ideas and Supporting Details: “Life on a Farm in the Middle Atlantic Colonies, Parts I and II”

| Key Idea: Part I | | |
|---|--|--|
| Primrose and Patience lived on a very large farm in New Jersey. | | |
| Supporting Details and Examples: | Supporting Details and Examples: | Supporting Details and Examples: |
| <p>Answers vary but could include:</p> <p>Primrose and Patience found newborn kittens.</p> <p>Patience wanted to keep one for herself.</p> <p>Primrose said they were too young, and that they weren't allowed to keep animals in the house.</p> <p>Patience said that she would keep the kitten in a bucket.</p> | <p>Answers may vary but could include:</p> <p>Their cabin had two small rooms downstairs and three small rooms upstairs.</p> <p>Primrose and Patience shared a room.</p> <p>They lived in southern New Jersey but were originally from Sweden.</p> <p>Their Uncle Sven convinced them to move there because he said they would have a wonderful life.</p> <p>They lived with their father, mother, and three brothers.</p> | <p>Answers may vary but could include:</p> <p>The farm was 100 acres.</p> <p>They grew wheat, rye and barley.</p> <p>They kept cows, pigs and chickens.</p> <p>They lived far from their neighbors, but saw them at church and on special occasions.</p> <p>They grew vegetables, berries and fruits in their garden.</p> <p>They had a small orchard.</p> |

Grade 3

Activity Book | Unit 10 151

Answers may vary, but could include:

| Key Idea: Part II | | |
|---|---|--|
| There were many opportunities for success in the Middle Atlantic colonies | | |
| Supporting Details and Examples: | Supporting Details and Examples: | Supporting Details and Examples: |
| <p>They were English colonies but German, Dutch, French, Swedish and Irish people came to live there.</p> <p>Every day, more people arrived to start a new life.</p> <p>Papa traveled to town and told stories about all the different languages he heard there.</p> <p>He brought back unusual food, like pop robins.</p> <p>He talked about the different styles of clothes and customs he had heard about.</p> | <p>They shared food with their neighbors: scrapple, strudel, butter, and cream.</p> <p>The Middle Atlantic colonies produced more food than the New England colonies.</p> <p>“The Breadbasket of the colonies”</p> <p>Produced huge amounts of rye, barley, and wheat</p> <p>Farmers sent their grain to mills to be ground into flour.</p> | <p>The flour was sold to other colonies, the West Indies, and England.</p> <p>The colonies were also known for fishing, shipbuilding, and lumber.</p> <p>There were people of many different faiths.</p> |

152 Unit 10 | Activity Book

Grade 3

NAME: _____
DATE: _____

13.2 ACTIVITY PAGE

Prefixes over-, mid-, and under-

Read each sentence. Decide which word from the box replaces the underlined words and write it on the line. Write the part of speech for the word as well.

| | | | | |
|--------------|----------|--------------|----------------|-------------|
| underpowered | overheat | midnight | underestimated | overpowered |
| midterm | midfield | overcharging | underground | midday |

- I thought the test we had at the middle of the term was easy because I studied for it.
Word: midterm Part of Speech: noun
- The having too much power or energy engine caused the toy plane to fly high enough to get stuck in a very tall tree.
Word: overpowered Part of Speech: adjective
- My dad's flight was delayed and he did not get home until the middle of the night.
Word: midnight Part of Speech: noun
- When we visited the old military fort, the tour guide showed us where the below the ground tunnel between buildings was.
Word: underground Part of Speech: adjective

Grade 3

Activity Book | Unit 10 153

- We had to be careful not to heat too much or become too hot the sauce on the stove because it might burn.
Word: overheat Part of Speech: verb
- Mary estimated something to be less than what it actually is how many people were coming to the picnic and she ran out of forks.
Word: underestimated Part of Speech: verb
- My dad picked me up from school at the middle of the day so I could go to the dentist.
Word: midday Part of Speech: noun
- The manager apologized for charging too much for the basketball hoop and gave us a refund for the extra money.
Word: overcharging Part of Speech: verb
- The car is having too little or less power or energy and could not get up the hill very fast with so many people in it.
Word: underpowered Part of Speech: adjective
- To start a soccer game, the ball is placed at the middle of the field and one team gets to kick it first.
Word: midfield Part of Speech: noun

154 Unit 10 | Activity Book

Grade 3

NAME: _____

14.1

ACTIVITY PAGE

DATE: _____

American Revolution: Cause and Effect

Directions: For the events listed below, write in the cause and the effect.

Answers may vary but could include:

| Event | Cause | Effect |
|---|---|---|
| The Wampanoag and the English settlers battle | The English settlers had taken the Wampanoag's land and killed many of their people. The Wampanoag decided it was time to take a stand. | Chief Metacom led a war party against some English settlers. This turned into an all-out conflict. Eventually the English settlers won. Only about four hundred of the Wampanoag survived, and the settlers took even more of their land. |
| The French and Indian War | Native Americans and French colonists did not want English settlers taking their land in the Ohio valley. | Native Americans and French colonists fought together against the British. It went on for nine years. The British won and signed a peace treaty with France. Some Native Americans continued to fight for their land. |

Grade 3

Activity Book | Unit 10 159

| | | |
|------------------------------------|--|---|
| Great Britain in financial trouble | Fighting a war for many years was very expensive. | Great Britain decided to tax the colonists to raise more money for Britain. |
| The Stamp Act | A law taxed the colonists on all printed documents: newspapers, magazines, legal documents, cards. | Colonists put up with other taxes but drew the line with the Stamp Act. They believed it was unfair and started to say that they should not have to pay it. |

160 Unit 10 | Activity Book

Grade 3

NAME: _____

14.2

ACTIVITY PAGE

DATE: _____

Object Pronouns

| | | | | | | |
|----|-----|-----|-----|----|----|------|
| me | you | him | her | it | us | them |
|----|-----|-----|-----|----|----|------|

Rewrite the sentence, replacing the underlined word or words with an object pronoun from the box.

1. The woods were full of the noises of bears, coyotes, and deer.

The woods are full of the noises of them.

2. Father called my sister and me to come in the house for lunch.

Father called us to come in the house for lunch.

3. The history of the 18th century is interesting to Bonnie.

The history of the 18th century is interesting to her.

Grade 3

Activity Book | Unit 10 161

4. The beautifully wrapped box seemed to invite all of us to look inside the box.

The beautifully wrapped box seemed to invite all of us to look inside it.

5. I spoke to my friends and asked them to come with (the person speaking).

I spoke to my friends and asked them to come with me.

6. When Ned joined our class, we couldn't wait to get to know Ned.

When Ned joined our class, we couldn't wait to get to know him.

162 Unit 10 | Activity Book

Grade 3

American Revolution: Cause and Effect

Directions: For the empty fields in the table listed below, write in the event, the cause, and/or the effect.

| Event | Cause | Effect |
|---|---|---|
| Samuel Adams organized the Sons of Liberty to protest the taxes. | They protested in the streets, burned stamps, and threatened agents who collected the taxes. | It became impossible to impose the Stamp Act so the British Parliament repealed the law. |
| Britain put a new tax on other items that colonists needed: paint, paper, glass, lead, tea, wool, and silk. | Colonists boycotted these items and began to make them themselves or buy them from other sources. | This hurt British manufacturers so the taxes were removed on all of those items except for tea. |

| | | |
|--------------------|---|---|
| Boston Massacre | A brief fight or scuffle broke out in Boston between British soldiers and a group of colonists. | British soldiers fired their guns into the crowd and killed five colonists.
The relationship between the colonists and the British grew worse. |
| Boston Tea Party | Three British ships loaded with tea arrived in Boston Harbor. | The Sons of Liberty dressed up like Native Americans and threw all the tea overboard into the harbor. |
| Paul Revere's Ride | The British soldiers planned to go to Concord to seize a weapons stash. | Paul Revere waiting for a signal to tell him how and when the British were coming and rode all night warning the colonists. By the time the British got there, there were no weapons to be found. |

What Questions Do I Have?

| |
|-------------------------------------|
| Group 1
Answers may vary. |
| Group 2
Answers may vary. |
| Group 3
Answers may vary. |
| Group 4
Answers may vary. |
| Group 5
Answers may vary. |
| Group 6
Answers may vary. |
| Group 7
Answers may vary. |
| Group 8
Answers may vary. |

The "Common Course and Condition" sounded good on paper. But, in real life, it did not work very well. The Pilgrims found that the colony as a whole was more successful when each family was allowed to keep the fruits of its labor.

1. What does the word *brotherhood* mean in the following sentence from the selection?

They thought it would encourage teamwork and brotherhood.

- A. feelings of dislike and annoyance
 - B. feelings of isolation and loneliness
 - C. feelings of calm and tranquility
 - D. feelings of support and understanding
2. Why were people unhappy with the Common Course after a couple of years?
They did not like the fact that everyone got the same share of food whether or not they worked hard.
3. What influenced the Pilgrims in their creation of the "Common Course and Condition"?
 A. their religion
 B. their new home
 C. ocean voyage
 D. their children

4. Put the following events in order from 1–5 as they occurred in the selection.

- 4 The Pilgrims decided that each family should have its own land to grow corn for themselves.
- 2 The Pilgrims developed the “Common Course and Condition.”
- 5 The new plan was a big success.
- 3 People who worked hard became very upset as others did not work as hard.
- 1 The Pilgrims wanted to create a community in their new home that best suited them.

5. If each Pilgrim family was able to keep the “fruits of its labor,” what were they able to do?

- A. keep what they bought at the market
- B. keep the results of their hard work
- C. keep bartering to get a better deal
- D. keep going to religious services

6. Write a summary of this selection.

Answers may vary but could say that the Pilgrims hoped the Common Course and Condition would create a sense of community in their new colony. It didn't work so they changed the plan so everyone worked to keep the fruits of their own labor. The new plan was successful.

But upstairs the rich man was happy. “That was a good plan,” he said to himself. “Now I can sleep all day without being wakened by the cobbler’s songs.”

For a month, the cobbler worried over his gold. He grew thin and pale and his wife and children were unhappy. At last, he could bear the worry no longer, so he called his wife and told her the whole story.

“Dear husband,” she said, “give the gold back. All the gold in the world is not worth as much to me as one of your songs.”

How happy the cobbler felt when his wife said this! He picked up the purse and ran upstairs to the rich man’s room. Throwing the gold on the table, he cried, “Here is your money. Take it back. I can live without your money, but I cannot live without my songs.”

7. Why did the rich man give the cobbler the purse full of gold pieces?

- A. The rich man said he couldn’t use it because he had too much money already.
- B. The cobbler begged the rich man for it.
- C. The cobbler caught the rich man stealing it from someone else.
- D. The rich man said the cobbler earned it by being the happiest man he knew.

8. What made the cobbler drive his wife from the room with angry words?

He was worried she would see the money.

NAME: _____
DATE: _____

16.1 ASSESSMENT
CONTINUED

9. What did the money cause both men to do?

They both became unhappy and angry.

10. Describe the setting in this selection.

A rich man lived in a lavish home while the poor man lived in the basement below the home.

11. What was more important to the cobbler, the rich man’s money or his own songs?

His songs were more important.

12. Write a sentence that tells the lesson or theme of this story.

Answers may vary but could include: money doesn't provide happiness or doing something you love is the key to happiness.

Grammar and Morphology

13. Which of the following words with a prefix can be used to describe the format of an e-book?

- A. multimedia
- B. uniform
- C. bilingual
- D. multilingual

14. Write the correct form of the adjective in the blank.

These instructions are clearer now that you’ve helped me.

(clear, clearer, clearest)

15. Circle the correct prefix for each letter to add to each root word in the following sentence:

Darren was not quite ready to move from his three-wheeled A cycle to a B cycle yet because he was worried he couldn’t balance on just two wheels.

- A. uni- bi- tri- multi-
- B. uni- bi- tri- multi-

16. Write the correct form of the adverb in the blank.

The new teacher spoke more interestingly than the teacher she replaced.
(interestingly, more interestingly, most interestingly)

NAME: _____ **16.1** ASSESSMENT
DATE: _____ CONTINUED

17. Write the correct form of the root word in the blank.
(friend) People who live in this town are friendlier than people who live in the town where I grew up.
18. Write *more* or *most* in the blank.
My grandmother is more elderly than your grandmother.
19. Write the word to replace the underlined meaning in the sentence. Identify the part of speech.
He stopped planting seeds at the middle of the field to take a break and drink some water.
Word: midfield Part of speech: noun
20. Describe what the word *underestimating* means in the following sentence:
She worried that she was underestimating her ability to finish the project ahead of time, since she struggled to finish the last project on time.
Guessing that her ability to finish ahead of time was less than it actually was.

Grade 3

Activity Book | Unit 10 179

NAME: _____ **16.3** ACTIVITY PAGE
DATE: _____

My Chapter

The chapter I chose is Answers may vary.

The reason I chose this chapter is Answers may vary.

The title of my chapter is Answers may vary.

Here is my chapter Answers may vary.

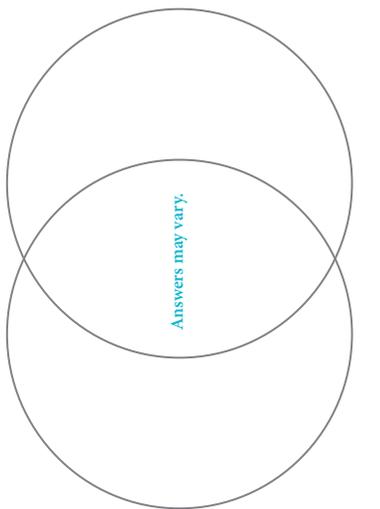
Grade 3

Activity Book | Unit 10 185

NAME: _____ **PP1** ACTIVITY PAGE
DATE: _____

Venn Diagram

Directions: Write the two topics you have chosen to compare/contrast on the blanks. Write how the two topics are alike in the overlapping part of the Venn diagram. Write how the topics are different in the nonoverlapping part of each circle for each topic.



Grade 3

Activity Book | Unit 10 187

NAME: _____ **PP2** ACTIVITY PAGE
DATE: _____

Make Adverbs that Compare Actions

Write a sentence using the verb and adverb. Draw a triangle around the adverb and arrow it to the verb it describes.

1. verb: hangs adverb: lower
Answers may vary.
2. verb: grew adverb: tallest
Answers may vary.
3. verb: runs adverb: fastest
Answers may vary.

Change the word at the end of the sentence by adding *-er* or *-est* to complete the sentence. Answer the question after the sentence. Draw a triangle around the adverb and arrow it to the verb it describes.

1. The new paint on the walls dried faster than the paint on the ceiling. (*fast*)
How did the paint on the walls dry compared to the paint on the ceiling?
faster

Grade 3

Activity Book | Unit 10 189

2. High school students leave sooner than my brother and I do to catch the bus. (*soon*)

When do high school students leave compared to when my brother and I leave? sooner

3. The jazz concert lasted the longest of any concert I have been to this year. (*long*)

How did the jazz concert last compared to any concert this year? longest

4. During the science experiment, the spoon dropped deeper than the sponge in the water. (*deep*)

How did the spoon drop compared to the sponge? deeper

5. Josie worked harder on her spelling assessment this week than last week since these words were new to her and she knew the words well last week. (*hard*)

How did Josie work on her spelling assessment this week compared to last week? harder

NAME: _____ PP3 ACTIVITY PAGE
DATE: _____

Write Sentences Using Adverbs with *-er* and *-est*

Write a sentence using the *-er* adverb. Then, change the sentence so that the *-est* adverb fits and write the new sentence.

1. **verb:** *speaks* **adverb:** *quieter, quietest*

-er

Answers may vary.

-est

Answers may vary.

2. **verb:** *grew* **adverb:** *shorter, shortest*

-er

Answers may vary.

-est

Answers may vary.

3. **verb:** YOUR CHOICE **adverb:** *later, latest*

-er

Answers may vary.

-est

Answers may vary.

NAME: _____ PP4 ACTIVITY PAGE
DATE: _____

Comparative and Superlative Adverbs Using *more* and *most*

Write the correct form of the adverb.

- (*slowly*) My grandmother drives more slowly than I drive.
- (*efficiently*) Adults tend to work more efficiently than children.
- (*carefully*) The older sister walked through the puddle more carefully than her younger sister.
- (*dangerously*) The careless boy behaved the most dangerously of all.
- (*dimly*) The old lamp shone more dimly than the brand new one.
- (*quickly*) The talented runner raced the most quickly of all the runners on the track.
- (*softly*) The kind teacher spoke more softly than the angry children.
- (*passionately*) The actor played the part the most passionately of any actors I've ever seen before!

9. (*lightly*) She dabbed the paint on her picture more lightly than her partner who slapped paint all over.
10. (*completely*) He fills in the answers on his worksheet the most completely of anyone I know.

Write sentences using the adverb in parentheses.

1. (*more dramatically*)
Answers may vary.

2. (*most surprisingly*)
Answers may vary.

NAME: _____ PP5 ACTIVITY PAGE
 DATE: _____

Subject Pronouns and Antecedents

Write the correct pronoun on the blank.

- Tom says that he is sad. (*she, he*)
- The shirt needs to be ironed because it is wrinkled. (*it, they*)
- Fruits and vegetables are good for you because they are full of vitamins. (*they, I*)
- The basketball players emailed family and friends because they wanted everyone to come out to the game. (*we, they*)
- Because Sandy answered all of the questions correctly, she or he received a perfect score. (*he, she*)
- My family and I invited our cousins to lunch and we all had a great time. (*we, she*)
- Ron and Rob are pouting and not speaking because they are angry. (*he, they*)
- The children ran a mile in gym class and then they rested. (*she, they*)

9. Bill read his poetry to the class, and then he asked if anyone had questions. (*they, he*)
10. Mrs. White is a new librarian at our school and she is really fun and interesting. (*she, he*)

Write an ending to each sentence using a pronoun to match the bolded pronoun antecedent. Then, answer the question that follows.

Example:

The doctor tapped my knee with a rubber hammer and _____.

(The doctor tapped my knee with a rubber hammer and he was happy to see my leg kick.)

What pronoun did you use in the sentence? he

- The **book** filled me with sadness because _____
Answers may vary but should include it.
 What pronoun did you use in the sentence? it
- The **guppies** swimming in the fishbowl seemed to ask to be taken home and _____
Answers may vary but should include they.
 What pronoun did you use in the sentence? they
- When **my friends and I** get together _____
Answers may vary but should include we.
 What pronoun did you use in the sentence? we

NAME: _____ PP6 ACTIVITY PAGE
 DATE: _____

Prefixes uni-, bi-, tri-, and multi-

Add the correct prefix to make a new word that matches the meaning given. Then, identify the part of speech of the new word.

| | | | |
|-----|----|-----|-------|
| uni | bi | tri | multi |
|-----|----|-----|-------|

- Word: multi lingual
 Meaning: able to speak many languages Part of Speech: adjective
- Word: uni cycle
 Meaning: a vehicle with one wheel Part of Speech: noun
- Word: multi media
 Meaning: involving many forms of communication Part of Speech: adjective
- Word: tri angle
 Meaning: a shape with three sides Part of Speech: noun
- Word: bi lingual
 Meaning: able to speak many languages Part of Speech: adjective
- Word: uni son
 Meaning: the act of doing something together as a group all at one time Part of Speech: noun

Complete each sentence by circling the correct word from the choices below the sentence.

1. The neighborhood association has a fun event for kids _____, each with a different theme.

bicycle bimonthly

2. My sister has to wear a _____ for her new job at the restaurant, just like the rest of the staff.

uniform unilateral

3. I wonder how well I would do if I used a _____ to catch fish instead of a fishing pole.

trident trilogy

4. Dad let me try a different kind of _____ because the first kind I tried tasted bad.

multilingual multivitamin

5. My brother rides my old _____ since he is not old enough to learn how to ride a bicycle yet.

triangle tricycle

NAME: _____ DATE: _____

Prefixes over-, mid-, and under-

Read each sentence. Decide which word from the box replaces the underlined words and write it on the line. Write the part of speech for the word as well.

| | | | | |
|-------------|----------|---------|------------|--------------|
| overeat | midfield | midtown | underwater | underline |
| underground | overfish | midday | overheat | underpowered |

1. Please take Dad a bottle of water so he does not make too warm or too hot while he cuts the grass in the backyard.

Word: overheat Part of Speech: verb

2. As you read the chapter on the handout, draw a long, thin mark under any words you come across that you are not familiar with.

Word: underline Part of Speech: verb

3. The team captains met the referee at the middle of the field for the coin toss to determine who would get the ball first.

Word: midfield Part of Speech: noun

4. My hair dryer feels supplied with less energy than is needed so it may be time to replace it with a new one.

Word: underpowered Part of Speech: adjective

5. Don't put too much dog food in the bowl because we don't want the neighbor's dog, Riley, to put too much food in his mouth, chew it, then swallow it today while we are caring for him.

Word: overeat Part of Speech: verb

6. I would like to visit a store located in the middle of the town to look for a birthday gift for my friend.

Word: midtown Part of Speech: noun

7. There is an entrance to the below the surface of the earth tunnel behind the historic plantation home that people used to secretly transport supplies out of the house during the war.

Word: underground Part of Speech: adjective

8. The middle of the day meeting included lunch since we would not be able to leave to go get something to eat.

Word: midday Part of Speech: noun

9. If people try to catch too many fish in the lake every summer, the fish population may not be as strong in following years.

Word: overfish Part of Speech: verb

10. In some places on Earth, there are under the surface of the water caves that can be explored by trained divers.

Word: underwater Part of Speech: adjective

NAME: _____ DATE: _____

Dictionary Skills

Identify and write the root word, part of speech, and definition. Then, write other forms of the root word and their parts of speech. Finally, fill in the blank in each sentence with the correct form of the word.

Example:

listeners Part of Speech: _____

Definition: people who pay attention or hear

Root Word listen Part of Speech verb
 Definition to pay attention or hear

Other Forms of the Root Word

Word listened Part of Speech verb

Word listening Part of Speech verb

Word listener Part of Speech noun

Yesterday, the children listened very well to the story about "Poison Dart Frogs."

My good friend, Karen, listened to me when I have a problem and we share a lot.

You learn a lot and become a better student when you are a good

listener.

You hurt yourself less and get in less trouble when you

listen to your parents.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

Unit 10

Correlation—Teacher’s Guide

| | | |
|---|---|--|
| (1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: | | |
| TEKS 3.1.A | listen actively, ask relevant questions to clarify information, and make pertinent comments | U10: p. 10, U10: p. 13, U10: p. 18, U10: p. 54, U10: p. 65, U10: p. 82, U10: p. 86, U10: p. 110, U10: p. 114, U10: p. 140, U10: p. 145, U10: p. 166, U10: p. 170, U10: p. 178, U10: p. 188, U10: p. 192, U10: p. 205, U10: p. 210, U10: p. 214, U10: p. 242, U10: p. 246, U10: p. 262, U10: p. 265, U10: p. 290, U10: p. 293, U10: p. 338, U10: p. 341, U10: p. 352, U10: p. 366, U10: p. 370, U10: p. 375 |
| TEKS 3.1.B | follow, restate, and give oral instructions that involve a series of related sequences of action | |
| TEKS 3.1.C | speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively | U10: p. 352, U10: p. 366, U10: p. 370, U10: p. 375 |
| TEKS 3.1.D | work collaboratively with others by following agreed-upon rules, norms, and protocols | U10: p. 166, U10: p. 170, U10: p. 316, U10: p. 332, U10: p. 338, U10: p. 348 |
| TEKS 3.1.E | develop social communication such as conversing politely in all situations | |
| (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: | | |
| (A) demonstrate and apply phonetic knowledge by: | | U10: p. 370, U10: p. 372 |
| TEKS 3.2.A.i | decoding multisyllabic words with multiple sound-spelling patterns, such as eigh, ough, and en | |
| TEKS 3.2.A.ii | decoding multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables | |
| TEKS 3.2.A.iii | decoding compound words, contractions, and abbreviations | |
| TEKS 3.2.A.iv | decoding words using knowledge of syllable division such as VCCV, VCV, and VCCCV with accent shifts | |
| TEKS 3.2.A.v | decoding words using knowledge of prefixes | U10: p. 54, U10: p. 73, U10: p. 262, U10: p. 283, U10: p. 316, U10: p. 334 |
| TEKS 3.2.A.vi | decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants | |
| TEKS 3.2.A.vii | identifying and reading high-frequency words from a research-based list | |
| (B) demonstrate and apply spelling knowledge by: | | |
| TEKS 3.2.B.i | spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables | U10: p. 10, U10: p. 27, U10: p. 110, U10: p. 113, U10: p. 188, U10: p. 206, U10: p. 242, U10: p. 245, U10: p. 262, U10: p. 283, U10: p. 352, U10: p. 354 |
| TEKS 3.2.B.ii | spelling homophones | U10: p. 242, U10: p. 245 |

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

Unit 10

Correlation—Teacher’s Guide

| | | |
|---|---|---|
| TEKS 3.2.B.iii | spelling compound words, contractions, and abbreviations | |
| TEKS 3.2.B.iv | spelling multisyllabic words with multiple sound-spelling patterns | U10: p. 10, U10: p. 27, U10: p. 110, U10: p. 113, U10: p. 188, U10: p. 206 |
| TEKS 3.2.B.v | spelling words using knowledge of syllable division such as VCCV, VCV, and VCCCV | |
| TEKS 3.2.B.vi | spelling words using knowledge of prefixes | U10: p. 54, U10: p. 73 |
| TEKS 3.2.B.vii | spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants | |
| TEKS 3.2.C | alphabetize a series of words to the third letter | |
| TEKS 3.2.D | write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words. | |
| (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: | | |
| TEKS 3.3.A | use print or digital resources to determine meaning, syllabication, and pronunciation | |
| TEKS 3.3.B | use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words | U10: p. 188, U10: p. 206, U10: p. 242, U10: p. 246, U10: p. 370, U10: p. 372 |
| TEKS 3.3.C | identify the meaning of and use words with affixes such as <i>im-</i> (into), <i>non-</i> , <i>dis-</i> , <i>in-</i> (not, non), <i>pre-</i> , <i>-ness</i> , <i>-y</i> , and <i>-ful</i> | U10: p. 54, U10: p. 73, U10: p. 262, U10: p. 283, U10: p. 316, U10: p. 334, U10: p. 370, U10: p. 372 |
| TEKS 3.3.D | identify and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text | |
| (4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. | | |
| TEKS 3.4 | use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text | U10: p. 370, U10: p. 372 |
| (5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. | | |
| TEKS 3.5 | self-select text and read independently for a sustained period of time | |
| (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: | | |
| TEKS 3.6.A | establish purpose for reading assigned and self-selected texts | U10: p. 370, U10: p. 372 |
| TEKS 3.6.B | generate questions about text before, during, and after reading to deepen understanding and gain information | U10: p. 10, U10: p. 13, U10: p. 54, U10: p. 57, U10: p. 59, U10: p. 82, U10: p. 86, U10: p. 88, U10: p. 242, U10: p. 246, U10: p. 254 |
| TEKS 3.6.C | make and correct or confirm predictions using text features, characteristics of genre, and structures | U10: p. 10, U10: p. 18, U10: p. 166, U10: p. 178, U10: p. 188, U10: p. 192 |

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

Unit 10

Correlation—Teacher’s Guide

| | | |
|--|--|--|
| TEKS 3.6.D | create mental images to deepen understanding | |
| TEKS 3.6.E | make connections to personal experiences, ideas in other texts, and society | U10: p. 54, U10: p. 65, U10: p. 290, U10: p. 293 |
| TEKS 3.6.F | make inferences and use evidence to support understanding | U10: p. 166, U10: p. 170, U10: p. 210, U10: p. 225, U10: p. 242, U10: p. 246, U10: p. 352, U10: p. 355 |
| TEKS 3.6.G | evaluate details read to determine key ideas | U10: p. 10, U10: p. 13, U10: p. 18, U10: p. 34, U10: p. 38, U10: p. 54, U10: p. 57, U10: p. 82, U10: p. 86, U10: p. 110, U10: p. 114, U10: p. 126, U10: p. 166, U10: p. 178, U10: p. 188, U10: p. 196, U10: p. 210, U10: p. 214, U10: p. 225, U10: p. 290, U10: p. 293, U10: p. 303, U10: p. 316, U10: p. 319, U10: p. 320, U10: p. 370, U10: p. 372 |
| TEKS 3.6.H | synthesize information to create new understanding | U10: p. 10, U10: p. 18, U10: p. 210, U10: p. 214, U10: p. 262, U10: p. 275, U10: p. 290, U10: p. 293 |
| TEKS 3.6.I | monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down | U10: p. 54, U10: p. 57, U10: p. 60, U10: p. 63 |
| (7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: | | |
| TEKS 3.7.A | describe personal connections to a variety of sources including self-selected texts | U10: p. 54, U10: p. 65, U10: p. 66 |
| TEKS 3.7.B | write a response to a literary or informational text that demonstrates an understanding of a text | U10: p. 210, U10: p. 214, U10: p. 316, U10: p. 319, U10: p. 370, U10: p. 374 |
| TEKS 3.7.C | use text evidence to support an appropriate response | U10: p. 10, U10: p. 14, U10: p. 82, U10: p. 97, U10: p. 140, U10: p. 154, U10: p. 166, U10: p. 170, U10: p. 188, U10: p. 196, U10: p. 210, U10: p. 225, U10: p. 262, U10: p. 275, U10: p. 370, U10: p. 372 |
| TEKS 3.7.D | retell and paraphrase texts in ways that maintain meaning and logical order | U10: p. 10, U10: p. 18, U10: p. 34, U10: p. 38, U10: p. 39, U10: p. 48, U10: p. 82, U10: p. 97, U10: p. 98, U10: p. 140, U10: p. 154, U10: p. 370, U10: p. 372 |
| TEKS 3.7.E | interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating | U10: p. 34, U10: p. 38, U10: p. 210, U10: p. 214, U10: p. 290, U10: p. 293 |
| TEKS 3.7.F | respond using newly acquired vocabulary as appropriate | U10: p. 110, U10: p. 114, U10: p. 262, U10: p. 265, U10: p. 370, U10: p. 372 |
| TEKS 3.7.G | discuss specific ideas in the text that are important to the meaning | U10: p. 110, U10: p. 126, U10: p. 242, U10: p. 246, U10: p. 316, U10: p. 319, U10: p. 370, U10: p. 372 |
| (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: | | |
| TEKS 3.8.A | infer the theme of a work, distinguishing theme from topic | U10: p. 370, U10: p. 372 |
| TEKS 3.8.B | explain the relationships among the major and minor characters | U10: p. 370, U10: p. 372 |
| TEKS 3.8.C | analyze plot elements, including the sequence of events, the conflict, and the resolution | U10: p. 34, U10: p. 48 |
| TEKS 3.8.D | explain the influence of the setting on the plot | U10: p. 34, U10: p. 48 |
| (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: | | |

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

Unit 10

Correlation—Teacher’s Guide

| | | |
|---|---|--|
| TEKS 3.9.A | demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, legends, and myths | |
| TEKS 3.9.B | explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems | |
| TEKS 3.9.C | discuss the elements in drama such as characters, dialogue, setting, and acts | |
| (D) recognize characteristics and structures of informational text, including: | | |
| TEKS 3.9.D.i | the central idea with supporting evidence | U10: p. 110, U10: p. 114, U10: p. 140, U10: p. 145 |
| TEKS 3.9.D.ii | features such as sections, tables, graphs, timelines, bullets, numbers, bold and italicized font to support understanding | |
| TEKS 3.9.D.iii | organizational patterns such as cause and effect and problem and solution | U10: p. 338, U10: p. 341, U10: p. 352, U10: p. 355, U10: p. 370, U10: p. 372 |
| (E) recognize characteristics and structures of argumentative text by: | | |
| TEKS 3.9.E.i | identifying the claim | |
| TEKS 3.9.E.ii | distinguishing facts from opinion | |
| TEKS 3.9.E.iii | identifying the intended audience or reader | |
| TEKS 3.9.F | recognize characteristics of multimodal and digital texts | |
| (10) Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to: | | |
| TEKS 3.10.A | explain the author’s purpose and message within a text | |
| TEKS 3.10.B | explain how the use of text structure contributes to the author’s purpose | |
| TEKS 3.10.C | explain the author’s use of print and graphic features to achieve specific purposes | |
| TEKS 3.10.D | describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes | |
| TEKS 3.10.E | identify the use of literary devices, including first- or third-person point of view | |
| TEKS 3.10.F | discuss how the author’s use of language contributes to voice | |
| TEKS 3.10.G | identify and explain the use of hyperbole | |
| (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: | | |
| TEKS 3.11.A | plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping | U10: p. 166, U10: p. 185 |
| (B) develop drafts into a focused, structured, and coherent piece of writing by: | | |

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

Unit 10

Correlation—Teacher’s Guide

| | | |
|--|---|---|
| TEKS 3.11.B.i | organizing with purposeful structure including an introduction and conclusion | U10: p. 140, U10: p. 160, U10: p. 166, U10: p. 185, U10: p. 188, U10: p. 205 |
| TEKS 3.11.B.ii | developing an engaging idea with relevant details | U10: p. 140, U10: p. 160 |
| TEKS 3.11.C | revise drafts by adding, revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity deleting, or rearranging words, phrases or sentences | U10: p. 210, U10: p. 232 |
| (D) edit drafts using standard English conventions, including: | | |
| TEKS 3.11.D | edit drafts using standard English conventions | |
| TEKS 3.11.D.i | complete simple and compound sentences with subject-verb agreement | U10: p. 242, U10: p. 256, U10: p. 257 |
| TEKS 3.11.D.ii | past, present, and future verb tense | U10: p. 242, U10: p. 256, U10: p. 257 |
| TEKS 3.11.D.iii | singular, plural, common, and proper nouns | U10: p. 242, U10: p. 256, U10: p. 257 |
| TEKS 3.11.D.iv | adjectives, including their comparative and superlative forms | U10: p. 34, U10: p. 50, U10: p. 242, U10: p. 256, U10: p. 257, U10: p. 370, U10: p. 372 |
| TEKS 3.11.D.v | adverbs that convey time and adverbs that convey manner | U10: p. 82, U10: p. 105, U10: p. 140, U10: p. 161, U10: p. 162, U10: p. 166, U10: p. 186, U10: p. 188, U10: p. 206, U10: p. 242, U10: p. 256, U10: p. 257, U10: p. 370, U10: p. 372 |
| TEKS 3.11.D.vi | prepositions and prepositional phrases | U10: p. 242, U10: p. 256, U10: p. 257 |
| TEKS 3.11.D.vii | pronouns, including subjective, objective, and possessive cases | U10: p. 242, U10: p. 256, U10: p. 257, U10: p. 290, U10: p. 311, U10: p. 338, U10: p. 349 |
| TEKS 3.11.D.viii | coordinating conjunctions to form compound subjects, predicates, and sentences | U10: p. 242, U10: p. 256, U10: p. 253 |
| TEKS 3.11.D.ix | capitalization of official titles of people, holidays, and geographical names and places | U10: p. 242, U10: p. 256, U10: p. 257, U10: p. 370, U10: p. 374 |
| TEKS 3.11.D.x | punctuation marks including apostrophes in contractions and possessives and commas in compound sentences and items in a series | U10: p. 242, U10: p. 256, U10: p. 257 |
| TEKS 3.11.D.xi | correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words | U10: p. 242, U10: p. 256, U10: p. 257 |
| TEKS 3.11.E | publish written work for appropriate audiences | U10: p. 242, U10: p. 256 |
| (12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: | | |
| TEKS 3.12.A | compose literary texts, including personal narratives and poetry, using genre characteristics and craft | U10: p. 34, U10: p. 48, U10: p. 110, U10: p. 114, U10: p. 125, U10: p. 135, U10: p. 136, U10: p. 140, U10: p. 160, U10: p. 188, U10: p. 205, U10: p. 338, U10: p. 348, U10: p. 370, U10: p. 374 |
| TEKS 3.12.B | compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft | |
| TEKS 3.12.C | compose argumentative texts, including opinion essays, using genre characteristics and craft | |
| TEKS 3.12.D | compose correspondence such as thank you notes or letters | U10: p. 290, U10: p. 310 |

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3**Unit 10****Correlation—Teacher’s Guide**

(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

| | | |
|-------------|---|--------------------------|
| TEKS 3.13.A | generate questions on a topic for formal and informal inquiry | U10: p. 316, U10: p. 332 |
| TEKS 3.13.B | develop and follow a research plan with adult assistance | U10: p. 316, U10: p. 332 |
| TEKS 3.13.C | identify and gather relevant information from a variety of sources | U10: p. 316, U10: p. 332 |
| TEKS 3.13.D | identify primary and secondary sources | |
| TEKS 3.13.E | demonstrate understanding of information gathered | U10: p. 316, U10: p. 332 |
| TEKS 3.13.F | recognize the difference between paraphrasing and plagiarism when using source materials | U10: p. 316, U10: p. 332 |
| TEKS 3.13.G | create a works cited page | |
| TEKS 3.13.H | use an appropriate mode of delivery, whether written, oral, or multimodal, to present results | |

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 3

Unit 10

Correlation—Teacher’s Guide

(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

| | | |
|----------|--|---|
| ELPS 1.A | use prior knowledge and experiences to understand meanings in English | |
| ELPS 1.B | monitor oral and written language production and employ self-corrective techniques or other resources | U10: p. 73 |
| ELPS 1.C | use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary | U10: p. 282 |
| ELPS 1.D | speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known) | |
| ELPS 1.E | internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment | U10: p. 24, U10: p. 29, U10: p. 40, U10: p. 206 |
| ELPS 1.F | use accessible language and learn new and essential language in the process | |
| ELPS 1.G | demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations | |
| ELPS 1.H | develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations | |

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

| | | |
|----------|---|--|
| ELPS 2.A | distinguish sounds and intonation patterns of English with increasing ease | U10: p. 29 |
| ELPS 2.B | recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters | |
| ELPS 2.C | learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions | U10: p. 24, U10: p. 29, U10: p. 50, U10: p. 162, U10: p. 331 |
| ELPS 2.D | monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed | U10: p. 269 |

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 3

| Unit 10 | | Correlation—Teacher’s Guide |
|--|--|---------------------------------------|
| ELPS 2.E | use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language | U10: p. 13 |
| ELPS 2.F | listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment | |
| ELPS 2.G | understand the general meaning, main point, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar | |
| ELPS 2.H | understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations | |
| ELPS 2.I | demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs | U10: p. 220, U10: p. 290 |
| <p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:</p> | | |
| ELPS 3.A | practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible | |
| ELPS 3.B | expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication | U10: p. 40 |
| ELPS 3.C | speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired | U10: p. 184, U10: p. 206, U10: p. 310 |
| ELPS 3.D | speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency | |
| ELPS 3.E | share information in cooperative learning interactions | U10: p. 345 |
| ELPS 3.F | ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments | U10: p. 93, U10: p. 251 |

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 3

Unit 10

Correlation—Teacher’s Guide

| | | |
|---|---|---|
| ELPS 3.G | express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics | U10: p. 21, U10: p. 178, U10: p. 191, U10: p. 369 |
| ELPS 3.H | narrate, describe, and explain with increasing specificity and detail as more English is acquired | U10: p. 361 |
| ELPS 3.I | adapt spoken language appropriately for formal and informal purposes | |
| ELPS 3.J | respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment | U10: p. 191 |
| <p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p> | | |
| ELPS 4.A | learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words | U10: p. 73, U10: p. 105, U10: p. 162, U10: p. 184, U10: p. 282, U10: p. 331 |
| ELPS 4.B | recognize directionality of English reading such as left to right and top to bottom | |
| ELPS 4.C | develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials | |
| ELPS 4.D | use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text | U10: p. 329, U10: p. 344, U10: p. 360 |
| ELPS 4.E | read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned | U10: p. 48, U10: p. 158, U10: p. 195 |
| ELPS 4.F | use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language | U10: p. 63, U10: p. 103, U10: p. 169, U10: p. 228, U10: p. 251 |
| ELPS 4.G | demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs | U10: p. 18, U10: p. 40, U10: p. 114, U10: p. 132, U10: p. 151, U10: p. 279, U10: p. 306 |
| ELPS 4.H | read silently with increasing ease and comprehension for longer periods | |

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 3

Unit 10

Correlation—Teacher’s Guide

| | | |
|--|--|---|
| ELPS 4.I | demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs | U10: p. 13, U10: p. 63, U10: p. 93, U10: p. 114, U10: p. 132, U10: p. 151, U10: p. 158, U10: p. 195, U10: p. 220 |
| ELPS 4.J | demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs | U10: p. 93, U10: p. 169, U10: p. 178, U10: p. 191, U10: p. 344, U10: p. 360 |
| ELPS 4.K | demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs | U10: p. 18 |
| <p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p> | | |
| ELPS 5.A | learn relationships between sounds and letters of the English language to represent sounds when writing in English | |
| ELPS 5.B | write using newly acquired basic vocabulary and content-based grade-level vocabulary | |
| ELPS 5.C | spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired | |
| ELPS 5.D | edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired | U10: p. 253 |
| ELPS 5.E | employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly | U10: p. 51, U10: p. 105, U10: p. 347 |
| ELPS 5.F | write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired | |
| ELPS 5.G | narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired | U10: p. 70, U10: p. 134, U10: p. 160, U10: p. 183, U10: p. 204, U10: p. 229, U10: p. 252, U10: p. 306, U10: p. 321, U10: p. 368 |

General Manager K-8 Humanities and SVP, Product

Alexandra Clarke

Chief Academic Officer, Elementary Humanities

Susan Lambert

Content and Editorial

Elizabeth Wade, PhD, Director,
Elementary Language Arts Content

Patricia Erno, Associate Director, Elementary ELA Instruction

Maria Martinez, Associate Director, Spanish Language Arts

Baria Jennings, EdD, Senior Content Developer

Christina Cox, Managing Editor

Product and Project Management

Ayala Falk, Director, Business and Product Strategy,
K-8 Language Arts

Amber McWilliams, Senior Product Manager

Elisabeth Hartman, Associate Product Manager

Catherine Alexander, Senior Project Manager, Spanish Language Arts

LaShon Ormond, SVP, Strategic Initiatives

Leslie Johnson, Associate Director, K-8 Language Arts

Thea Aguiar, Director of Strategic Projects, K-5 Language Arts

Zara Chaudhury, Project Manager, K-8 Language Arts

Design and Production

Tory Novikova, Product Design Director

Erin O'Donnell, Product Design Manager

Other Contributors

Patricia Beam, Bill Cheng, Ken Harney, Molly Hensley, David Herubin, Sara Hunt, Kristen Kirchner, James Mendez-Hodes, Christopher Miller, Diana Projansky, Todd Rawson, Jennifer Skelley, Julia Sverchuk, Elizabeth Thiers, Amanda Tolentino, Paige Womack

Texas Contributors

Content and Editorial

Sarah Cloos

Laia Cortes

Jayana Desai

Angela Donnelly

Claire Dorfman

Ana Mercedes Falcón

Rebecca Figueroa

Nick García

Sandra de Gennaro

Patricia Infanzón-
Rodríguez

Seamus Kirst

Michelle Koral

Sean McBride

Jacqueline Ovalle

Sofía Pereson

Lilia Perez

Sheri Pineault

Megan Reasor

Marisol Rodriguez

Jessica Roodvoets

Lyna Ward

Product and Project Management

Stephanie Koleda

Tamara Morris

Art, Design, and Production

Nanyamka Anderson

Raghav Arumugan

Dani Aviles

Olioli Buika

Sherry Choi

Stuart Dalgo

Edel Ferri

Pedro Ferreira

Nicole Galuszka

Parker-Nia Gordon

Isabel Hetrick

Ian Horst

Ashna Kapadia

Jagriti Khirwar

Julie Kim

Lisa McGarry

Emily Mendoza

Marguerite Oerlemans

Lucas De Oliveira

Tara Pajouhesh

Jackie Pierson

Dominique Ramsey

Darby Raymond-
Overstreet

Max Reinhardsen

Mia Saine

Nicole Stahl

Flore Thevoux

Jeanne Thornton

Amy Xu

Jules Zuckerberg



Amplify.
TEXAS

ELEMENTARY LITERACY PROGRAM
LECTOESCRITURA EN ESPAÑOL

Series Editor-in-Chief

E. D. Hirsch Jr.

President

Linda Bevilacqua

Editorial Staff

Mick Anderson
Robin Blackshire
Laura Drummond
Emma Earnst
Lucinda Ewing
Sara Hunt
Rosie McCormick
Cynthia Peng
Liz Pettit
Tonya Ronayne
Deborah Samley
Kate Stephenson
Elizabeth Wafler
James Walsh
Sarah Zelinke

Design and Graphics Staff

Kelsie Harman
Liz Loewenstein
Bridget Moriarty
Lauren Pack

Consulting Project Management Services

ScribeConcepts.com

Additional Consulting Services

Erin Kist
Carolyn Pinkerton
Scott Ritchie
Kelina Summers

Acknowledgments

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

Contributors to Earlier Versions of These Materials

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

Schools

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.

Credits

16 (Are you ready to become a time traveler?): Staff; 17 (Time travelers use maps): Staff; 20 (Map: European Exploration of the Americas): Staff; 21 (Sir Walter Raleigh): Daniel Hughes; 22 (John White at Baptism): Public Domain; 22 (John White and Roanoke Settlement): Daniel Hughes; 23 (English gentleman trying to adjust): Daniel Hughes; 23 (Regional map of Colonial America): Staff; 24 (Regional Map with Industry Icons): Staff; 24 (Royal Portrait Gallery of English Monarchs): Bryan Beus; 41 (Map with Faces): Sharae Peterson, Michelle Weaver, Michael Parker, Erika Baird, Marti Major, Gide; 41 (Contents with Names and Faces): Sharae Peterson, Michelle Weaver, Michael Parker, Erika Baird, Marti Major, Gide; 42 (Robert and George on Roanoke Island): Sharae Peterson; 43 (A group of English explorers prepared to sail): Sharae Peterson; 44 (Map without Faces): Staff; 45 (John White find the fort): Sharae Peterson; 46 (Men, women, and children reconstructed the fort): Sharae Peterson; 47 (John White's ship sailed away): Sharae Peterson; 59 (Tom hurried to the tobacco field): Michelle Weaver; 60 (Tom and Jane's arrival): Michelle Weaver; 61 (Colonial children working): Michelle Weaver; 62 (top) (John Smith: (in center, facing left): Public Domain; 62 (bottom) (John Rolfe): Library of Congress, Prints & Photographs Division, LC-DIG-pga-03343; 63 (Tobacco plants): Shutterstock; 64 (Mr. Tucker and Tom harvested tobacco): Michelle Weaver; 67 (top left) (European Explorers: Columbus): Dustin Mackay; 67 (top center) (European Explorers: Ponce de León): Shari Griffiths; 67 (top right) (European Explorers: De Soto): Public Domain; 67 (bottom left) (European Explorers: Coronado): Angela Padron; 67 (bottom center left) (European Explorers: Cabot): Scott Hammond; 67 (bottom center right) (European Explorers: Hudson): Scott Hammond; 67 (bottom right) (European Explorers: Champlain): Scott Hammond; 68 (Would-be Settlers on Ship): Bryan Beus; 69 (Settlers on Ship Approaching Land): Bryan Beus; 70 (Settlers Stepping onto Land with Pomp and Circumstance): Bryan Beus; 71 (Jamestown Construction): Bryan Beus; 72 (Settlers Seeing Captain Newport): Bryan Beus; 72 (Captain John Smith becomes leader): Bryan Beus; 88 (John Smith talking to the colonists): Bryan Beus; 89 (John Smith among the Powhatan): Bryan Beus; 90 (Pocahontas bringing food to colonists): Bryan Beus; 90 (Jamestown on fire): Bryan Beus; 91 (New settler arrivals with the first women): Bryan Beus; 92 (Great distress in Jamestown): Bryan Beus; 93 (Lord De la Warr takes charge): Bryan Beus; 94 (House of Burgesses Assembly): Daniel Hughes; 94 (John Rolfe and Pocahontas meet King James I): Bryan Beus; 99 (William taught Tom): Michelle Weaver; 100 (William about his respect for the Powhatan): Michelle Weaver; 101 (From the forest): Michelle Weaver; 102 (William and Tom in the forest): Michelle Weaver; 103 (Ahanu felt scared and nervous upon hearing someone in the woods): Michelle Weaver; 104 (Ahanu felt scared and nervous to see the two English boys): Michelle Weaver; 116 (John Rolfe presenting tobacco to King James): Durga Bernhard; 118 (Busy port with trade ships and tobacco): Durga Bernhard; 119 (Indentured servants on tobacco plantation): Durga Bernhard; 120 (Charles II showing land to his friends): Durga Bernhard; 121 (Tobacco, rice, and indigo): Shutterstock; 122 (Triangular trade routes; products and enslaved people): Staff; 122 (Captured Africans boarding ship): Durga Bernhard; 123 (Captured Africans on ship): Durga Bernhard; 128 (Seth hid in the wagon): Durga Bernhard; 129 (The children called to Seth): Durga Bernhard; 130 (About working on a tobacco plantation): Durga Bernhard; 131 (Enslaved people being forced to work on a rice plantation): Durga Bernhard; 132 (Seth awoke to see stars): Durga Bernhard; 133 (Seth hoped his mother): Durga Bernhard; 147 (Pirates taking over a trading ship): Daniel Hughes; 148 (left) (Charles I and Queen Maria): Public Domain; 148 (right) (Lord Baltimore): Peter Oliver; 149 (Maryland General Assembly): Daniel Hughes; 149 (Family in debtor's prison/James Oglethorpe): Daniel Hughes; 150 (Oglethorpe receiving charter): Daniel Hughes; 151 (Oglethorpe meeting with Chief Tomochichi): Daniel Hughes; 151 (Regional Map of Colonial America): Staff; 156 (Sarah on board the Anne): Ellen Beier; 157 (James Oglethorpe, left); King George II, right: (left): Public Domain; (right): Wikimedia Commons / Creative Commons Attribution-; 157 (A baker, a carpenter, a farmer, and a blacksmith): Ellen Beier; 158 (Families lived in tents): Ellen Beier; 159 (Mr. Oglethorpe with the Yamacraw): Ellen Beier; 172 (Mary hurried home): Michael Parker; 173 (Wrestling Brewer): Michael Parker; 174 (Pilgrim children pretending): Michael Parker; 175 (top) (The Mayflower): Shutterstock; 175 (bottom) (King James I) Public Domain; 176 (They tended to their mother): Michael Parker; 177 (Plymouth): Staff; 179 (Pilgrims to board the Mayflower): Staff; 180 (William Bradford): Shari Griffiths; 181 (Pilgrims to board the Mayflower): Shari Griffiths; 181 (Mayflower in stormy seas): Shari Griffiths; 182 (Signing the Mayflower Compact): Shari Griffiths; 183, 193 (Arrival of the Pilgrims): Shari Griffiths; 194 (Squanto Helps the Pilgrims): Shari Griffiths; 194 (Harvest Feast): Shari Griffiths; 198 (Mary, Remember, and father bury their mother): Michael Parker; 199 (Squanto and Samoset helped the Pilgrims): Michael Parker; 200 (Squanto and Samoset showed the Pilgrims): Michael Parker; 201 (An abundant harvest): Michael Parker; 202 (A celebration of thanksgiving): Michael Parker; 203 (Fear scolded the girls): Michael Parker; 217 (John Winthrop addressing Pilgrims): Shari Griffiths; 218 (Ship laden with supplies): Shari Griffiths; 219 (Puritan town): Shari Griffiths; 219 (Roger Williams statue): Bill Price III / Wikimedia Commons / Creative Commons Attribution 3.0 Unported, h; 219 (Roger Williams): Shari Griffiths; 220 (Anne Hutchinson): Shari Griffiths; 222 (Thomas Hooker with settlers in Connecticut): Shari Griffiths; 222 (New Hampshire): Staff; 227 (Lizzie smiled): Erika Baird; 228 (A Puritan town): Staff; 229 (Puritans at Massachusetts Bay Colony): Erika Baird; 229 (inset) (John Winthrop): Public Domain; 230 (A sailor delivered supplies and news from home): Erika Baird; 231 (George pulled Lizzie's hair): Erika Baird; 248 (English warships sailing into New Amsterdam): Sharae Peterson; 248 (background) (Map of Henry Hudson's route): Staff; 248 (inset) (Henry Hudson): Scott Hammond; 249 ("Purchase" of Manhattan): Sharae Peterson; 250 (Peter Stuyvesant surrenders to the English): Sharae Peterson; 251 (New Jersey): Staff; 252 (Newly arriving settlers): Sharae Peterson; 252 (Colonists working in fields): Sharae Peterson; 266 (background) (William Penn, the Son): Shutterstock; 266 (inset) (Admiral Sir William Penn): Public Domain; 268 (Penn and Quakers in Jail): Becca Scholes; 268, 280 (Penn's Plan for Philadelphia): Becca Scholes; 269 (Penn at His Desk): Becca Scholes; 270 (Penn Speaking with the Leni Lenape): Becca Scholes; 271 (William Penn Being Arrested): Becca Scholes; 271 (William Penn in Governing Chamber): Becca Scholes; 272 (Delaware): Staff; 272 (William Penn's Grave): Shutterstock; 277 (Delivering gifts to the Leni Lenape): Marti Major; 278 (Leni Lenape men loaded fur): Marti Major; 281 (Lapowinsa greeted): Marti Major; 282 (Gifts to the Leni Lenape men): Marti Major; 294 (Regional Map of Industry Icons): Staff; 296 (One-room schoolhouse): Tyler Pack; 297 (Skills boys and girls learned): Tyler Pack; 297 (Apprentice Learning to be a Cooper): Tyler Pack; 298 (Daily Chores): Michelle Weaver; 298 (Cornhusk Dolls): Shutterstock; 299 (Puritan Service): Tyler Pack; 300 (Colonial Architecture): Tyler Pack; 301 (Fancy Period Clothing): Tyler Pack; 302 (Colonial Town): Gideon Keller; 304 (Matthew printing newspapers): David Sheldon; 305 (Opportunity to become an apprentice): David Sheldon; 306 (Apprenticeship agreement): David Sheldon; 307 (Matthew watched his father leave): David Sheldon; 308 (Matthew and a freshly printed newspaper): David Sheldon; 309 (Matthew and his shaggy friend): David Sheldon; 321 (Patience found a litter of kittens): Gideon Kendall; 322 (Primrose tried to talk Patience out of her idea): Gideon Kendall; 323 (Patience and her family doing chores): Gideon Kendall; 324 (Lars found the kittens): Gideon Kendall; 325 (Patience kissed the kittens): Gideon Kendall; 326 (Colonists from many different European countries): Gideon Kendall; 327 (Families from different countries): Gideon Kendall; 328 (A water-powered mill): Gideon Kendall; 329 (The girls' family attended a Lutheran church): Gideon Kendall; 330 (Patience and Primrose weeded): Gideon Kendall; 331 (Patience and her kitten Midnight): Gideon Kendall; 342 (English, Spanish, and French soldiers): Scott Hammond; 342 (Wampanoag approaching English settlement): Scott Hammond; 343 (French and Indian War battle scene): Scott Hammond; 345 (King George III before Parliament): Scott Hammond; 346 (left) (America colonists): Pantheon/SuperStock; 346 (right) (Reading the Stamp Act): SuperStock; 357 (Patrick Henry before House of Burgesses): Scott Hammond; 358 (Sons of Liberty protesting): Scott Hammond; 358 (Boston Massacre; Crispus Atticus): Scott Hammond; 359 (Boston Tea Party): Scott Hammond; 361 (Founding Fathers): Public Domain; 362 (Paul Revere's Ride): Scott Hammond; AP 1.2: Staff



Grade 3 | Unit 10 | Teacher Guide
Colonial America

ISBN 9781683919674



9 781683 919674



Grade 3

Unit 10 | Activity Book

Colonial America

Grade 3

Unit 10

Colonial America

Activity Book

Notice and Disclaimer: The agency has developed these learning resources as a contingency option for school districts. These are optional resources intended to assist in the delivery of instructional materials in this time of public health crisis. Feedback will be gathered from educators and organizations across the state and will inform the continuous improvement of subsequent units and editions. School districts and charter schools retain the responsibility to educate their students and should consult with their legal counsel regarding compliance with applicable legal and constitutional requirements and prohibitions.

Given the timeline for development, errors are to be expected. If you find an error, please email us at **texashomelearning@tea.texas.gov**.

ISBN 978-1-64383-743-7

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

© 2020 Amplify Education, Inc.
amplify.com

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Printed in the USA
01 LSCOW 2021

Unit 10

Colonial America

Activity Book

This Activity Book contains activity pages that accompany the lessons from the Unit 10 Teacher Guide. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The Activity Book is a student component, which means each student should have an Activity Book.

NAME: _____

DATE: _____

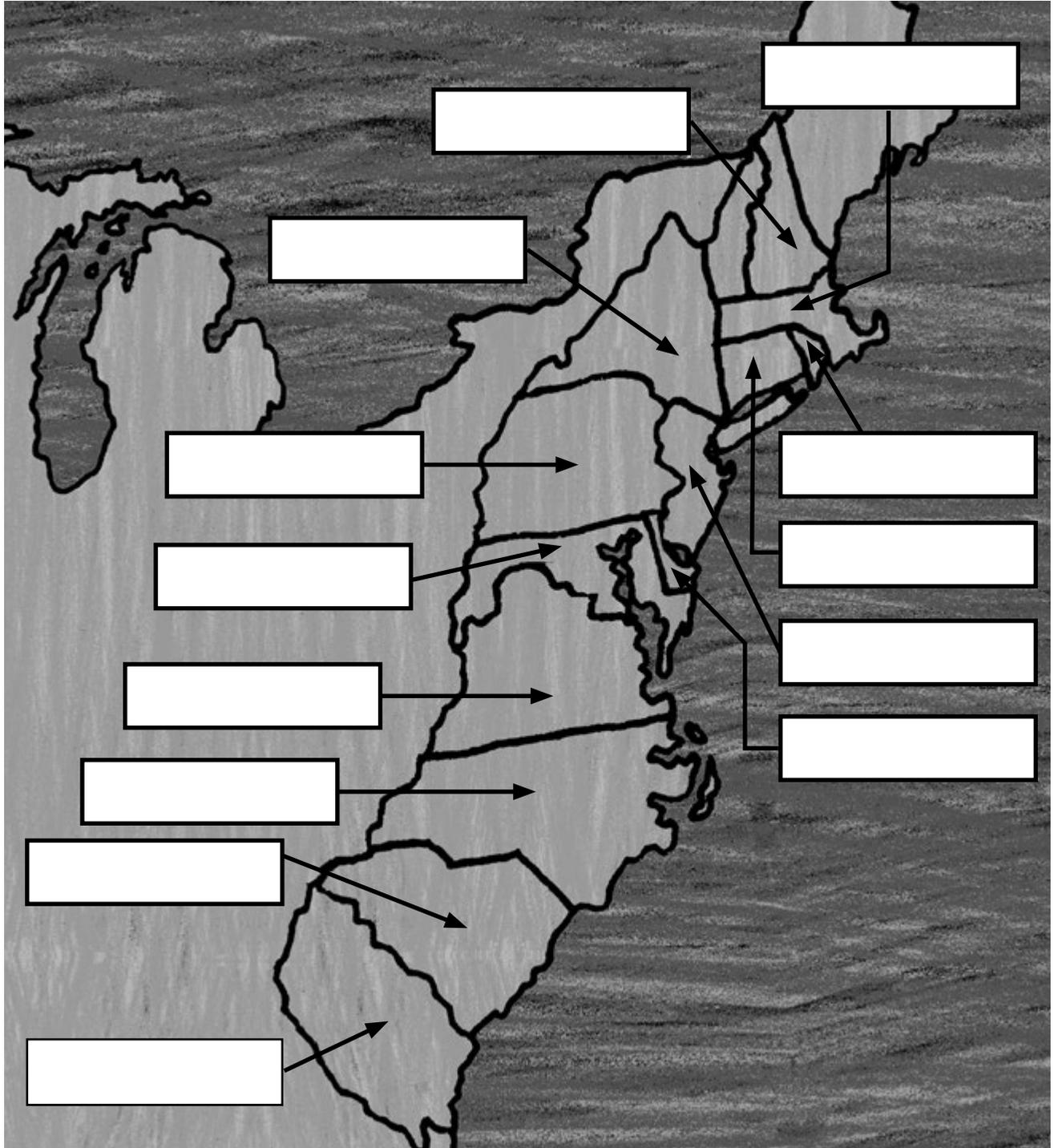
Guest Speaker

| Things I Learned from the Speaker | Questions for the Speaker |
|--|----------------------------------|
| | |

Map of the Thirteen Colonies

Add the following information to the map:

- Label the thirteen colonies.



Staff

NAME: _____

DATE: _____

Timeline of Early Colonization in North America

Read the events and descriptions from the boxes in the middle. Then, number the events so that they are in chronological order. When you are done, draw an illustration of the event.

| | Event | Illustration |
|--|---|---------------------|
| | <p>Native American Groups Across North America</p> <p>Like the Maya, Aztec, and Inca, these Native American groups lived across the area that is now known as North America for many years before Europeans arrived.</p> | |
| | <p>Roanoke Island Colony</p> <p>Sir Walter Raleigh sent explorers to North America. They established a fort and left colonists behind. When Raleigh and the explorers returned, the colonists had disappeared and the fort was overrun with weeds.</p> | |
| | <p>Viking Explorers</p> <p>Leif Eriksson was a Viking and is the first-known European to set foot in North America—in Newfoundland in Canada. Eriksson encountered the Native American Inuit already living in Newfoundland.</p> | |

| | | |
|--|---|--|
| | <p>Maya, Aztec, and Inca</p> <p>Native American people built vast empires that existed for several hundred to thousands of years long before European explorers arrived or the founding of the United States.</p> | |
| | <p>European Explorers</p> <p>Christopher Columbus, Juan Ponce de León, Hernando de Soto, Francisco Vasquez Coronado, John Cabot, Henry Hudson, and Samuel de Champlain came to the Americas after the Native Americans and Vikings. Leif Eriksson, not Christopher Columbus, was the first-known European to have arrived in the Americas.</p> | |

NAME: _____

1.4

TAKE-HOME

DATE: _____

Family Letter

Dear Family Members,

Please help your student succeed in spelling by taking a few minutes each evening to review the words together. Helpful activities for your student to do include: spelling the words orally, writing sentences using the words, and simply copying the words.

Spelling Words

This week, we are reviewing the spelling patterns of /ə/, /ə/ + /l/, /sh/ + /ə/ + /n/, /ue/, /oo/, and /f/ that we have already studied. Your student will be assessed on these words.

Students have been assigned two Challenge Words, *beautiful* and *definite*. Challenge Words are words used very often. The Challenge Words follow the spelling pattern for /f/ this week.

The Content Word for this week is *Powhatan*. *Powhatan* follows one of the spelling patterns for this week. The first 'a' in *Powhatan* has the sound of /ə/. This word is directly related to the material that your student is reading in *Living in Colonial America*. The Content Word is an optional spelling word for your student. If your student would like to try it but gets it incorrect, it will not count against them on the assessment. We encourage everyone to stretch themselves a bit and try to spell this word.

The spelling words, including the Challenge Words and the Content Word, are listed on the back of this worksheet.

| | | |
|--------------|---------------|---|
| 1. movement | 8. secure | 15. identify |
| 2. sentence | 9. tougher | 16. shrewd |
| 3. toothache | 10. accuse | 17. vowel |
| 4. hospital | 11. spherical | 18. wobble |
| 5. occupy | 12. continue | Challenge Word: <i>beautiful</i> |
| 6. addition | 13. affect | Challenge Word: <i>definite</i> |
| 7. ability | 14. whoever | Content Word: <i>Powhatan</i> |

The Lost Colony

John White at the baptism of Virginia Dare

In April 1587, the English made a second attempt to settle on Roanoke Island. This time, a man named John White led more than one hundred men, women, and children—including his own daughter, Eleanor Dare, and her husband—to establish a **colony** in this territory.

Once again the settlers faced the same challenges, and their supplies ran low. However, this time, only John White and a small crew sailed back to England for supplies, while the others remained in the colony. Just nine days before he returned to England, his daughter had a baby and named her Virginia Dare. White's granddaughter was the first English baby born in this territory.

John White and the abandoned Roanoke settlement

When White and his crew arrived back in England, he learned that the country was at war with Spain and he would not be allowed to return to Roanoke Island. It was not until 1590 that he was able to take a ship and return to the colony. When White finally arrived back on Roanoke Island, what do you think he found? Sadly, he found nothing. Well, the island was still there, along with some abandoned dwellings, but the colonists were nowhere to be found. White's only clue to where the colonists might have gone was the word *CROATOAN* carved into one tree trunk and the letters *CRO* carved into another. *Croatoan* was believed to be the name of an island about fifty miles south of Roanoke Island. John White thought the carving may have been a message that the settlers relocated to that island.

John White tried to go to Croatoan Island to find the colony, but a huge storm damaged his ship and forced the crew to return to England. White was never able to return to the colony again. The mystery of what happened to these English settlers remains unsolved today. Roanoke Island has become known as the Lost Colony.

NAME: _____

DATE: _____

Retelling: “The First English Colony”

Retelling in my own words:

Solution:

| | | |
|-----|--------|-----------|
| | | |
| End | Middle | Beginning |

| | |
|----------|----------|
| Problem: | Setting: |
|----------|----------|

| |
|-------------|
| Characters: |
|-------------|

“The First English Colony”

NAME: _____

DATE: _____

Narrative Prewriting

| | | |
|-------------|----------|-----|
| Characters: | | |
| Setting: | Problem: | |
| Beginning | Middle | End |
| Solution: | | |

NAME: _____

2.5

ACTIVITY PAGE

DATE: _____

Mixed Review of Comparative and Superlative Adjectives

Write the correct form of the adjective in the blank.

1. (*busy*) Third graders are _____ than second graders.
2. (*angry*) That child is the _____ child I've ever seen!
3. (*colorful*) The paint on that house is _____ than the paint on your house.
4. (*interesting*) My hamster is _____ than your hamster.
5. (*bad*) I have the _____ headache I've ever had.
6. (*red*) Your hair is the _____ of anyone in your whole family.
7. (*persistent*) My brothers and I are _____ than my cousins!
8. (*little*) We had _____ rain than the meteorologist predicted today.
9. (*refreshing*) That pool is the _____ pool in the whole neighborhood.
10. (*fine*) That was the _____ movie I've ever seen.

11. (*clear*) These instructions are _____ now that you've helped me.

12. (*grand*) You're the _____ friend I've ever had!

Write a sentence using the word in parentheses.

1. (*better*) _____

2. (*most effective*) _____

3. (*more energetic*) _____

4. (*more worried*) _____

“The First English Colony”

Robert and George ran along the long stretch of sandy beach on Roanoke Island. From time to time, they splashed in the warm waters and collected shells. It was late August in the year 1587, and, if all went well, they and the other travelers would be the first **successful** English colonists in North America. They and others had watched as their leader, John White, sailed away. He was returning to England to get the supplies they needed to survive on this island. However, the reason why the boys were playing on this beach began many years earlier.

In the 1500s, Spain conquered large areas of Central and South America. Spanish colonists built towns and cities there, claiming the land as their own. Spanish **galleons** sailed across the Atlantic Ocean laden with gold and other natural resources taken from these regions. Spain was becoming very rich. The Queen of England, Elizabeth I, and her favorite knight, Sir Walter Raleigh, wanted England to become as rich and powerful as Spain. They wanted English people to go to this place they called the "New World" too.

In 1584, Sir Walter **persuaded** Queen Elizabeth to let him try to create an English colony in the Americas. It was decided that the English would stay away from the powerful Spanish conquistadors. Instead of sailing to Central or South America, they would sail north, to North America. With that decided, a group of explorers set off to find a suitable place to settle.

The explorers who went on this expedition in 1584 reported back to Sir Walter and told him about Roanoke Island. Speaking highly of the Native Americans they encountered, they believed this island was a perfect place for

the first English colony. Sir Walter's explorers managed to build a fort on the island to protect themselves from possible attacks from Spanish soldiers, but they failed to create a colony. They abandoned their mission, leaving only fifteen men behind to guard the fort. However, Sir Walter was determined to **succeed**. In 1587, more ships set out for this territory.

Robert and George were members of this second group of **would-be** English colonists. They had been very excited to set off on this great adventure. This time, the colonists planned to land north of Roanoke Island, in the Chesapeake Bay area. There, they hoped to establish the first **successful** English colony.

Unfortunately, during the trip, there was a disagreement between their leader John White and members of the ship's crew. As a result, members of the ship's crew refused to take the English travelers to the Chesapeake Bay area. So, Robert, George, and the other passengers were forced to land on Roanoke Island in late July. Robert and George had not minded this change of plan. They had simply been happy to be on solid ground once more.

However, this was not the end of the travelers' troubles. After landing, John White led a group of men to Fort Raleigh, the fort that had been built by the previous group. Robert and George had not been allowed to go with the men. At the fort, John White and the other men expected to find the fifteen English soldiers who had been left behind to guard it. When they arrived at the fort, the soldiers were nowhere to be found. The fort was **overgrown** with weeds. The skeleton of one soldier was discovered.

NAME: _____

DATE: _____

2.6
CONTINUED

ACTIVITY PAGE

When John White and the men returned to the beach with this news, Robert and George had felt scared. The boys wondered what had happened to the soldiers. The only good news was that it was possible to repair the homes in Fort Raleigh.

The settlers got to work. Robert, George, and more than one hundred men, women, and children worked from sunrise to sunset to reconstruct these homes. However, the boys and the other settlers found it **alarming** that, when winter came, they did not have enough food to survive until spring. They had arrived at a time when it was too late to plant crops.

Robert, George, and the others did not want to return to England starving and exhausted. They needed a plan. One month after they arrived, it was decided that John White would take one of the two remaining ships and return to England to get supplies. If all went well, he would be back before the **harshest** days of winter arrived.

So Robert and George had watched and played as John White's ship sailed out of sight. The two boys remained on the sandy shore and enjoyed the freedom offered by the land that was new to them. Neither of the boys missed the busy, crowded streets of Portsmouth, England. They did not miss the rain or the sight of the poor people who **begged** on the streets. This was to be their new home and they were thankful to be there. The question was, would they survive?

NAME: _____

DATE: _____

“Jamestown, Part I: A New Life”

**Place your Sticky Note HERE
with your question
from the story.**

The answer to my question:

Page _____

1. Why were Tom and Jane sent to Jamestown?

page _____

2. Why were children needed to help families in Jamestown?

page _____

3. The words that best describe Tom and Jane at the beginning of this chapter are:
- A. warm and comfortable
 - B. dirty and sad
 - C. happy and healthy
 - D. old and worn out

page _____

4. Write the key ideas in this chapter.

Making Connections: The Founding of Jamestown

Make one connection to the text. Complete this frame: “I made a (text to self, text to text, text to world, or text to media) connection. The text says _____; this reminds me of _____.”

| Text | Connection |
|--|------------|
| <p>As it was late spring, it was warm, and there was an abundance of plants and wildlife. The settlers cheerfully set to work. They began to construct a small settlement containing basic homes, a storehouse, and a chapel. To protect their settlement, they built high walls made of logs around it and placed a cannon nearby. The settlers named this settlement Jamestown, after the King of England. Jamestown became England’s first permanent settlement in America.</p> <p>It wasn’t long before a group of Powhatan, led by a chief of the same name, came to watch what these intruders were up to.¹⁷ As the days went by, the Powhatan became angry at the sight of what appeared to be the construction of a permanent settlement. Eventually the Powhatan took action and tried to defend their land from the settlers.</p> | |

The settlers had not chosen the site of their settlement wisely. Besides the fact that this land was already occupied by thousands of Powhatan people, the land they chose for their settlement provided other challenges. So close to the water, the land turned out to be marshy and full of mosquitoes. When they dug down into the earth to find drinking water, they found the water was virtually undrinkable because it was brackish, or salty.¹⁹ To add to the problems, some of the settlers wanted to focus on searching for gold and silver instead of planting seeds for much-needed crops. Away from the safety and familiarity of England, the group began to disagree. It was clear that the settlers of Jamestown needed a leader.

Prefix *uni-*: Meaning “one” or “single”
Prefix *bi-*: Meaning “two”

The left-hand side of the table contains words that use the prefix you have been studying. Use the blanks on the right side to record additional words that use the same prefix. Make sure to include the definition for the new words you brainstorm.

| | |
|--|--|
| unicolor —(adjective) having one color | |
| unison —(noun) the act of doing something together as a group at one time | |
| bilingual —(adjective) able to speak two languages | |
| bimonthly —(adjective) occurring every two months | |

Write the correct word to complete each sentence.

| | | | |
|---------|-----------|----------|-----------|
| uniform | unicolor | biplanes | bimonthly |
| bicycle | bilingual | unicycle | unison |

1. Carlos is _____ because he knows how to speak Spanish and English.
2. Our teacher asked the whole class to read the page in _____.
3. Airplanes that are used today are not _____ because today's planes only have one set of wings.

4. In the spring, the leaves on the tree in our front yard are _____, while in the fall they are many colors.
5. My sister gets her hair cut _____ instead of monthly since she likes it long.
6. This week, all the eggs in the carton had a _____ appearance because none of them were broken.
7. At the circus, a clown rode into the ring on a _____ while he was spinning hoops in the air with his hands.

Write your own sentence using the one word left in the box.

NAME: _____

DATE: _____

Prefix *tri-*: Meaning “three” Prefix *multi-*: Meaning “many”

The left-hand side of the table contains words that use the prefix you have been studying. Use the blanks on the right side to record additional words that use the same prefix. Make sure to include the definition for the new words you brainstorm.

| | |
|--|--|
| trident —(noun) a spear with three points or prongs | |
| triangle —(noun) a shape with three sides | |
| multicultural —(adjective) including many cultures | |
| multivitamin —(adjective) including many vitamins | |

Write the correct word to complete each sentence.

| | | | |
|------------|---------------|--------------|--------------|
| multimedia | trident | triangle | multivitamin |
| tricycle | multicultural | multilingual | trilogy |

1. My little brother likes to ride his _____ on the sidewalk.
2. He takes a _____ pill every morning to get a full serving of vitamins each day.
3. Some say that a _____, like the one Neptune had in Roman mythology, is used to catch fish for food.

4. There was a _____ festival at the community center where we learned about different cultures in our neighborhood.
5. My dad has read two of the three books in a _____ about President Roosevelt.
6. We watched a _____ presentation that included a video, photographs, art, and graphics.
7. A _____ has three sides but the sides are not always equal.

Write your own sentence using the one word left in the box.

NAME: _____

DATE: _____

Use Adverbs that Compare Actions

Change the word at the end of the sentence by adding *-er* or *-est* to complete the sentence. Answer the question after the sentence. Draw a triangle around the adverb and arrow it to the verb it describes.

1. My presentation about Cupid and Psyche lasted _____ than your report about the sword of Damocles. (*long*)

How did my report last compared to yours? _____

2. The curb rose _____ than I had expected. (*high*)

How did the curb rise? _____

3. The man at the barber shop cuts my hair _____ than any other barber. (*fast*)

How does the man at the barber shop cut my hair compared to other barbers? _____

4. We arrived to lunch _____ than everyone else. (*late*)

When did we arrive to lunch? _____

5. My uncle's phone rings the _____ of any of my family members' phones. (*loud*)

How does my uncle's phone ring compared to any of my family member's phones? _____

6. Our teacher lives _____ to the bus stop than we do. (*close*)

Where does our teacher live compared to us? _____

Write a sentence using the verb and adverb. Draw a triangle around the adverb and arrow it to the verb it describes.

1. **verb:** left **adverb:** latest

2. **verb:** speak **adverb:** the softest

Blank Busters

Follow along with your teacher to fill in the blanks with the correct spelling words. The root words are listed in the box below. You will not use a word more than once.

| | | | | |
|---|-----------|---------|----------|-----------|
| movement | spherical | accuse | sentence | toothache |
| continue | hospital | affect | occupy | whoever |
| addition | identify | ability | shrewd | secure |
| | tougher | wobble | vowel | |
| Challenge Word: <i>beautiful</i> | | | | |
| Challenge Word: <i>definite</i> | | | | |
| Content Word: <i>Powhatan</i> | | | | |

Fill in the blanks in the sentences below with one of the spelling words in the chart. Only if needed, add a suffix to the end of a word in order for the sentence to make sense: -s, -ed, -ing, -er, -ly, and -est.

- Native Americans _____ parts of North America when the settlers arrived.
- Thomas said, “_____ made my bed, please let them know that I appreciate it.”
- Some English settlers came to America to have the _____ to practice their own religion.
- Are you able to name all five _____ ?

5. We visited a sick friend in the _____.
6. Of all my chores, vacuuming is _____ than cleaning the dishes.
7. Katy didn't get much sleep last night and it _____ her class work all day.
8. The dead maple tree began _____ before it finally fell over.
9. The English _____ to settle in different areas before the Germans, Dutch, and other Europeans came to America.
10. Third graders have learned _____ and how to write _____.

NAME: _____

DATE: _____

*Write three sentences using spelling words of your choice that were not used in the first ten sentences. Make sure to use correct capitalization and punctuation. You may use the **Challenge Words** or **Content Word** in your sentences.*

1. _____

2. _____

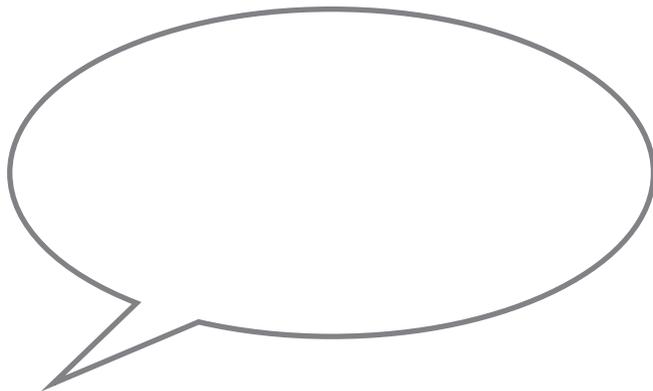
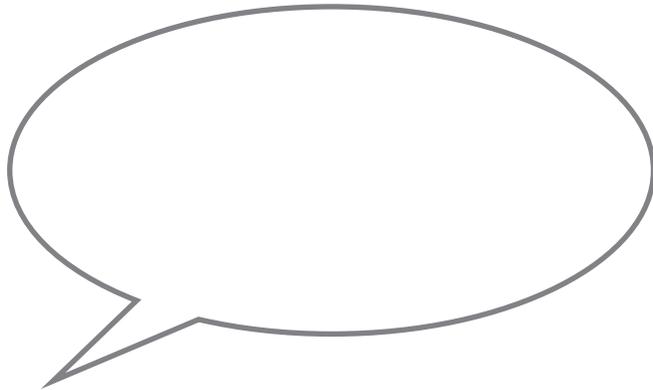
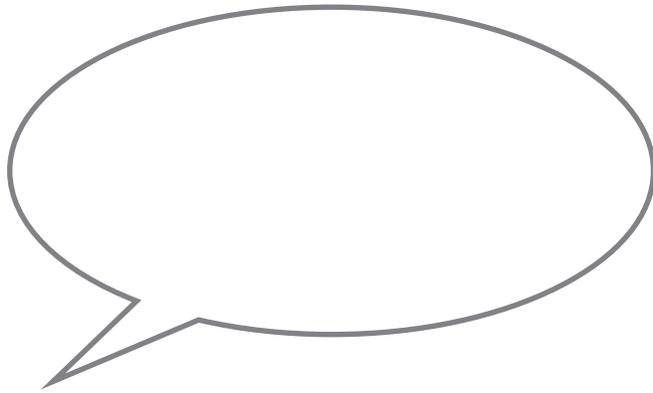
3. _____

NAME: _____

DATE: _____

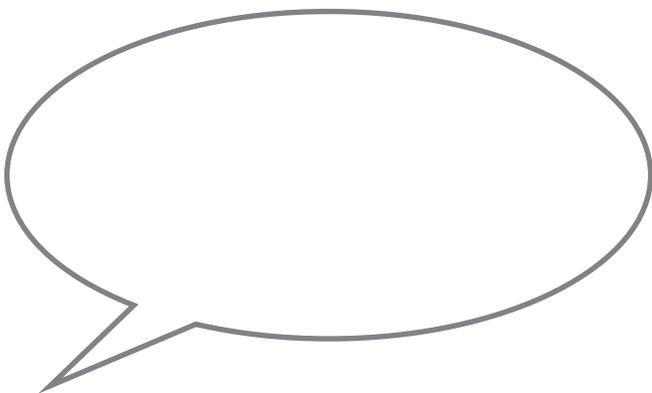
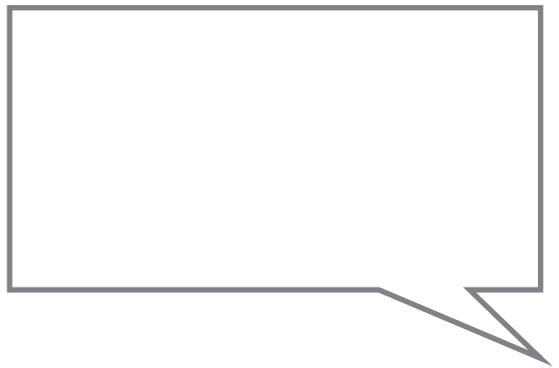
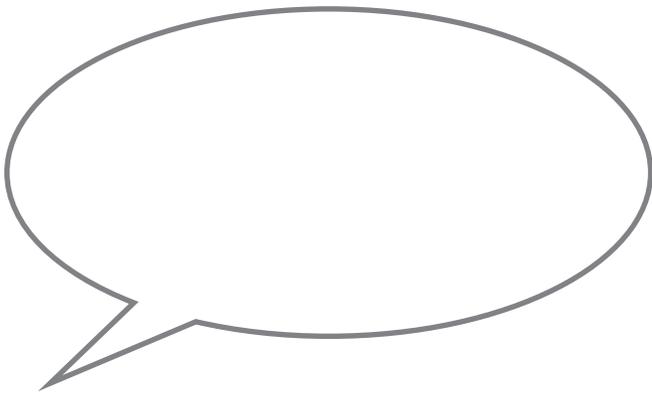
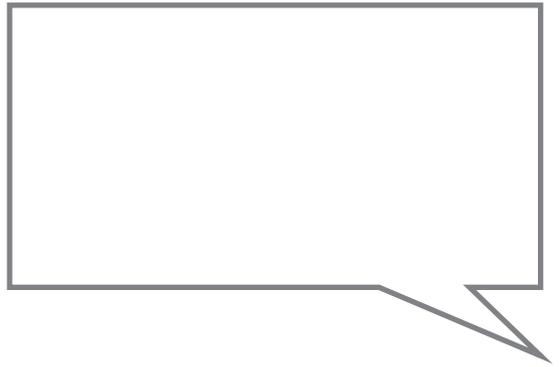
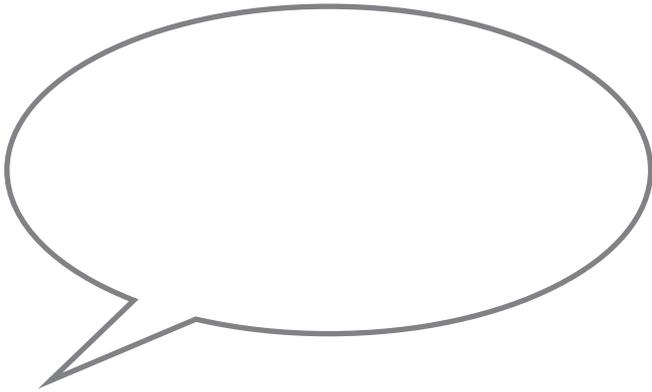
Ask and Answer Questions: Jamestown

Questions



Answers





NAME: _____

DATE: _____

Retelling: "Jamestown, Part II: Hunting the Powhatan Way"

| | |
|-------------|----------|
| Characters: | |
| Setting: | Problem: |

| Beginning | Middle | End |
|-----------|--------|-----|
| | | |

| |
|-----------|
| Solution: |
|-----------|

NAME: _____

DATE: _____

Retelling Bookmark

| | |
|---|---|
| Characters: Who are the people or animals in the story? | |
| Setting: Where did the story take place? | Problem: What is the struggle in the story? |
| Plot: What are the events? | |
| Beginning | |
| Middle: | |
| End | |
| Solution: What happens at the end of the story? | |

NAME: _____

DATE: _____

Writing Sentences With Adverbs

Write a sentence using the comparative adverb. Then change the sentence so that the superlative adverb fits and write the new sentence. Draw a triangle around the adverb and arrow it to the verb it describes.

1. verb: *poured* adverbs: *more smoothly, most smoothly*

comparative (more)

superlative (most)

2. verb: *bakes* adverbs: *more quickly, most quickly*

comparative (more)

superlative (most)

3. verb: *tried* adverbs: *harder, hardest*

comparative (-er)

superlative (-est)

NAME: _____

DATE: _____

4. verb: *starts* adverbs: *earlier, earliest*

comparative (-er)

superlative (-est)

5. verb: *YOUR CHOICE* adverbs: *more easily, most easily*

comparative (more)

superlative (most)

6. verb: *YOUR CHOICE* adverbs: *sooner, soonest*

comparative (-er)

superlative (-est)

NAME: _____

DATE: _____

Prefixes *uni-*, *bi-*, *tri-*, and *multi-*

Add the correct prefix to make a new word that matches the meaning given. Then, identify the part of speech of the new word.

| | | | |
|-----|----|-----|-------|
| uni | bi | tri | multi |
|-----|----|-----|-------|

- Word: _____ lingual
Meaning: able to speak many languages Part of Speech: _____
- Word: _____ cycle
Meaning: a vehicle with two wheels Part of Speech: _____
- Word: _____ color
Meaning: having one color Part of Speech: _____
- Word: _____ plane
Meaning: a plane with two sets of wings Part of Speech: _____
- Word: _____ vitamin
Meaning: involving many vitamins Part of Speech: _____
- Word: _____ dent
Meaning: a spear with three points or prongs Part of Speech: _____

Complete each sentence by circling the correct word from the choices below the sentence.

1. If I work hard in this language class, I could be _____ when it is over!

bilingual

bimonthly

2. In art class, our project is to create a _____ of paintings that have a theme.

tricycle

trilogy

3. We sang the chorus of the song in _____ as our music teacher played the piano.

unison

unicycle

4. When I got too big for my tricycle, I got a _____ and had to learn how to ride on two wheels.

biplane

bicycle

5. Our soccer team is a _____ group of people from all different backgrounds.

multicultural

multimedia

NAME: _____

DATE: _____

Word Sort

Read the words in the box and circle the letters that have the /ə/, /ə/ + /l/, /sh/ + /ə/ + /n/, /ue/, /oo/, and /f/ sound. Write the words under each header that match the header's sound. Some words may be used under two or more headers and one word may be used under three. Some words may not follow any of the sound patterns and will not be listed under a header.

/ə/

/ə/ + /l/

/sh/ + /ə/ + /n/

/ue/

/oo/

/f/

| | | | | | |
|-------|-------|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ | _____ |

| | | | | |
|-------------|-----------|-----------|-------------|-----------|
| buffoon | suctioned | mission | whistle | cooperate |
| improvement | castle | amendment | cashew | enough |
| capital | doing | captive | conjunction | utility |
| occasion | abuse | towels | fuel | system |

NAME: _____

5.1

ACTIVITY PAGE

DATE: _____

Spelling Assessment

/sh/ + /ə/ + /n/

/oo/

/ə/ + /l/

| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Spelling Assessment

/f/

/ə/

/ue/

| | | |
|--|--|--|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Challenge Word: _____

Challenge Word: _____

Content Word: _____

NAME: _____

DATE: _____

Dictated Sentences

1.

2.

NAME: _____

DATE: _____

Central Idea and Supporting Details: “Cash Crops, the Carolinas, and Slavery”

| Central Idea: | | |
|-------------------------------------|-------------------------------------|-------------------------------------|
| Supporting Details
and Examples: | Supporting Details
and Examples: | Supporting Details
and Examples: |

| Central Idea: | | |
|-------------------------------------|-------------------------------------|-------------------------------------|
| Supporting Details
and Examples: | Supporting Details
and Examples: | Supporting Details
and Examples: |

NAME: _____

DATE: _____

Central Idea and Supporting Details: “Plantation Life”

| | | |
|-------------------------------------|-------------------------------------|-------------------------------------|
| Central Idea: | | |
| Supporting Details
and Examples: | Supporting Details
and Examples: | Supporting Details
and Examples: |

NAME: _____

DATE: _____

Plantation Life

“Seth, it’s your turn to hide,” said Laura, Helen, and Joseph.

“We’ll count to thirty-three and then we’ll add on five more seconds,” the oldest child, Laura, added confidently.

“Okay. Turn around now. Don’t peek,” said Seth.

Laura, Helen, and Joseph turned their backs while Seth ran to hide.

So far, none of the children had hidden in the wagon. Seth ran to the wagon near the barn and hid under a giant piece of **sack cloth**. Seconds later, the three children yelled, “Ready or not, here we come!”

Seth lay perfectly still in the wagon that was used to **transport** sacks of rice to town. He could hear the three children running here, there, and everywhere searching for him. This was fun. Enslaved children rarely had time to play.

The children looked in the barn, in the cook’s kitchen, and in the chicken coop, but they did not think to look in the wagon. After a while, the three children gave up and began to call to Seth.

“Seth, we can’t find you. You can come out now,” they called together. But Seth did not come out. Seth was so snug and warm lying underneath the **sack cloth** that he had fallen asleep.

When Seth did not appear, the three children ran off together to do their **chores**. They all knew that if Seth did not come out soon, he would get into a whole **heap** of trouble.

All four children were enslaved and lived on a large **plantation** in South Carolina in the year 1715. It was called the Walker **Plantation** and Mr. Walker was the **plantation** owner. The main crop grown on this **plantation** was rice. Rice is a type of grass. It is a very important food crop. Many Africans who were enslaved had grown rice in Africa and had brought this knowledge with them to the English colonies.

Life on the **plantation** was hard. Those who were enslaved were forced to work long hours without pay. They had to obey the **plantation** owner. Even though he was a child, Seth also had many chores.

Seth had fallen asleep thinking about his two older brothers. They did not work on the Walker **Plantation** any more. Both of them were forced to work for a neighbor who had a tobacco **plantation**. George, the older of the two brothers, had been allowed to visit when their mother became sick with **swamp fever**. Because they were sent to work on a different **plantation**, it was difficult to visit. Seth and his parents had been so happy to see George. Even though she was sick, their mother had made cornbread to celebrate.

During that visit, George told Seth about the differences between the tobacco and rice **plantation**.

“On a tobacco **plantation**, enslaved people work from sunup to sundown,” George had said. “You have no time off. You have to **tend** to those tobacco leaves all the time. When one task is done, another one comes along before you know it.”

Seth didn't like the sound of that one bit and he hoped he didn't end up growing tobacco. On a rice **plantation**, the enslaved people had certain tasks to do. When they were finished, they could do the **chores** that they needed to do

NAME: _____

DATE: _____

for themselves. Although enslaved people on a rice **plantation** spent less time in the fields, it wasn't true that life on a rice **plantation** was easier than life on a tobacco **plantation**. Growing rice was a dangerous business.

Rice grows in water. People who were enslaved had to spend hours in **swamp**-like fields tending to the rice crops. The rice crops and enslaved people weren't the only ones in the water. There were snakes, alligators, and disease-carrying insects too. That's how Seth's mother had become sick with **swamp fever**.

The sound of a dog barking woke Seth. He had been asleep in the wagon for several hours. When he peeked out from under the **sack cloth**, he saw that the stars were **twinkling** in the night sky. He could smell wood burning in the cook's kitchen. He could hear the sound of bullfrogs calling to each other in the night air.

"Boy, am I in trouble!" said Seth out loud as he jumped down from the wagon. He crept through the darkness toward the small, wooden house that he lived in with his mother and father and other people who were enslaved. First, he would get a **talking-to** from his parents. Then, if he didn't show up for his assignment in the rice fields, he might be in big trouble.

Seth peeked through the cracks in the walls of his house, the same cracks that let in cold air during the winter. A candle burned on a **rickety** table and in the candlelight, he could see his mother sewing his torn pants. "Maybe she'll be too tired to be angry," Seth thought to himself as he pushed open the door and then closed it behind him. "It will be a long time before I get to play with Laura, Helen, and Joseph again," Seth muttered as he faced his mother.

NAME: _____

DATE: _____

Central Idea and Supporting Details: “The Founding of Maryland and Georgia”

| Central Idea: | | |
|---|---|---|
| Supporting Details
and Examples: | Supporting Details
and Examples: | Supporting Details
and Examples: |
| | | |

| Central Idea: | | |
|---|---|---|
| Supporting Details
and Examples: | Supporting Details
and Examples: | Supporting Details
and Examples: |
| | | |

NAME: _____

DATE: _____

Early Days in Georgia

1. What guidelines did Mr. Oglethorpe have for the colony?

page _____

2. How did the colony of Georgia come about?

- A. Mr. Oglethorpe set sail for America.
- B. Mr. Oglethorpe was granted a charter.
- C. Mr. Oglethorpe brought debtors to the colony.
- D. Mr. Oglethorpe did not get along with the Yamacraw.

page _____

3. What did Sarah hear grownups saying about what happened to the first settlers in Virginia?

page _____

4. How did what she heard influence who came to the colony of Georgia?

page _____

5. Describe what Savannah was like when Sarah and her family first arrived.

page _____

6. Write a summary about the colony of Georgia.

Narrative Writing: Dialogue

Passage from “Jamestown, Part II: Hunting the Powhatan Way”

Seconds later, Ahanu motioned for them to follow him. William pushed Tom forward.

“What are we doing?” whispered Tom.

“We’re hunting,” William replied.

“Are we hunting with him?” Tom asked.

“Yes,” William said. “He’s a friend of mine. He’s going to teach us how to hunt for deer.”

“I thought we were hunting for rabbits,” said Tom nervously.

“Well, now we are hunting for deer,” said William, smiling at this friend. “Come on, you’ve survived the streets of London haven’t you?”

With that, William and Tom followed Ahanu deeper into the forest.

1. What do you notice about dialogue?

NAME: _____

DATE: _____

Adverbs that Compare Actions

Write the adverb that fits in the blank.

1. Dad slams the door _____ when he gets home after a tough day at work than he does after a good day.
(harder, hardest)
2. My friend Jayden spoke the _____ of anyone in the cafeteria.
(louder, loudest)
3. Today we finished lunch _____ than yesterday because the lunch line was so long.
(later, latest)
4. The civilization of Ancient Egypt began _____ than Ancient Rome.
(earlier, earliest)
5. I ate my breakfast _____ than my sister did so I could play.
(faster, fastest)
6. It looked like the hawk was soaring the _____ of all the birds in the sky.
(higher, highest)
7. The tortoise moves _____ than the hare but still wins the race.
(slower, slowest)

NAME: _____

6.5

TAKE-HOME

DATE: _____

Dear Family Members,

Please help your student succeed in spelling by taking a few minutes each evening to review the words together. Helpful activities for your student to do include: spelling the words orally, writing sentences using the words, and simply copying the words.

Spelling Words

This week, we are reviewing the spelling patterns of ‘oi’ and ‘oy’ that sound like /oi/. Your student studied this in Grade 2 so this should be a review. Your student will be assessed on these words.

Students have been assigned three Challenge Words: *especially*, *whole*, and *hole*. Challenge Words are used very often. The Challenge Words do not follow the spelling patterns for this week and need to be memorized.

The Content Word for this week is *Savannah*. This word is directly related to the material that we are reading in *Living in Colonial America*. The Content Word is an optional spelling word for your student. If your student would like to try it but gets it incorrect, it will not count against them on the assessment. We encourage everyone to stretch themselves a bit and try to spell this word.

| | | |
|-------------|----------------|--|
| 1. annoying | 8. rejoice | 15. turquoise |
| 2. boycott | 9. adjoining | 16. tenderloin |
| 3. employee | 10. soybean | 17. moisture |
| 4. oysters | 11. embroidery | Challenge Word: <i>especially</i> |
| 5. loyalty | 12. disappoint | Challenge Word: <i>whole</i> |
| 6. deployed | 13. avoided | Challenge Word: <i>hole</i> |
| 7. corduroy | 14. paranoid | Content Word: <i>Savannah</i> |

Student Reader

This week in *Living in Colonial America*, your student will be learning about more English leaders and settlements, colonists working together with Native Americans, and the Puritans arrival at Plymouth, Massachusetts. Be sure to ask your student each evening about what they are learning.

Students will take home text copies of the chapters in the Reader throughout the unit. Encouraging students to read a text directly related to this domain-based unit will provide content and vocabulary reinforcement. Please remind your student that the glossary can be used for finding the meaning of the bolded words.

Central Idea and Supporting Details (Support)

Maryland General Assembly Passing Act of Toleration

It wasn't long before word got out that Maryland was quite a nice place to live in. Europeans searching for a better life free of poverty and religious persecution journeyed to this colony. And it wasn't just Roman Catholics who came. Other Christians who belonged to different churches came to settle in Maryland, too. Before long, Maryland became known as a place that practiced religious freedom—so much so that, in 1649, Lord Baltimore had the Maryland General Assembly pass the Act of Toleration. This law stated that all Christians in Maryland would be tolerated, or allowed the freedom to worship. This law confirmed that Christians from different churches—Protestants, Catholics, and others—could practice their religion without interference.

| Central Idea: | | |
|-------------------------------------|-------------------------------------|-------------------------------------|
| Supporting Details
and Examples: | Supporting Details
and Examples: | Supporting Details
and Examples: |

NAME: _____

DATE: _____

Student Self-Assessment: Dialogue (Support)

Did I use dialogue correctly?

1. Did I start dialogue in my story with a capital letter and end with an end mark? **Yes** or **No**.

Explain: _____

2. Did I use dialogue to show/signal when a character is speaking? **Yes** or **No**.

Explain: _____

3. Did I indent for a new paragraph and when a new character is speaking? **Yes** or **No**.

Explain: _____

NAME: _____

DATE: _____

“The Pilgrims, Part I: Arrival”

Questions for discussion:

1. What did Pilgrim names often indicate or reveal?

2. Describe Plymouth as the Pilgrims saw it when they arrived.

3. Now that the children were no longer living in England or the Netherlands, in what ways do you think their lives have changed?

4. Predict what will happen to the Pilgrims.

5. Create a Pilgrim name for yourself, similar to those described in the text (i.e., Temperance, Patience, Remember, etc.), that fits your personality. Explain why you chose this name.

Self-Reflection: Am I ready to meet with a small group?

| | |
|--|---|
| | I read "The Pilgrims, Part I: Arrival" |
| | I answered the four questions on Activity Page 7.1 to the best of my ability. |
| | I am ready to share my answers and ideas with my classmates. |
| | I will ask questions when I don't understand an answer or response. |
| | I will help to keep my group on topic. |

NAME: _____

DATE: _____

Predictions

| Clues from the Read-Aloud | Prediction | Was the Prediction Correct? Yes or No. If no, what happened? |
|----------------------------------|-------------------|---|
| | | |
| | | |
| | | |
| | | |
| | | |

| Clues from the Read-Aloud | Prediction | Was the Prediction Correct? Yes or No.
If no, what happened? |
|----------------------------------|-------------------|---|
| | | |
| | | |
| | | |
| | | |
| | | |

NAME: _____

DATE: _____

Predictions (Optional)

The journey to Virginia did not start out well. Very strong winds made the voyage a difficult one. The winds were so strong that they battered the ship and blew it off course. It took more than two months to complete the journey. When they finally arrived, they were not in Virginia.

At the first sight of land, the captain instructed that they drop anchor. Although those on board were happy to see land after two months on board a ship, it soon became clear that they were not where they were supposed to be. For one thing, the weather was much colder than they were prepared for.

| Clues from the Read-Aloud | Prediction | Was the Prediction Correct? Yes or No. If no, what happened? |
|----------------------------------|-------------------|---|
| | | |

NAME: _____

DATE: _____

Narrative Sequencing

| | |
|--------------------|--|
| Characters: | |
| Setting: | |
| First: | |
| Next: | |
| Then: | |
| Last: | |

NAME: _____

7.5

ACTIVITY PAGE

DATE: _____

Comparative and Superlative Adverbs: Using *more* and *most*

Write the correct form of the adverb.

1. (*fluently*) Japanese is the language that I speak _____.
2. (*efficiently*) Organized people work _____ than people who are not organized.
3. (*adoringly*) The young girl looked _____ at her puppy than she looked at her kitten.
4. (*boldly*) The adventurous boy behaved _____ than your hamster.
5. (*correctly*) Our class delivered the lines for the play _____ than the other third grade class.
6. (*interestingly*) The new professor spoke _____ than the professor he replaced.
7. (*recently*) This new homework policy happened _____ than three months ago.
8. (*miserably*) The child moaned _____ than I've ever heard before!

9. (*naughtily*) The character in that story behaved _____
as time went on.

10. (*optimistically*) My friend looks at life the _____ of
anyone I know.

Write sentences using the adverb in parentheses.

1. (*more likely*)

2. (*most usually*)

NAME: _____

7.6

TAKE-HOME

DATE: _____

The Pilgrims, Part I: Arrival

Mary and Remember Allerton ran as fast as they could towards their house. Their stepmother, Fear Allerton, was waiting for them. As their father had pointed out many times, it was not a good idea to keep a woman whose name was Fear waiting.

In the late afternoon, the children had gone out to collect firewood. After gathering the wood, they had stopped to play in the forest with their friends, Love and Wrestling Brewster. Love and Wrestling Brewster were Pilgrim brothers. They had also gone into the forest to collect firewood. Like many of the **Pilgrim** children, these children had been given special names at birth. Their names often **indicated** what kind of person their parents hoped they would become. Sometimes their names **revealed** something that had happened at the time of their birth.

Remember had been given her name because her mother had said that she would always remember, and never forget, her birth. Wrestling wasn't happy with his name. He didn't feel much like a wrestler. Wrestling planned to change his name when he was older. He was going to change it to John. He had been a weak baby and his father had given him the name hoping that it would make him strong.

When the children had gathered as much firewood as they could carry, they dropped it into a large pile and played a game of hide and seek. Then, they climbed trees and collected sweet berries to eat. They pretended to be English pirates capturing Spanish galleons laden with gold. It wasn't until the sun had begun to set that they realized they had been gone for quite some time. The children **anxiously** gathered up their firewood and made their way home.

Four years earlier, all four of these children had survived the journey onboard the *Mayflower* from England. They had arrived in Plymouth, Massachusetts, in 1621. Their parents were English Separatists. English Separatists were people who were unhappy with the Church of England and wanted to start their own church. They wanted to be free to worship God in their own way.

The king of England, James I, was the head of the Church of England. He harassed anyone who did not obey the rules of the church. As a result, many English Separatists left England. The children's families had first tried living in the Netherlands, but they were not happy there. Finally, they and others set out across the Atlantic Ocean to establish their own colony in North America. Because they were willing to travel to a faraway place for their religious beliefs, they began calling themselves Pilgrims.

The journey across the ocean, and the first winter in the colony, was now just a terrible memory. So many people had died either on the ship or within the first months of being in Plymouth. They had died from disease, hunger, and the extremely cold weather. Mary, Remember, Love, and Wrestling had witnessed the death of many Pilgrims. Worst of all was the death of the girls' beloved mother. After she had died, their father had tried to comfort them as best he could. The girls had felt that their hearts had been broken. Their brother Bartholomew had hidden in the forest for several days. He had refused to come back no matter how often they called his name. He finally came back, though. When spring arrived, Bartholomew had helped their father build a house and plant crops.

NAME: _____

DATE: _____

The Pilgrims had not intended to settle in Plymouth. They had been planning to go to Virginia, but their ship had been blown off course. It had taken them two months to cross the ocean. Mary, Remember, Wrestling, and Love had wondered if they would ever see dry land again.

When they finally arrived, it was wintertime and they were in an unknown land hundreds of miles north of their **intended destination**. This place was much colder than Virginia. Even more alarming was that many of the **Pilgrims** had noticed that the soil was not very good for farming. If they could not farm, they would have no chance of surviving in this new territory. The children's new home was not at all what they had imagined it to be.

NAME: _____

DATE: _____

“The Pilgrims, Part II: Thanksgiving Celebration”

1. What did Squanto give the Pilgrims?

- A. fear
- B. hope
- C. anxiety
- D. joy

2. Describe the Pilgrims’ first fall in Plymouth.

page _____

3. How much time has passed since the children first arrived in Plymouth?

page _____

4. Why did Fear scold the children when they arrived home?

page _____

5. What did the Pilgrims do to give thanks to God and the Native people?

page _____

NAME: _____

DATE: _____

8.3

ACTIVITY PAGE

Comparative and Superlative Adverbs

more

most

NAME: _____

DATE: _____

Blank Busters

| | | | | |
|--|-----------|----------|------------|----------|
| annoying | soybean | boycott | embroidery | employee |
| disappoint | oysters | avoided | loyalty | paranoid |
| deployed | turquoise | corduroy | tenderloin | rejoice |
| moisture | adjoining | | | |
| Challenge Word: <i>especially</i> | | | | |
| Challenge Word: <i>whole</i> | | | | |
| Challenge Word: <i>hole</i> | | | | |
| Content Word: <i>Savannah</i> | | | | |

Fill in the blanks in the sentences below with one of the spelling words from the chart. Only if needed, add a suffix to the end of a word in order for the sentence to make sense: -s, -ed, -ing, -er, -ly, and -est.

1. Some people like _____ but I prefer clams.
2. The children _____ the new playground equipment because it was freshly painted.
3. The _____ at the store showed _____ to the manager by staying, when everyone else quit.

4. Luke was _____ Larry before they were both asked to leave the room.
5. Everyone was _____ when the party was cancelled.
6. Noah wore _____ pants and a _____-colored shirt.
7. Uncle Dan planted _____ because he says they grow well in Virginia.
8. It takes a good amount of time to complete a beautiful piece of _____.
9. The twins _____ when they found out they had _____ rooms!
10. The angry customers _____ the grocery store when they realized the prices had doubled.

NAME: _____

DATE: _____

*Write three sentences using spelling words of your choice that were not used in the first ten sentences. Make sure to use correct capitalization and punctuation. You may use the **Challenge Words** or **Content Word** in your sentences.*

1. _____

2. _____

3. _____

The Pilgrims, Part II: Thanksgiving Celebration

Do you remember that in the previous chapter, you met the Pilgrim children Mary and Remember Allerton and Love and Wrestling Brewster? In the beginning of the story, they were collecting firewood and playing in the forest. Then, you traveled back in time and learned how they had arrived in Plymouth, Massachusetts. In this chapter, we will continue to find out more about their early experiences in Plymouth.

Years earlier, when the Pilgrims and their children arrived in Plymouth in 1621, they had built shelters by day and returned to their ship by night to sleep.

In the winter, the Pilgrims shivered in the cold and buried their dead that had not survived. Mary, Remember, Love, and Wrestling had wondered if they would survive.

While the settlers endured many hardships, the Native Americans in this region faced them as well. One tribe, the Patuxet, who had lived in the area, had created fields for planting. Sadly, many members of this tribe had already died from contagious diseases originally brought to the Americas by European explorers. Because of this, their fields were not in use. This meant that the hungry and weary English colonists did not have to clear the forests before planting. In addition, there was another key factor to the Pilgrims' survival: the help of the Wampanoag, the Native Americans living in the area.

Having experienced the loss of his own people, a Native American called Squanto came to the aid of the Pilgrims. Squanto's friend Samoset agreed to

help, too. Both of these Native Americans spoke English. Squanto spoke very good English. In 1605, he had been taken to England by an English explorer.

Squanto and Samoset showed the Pilgrims how to plant corn, squash, and beans and how to make these crops grow in the poor soil. Squanto also taught people to recognize berries and fruits that could be eaten and where the best places to fish were. Wrestling Brewster often talked of how he had feared these people at first. But when they helped the settlers, Wrestling had changed his mind. Love and Wrestling had gone fishing with Squanto. Squanto gave the Pilgrims hope.

The colonists had also made peace with a local **tribe** called the Wampanoag. Both sides agreed to help and protect each other. They agreed to trade with each other, too.

Slowly, the days grew warmer and the Pilgrims became happier. They were no longer cold and hungry. The first fall was one of the most precious memories Mary, Remember, Love, and Wrestling had. The crops had grown well and their harvest was abundant. Besides farming, the colonists had also learned how to hunt and fish to survive. As a result, they had produced more than enough food to get them through the next winter. They had also been able to build homes that would protect them from the cold weather when it came again. While they mourned the loss of so many, the surviving colonists were thankful for what they now had. That is why they decided to give thanks to God and the Native people who had helped them.

A great celebration of thanksgiving was organized. The local Wampanoag were invited to the thanksgiving celebration. Squanto and Samoset were

NAME: _____

DATE: _____

invited, too. The Wampanoag chief, Massasoit (MAS-ə-soyt), was the guest of honor.

Everyone there had dined on deer, duck, lobster, fish, cornbread, pumpkin, squash, and berries. They had eaten until they were fuller than they had ever been before. They had played games and they had run races. The Wampanoag had stayed in the colony for several days. It was probably the happiest time the children could ever remember. They often spoke of it. Since then, more and more Pilgrims had arrived. More homes had been built. Their father had married Fear Allerton.

All these early experiences of the children happened four years ago. Now, here the children were, playing in a forest in the colony.

As Mary and Remember hurried out of the forest, they said their goodbyes to Love and Wrestling. Minutes later they arrived at the door to their house. Their arrival had not gone unnoticed. The door to their house was flung open and Fear appeared in the doorway. She stood there with her hands on her hips.

“It’s a good thing I had already collected firewood earlier in the day or the fire would have gone out long ago,” she exclaimed. “Anyone would think you had to grow the tree before cutting it down. Now, go wash your hands and help me set the table.”

Mary and Remember looked at each other as they inched past their stepmother. They both knew she was not done scolding them.

NAME: _____

DATE: _____

Compare and Contrast Pilgrims and Puritans

1. Compare or Contrast?

2. Compare or Contrast?

3. Compare or Contrast?

4. Compare or Contrast?

In summary, compare and contrast the Puritans and the Pilgrims.

NAME: _____

DATE: _____

Puritan Life

Put an X in front of each thing that is part of Puritan life.

_____ a thanksgiving celebration

_____ living according to the rules of the Bible

_____ having a meeting house in the center of town

_____ building a fort for protection

_____ hunting and fishing to sell the fur and fish

_____ creating a partnership with the Massachusetts Bay Company

_____ working with the Powhatan

_____ getting supplies from England

_____ attending morning and afternoon church services

_____ welcoming debtors to the colony

1. How is the Puritan colony becoming wealthy?

page _____

2. Why did the Puritans leave England?

page _____

3. What other group have you read about that left England for reasons that are similar to those the Puritans had? How are those reasons different?

page _____

4. Describe what the Puritans hear about England from sailors.

NAME: _____

DATE: _____

Narrative Writing: Revision Checklist

| | | |
|----|--|--|
| 1. | Do I have an interesting beginning to the story? | |
| 2. | Do I have a good conclusion to the story? | |
| 3. | Do I have a plot with a climax or high point in my story? | |
| 4. | Did I introduce and develop my characters with actions, dialogue, and how they interact with other characters? | |
| 5. | Are my characters interesting? | |
| 6. | Is this my best work? | |

Puritan Life

Hello, my name is Lizzie. My mother and father are once again displeased with me. I smiled too much during the morning **sermon**, and then fell asleep during the afternoon **sermon**. They both said that it is a great sin for a Puritan child to fall asleep while listening to the word of God.

During the morning **sermon**, I had smiled at the sight of **Elder** Jones's new wig. I could not understand why a **minister** of the church would care to wear such a thing on his head. But seemingly he does. Not only is it a strange looking sight, it does not appear to sit straight on his head. When I smiled and pointed at him, my mother pinched me so hard that my leg has not yet recovered.

As you may or may not know, the most important place for any **Puritan** is the meeting house. Every **Puritan** meeting house is placed in the center of a town or village. That is because the meeting house is the center of our lives. Our church services take place there and so do all important meetings.

We **Puritans** live in the Massachusetts Bay Colony. Our colony was created in partnership with a **Puritan** company called the Massachusetts Bay Company. The Massachusetts Bay Company sells the fur we get from hunting and the fish we catch. Our colony is becoming wealthy because of this trading agreement.

We came here from England in the year 1630. I was just a baby. Now, I am almost eleven years old. Unlike the Pilgrims, we did not want to break away from the Church of England. We wanted the church to be **purier** and stronger. However, neither King James I nor his son King Charles I would

listen to our **requests** for change. In the end, we had no choice but to leave our homes and start a new life somewhere else.

We chose to create our own **Puritan** Colony on land north of the Pilgrim colony of Plymouth. Guided by our leader John Winthrop, we sent men ahead to prepare the way for us. They began the construction of houses in an area we call Salem. They cleared the land for planting. We now have four settlements within our colony. Apart from Salem, we have Boston, Charlestown, and Cambridge. The population within our colony is growing rapidly. Each year, hundreds of people come to live their lives with us. I have heard the grownups say that even King Charles I cannot believe how successful and strong we are becoming.

Trade ships frequently move in and out of our **harbors**. I love to watch the men unload items that have been sent across the ocean. We need guns, tools, and cloth. We hear news from home by talking to the sailors and newly arrived colonists. It makes our hearts **flutter** when the sailors and passengers talk of life in England. Just two months ago, I sat on the snow-covered **dock** and listened to stories from home. The sailors spoke of the **glorious** sound of the London church bells ringing out on Christmas Day. They also reminded us of the smell of roasting **pheasant** and sweet plum pudding. As you can tell, some of us are sometimes **homesick** but we know our cause is **just** and good and worth the **sacrifice**.

People are welcome here, but all who come to live with us must live according to the rules of the **Bible**. That is the **Puritan** way. Thus, I must surely **mend my ways**. I must not smile during **Elder** Jones's **sermon**, no matter how long it is. I can tell you, **Elder** Jones does like to do a lot of **preaching**.

NAME: _____

DATE: _____

9.4
CONTINUED

TAKE-HOME

My brother George keeps pulling my hair and running away. I have asked him nicely to stop. I have frowned at him like Mother frowns at me. But still he continues to do it. I must also make sure that I don't wag my finger at him. I must not scold him either. I have done it twice now, though my mother has not seen me do it. George is the baby in our family. He is no longer a real baby as he is four years old. My mother and father had seven children, but we are the only two children still alive. Mother and Father make excuses for George's behavior, but not for mine. I must be "responsible Lizzie."

Well, it seems that **Elder** Jones is not done **preaching**. He has called us back to the meeting house for one more **sermon** before sunset. I hope he is not wearing that wig again.

NAME: _____

DATE: _____

Word Sort

Read the words in the box and circle the vowels that have the /oi/ sound. Write the words under each header that match the header's spelling pattern.

'oi' > /oi/

'oy' > /oi/

| | | | | |
|-----------|-----------|---------|----------|-----------|
| choices | loyalists | riot | ointment | symphony |
| charbroil | alloy | destroy | going | convoy |
| joyful | buoy | oily | decoy | pioneer |
| moving | trapezoid | voyages | turmoil | enjoyable |

NAME: _____

DATE: _____

Spelling Assessment

As your teacher calls out the words, write them under the correct header.

'oi' > /oi/

'oy' > /oi/

Challenge Word: _____

Challenge Word: _____

Challenge Word: _____

Content Word: _____

Dictated Sentences

1.

2.

NAME: _____

DATE: _____

Ask and Answer Questions: “The Middle Colonies”

**Place your Sticky Note HERE
with your question
from the story.**

The answer to my question:

Page _____

**Place your Sticky Note HERE
with your question
from the story.**

The answer to my question:

Page _____

Write the key ideas in this chapter.

NAME: _____

DATE: _____

Write Sentences Using Comparative and Superlative Adverbs

Write sentences using the form of the adverb in parentheses.

1. (*more seriously*) _____

2. (*most seriously*) _____

3. (*more unfortunately*) _____

4. (*most unfortunately*) _____

5. (*more equally*) _____

6. (*most equally*) _____

NAME: _____

DATE: _____

Narrative Writing: Editing Checklist

| | | |
|----|--|--|
| 1. | Do I have a fitting title? | |
| 2. | Do all my sentences start with capital letters? | |
| 3. | Do all of my sentences end with the correct punctuation? | |
| 4. | Did I introduce and develop my characters with actions, dialogue, and how they interact with other characters? | |
| 5. | Have I spelled all my words correctly? | |
| 6. | Have I used correct grammar? | |
| 7. | Does each sentence provide a complete thought? | |

NAME: _____

DATE: _____

Dictionary Skills

Identify the part of speech for the entry word and root word. Write a definition for the entry word and root word. Then, fill in the blank in each sentence with the correct form of the word. Use the example below to help you.

Example:

joining—*verb*: the act or an instance of **joining** or connecting one thing to another; **join**; **joined**; **joins**; (*noun*: **join**)

joining Part of Speech verb

Definition connecting or bringing together

Root Word join Part of Speech verb

Definition to connect or bring together

Other Forms of the Root Word

Word joined

Part of Speech verb

- Leroy said he joined the Book Club.
- I might join the Book Club, too.

1. **loyalty**—*noun*: faithfulness; the state of being **loyal**; **loyalties**;
(*adjective*: **loyal**)

loyalty _____ Part of Speech _____

Definition _____

Root Word _____ Part of Speech _____

Definition _____

Other Forms of the Root Word

Root Word _____ Part of Speech _____

Definition _____

David's _____ was to his friend Devin, who has always been there by his side.

Some settlers remained _____ to the king of England.

After supporting the two senators for many years, when Cynthia found out that they had been covering up the truth, her _____ changed.

NAME: _____

DATE: _____

2. **employee**—*noun*: a person who works for someone else or a business and gets paid for their work; **employers**, employment (*verb*: **employ**, **employed**)

employee _____ Part of Speech _____

Definition _____

Root Word _____ **Part of Speech** _____

Definition _____

Other Forms of the Root Word

Root Word _____ **Part of Speech** _____

Definition _____

After being out of work for a few months, Shawn found _____ with another retail company.

His rapidly growing farm had _____ nearly 30 people earlier in the year.

After one year, Shawn did so well that he was named “_____ of the Year.”

NAME: _____

DATE: _____

“The Quakers and the Lenni Lenape”

1. Why were Charles, Hester, and their father delivering gifts to the Lenni Lenape?

page _____

2. What does it mean that King Charles II gave William Penn land in America to settle a debt he owed to William’s father?

page _____

3. What kinds of clothing did the Lenni Lenape wear?

page _____

4. Describe the Lenni Lenape village.

page _____

5. Compare the Quakers' relationship with the Lenni Lenape to the relationship that other colonist groups had with Native Americans.

| | Quakers | Jamestown settlers | Pilgrims |
|--|----------------|---------------------------|-----------------|
| Native American group or individuals | | | |
| How Native Americans helped colonists | | | |
| How colonists helped Native Americans | | | |

Prefix *over-*: Meaning “too much”

The left-hand side of the table contains words that use the prefix you have been studying. Use the blanks on the right side to record additional words that use the same prefix. Make sure to include the definition for the new words you brainstorm.

| | |
|---|--|
| overeats —(verb) to eat too much | |
| overfish —(verb) to fish too much | |
| overcharge —(verb) to charge too much | |
| overpowered —(adjective) having too much power or energy | |

Write the correct word to complete each sentence.

| | | | |
|----------|-------------|----------|------------|
| eat | overpowered | overeats | fish |
| overheat | charge | overfish | overcharge |

1. My grandfather and his brother _____ in a large stream in the mountains.
2. Mom told us to only have one piece of cake at the birthday party so we do not _____.
3. The _____ for my new shoes was less money than Dad expected.
4. My uncle is worried that putting a new motor in the blender will make it _____ so maybe we should just buy a new blender instead.

5. I am concerned that the toaster oven will _____
if we do not watch it closely.
6. The server apologized and said she did not mean to _____
us for our meal as the computer system was not working properly at
the time.
7. If the community is not careful, people will _____
the lake and then there won't be any fishing nearby.

Write your own sentence using the one word left in the box.

NAME: _____

DATE: _____

Prefix *mid-*: Meaning “middle”

The left-hand side of the table contains words that use the prefix you have been studying. Use the blanks on the right side to record additional words that use the same prefix. Make sure to include the definition for the new words you brainstorm.

| | |
|---|--|
| midnight —(noun) the middle of the night | |
| midterm —(noun) the middle of the term | |
| midtown —(noun) the middle of the town | |
| midfield —(noun) the middle of the field | |

Write the correct word to complete each sentence.

| | | | |
|----------|-------|---------|---------|
| midfield | town | midday | night |
| midnight | field | midtown | midterm |

1. Every fall, our _____ has a harvest festival to celebrate food in the community.
2. I woke up at _____ last night and thought I heard someone crying.
3. Yesterday, we had a fire drill at _____, just as recess ended.
4. The wildflowers in the _____ behind my grandmother’s house are beautiful in the spring.

5. Daniel's apartment is in _____ so he can easily get to places both uptown and downtown.
6. The elections held at _____ may change the balance of political parties in the assembly.
7. Tomorrow _____, we are going to use a telescope to look at the stars.

Write your own sentence using the one word left in the box.

NAME: _____

DATE: _____

11.2
CONTINUED

ACTIVITY PAGE

Prefix *under-*: Meaning “below” or “less”

The left-hand side of the table contains words that use the prefix you have been studying. Use the blanks on the right side to record additional words that use the same prefix. Make sure to include the definition for the new words you brainstorm.

| | |
|--|--|
| underwater —(adjective) below the surface of the water | |
| underground —(adjective) below the ground | |
| underpowered —(adjective) having too little or less power or energy | |
| underline —(verb) to draw a line under | |

Write the correct word to complete each sentence.

| | | | |
|------------|--------|--------------|----------|
| underline | water | underground | estimate |
| underwater | ground | underpowered | line |

- The art teacher said to draw a _____ from top to bottom to divide the paper into two parts.
- If I had to _____ how many students are in the third grade, I would guess one hundred.
- My aunt does not lose power very often because her _____ power lines are protected from bad weather.
- At the aquarium, there is an _____ path you can follow that makes you feel like you are in the tanks with the fish.

5. My brother put the stakes in the _____ so the tent would stay in one place during our camping trip.
6. I decided to _____ the words that start with 'a' before I tried to put them in alphabetical order.
7. It seems like my remote control car is _____ and cannot go very fast or very far.

Write your own sentence using the one word left in the box.

NAME: _____

11.3

TAKE-HOME

DATE: _____

Dear Family Members,

Please help your student succeed in spelling by taking a few minutes each evening to review the words together. Helpful activities for your student to do include: spelling the words orally, writing sentences using the words, or simply copying the words.

Spelling Words

This week, we are reviewing the spelling patterns /ou/ spelled 'ou' and 'ow' that your student learned in Grade 2. Your student will be assessed on these words.

Students have been assigned two Challenge Words, *believe* and *favorite*. Challenge Words are used very often. The Challenge Words do not follow the spelling patterns for this week and need to be memorized.

The Content Word for this week is *Pennsylvania*. This word is directly related to the material that we are reading in *Living in Colonial America*. The Content Word is an optional spelling word for your student. If your student would like to try it but gets it incorrect, it will not count against them on the assessment. We encourage everyone to stretch themselves a bit and try to spell this word.

The spelling words, including the Challenge Words and the Content Word, are listed below:

| | | |
|-----------------|----------------|--|
| 1. astounding | 8. foundation | 15. bloodhound |
| 2. announcement | 9. accountable | 16. mouthwash |
| 3. trowel | 10. towering | 17. drowned |
| 4. boundaries | 11. dismount | 18. growled |
| 5. counselor | 12. empowered | Challenge Word: <i>believe</i> |
| 6. allowance | 13. background | Challenge Word: <i>favorite</i> |
| 7. download | 14. cowardly | Content Word: <i>Pennsylvania</i> |

Student Reader

This week in *Living in Colonial America*, your student will read about the Quakers in Pennsylvania. Students will also read a chapter about a boy who serves as a printer's apprentice. Be sure to ask your student each evening about what they are learning.

Students will take home text copies of the chapters in the Reader throughout the unit. Encouraging students to read a text directly related to this domain-based unit will provide content and vocabulary reinforcement. Please remind your student that the glossary can be used for finding the meaning of the bolded words.

The Quakers and the Lenni Lenape

Charles, Hester, and their father, Micah, walked slowly toward the **Lenni Lenape** (Le-NAH-pae) village. They were delivering gifts from some of the families who lived in their small Quaker colony. Just one year earlier, in 1685, some of the young **Lenni Lenape** men had helped several newly-arrived English and **Welsh Quakers** clear land for farming.

The gifts they carried were in three straw baskets. The baskets were heavy and Charles and Hester struggled to carry theirs. The baskets held **dumplings**, cheese, bread, apple butter, and ham.

Neither Charles nor Hester were nervous about visiting the village. They had been there several times before with their father. They had even been inside some of the homes, called wigwams. In fact, both children had been **astonished** by how warm and dry these homes made of bark were.

The village was on the bank of a long, winding river. In the village, there were about thirty wigwams and four longhouses. Like the wigwams, the longhouses were made from a wooden frame covered in bark. Unlike the wigwams, though, several families lived together in one longhouse. On the **outskirts** of the village, the children could see the **Lenni Lenape's** fields full of corn, squash, and beans. In the river near the bank, four dugout canoes were bobbing up and down in the water. Two of the canoes held piles of raccoon, beaver, and fox fur. This fur was a sign that some of the **Lenni Lenape** men would soon be setting off to trade with either Europeans or other Native Americans.

Charles and Hester were **Quakers** from a part of England called the Midlands. They had arrived in Philadelphia, Pennsylvania, the previous year with their parents. Philadelphia was a growing town in the English colony known as Pennsylvania. In 1681, William Penn, a **Quaker** and the leader of

this colony, had received the land now known as Pennsylvania from King Charles II of England. The king had given him the land to settle a debt he owed to William's father. William Penn was grateful to the king because he wanted this land to be a place where **Quakers** could live without fear. **Quakers** were **persecuted** in England. They were often arrested and some were killed because of their beliefs.

Quakers were unpopular because they did not believe in war, and therefore, refused to fight. Also, they did not think that there was only one way to worship God. They did not think that it was necessary to go to church to worship, either. They also believed that everyone in the world was equal, which meant that Native Americans and Africans who were enslaved were equal, too. These views made members of the king's government very angry. The king himself was not pleased with them. William Penn decided that it was time to find a safe place for **Quakers** to live.

Before leaving England in 1681, William Penn drew up a plan for the city of Philadelphia. He wanted it to have wide, tree-lined streets and public parks. He wanted Philadelphia to be a magnificent city within the colony of Pennsylvania. He wanted it to be a place where people lived in such a way that they were an example to the rest of the world. People of all faiths, not only **Quakers**, would be welcome.

As the children neared the village, a **Lenni Lenape** boy ran toward them. He had clearly been waiting for them.

“Hello, Lapowinsa,” said Charles to the boy.

“Hey,” replied Lapowinsa. “What do you have in the baskets?”

Both Charles and Hester had taught Lapowinsa to speak English. He was their friend and they enjoyed spending time with him.

NAME: _____

DATE: _____

11.4
CONTINUED

TAKE-HOME

“We have gifts,” Hester replied. Lapowinsa joined the children as they marched behind their father into the **Lenni Lenape** village.

The people in the village smiled at the children’s father. They came to greet him. Charles always **admired** the **breechcloths** and leggings, worn in cold weather, that the men wore. The women wore dresses and their long, dark hair was braided. The men, women, and children wore **moccasins** on their feet.

The children’s father had learned to speak a little of the **Lenni Lenape** language. With William Penn, he had been involved in the purchase of the land they lived on from the **Lenni Lenape**.

After handing over the gifts, their father was invited to smoke tobacco with some of the **Lenni Lenape** men. This meant that Charles, Hester, and Lapowinsa would get a chance to play. The children and Lapowinsa began to walk toward the river. Lapowinsa had promised to take them out in a canoe to search for turtles.

“Be back before sunset,” their father called. The children nodded and then with Lapowinsa leading the way, they ran like the wind across the open land.

NAME: _____

DATE: _____

Compare and Contrast: Colonial Life and Today

| Topic | Colonial Times | Today |
|---------------------|-----------------------|--------------|
| Education | | |
| Daily Chores | | |
| Play | | |
| Clothing | | |

NAME: _____

12.2

ACTIVITY PAGE

DATE: _____

Subject Pronouns and Antecedents

Write the correct pronoun on the blank.

1. Beth says that _____ is happy. (*she, he*)
2. The apron needs to be washed because _____ is dirty. (*it, they*)
3. Bananas and apples are good for you because _____ are full of vitamins. (*they, I*)
4. The football players emailed friends because _____ wanted everyone to come out to the game. (*we, they*)
5. Because Randy answered all of the questions correctly, _____ received a perfect score. (*he, she*)
6. My family and I invited neighbors to dinner and _____ all had a great time. (*we, she*)
7. Robert is pouting and not speaking because _____ (*he, she*) is angry.
8. The farmers planted their crops and then _____ rested. (*she, they*)
9. Anne told the class a great story, and then _____ asked if anyone had questions. (*they, she*)

10. Mr. Hancher is a new teacher in our school and _____ is really fun and interesting. (*she, he*)

Write an ending to each sentence using a pronoun to match the bolded pronoun antecedent. Then, answer the question that follows.

Example:

The **doctor** tapped my knee with a rubber hammer and _____

(The **doctor** tapped my knee with a rubber hammer and he was happy to see my leg kick.)

What pronoun did you use in the sentence? he

1. The movie filled me with happiness because _____

What pronoun did you use in the sentence? _____

2. The **puppies** in the pet shop window looked so pitiful and _____

What pronoun did you use in the sentence? _____

3. When **my family and** I get together, _____

What pronoun did you use in the sentence? _____

NAME: _____

DATE: _____

Key Ideas and Supporting Details: “Life on a Farm in the Middle Atlantic Colonies, Parts I and II”

| Key Idea: Part I | | |
|----------------------------------|----------------------------------|----------------------------------|
| Supporting Details and Examples: | Supporting Details and Examples: | Supporting Details and Examples: |

Key Idea: Part II

Supporting Details
and Examples:

Supporting Details
and Examples:

Supporting Details
and Examples:

NAME: _____

DATE: _____

Prefixes *over-*, *mid-*, and *under-*

Read each sentence. Decide which word from the box replaces the underlined words and write it on the line. Write the part of speech for the word as well.

| | | | | |
|--------------|----------|--------------|----------------|-------------|
| underpowered | overheat | midnight | underestimated | overpowered |
| midterm | midfield | overcharging | underground | midday |

1. I thought the test we had at the middle of the term was easy because I studied for it.

Word: _____ Part of Speech: _____

2. The having too much power or energy engine caused the toy plane to fly high enough to get stuck in a very tall tree.

Word: _____ Part of Speech: _____

3. My dad's flight was delayed and he did not get home until the middle of the night.

Word: _____ Part of Speech: _____

4. When we visited the old military fort, the tour guide showed us where the below the ground tunnel between buildings was.

Word: _____ Part of Speech: _____

5. We had to be careful not to heat too much or become too hot the sauce on the stove because it might burn.

Word: _____ Part of Speech: _____

6. Mary estimated something to be less than what it actually is how many people were coming to the picnic and she ran out of forks.

Word: _____ Part of Speech: _____

7. My dad picked me up from school at the middle of the day so I could go to the dentist.

Word: _____ Part of Speech: _____

8. The manager apologized for charging too much for the basketball hoop and gave us a refund for the extra money.

Word: _____ Part of Speech: _____

9. The car is having too little or less power or energy and could not get up the hill very fast with so many people in it.

Word: _____ Part of Speech: _____

10. To start a soccer game, the ball is placed at the middle of the field and one team gets to kick it first.

Word: _____ Part of Speech: _____

Life on a Farm in the Middle Atlantic Colonies, Part I

“Primrose, come see the kittens that have just been born,” yelled Patience, Primrose’s sister.

“See, there are six of them,” Patience continued as her sister appeared at her side. Primrose sat down next to Patience as she pointed to a spot beneath a large shrub, where the mother cat and her kittens lay.

The two girls stared long and hard at the tiny creatures that looked more like little rats than kittens. There were six kittens in all. Their eyes were closed and they could not walk. They lay in a heap together beside their mother.

“I want to keep one as my own,” said Patience.

“Well, you can’t yet,” Primrose replied. “They have to stay with their mother for at least ten or eleven weeks. Then, you’ll have to ask Mama and Papa. They’ll say no, though. They don’t like us keeping animals inside the house.”

“I’ll hide it in a safe place,” said Patience firmly.

“Where?” asked Primrose quite seriously. “Where will you hide it? I can’t think of one place that Mama and Papa wouldn’t find it.”

“In a bucket,” announced Patience confidently.

“Do you think that a kitten will stay in a bucket all day, waiting for you to finish your chores?” laughed Primrose. “Do you think Mama and Papa won’t notice you carrying a bucket around everywhere?”

Patience thought about this for a while before she replied. Then she said, “The kitten will stay in the bucket if I train her to.” Patience chose to ignore the second part of Primrose’s question.

The two girls continued to debate about whether or not it was possible to hide a kitten in their small log house without anyone noticing. Like many colonial **cabins**, theirs consisted of two small rooms downstairs and three very small bedrooms upstairs. Primrose and Patience shared a bedroom, as did their three brothers.

Primrose and Patience lived on a farm in southern New Jersey. They and the rest of their family were originally from Sweden. They had moved to this English colony because of their Uncle Sven. He had written to their father and told him about the wonderful life they could have there.

Uncle Sven had traveled to New Jersey from Sweden in 1699. That was exactly thirty years after the English had taken control of this region from the Dutch. Uncle Sven was now a successful wheat farmer.

The girls and their family had arrived in New Jersey in 1701. Primrose and Patience lived with their father, mother, and three brothers on a one hundred **acre** farm. On their farm, they grew wheat, **rye**, and **barley**. They kept cows, pigs, and chickens, too. Most people in the Middle Atlantic colonies lived on small farms that ranged from fifty **acres** to one hundred fifty **acres**. These farms were quite spread apart and neighbors didn’t see much of each other except at church on Sunday. Sometimes they got together for special **occasions** or if someone needed help.

NAME: _____

DATE: _____

The farm that the girls lived on had a house and a large barn. They had a garden where they grew vegetables, berries, and fruits. They had a small **orchard**, too. Their garden was fenced, as was the area where they kept their pigs. Their cows were sent out to **graze** in the pasture each morning and brought back into the barn each night for milking. Their farm animals were valuable and they kept a close eye on them.

After a while, the girls' older brother Lars found them by the shrub. Lars had been sent to look for them by their father. He sat down beside the girls and peeked at the kittens. Finally, he spoke.

“You two are needed in the barn. Papa wants you to lead the cows out into the pasture. Then, Mama wants you to weed and water the garden. After that, she wants you to go inside and help her with the new quilt she is making.”

Primrose and Patience sighed. They knew they had several hours of chores ahead of them. Next week would be even busier. It was spring cleaning week. They would have to help Mama make soap before they cleaned and swept out the whole house.

Before scampering off, Patience knelt down and kissed the small pile of newborn kittens. “I’ll be back later,” she whispered.

NAME: _____

DATE: _____

American Revolution: Cause and Effect

Directions: For the events listed below, write in the cause and the effect.

| Event | Cause | Effect |
|---|--------------|---------------|
| The Wampanoag and the English settlers battle | | |
| The French and Indian War | | |

| | | |
|------------------------------------|--|--|
| Great Britain in financial trouble | | |
| The Stamp Act | | |

NAME: _____

DATE: _____

Object Pronouns

| | | | | | | |
|----|-----|-----|-----|----|----|------|
| me | you | him | her | it | us | them |
|----|-----|-----|-----|----|----|------|

Rewrite the sentence, replacing the underlined word or words with an object pronoun from the box.

1. The woods were full of the noises of bears, coyotes, and deer.

2. Father called my sister and me to come in the house for lunch.

3. The history of the 18th century is interesting to Bonnie.

4. The beautifully wrapped box seemed to invite all of us to look inside the box.

5. I spoke to my friends and asked them to come with (the person speaking).

6. When Ned joined our class, we couldn't wait to get to know Ned.

Dictated Sentences

1.

2.

NAME: _____

DATE: _____

American Revolution: Cause and Effect

Directions: For the empty fields in the table listed below, write in the event, the cause, and/or the effect.

| Event | Cause | Effect |
|--|---|---|
| Samuel Adams organized the Sons of Liberty to protest the taxes. | They protested in the streets, burned stamps, and threatened agents who collected the taxes. | |
| | Colonists boycotted these items and began to make them themselves or buy them from other sources. | This hurt British manufacturers so the taxes were removed on all of those items except for tea. |

| | | |
|--------------------|---|--|
| Boston Massacre | | |
| Boston Tea Party | Three British ships loaded with tea arrived in Boston Harbor. | |
| Paul Revere's Ride | The British soldiers planned to go to Concord to seize a weapons stash. | |

NAME: _____

DATE: _____

What Questions Do I Have?

Group 1

Group 2

Group 3

Group 4

Group 5

Group 6

Group 7

Group 8

Unit 10 Assessment

Directions: Read carefully before answering the questions.

The Common Course and Condition

The Pilgrims landed at Plymouth in 1620. In England, they had suffered for their religious beliefs. In America, they hoped to make a better life. They were eager to create the sort of community that seemed best to them.

Before they sailed, the Pilgrims had agreed to a plan. They called this plan the “Common Course and Condition.” The Pilgrims agreed to work together and share the food they grew. They agreed that whatever they harvested would be shared equally. Everybody would get an equal share. It would not be your corn and my corn, his corn and her corn. It would be our corn.

The Pilgrims believed this would be a good way to run their new colony. They believed the “Common Course and Condition” was consistent with their Christian religious ideas.

They thought it would encourage teamwork and brotherhood. They were confident it would get everyone working together.

The Pilgrims followed the “Common Course and Condition” for their first two years in North America. In the spring of 1621, they planted crops. In the fall, they harvested the crops and divided up the harvest. Each pilgrim got an equal share of the corn. In 1622, they did the same thing.

By 1622, many Pilgrims had grown unhappy with the Common Course. The governor, William Bradford, was one of them. He felt that the Common Course was not working.

Some people worked hard every day. When harvest time came, these hard workers got one basket of corn. Other people worked hard some days. These people also got one basket of corn. Some people did very little work. These people got one basket of corn.

The hard workers were upset. They were working harder. Shouldn't they get more corn? Why should they have to sweat all day in the fields to raise food for slackers who did much less?

Bradford and the other Pilgrims discussed the situation. In the end, they decided that the Common Course had to go. They made a new law. Each Pilgrim family was given a piece of land. On this land, the family members were allowed to grow corn for themselves. They did not have to share the corn with the rest of the community. They could keep what they grew.

What do you think happened?

The new plan was a big success. Bradford wrote that it “made all hands very industrious.” In other words, everybody started working hard. Much more corn was planted and much more was harvested. Pilgrims who had complained about life under the Common Course now “went willingly into the field.”

The “Common Course and Condition” sounded good on paper. But, in real life, it did not work very well. The Pilgrims found that the colony as a whole was more successful when each family was allowed to keep the fruits of its labor.

1. What does the word *brotherhood* mean in the following sentence from the selection?

They thought it would encourage teamwork and brotherhood.

- A. feelings of dislike and annoyance
 - B. feelings of isolation and loneliness
 - C. feelings of calm and tranquility
 - D. feelings of support and understanding
2. Why were people unhappy with the Common Course after a couple of years?

3. What influenced the Pilgrims in their creation of the “Common Course and Condition”?
- A. their religion
 - B. their new home
 - C. their ocean voyage
 - D. their children

4. Put the following events in order from 1–5 as they occurred in the selection.

_____ The Pilgrims decided that each family should have its own land to grow corn for themselves.

_____ The Pilgrims developed the “Common Course and Condition.”

_____ The new plan was a big success.

_____ People who worked hard became very upset as others did not work as hard.

_____ The Pilgrims wanted to create a community in their new home that best suited them.

5. If each Pilgrim family was able to keep the “fruits of its labor,” what were they able to do?

- A. keep what they bought at the market
- B. keep the results of their hard work
- C. keep bartering to get a better deal
- D. keep going to religious services

6. Write a summary of this selection.

The Cobbler's Song

Once there was a poor cobbler who lived in the basement of a large house in Paris. The cobbler had to work hard all day to make enough money to support his family. But he was happy and he sang all day as he mended shoes.

On the floor above him lived a rich man. His rooms were large and sunny. He wore fine clothes and had plenty of good things to eat. Even so, he was never happy. All night long he lay awake thinking about his money—how could he protect the money he already had? How could he get more? Often, the sun rose before he fell asleep.

The poor cobbler always got up before sunrise and went to work. As he hammered, he sang. His song floated up to the rich man's apartment and woke him.

“Drat!” cried the rich man. “I can't sleep at night for thinking of my money and I can't sleep in the daytime because of that silly cobbler and his singing. I must find a way to stop him.”

The rich man sat down and thought the matter over.

“If the cobbler had something to worry about,” he said to himself, “then he would not sing all day. What worries men most? Why, money to be sure! Some men worry because they have so little. The cobbler has little enough, to be sure. Still, that does not seem to worry him. He is the happiest man I know.”

“Other men worry because they have too much money. That is my trouble. I wonder if the cobbler would worry more if he had more money. Hmm. It’s not a bad idea.

“Anyway, it can’t hurt to try!”

A few minutes later, the rich man entered the cobbler’s home. “What can I do for you?” asked the cobbler.

“Here,” said the rich man. “I have brought you a present.” He gave the poor man a purse.

The cobbler opened it and saw it was full of gold pieces. “I can’t take this!” said the cobbler. “I have not earned it.”

“You have earned it,” said the rich man. “You have earned it by your singing. I give it to you because you are the happiest man I know.”

Then, the rich man left.

The cobbler turned the gold pieces out on his table and began to count them. He had counted to fifty-two when he looked up and saw a man passing by the window. He quickly hid the gold under his apron and went into the bedroom to count it where no one could see him.

He piled the coins up on the bed. How golden they were! How bright! He had never seen so much money before. He looked at the money until everything in the room seemed golden and bright. Then, he counted it.

NAME: _____

DATE: _____

“One hundred pieces of gold! How rich I am! But where shall I hide it?”

First, he hid it under the covers of the bed. Then, he sat down and looked at the bed. “The coins make a lump under the covers,” he said. “Someone else might see them and steal them. I think I will hide the purse under the pillow instead.”

While he was putting it under the pillow, his wife came into the room. “What is the matter with the bed?” she asked.

The angry cobbler glared at her and drove her from the room with angry words—the first cross words he had ever spoken to her.

Dinner time came, but the cobbler could not eat a mouthful. He was afraid somebody would steal his treasure while he was at the table. By supper time he felt even worse.

Not a note did he sing all day long. Not a kind word did he speak to his wife. He went to bed half sick with worry and fear. All night long, he tossed and turned. He did not dare go to sleep, lest he should wake to find his gold gone.

Days passed and the cobbler grew more and more unhappy. He worried about his money all day and all night. He was afraid of other people. He did not even trust his wife. He no longer sang at his work and was grouchy most of the time.

But upstairs the rich man was happy. “That was a good plan,” he said to himself. “Now I can sleep all day without being wakened by the cobbler’s songs.”

For a month, the cobbler worried over his gold. He grew thin and pale and his wife and children were unhappy. At last, he could bear the worry no longer, so he called his wife and told her the whole story.

“Dear husband,” she said, “give the gold back. All the gold in the world is not worth as much to me as one of your songs.”

How happy the cobbler felt when his wife said this! He picked up the purse and ran upstairs to the rich man’s room. Throwing the gold on the table, he cried, “Here is your money. Take it back. I can live without your money, but I cannot live without my songs.”

7. Why did the rich man give the cobbler the purse full of gold pieces?
 - A. The rich man said he couldn’t use it because he had too much money already.
 - B. The cobbler begged the rich man for it.
 - C. The cobbler caught the rich man stealing it from someone else.
 - D. The rich man said the cobbler earned it by being the happiest man he knew.

8. What made the cobbler drive his wife from the room with angry words?

NAME: _____

DATE: _____

9. What did the money cause both men to do?

10. Describe the setting in this selection.

11. What was more important to the cobbler, the rich man's money or his own songs?

12. Write a sentence that tells the lesson or theme of this story.

Grammar and Morphology

13. Which of the following words with a prefix can be used to describe the format of an e-book?
- A. multimedia
 - B. uniform
 - C. bilingual
 - D. multilingual

14. Write the correct form of the adjective in the blank.

These instructions are _____ now that you've helped me.

(clear, clearer, clearest)

15. Circle the correct prefix for each letter to add to each root word in the following sentence:

Darren was not quite ready to move from his three-wheeled A cycle to a B cycle yet because he was worried he couldn't balance on just two wheels.

A. *uni-* *bi-* *tri-* *multi-*

B. *uni-* *bi-* *tri-* *multi-*

16. Write the correct form of the adverb in the blank.

The new teacher spoke _____ than the teacher she replaced.
(interestingly, more interestingly, most interestingly)

NAME: _____

DATE: _____

17. Write the correct form of the root word in the blank.

(*friend*) People who live in this town are _____
than people who live in the town where I grew up.

18. Write *more* or *most* in the blank.

My grandmother is _____ elderly than your grandmother.

19. Write the word to replace the underlined meaning in the sentence.

Identify the part of speech.

He stopped planting seeds at the middle of the field to take a break and
drink some water

Word: _____ Part of speech: _____

20. Describe what the word *underestimating* means in the following sentence:

She worried that she was underestimating her ability to finish the project
ahead of time, since she struggled to finish the last project on time.

Fluency Assessment

An Account of Pennsylvania

| | |
|---|-----|
| In 1681, Gabriel Thomas left his home in Wales. He sailed to America | 13 |
| and settled in Pennsylvania. At the time, Pennsylvania was a new colony. | 25 |
| It had been set up by the Quaker William Penn. Thomas went there partly | 39 |
| because he was a Quaker, too. | 45 |
| Thomas lived in Pennsylvania for 16 years. In 1697, he sailed back to | 58 |
| Europe. The next year, he published a book. It was called <i>An Account of</i> | 72 |
| <i>Pennsylvania</i> . Here are some of the details Thomas reported in his book. | 84 |
| Philadelphia is the main city of Pennsylvania. It sits between two rivers. | 96 |
| One is the Schuylkill; the other is the great Delaware. Ships may come to the | 111 |
| city by either of these two rivers. | 118 |
| The air in Pennsylvania is very pleasant and wholesome. The sky is rarely | 131 |
| cloudy. Winters are a little colder than in England and Wales. Summers are a | 145 |
| little hotter. The earth is very fertile and good for farming. | 156 |
| In Pennsylvania, land is cheap. A man can buy 100 acres of land for ten | 171 |
| or fifteen pounds. | 174 |
| Corn grows well there. Most years the farmers get twenty to thirty | 186 |
| bushels of corn for each bushel they plant. | 194 |
| Wages are high. A poor man can make three times as much as he | 208 |
| would make in England. A carpenter can make five or six shillings a day. | 222 |
| A shoemaker can get two shillings for a pair of shoes. A potter can get | 237 |
| sixteen pence for a pot which may be bought in England for four pence. | 251 |

| | |
|---|-------------------|
| Women can earn good wages there as well. There are not many women there. So seamstresses are well paid. | 264
270 |
| Pennsylvania is open to all. The Church of England and the Quakers have equal shares in government. There is no persecution for religion. | 282
293 |
| There are many sorts of wild animals in Pennsylvania. There are panthers, bears, and foxes. There are muskrats, hares, and raccoons. You can hunt in the forests without getting special permission. | 304
316
324 |
| There are many red deer. I once bought a large one from the Native Americans for two gills of gunpowder. These deer make excellent food. | 338
349 |
| The opossum is a strange creature. She has a pouch to hold her young. She keeps them there, safe from all dangers. | 363
371 |
| They also have flying squirrels. The flying squirrel has flaps of skin that are like wings. It is much lighter than a common squirrel. I have seen them fly from one tree to another. But how long they can stay in the air is not known. | 384
400
417 |
| There are many birds in Pennsylvania, too. They have swans, ducks, and geese. They also have turkeys, eagles, and pheasants. | 429
437 |
| Reader, what I have written here is not a fiction, flam, or whim. It is all true. I was an eyewitness to it all. For I went to Pennsylvania in the first ship that sailed there, in the year 1681. | 453
470
477 |

NAME: _____

DATE: _____

W.C.P.M. Calculation Worksheet

Student: _____

Date: _____

Story: *An Account of Pennsylvania*

Total words: 477

| | | | | | | | | | | | | | | | | | | | |
|--|--|-----------------|---------|--|--|--|-------------|--|--|------------|--|--|--|--|--|--------------|--|--|-----------------|
| <p>Words</p> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; width: 60px; height: 40px; margin-right: 10px;"></div> Words Read </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; width: 60px; height: 40px; margin-right: 10px;"></div> Uncorrected Mistakes </div> <hr style="width: 100%; border: 1px solid black; margin-bottom: 10px;"/> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 60px; height: 40px; margin-right: 10px;"></div> Words Correct </div> | <p>Time</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; font-size: small;">Minutes</td> <td style="text-align: center; font-size: small;">Seconds</td> <td></td> </tr> <tr> <td style="text-align: center; border: 1px solid black; width: 40px; height: 30px;"></td> <td style="text-align: center; border: 1px solid black; width: 40px; height: 30px;"></td> <td style="text-align: right; font-size: small;">Finish Time</td> </tr> <tr> <td style="text-align: center; border: 1px solid black; width: 40px; height: 30px;"></td> <td style="text-align: center; border: 1px solid black; width: 40px; height: 30px;"></td> <td style="text-align: right; font-size: small;">Start Time</td> </tr> <tr> <td colspan="2" style="text-align: center; border-top: 1px solid black; border-bottom: 1px solid black; height: 10px;"></td> <td></td> </tr> <tr> <td style="text-align: center; border: 1px solid black; width: 40px; height: 30px;"></td> <td style="text-align: center; border: 1px solid black; width: 40px; height: 30px;"></td> <td style="text-align: right; font-size: small;">Elapsed Time</td> </tr> <tr> <td colspan="2" style="text-align: center; padding-top: 10px;"> $(\text{ } \times 60) + \text{ } = \text{ }$ </td> <td style="text-align: right; font-size: small; vertical-align: middle;">Time in Seconds</td> </tr> </table> | Minutes | Seconds | | | | Finish Time | | | Start Time | | | | | | Elapsed Time | $(\text{ } \times 60) + \text{ } = \text{ }$ | | Time in Seconds |
| Minutes | Seconds | | | | | | | | | | | | | | | | | | |
| | | Finish Time | | | | | | | | | | | | | | | | | |
| | | Start Time | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | Elapsed Time | | | | | | | | | | | | | | | | | |
| $(\text{ } \times 60) + \text{ } = \text{ }$ | | Time in Seconds | | | | | | | | | | | | | | | | | |
| <p>W.C.P.M.</p> <div style="display: flex; align-items: center; justify-content: center; gap: 20px;"> <div style="border: 1px solid black; width: 60px; height: 40px;"></div> <div style="font-size: 2em;">÷</div> <div style="border: 1px solid black; width: 60px; height: 40px;"></div> <div style="font-size: 2em;">× 60 =</div> <div style="border: 1px solid black; width: 60px; height: 40px;"></div> </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> Words Correct Time in Seconds W.C.P.M. </div> | | | | | | | | | | | | | | | | | | | |

Compare the student's W.C.P.M. scores to national norms for Spring of Grade 3 (Hasbrouck and Tindal, 2006):

| W.C.P.M. | National Percentiles for Winter, Grade 3: |
|----------|---|
| 162 | 90th |
| 137 | 75th |
| 107 | 50th |
| 78 | 25th |
| 48 | 10th |

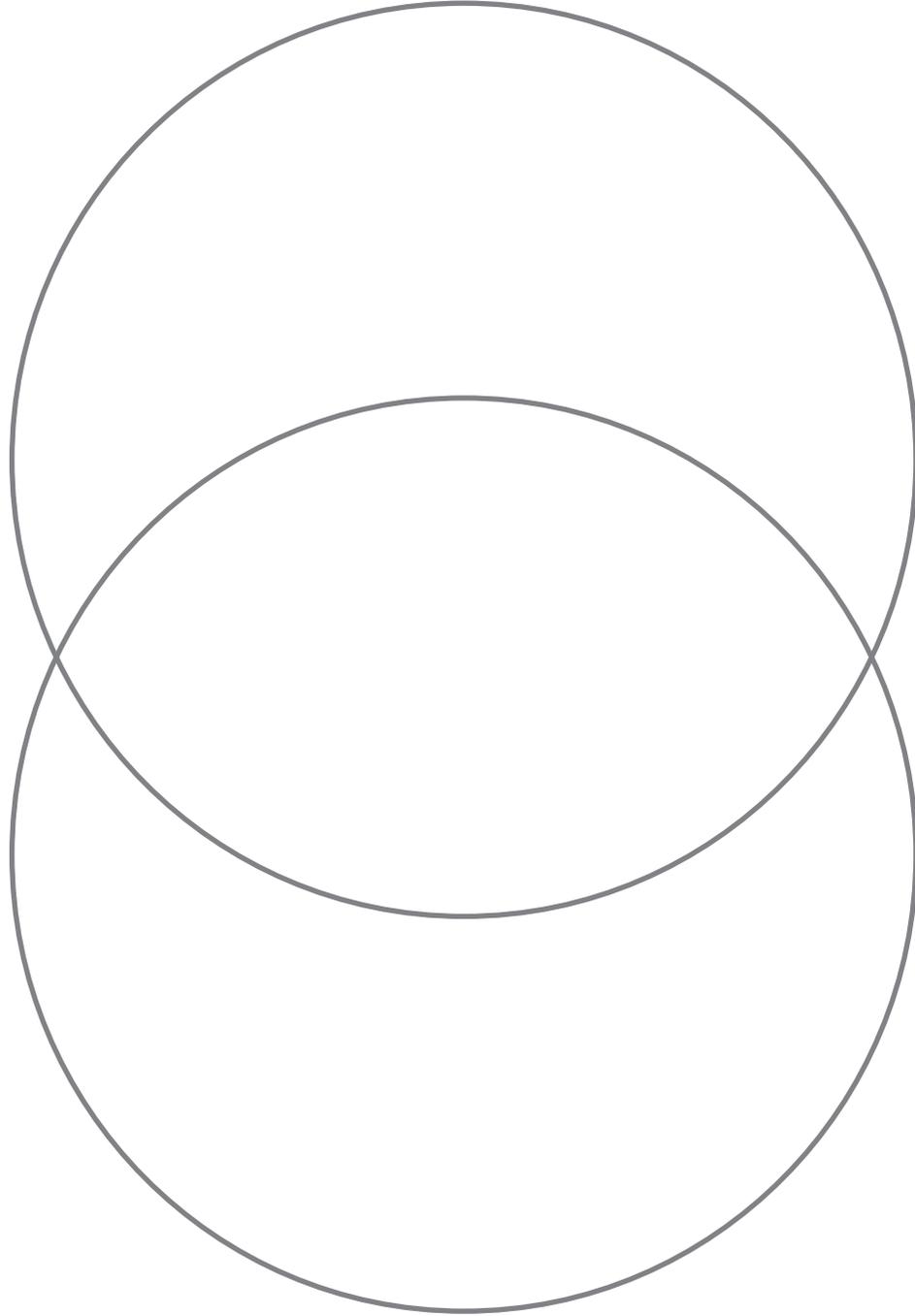
| Comprehension Total ____ / 5 | |
|------------------------------|--|
| Answers Correct | Level |
| 5 | Independent comprehension level |
| 4 | Instructional comprehension level |
| 2-3 | Frustration comprehension level |
| 0-1 | Intensive remediation warranted for this student |

NAME: _____

DATE: _____

Venn Diagram

Directions: Write the two topics you have chosen to compare/contrast on the blanks. Write how the two topics are alike in the overlapping part of the Venn diagram. Write how the topics are different in the nonoverlapping part of each circle for each topic.



NAME: _____

DATE: _____

Make Adverbs that Compare Actions

Write a sentence using the verb and adverb. Draw a triangle around the adverb and arrow it to the verb it describes.

1. **verb:** hangs **adverb:** lower

2. **verb:** grew **adverb:** tallest

3. **verb:** runs **adverb:** fastest

Change the word at the end of the sentence by adding *-er* or *-est* to complete the sentence. Answer the question after the sentence. Draw a triangle around the adverb and arrow it to the verb it describes.

1. The new paint on the walls dried _____ than the paint on the ceiling. (*fast*)

How did the paint on the walls dry compared to the paint on the ceiling?

2. High school students leave _____ than my brother and I do to catch the bus. (*soon*)

When do high school students leave compared to when my brother and I leave? _____

3. The jazz concert lasted the _____ of any concert I have been to this year. (*long*)

How did the jazz concert last compared to any concert this year?

4. During the science experiment, the spoon dropped _____ than the sponge in the water. (*deep*)

How did the spoon drop compared to the sponge? _____

5. Josie worked _____ on her spelling assessment this week than last week since these words were new to her and she knew the words well last week. (*hard*)

How did Josie work on her spelling assessment this week compared to last week? _____

NAME: _____

DATE: _____

Write Sentences Using Adverbs with *-er* and *-est*

Write a sentence using the *-er* adverb. Then, change the sentence so that the *-est* adverb fits and write the new sentence.

1. **verb:** *speaks* **adverb:** *quieter, quietest*

-er

-est

2. **verb:** *grew* **adverb:** *shorter, shortest*

-er

-est

3. **verb:** YOUR CHOICE **adverb:** *later, latest*

-er

-est

NAME: _____

DATE: _____

Comparative and Superlative Adverbs Using *more* and *most*

Write the correct form of the adverb.

1. (*slowly*) My grandmother drives _____ than I drive.
2. (*efficiently*) Adults tend to work _____ than children.
3. (*carefully*) The older sister walked through the puddle _____ than her younger sister.
4. (*dangerously*) The careless boy behaved the _____ of all.
5. (*dimly*) The old lamp shone _____ than the brand new one.
6. (*quickly*) The talented runner raced the _____ of all the runners on the track.
7. (*softly*) The kind teacher spoke _____ than the angry children.
8. (*passionately*) The actor played the part the _____ of any actors I've ever seen before!

9. (*lightly*) She dabbed the paint on her picture _____
than her partner who slapped paint all over.

10. (*completely*) He fills in the answers on his worksheet the
_____ of anyone I know.

Write sentences using the adverb in parentheses.

1. (more *dramatically*)

2. (most *surprisingly*)

NAME: _____

DATE: _____

Subject Pronouns and Antecedents

Write the correct pronoun on the blank.

1. Tom says that _____ is sad. (*she, he*)
2. The shirt needs to be ironed because _____ is wrinkled.
(*it, they*)
3. Fruits and vegetables are good for you because _____ are full of vitamins. (*they, I*)
4. The basketball players emailed family and friends because _____ wanted everyone to come out to the game. (*we, they*)
5. Because Sandy answered all of the questions correctly, _____ received a perfect score. (*he, she*)
6. My family and I invited our cousins to lunch and _____ all had a great time. (*we, she*)
7. Ron and Rob are pouting and not speaking because _____ (*he, they*) are angry.
8. The children ran a mile in gym class and then _____ rested.
(*she, they*)

9. Bill read his poetry to the class, and then _____ asked if anyone had questions. (*they, he*)
10. Mrs. White is a new librarian at our school and _____ is really fun and interesting. (*she, he*)

Write an ending to each sentence using a pronoun to match the bolded pronoun antecedent. Then, answer the question that follows.

Example:

The **doctor** tapped my knee with a rubber hammer and _____
_____.

(The **doctor** tapped my knee with a rubber hammer and he was happy to see my leg kick.)

What pronoun did you use in the sentence? _____ he _____

1. The **book** filled me with sadness because _____

What pronoun did you use in the sentence? _____

2. The **guppies** swimming in the fishbowl seemed to ask to be taken home and _____

What pronoun did you use in the sentence? _____

3. When **my friends and I** get together _____

What pronoun did you use in the sentence? _____

NAME: _____

DATE: _____

Prefixes *uni-*, *bi-*, *tri-*, and *multi-*

Add the correct prefix to make a new word that matches the meaning given. Then, identify the part of speech of the new word.

| | | | |
|-----|----|-----|-------|
| uni | bi | tri | multi |
|-----|----|-----|-------|

- Word: _____ lingual
Meaning: able to speak many languages Part of Speech: _____
- Word: _____ cycle
Meaning: a vehicle with one wheel Part of Speech: _____
- Word: _____ media
Meaning: involving many forms of communication Part of Speech: _____
- Word: _____ angle
Meaning: a shape with three sides Part of Speech: _____
- Word: _____ lingual
Meaning: able to speak many languages Part of Speech: _____
- Word: _____ son
Meaning: the act of doing something together as a group all at one time Part of Speech: _____

Complete each sentence by circling the correct word from the choices below the sentence.

1. The neighborhood association has a fun event for kids _____, each with a different theme.

bicycle

bimonthly

2. My sister has to wear a _____ for her new job at the restaurant, just like the rest of the staff.

uniform

unilateral

3. I wonder how well I would do if I used a _____ to catch fish instead of a fishing pole.

trident

trilogy

4. Dad let me try a different kind of _____ because the first kind I tried tasted bad.

multilingual

multivitamin

5. My brother rides my old _____ since he is not old enough to learn how to ride a bicycle yet.

triangle

tricycle

NAME: _____

DATE: _____

Prefixes *over-*, *mid-*, and *under-*

Read each sentence. Decide which word from the box replaces the underlined words and write it on the line. Write the part of speech for the word as well.

| | | | | |
|-------------|----------|---------|------------|--------------|
| overeat | midfield | midtown | underwater | underline |
| underground | overfish | midday | overheat | underpowered |

1. Please take Dad a bottle of water so he does not make too warm or too hot while he cuts the grass in the backyard.

Word: _____ Part of Speech: _____

2. As you read the chapter on the handout, draw a long, thin mark under any words you come across that you are not familiar with.

Word: _____ Part of Speech: _____

3. The team captains met the referee at the middle of the field for the coin toss to determine who would get the ball first.

Word: _____ Part of Speech: _____

4. My hair dryer feels supplied with less energy than is needed so it may be time to replace it with a new one.

Word: _____ Part of Speech: _____

5. Don't put too much dog food in the bowl because we don't want the neighbor's dog, Riley, to put too much food in his mouth, chew it, then swallow it today while we are caring for him.

Word: _____ Part of Speech: _____

6. I would like to visit a store located in the middle of the town to look for a birthday gift for my friend.

Word: _____ Part of Speech: _____

7. There is an entrance to the below the surface of the earth tunnel behind the historic plantation home that people used to secretly transport supplies out of the house during the war.

Word: _____ Part of Speech: _____

8. The middle of the day meeting included lunch since we would not be able to leave to go get something to eat.

Word: _____ Part of Speech: _____

9. If people try to catch too many fish in the lake every summer, the fish population may not be as strong in following years.

Word: _____ Part of Speech: _____

10. In some places on Earth, there are under the surface of the water caves that can be explored by trained divers.

Word: _____ Part of Speech: _____

NAME: _____

DATE: _____

Dictionary Skills

Identify and write the root word, part of speech, and definition. Then, write other forms of the root word and their parts of speech. Finally, fill in the blank in each sentence with the correct form of the word.

Example:

listeners Part of Speech: _____

Definition: people who pay attention or hear

Root Word _____

Part of Speech _____

Definition _____

Other Forms of the Root Word

Word _____

Part of Speech _____

Word _____

Part of Speech _____

Word _____

Part of Speech _____

Yesterday, the children _____ very well to the story about “Poison Dart Frogs.”

My good friend, Karen, _____ to me when I have a problem and we share a lot.

You learn a lot and become a better student when you are a good _____.

You hurt yourself less and get in less trouble when you _____ to your parents.

General Manager K-8 Humanities and SVP, Product

Alexandra Clarke

Chief Academic Officer, Elementary Humanities

Susan Lambert

Content and Editorial

Elizabeth Wade, PhD, Director,
Elementary Language Arts Content

Patricia Erno, Associate Director, Elementary ELA Instruction

Maria Martinez, Associate Director, Spanish Language Arts

Baria Jennings, EdD, Senior Content Developer

Christina Cox, Managing Editor

Product and Project Management

Ayala Falk, Director, Business and Product Strategy,
K-8 Language Arts

Amber McWilliams, Senior Product Manager

Elisabeth Hartman, Associate Product Manager

Catherine Alexander, Senior Project Manager, Spanish Language Arts

LaShon Ormond, SVP, Strategic Initiatives

Leslie Johnson, Associate Director, K-8 Language Arts

Thea Aguiar, Director of Strategic Projects, K-5 Language Arts

Zara Chaudhury, Project Manager, K-8 Language Arts

Design and Production

Tory Novikova, Product Design Director

Erin O'Donnell, Product Design Manager

Other Contributors

Patricia Beam, Bill Cheng, Ken Harney, Molly Hensley, David Herubin, Sara Hunt, Kristen Kirchner, James Mendez-Hodes, Christopher Miller, Diana Projansky, Todd Rawson, Jennifer Skelley, Julia Sverchuk, Elizabeth Thiers, Amanda Tolentino, Paige Womack

Texas Contributors

Content and Editorial

Sarah Cloos

Laia Cortes

Jayana Desai

Angela Donnelly

Claire Dorfman

Ana Mercedes Falcón

Rebecca Figueroa

Nick García

Sandra de Gennaro

Patricia Infanzón-
Rodríguez

Seamus Kirst

Michelle Koral

Sean McBride

Jacqueline Ovalle

Sofía Pereson

Lilia Perez

Sheri Pineault

Megan Reasor

Marisol Rodriguez

Jessica Roodvoets

Lyna Ward

Product and Project Management

Stephanie Koleda

Tamara Morris

Art, Design, and Production

Nanyamka Anderson

Raghav Arumugan

Dani Aviles

Olioli Buika

Sherry Choi

Stuart Dalgo

Edel Ferri

Pedro Ferreira

Nicole Galuszka

Parker-Nia Gordon

Isabel Hetrick

Ian Horst

Ashna Kapadia

Jagriti Khirwar

Julie Kim

Lisa McGarry

Emily Mendoza

Marguerite Oerlemans

Lucas De Oliveira

Tara Pajouhesh

Jackie Pierson

Dominique Ramsey

Darby Raymond-
Overstreet

Max Reinhardsen

Mia Saine

Nicole Stahl

Flore Thevoux

Jeanne Thornton

Amy Xu

Jules Zuckerberg



Amplify.
TEXAS

ELEMENTARY LITERACY PROGRAM
LECTOESCRITURA EN ESPAÑOL

Series Editor-in-Chief

E. D. Hirsch Jr.

President

Linda Bevilacqua

Editorial Staff

Mick Anderson
Robin Blackshire
Laura Drummond
Emma Earnst
Lucinda Ewing
Sara Hunt
Rosie McCormick
Cynthia Peng
Liz Pettit
Tonya Ronayne
Deborah Samley
Kate Stephenson
Elizabeth Wafler
James Walsh
Sarah Zelinke

Design and Graphics Staff

Kelsie Harman
Liz Loewenstein
Bridget Moriarty
Lauren Pack

Consulting Project Management Services

ScribeConcepts.com

Additional Consulting Services

Erin Kist
Carolyn Pinkerton
Scott Ritchie
Kelina Summers

Acknowledgments

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

Contributors to Earlier Versions of These Materials

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

Schools

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

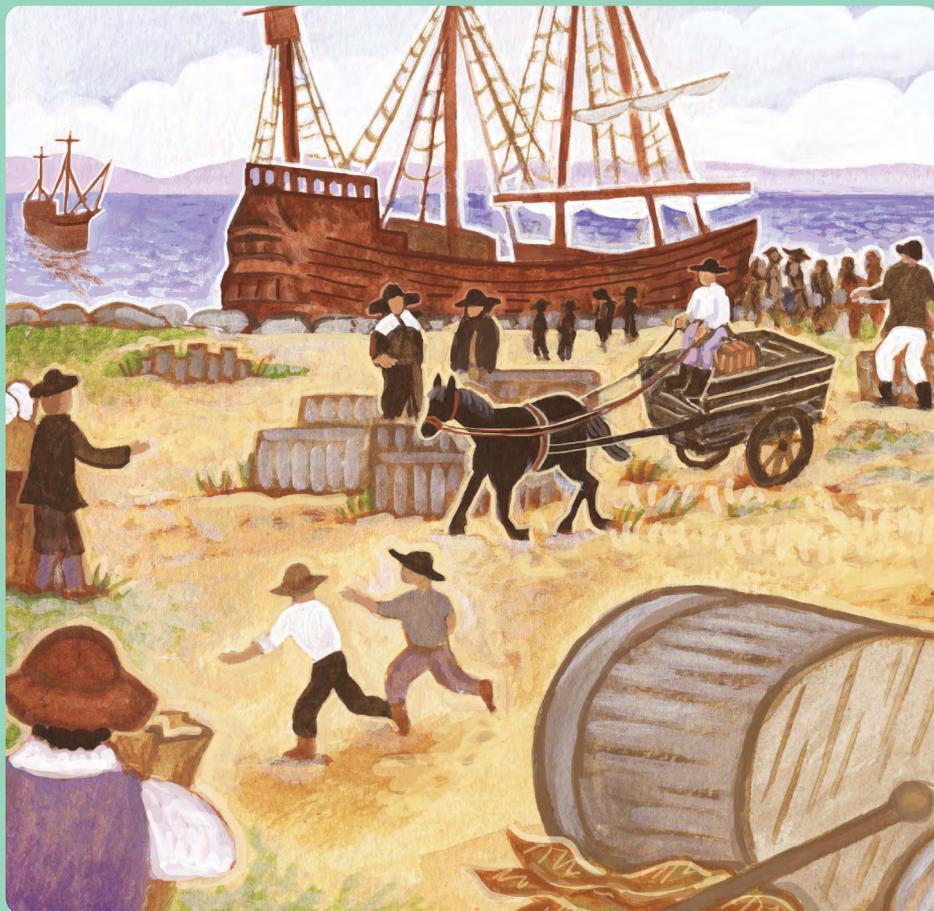
And a special thanks to the Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.



Grade 3 | Unit 10 | Activity Book
Colonial America

ISBN 9781643837437





Grade 3

Unit 10 | Reader

Living in Colonial America

Grade 3

Unit 10

Living in Colonial America

Reader

Notice and Disclaimer: The agency has developed these learning resources as a contingency option for school districts. These are optional resources intended to assist in the delivery of instructional materials in this time of public health crisis. Feedback will be gathered from educators and organizations across the state and will inform the continuous improvement of subsequent units and editions. School districts and charter schools retain the responsibility to educate their students and should consult with their legal counsel regarding compliance with applicable legal and constitutional requirements and prohibitions.

Given the timeline for development, errors are to be expected. If you find an error, please email us at texashomelearning@tea.texas.gov.

ISBN 978-1-64383-732-1

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of Amplify Education, Inc. (amplify.com) and the Foundation (coreknowledge.org) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

© 2020 Amplify Education, Inc.
amplify.com

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Printed in the USA
01 LSCOW 2021

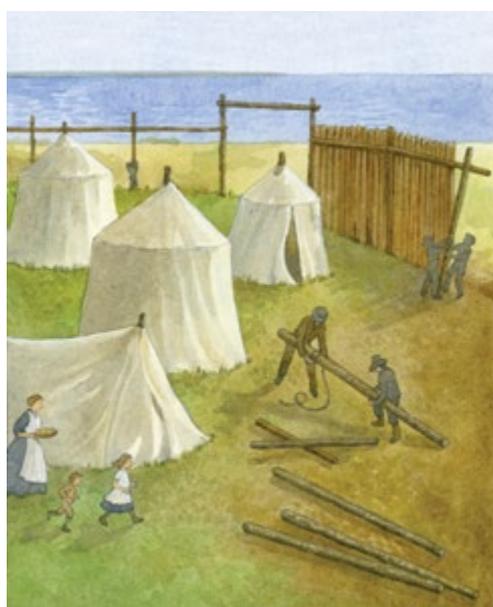
Table of Contents

Living in Colonial America

Unit 10 Reader

| | |
|---|-----|
| Chapter 1: Introduction to <i>Living in Colonial America</i> | 2 |
| Chapter 2: The First English Colony | 8 |
| Chapter 3: Jamestown, Part I: A New Life | 20 |
| Chapter 4: Jamestown and the Powhatan | 32 |
| Chapter 5: Jamestown, Part II: Hunting the Powhatan Way | 48 |
| Chapter 6: Cash Crops, the Carolinas, and Slavery | 60 |
| Chapter 7: Plantation Life | 74 |
| Chapter 8: The Founding of Maryland and Georgia | 86 |
| Chapter 9: Early Days in Georgia | 98 |
| Chapter 10: The Pilgrims, Part I: Arrival | 106 |
| Chapter 11: The Pilgrims, Part II: Thanksgiving Celebration . . | 118 |
| Chapter 12: Religious Dissent and the New England Colonies . . | 130 |
| Chapter 13: Puritan Life | 140 |
| Chapter 14: The Middle Colonies | 150 |
| Chapter 15: The Quakers and the Lenni Lenape | 162 |
| Chapter 16: Matthew, the Apprentice | 174 |
| Chapter 17: Life on a Farm in the Middle
Atlantic Colonies, Part I | 186 |

| | |
|---|-----|
| Chapter 18: Life on a Farm in the Middle Atlantic Colonies, Part II | 196 |
| Chapter 19: The Road to Revolution, Part I | 208 |
| Chapter 20: The Road to Revolution, Part II | 216 |
| <i>Glossary for Living in Colonial America</i> | 231 |



Chapter

1

Introduction to *Living in Colonial America*

Are you ready to go on an adventure? Are you ready to become a time traveler? I think I heard you say, “Yes!” Good, because you are about to travel back in time to meet some of the first Europeans who came to settle in America. You are going to learn about the **creation** of the thirteen English colonies.

You already know about the explorers who traveled to and settled in North America. Now, you will learn about the people who came to live in the “New World.” The settlers called this land the “New World” because, even though it was already inhabited by Native Americans, the land was new to them. Some of the characters in the stories you are about to read are not much older than you. You will also learn about some ways the arrival of these settlers impacted the Native Americans already living in America.

You will also discover that these **colonies** were divided up into three **distinct** regions. These regions are



Are you ready to become a time traveler?

called the Southern, New England, and Middle Atlantic regions. English people, and other Europeans, came to these regions at different times and for different reasons. You will journey to one region at a time. Pay attention to which region you are in.

Be very careful though: Your mission requires you to move back and forth in time as you travel from one region to another. In each region, you will meet children who lived a long time ago. You will discover how different their lives were in comparison to yours. You might even wonder if you would have liked to live in America hundreds of years ago, when Europeans first began to settle here.

For your journey, you will be given special time traveling tools to help you along the way. You will have maps. Time travelers always need good maps. You will also have a timeline.

As you time travel, you will find out where these European settlers **originally** came from, as well as how they journeyed to America. You will discover the reasons why they chose to travel so far away from their homes.

Are you ready to time travel? Good! Your adventure is about to begin.



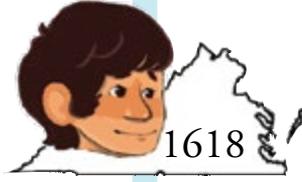
Time travelers use maps.



Robert
Chapter 2



Tom
Chapters 3, 5



Mary
Chapters 10, 11



Lizzie
Chapter 13



Charles
Chapter 15



Patience
Chapters 17, 18



Seth
Chapter 7



Sarah
Chapter 9



Matthew
Chapter 16



Chapter

2

The First English Colony

Robert and George ran along the long stretch of sandy beach on Roanoke Island. From time to time, they splashed in the warm waters and collected shells.



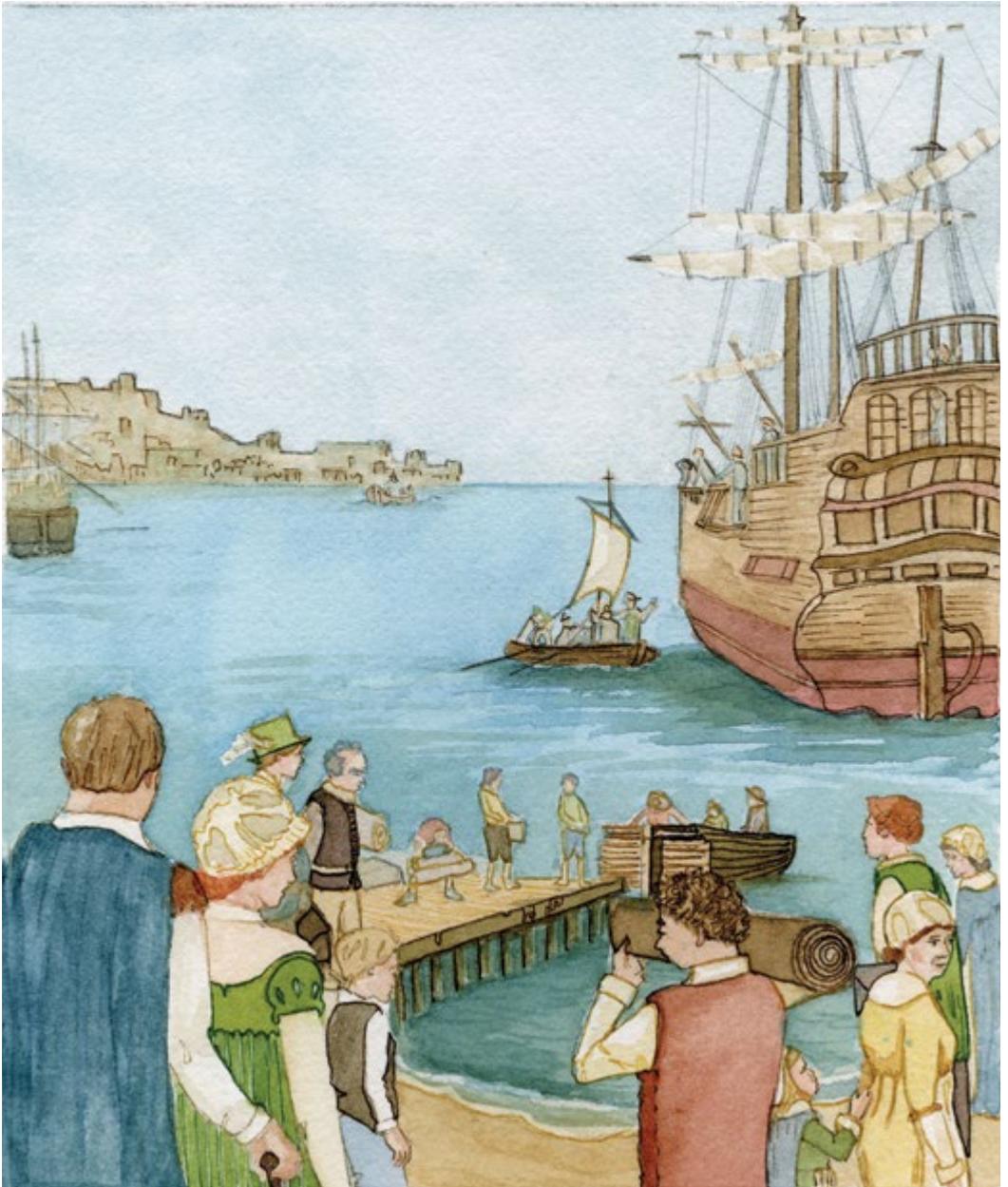
It was late August in the year 1587, and, if all went well, they and the other travelers would be the first successful English colonists in North America. They and others had watched as their leader, John White, sailed away. He was returning to England to get the supplies they needed to survive on this island. However, the reason why the boys were playing on this beach began many years earlier.



Robert and George played on the beach on Roanoke Island.

In the 1500s, Spain conquered large areas of Central and South America. Spanish colonists built towns and cities there, claiming the land as their own. Spanish galleons sailed across the Atlantic Ocean laden with gold and other natural resources taken from these regions. Spain was becoming very rich. The Queen of England, Elizabeth I, and her favorite knight, Sir Walter Raleigh, wanted England to become as rich and powerful as Spain. They wanted English people to go to this place they called the “New World” too.

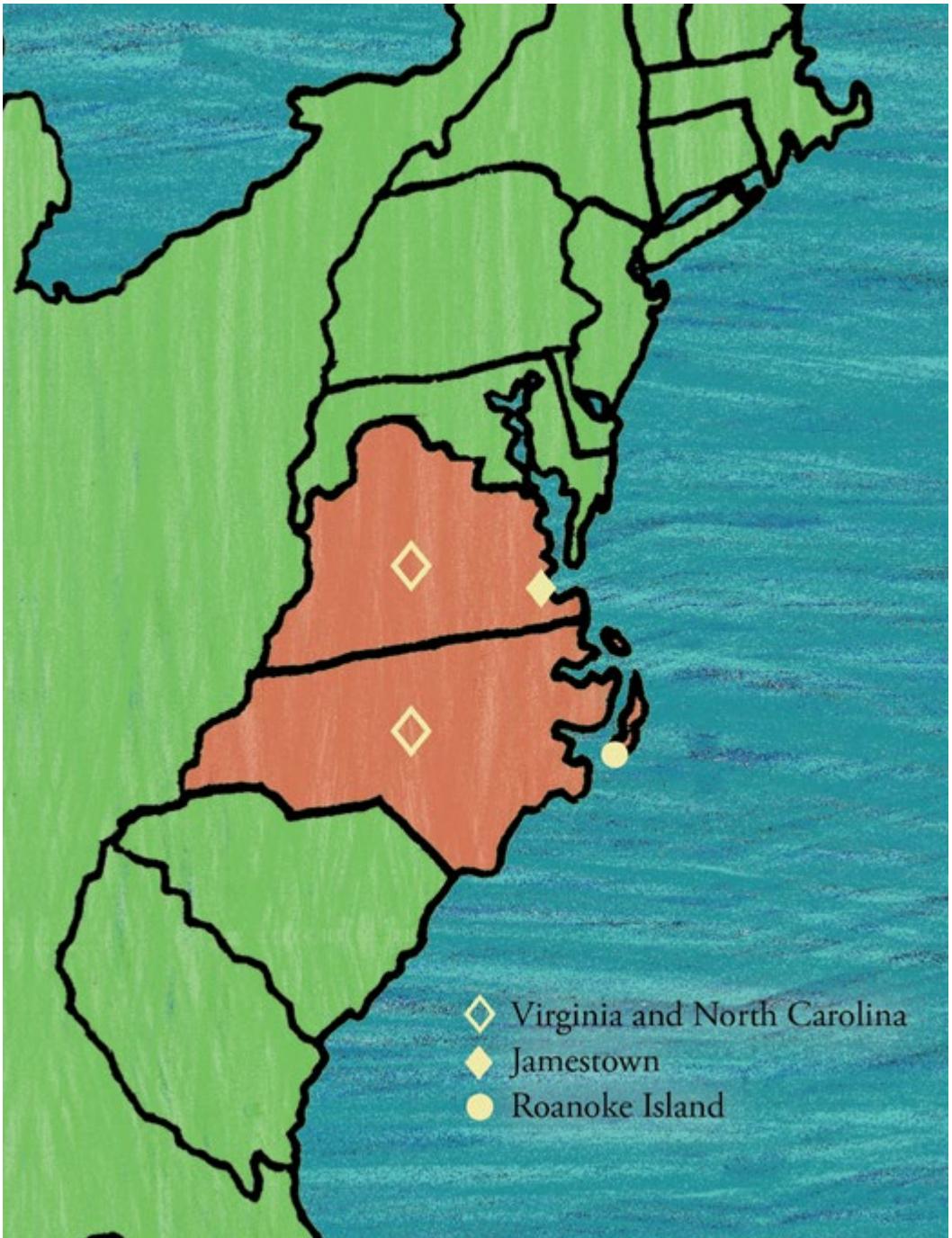
In 1584, Sir Walter **persuaded** Queen Elizabeth to let him try to create an English **colony** in the Americas. It was decided that the English would stay away from the powerful Spanish conquistadors. Instead of sailing to Central or South America, they would sail north, to North America. With that decided, a group of explorers set off to find a suitable place to settle.



A group of English explorers prepared to sail to North America.

The explorers who went on this expedition in 1584 reported back to Sir Walter and told him about Roanoke Island. Speaking highly of the Native Americans they encountered, they believed this island was a perfect place for the first English **colony**. Sir Walter's explorers managed to build a fort on the island to protect themselves from possible attacks from Spanish soldiers, but they failed to create a **colony**. They abandoned their mission, leaving only fifteen men behind to guard the fort. However, Sir Walter was determined to succeed. In 1587, more ships set out for this territory.

Robert and George were members of this second group of would-be English colonists. They had been very excited to set off on this great adventure. This time, the colonists planned to land north of Roanoke Island, in the Chesapeake Bay area. There, they hoped to establish the first successful English **colony**.



Unfortunately, during the trip, there was a disagreement between their leader John White and members of the ship's crew. As a result, members of the ship's crew refused to take the English travelers to the Chesapeake Bay area. So, Robert, George, and the other passengers were forced to land on Roanoke Island in late July. Robert and George had not minded this change of plan. They had simply been happy to be on solid ground once more.

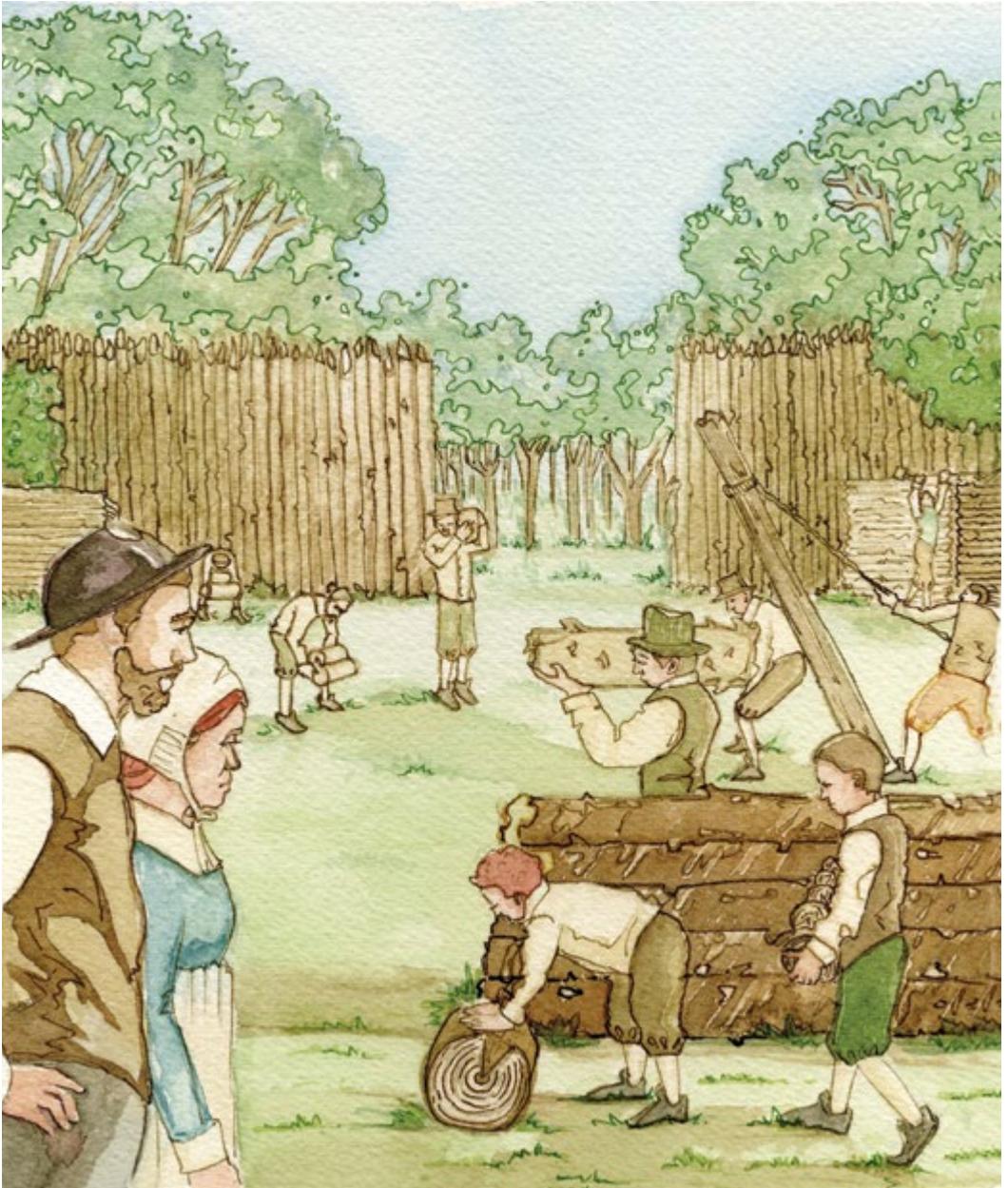
However, this was not the end of the travelers' troubles. After landing, John White led a group of men to Fort Raleigh, the fort that had been built by the previous group. Robert and George had not been allowed to go with the men. At the fort, John White and the other men expected to find the fifteen English soldiers who had been left behind to guard it. When they arrived at the fort, the soldiers were nowhere to be found. The fort was **overgrown** with weeds. The skeleton of one soldier was discovered.



*John White and his group found the fort **overgrown** with weeds and the skeleton of one soldier.*

When John White and the men returned to the beach with this news, Robert and George had felt scared. The boys wondered what had happened to the soldiers. The only good news was that it was possible to repair the homes in Fort Raleigh.

The settlers got to work. Robert, George, and more than one hundred men, women, and children worked from sunrise to sunset to reconstruct these homes. However, the boys and the other settlers found it **alarming** that, when winter came, they did not have enough food to survive until spring. They had arrived at a time when it was too late to plant crops.

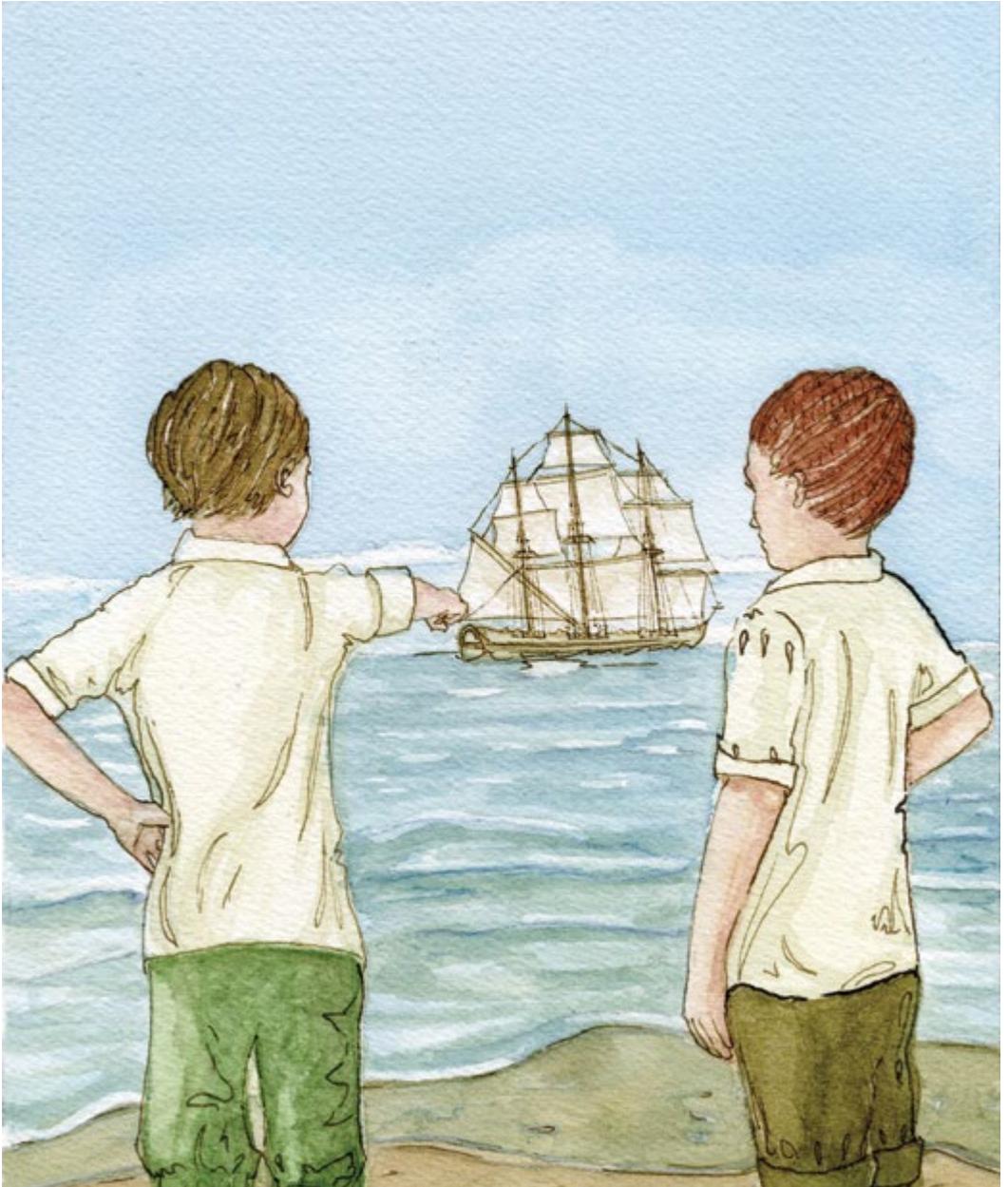


Men, women, and children reconstructed the fort.

Robert, George, and the others did not want to return to England starving and exhausted. They needed a plan. One month after they arrived, it was decided that John White would take one of the two remaining ships and return to England to get supplies. If all went well, he would be back before the **harshest** days of winter arrived.

So Robert and George had watched and played as John White's ship sailed out of sight. The two boys remained on the sandy shore and enjoyed the freedom offered by the land that was new to them. Neither of the boys missed the busy, crowded streets of Portsmouth, England. They did not miss the rain or the sight of the poor people who begged on the streets. This was to be their new home and they were thankful to be there. The question was, would they survive?

Do you think the settlers survived? Does the **colony** survive? Does Roanoke Island become the first successful English **colony** in North America?



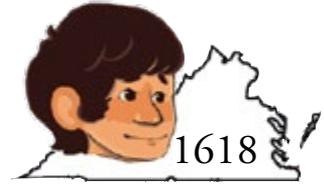
John White's ship sailed away.

Chapter

3

Jamestown, Part I: A New Life

“Tom, hurry up and eat your breakfast. You should have been out in the tobacco fields at least an hour ago,” urged Ann Tucker.



“I’m coming,” Tom replied as he **gulped** down his milk and bread. “I’ve been helping Jane collect the eggs.”

“Well, hurry up,” Mrs. Tucker commanded. “The sun will have set before you have lifted a finger to help Mr. Tucker.”

Tom swallowed the last mouthful of bread and raced out of the small house. He could tell that Mrs. Tucker was angry. The bright sunshine made him **squint** as he ran toward the tobacco fields. It was harvest time and almost everyone was working in the fields.

Mrs. Tucker glanced at Tom as he ran off. She sighed deeply.

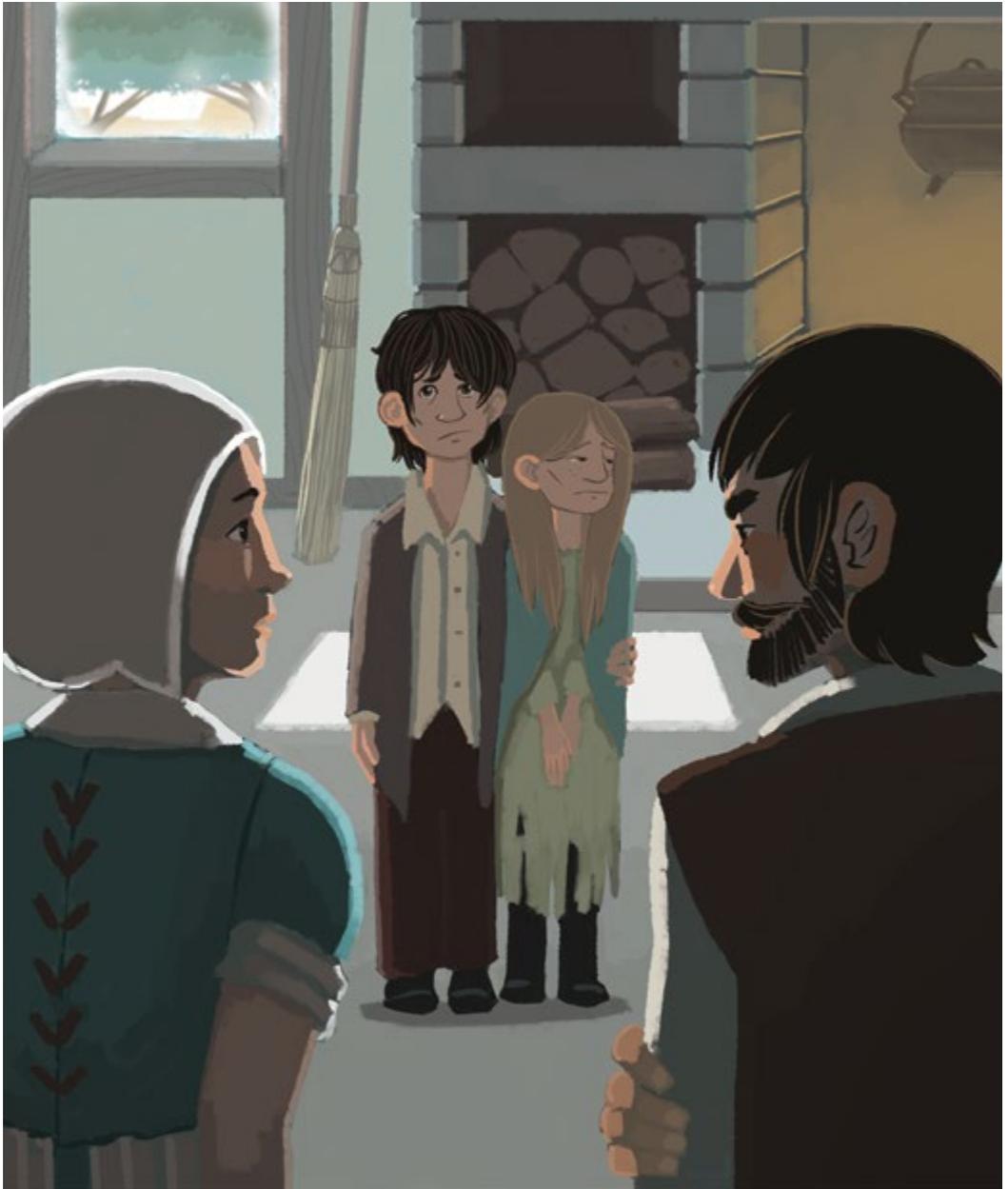


Tom hurried to the tobacco field to work with Mr. Tucker.

She and her husband Daniel Tucker were now in charge of Tom and his sister, Jane. They were good children but they had arrived with very few skills. Fortunately, Tom was proving to be a good hunter.

Like the Tuckers, Tom and Jane were from London, England. Both children had arrived in Jamestown, Virginia, five months earlier, in April, 1618. When they first arrived, it was clear that they didn't want to be there. For days, they refused to speak. They cried all the time. Their clothes were **tattered** and grimy and they were very thin.

Tom, Jane, and one hundred other children had sailed to Jamestown on an English trading ship. Sailing across the ocean is never a good experience. But that was not the only reason why they looked so raggedy when they first arrived. Tom and Jane had been street children. In England, their parents had died and they had been found trying to survive on the streets of London. In fact, all of the children who were sent to Jamestown had been living that way.



Tom and Jane's arrival at the Tuckers' home

Times were hard in England. There were hundreds of children begging on the streets of London. The king of England, James I, thought that so many homeless children would lead to trouble. He had the children rounded up and shipped 3,000 miles across the Atlantic Ocean to Jamestown.

Families in the **colony** had agreed to take the children in and put them to work. After all, there was certainly a lot to be done. People were needed in the fields. The colonists grew corn, squash, pumpkins, and tobacco. They had to hunt and fish as well. In addition, children were needed to cook, sew, make candles, and make soap. Boys and girls were needed to look after the cattle, goats, horses, and pigs that the colonists had brought with them. Children also cared for fruit trees and berry bushes.



Colonial children working

The English colonists had first arrived in Jamestown, Virginia, in 1607. Some of the first English colonists had died of hunger and sickness. Others had not survived the freezing cold temperatures. Some early colonists even left their settlement and joined the Powhatan, who could offer them a better life with more food than in Jamestown. However, none of these things had stopped more colonists from coming to Jamestown to start a new life.

One of the first colonists, a man named John Smith, had helped to save the **colony** from collapse. Another colonist named John Rolfe had introduced a new kind of tobacco into this area. This crop was important because the colonists earned money selling it. Smoking tobacco had become popular in Europe. With John Rolfe's help, the colonists learned how to grow lots of tobacco. By 1618, they were able to send more than two thousand pounds of tobacco to England each year. Tobacco made lots of money for the **colony**.



Top: John Smith
Bottom: John Rolfe (in center, facing left)

“Where have you been, boy?” said a tall man with brown hair. “I’ve harvested several pounds of tobacco leaves already.”

Tom did not reply. Instead, he grabbed a basket and got to work. He had already figured out that the well-being of the colonists depended upon this plant. Much care and attention was paid to it. When he first arrived, Tom saw that the colonists had already planted tobacco seeds in tiny beds. They had covered the seeds with branches to protect them from the snow. When the seeds became seedlings, they were then **transplanted** into the fields. Moving the seedlings happened in April and was the hardest job of all. Finally, the colonists had to harvest the crop before the first frost.



Tobacco plants

Tom worked silently beside Mr. Tucker. The bottom leaves were the first to be cut off, collected, and hung up to dry. Tom plucked at the tobacco leaves and tried to ignore the sweat already dripping from his brow. He had been told that when all of the crops were harvested, the colonists would celebrate. "That's something to look forward to," Tom thought to himself. He knew, however, that between now and then there would be many more days of working in the hot sun.

Do you think Tom, and his sister Jane, will have a better life in Jamestown? If you do, explain why. If you do not, explain why not.



Mr. Tucker and Tom harvested crops.

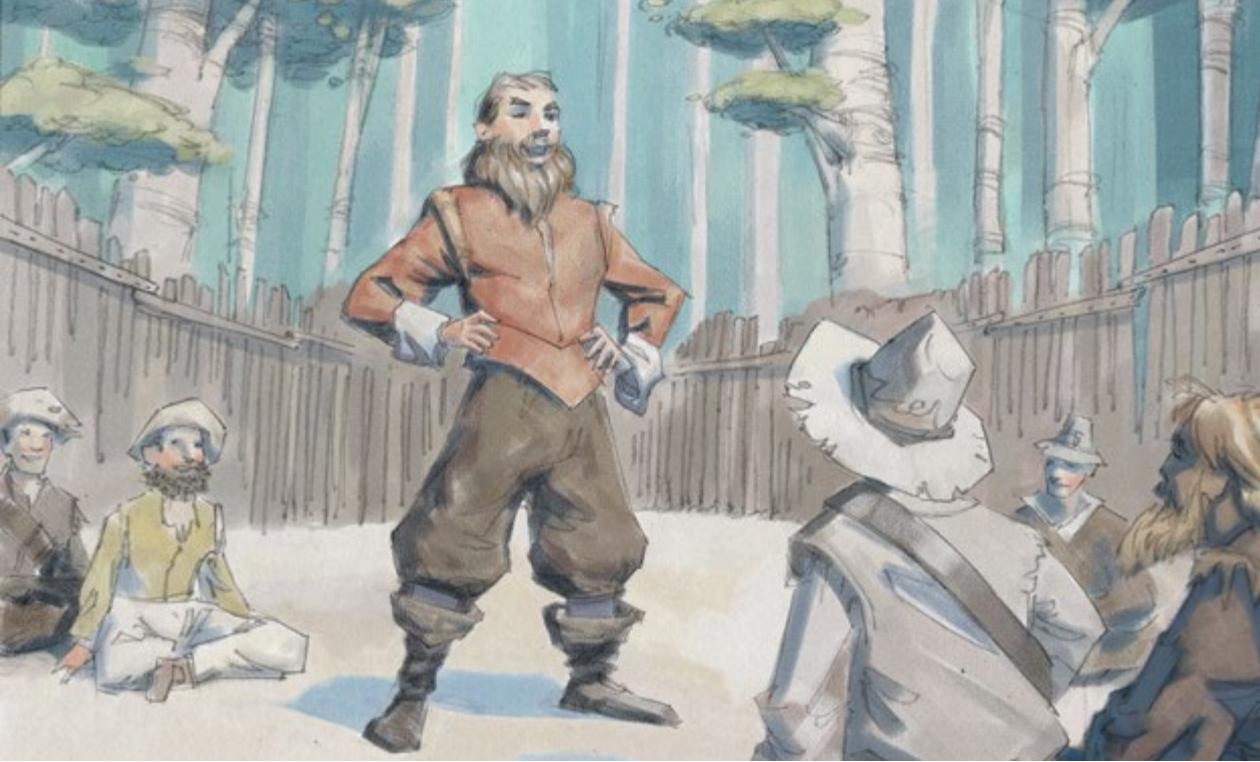
Jamestown and the Powhatan

Read-Aloud

Captain John Smith was hardworking and organized. Many historians believe that without him, Jamestown would not have survived. When John Smith finally took charge of the settlement, he did not “beat around the bush.” Smith introduced a very direct rule: only those who worked would eat.

As you can imagine, Smith was not very popular with everyone, especially the wealthy, young adventurers who had never worked a day in their lives.

John Smith knew it would be a huge challenge for the settlers to survive the cold winter months. As the weeks went by, Smith urged everyone to work on the construction of Jamestown, to gather fruits and berries, to fish and hunt, and to use sparingly, or very carefully, the little food they had stored.



John Smith talking to the colonists

There are several different accounts of what happened during this time. One well-known version of the story, which you may have heard, tells how when the cold winter months came, many of Smith's fellow settlers were sick and starving to death. John Smith set off to hunt, and to **persuade** the Powhatan to give them food.

According to this account, which some might call a legend, Smith was captured by Powhatan warriors and taken to their chief, Wahunsenacah Chief Powhatan, because they wanted to kill the man who was leading the **foreigners**. Then, as the story goes, just moments away from Smith's death, Chief Powhatan's young daughter



John Smith among the Powhatan

Matoaka (*mah-toe-ah-kah*) begged her father to spare Smith. Matoaka's nickname was Pocahontas (which some say means playful), which is the name she has been famously called. Chief Powhatan agreed to his daughter's request, and Smith was released.

However, many historians today believe that this is not what actually happened. They think that Chief Powhatan ordered the capture of John Smith in order to adopt him into the Powhatan community and make him a chief to strengthen their alliance. These historians believe that Chief Powhatan hoped that John Smith would help him defend the Powhatan against enemy tribes and Spanish

settlers. The Powhatan ritual of honoring someone with chieftom, involved figuratively (not really) “killing” their old identity, in order for them to be “reborn” and take on their new identity as chief. So John Smith and the settlers could have misunderstood the Powhatan’s intentions and incorrectly believed they wanted to kill John Smith.

When Smith returned to the Jamestown settlement, the colonists had abandoned their work schedule. They were **squabbling**, or arguing, among themselves again. Snow was on the ground, and their food supply was very low. Some were even spending their time foolishly, searching for gold. Smith was not pleased. He immediately set to work hunting and fishing, and doing what he could to **persuade** his cold, hungry, disheartened companions that all was not lost.

Then, one day, a small band of Powhatan, led by Pocahontas, appeared out of the forest. The Powhatan brought with them much-needed food. Pocahontas and members of the Powhatan **tribe** returned many times with food and general aid, or help. Under the guidance of Chief Powhatan, they also taught the English new hunting and farming techniques in exchange for goods and an alliance.



Pocahontas bringing food to colonists

The food the Powhatan provided was enough to keep the English alive until help from Britain arrived. That help came in January 1608, when Captain Newport's ship, the *Susan Constant*, arrived laden with food and more than one hundred new settlers. The English colonists were concerned that the Powhatan might object to even more strangers trying to settle in their territory. So they invited Chief Powhatan to Jamestown, offering him gifts and proposing to crown him (and have him swear allegiance to King James I). Chief Powhatan refused to come. John Smith said that Powhatan's response was: "I

also am a king, and this is my land...” Chief Powhatan did not want to bow to another ruler and wanted to continue to govern his own people.

For a while, the situation for Smith and his men improved. With more food to eat, they had energy to work. With more men, they had more hands to help construct the much-needed homes. Then, tragedy struck. Somehow—and it is not certain how—a fire broke out. The fierce flames quickly **devoured** many of the buildings, as well as some of the food supply and clothes. You can imagine how devastating, or upsetting, this was for the settlers.

Jamestown on fire



The English had no choice but to start again. Fortunately, by this time, the weather was getting warmer. The Powhatan had taught them how to grow corn, which they called maize, now that the weather was better. Native Americans helped them once again by supplying the English with more food. Under John Smith's supervision, the men set to work rebuilding their homes, planting corn, and learning how to live in this land that was new to them.

When spring came, Captain Newport set sail again for England. Some historians have written that the colonists who had been wasting their time searching for gold **persuaded** Captain Newport to load his ship with a large amount of red-colored dirt and bring it with him. The gold-hungry colonists were certain that tiny pieces of gold would be found once the dirt was properly examined in England. However, no gold was found. It seems that Captain Newport **transported** nothing more than a shipload of dirt across the Atlantic Ocean!

Captain Newport returned to Jamestown again in the fall. The English colonists were happy to see him again. This time, Newport brought more supplies, as well as seventy men, and two women. Yes, two women! One woman, Margaret Foxe Forrest, was the wife of



New settler arrivals with the first women

one of the men on board, and the other was her maid, Ann Burras. They were the first female settlers to live in Jamestown! Some of the other new settlers were from Poland and Germany, and they brought the skill of glassmaking to the **colony**.

By this time, John Smith had been elected president of the **colony**, and he had consistently enforced his rule: all must work if they wanted to eat. In fact, these are Captain John Smith's exact words: "He that gathereth not every day as much as I do, the next day shall be set beyond the river and be banished from the fort as a drone till he **amend** his conditions or starve."

Under John's Smith's leadership, and with the support of Chief Powhatan, the colony began to prosper. Chief Powhatan and John Smith established better relations between the Powhatan people and the settlers. The two communities began to trade with each other. Powhatan people provided food and taught important skills to settlers in exchange for beads and copper. The two communities even began to trade with each other. The settlers traded beads and copper for food.

However, two years after Jamestown was established, John Smith was injured in a gunpowder explosion. Without medical assistance, his wounds would not heal. Smith was forced to return to England.

The man chosen to lead the **colony** in Smith's absence was George Percy. Unfortunately, Percy was not as good a leader as Smith had been. After Smith left, the Powhatan's mistrust grew of the increasing crowd of settlers encroaching upon their land and food supply.

Without John Smith there to actively promote friendship and trade between the Powhatan and the colonists, relations began to suffer. In addition, Wahunsenacawh Chief Powhatan had passed away, and his successor, his brother, did not agree with the alliance he made with the settlers. The Powhatan no longer had someone they felt they could trust within the **colony**.

Without John Smith there to enforce his rules, the settlers did not manage their food supplies as carefully as they should have. The settlers and the Powhatan battled, and then, once again, part of the settlement caught fire.

Without the help of the Powhatan people, the settlers struggled to fend for themselves. The settlers waited **anxiously** for a ship that was due to arrive with supplies. But no ship appeared on the horizon. The winter of 1609 to 1610 became known as the “starving time” because the colonists ran out of food and many of them died.



Great distress in Jamestown

Finally, one spring day, two ships were spotted. They were the *Patience* and the *Deliverance*. The settlers who had survived ran to the banks of the James River in eager anticipation. Both ships had been badly damaged at sea and had just barely made it to Virginia. The ships were low on supplies. The settlers begged to be taken back to England, and the two captains agreed.

Perhaps the most incredible part of this story is what happened next. Just as the surviving settlers had turned their backs on Jamestown and set sail for England, they spotted an advance party of Englishmen sailing toward them. The retreating settlers were immediately informed that Lord De la Warr was close behind. Lord De la Warr was appointed by King James to serve as governor, or leader, of Jamestown. Lord De la Warr, it seems, had saved the day—well, the entire settlement, actually. He had led three ships across the Atlantic filled to the brim with Englishmen and supplies destined for Jamestown.

The Powhatan were probably angered and frustrated to see the settlers return. Even worse, there were more of them! Lord De la Warr turned out to be a better leader for the settlers than their previous one. He restored a sense of order in Jamestown. Under his leadership, the buildings were repaired, and the food and supplies were efficiently managed. However, Lord De la Warr did not reach out to the Powhatan as John Smith had.



Lord De la Warr takes charge

Things in England were changing, and the instructions to Jamestown from the Virginia Company of London were to stop trading with and relying upon the nearby Native Americans.

Over the next several years, more and more skilled settlers made their way to Virginia. Eventually, in 1619, the first shipload of women arrived. Colonists began to raise families in this English **colony**.

Although gold was not discovered, something just as valuable was. In time, a settler named John Rolfe began to establish a relationship with the Powhatan once again. Guided by the Powhatan, and under the supervision of John Rolfe, the settlers began to grow tobacco.



House of Burgesses Assembly

There were other important developments that took place in 1619. Now that things were going better in the English colonies, the English government felt comfortable allowing the colonists to make certain rules of their own. That was, as long as the colonists remembered who was really in charge. On July 30, 1619, the first lawmaking assembly gathered in the Virginia House of Burgesses. Members of the House of Burgesses were chosen to represent areas of the **colony** of Virginia. Of course, only men could be chosen, but the House of Burgesses would eventually pave the way for self-government and, **ultimately, independence.**

During another period of conflict, the Powatan kidnapped some of the settlers and took several firearms, or guns, and the settlers kidnapped Pocahontas. Pocahontas's father was willing to return the kidnapped settlers in exchange for his daughter, but not the firearms.

In response, the settlers refused to let Pocahontas go. **Consequently**, or as a result, Pocahontas was held captive in the English settlement for many years.

During this time, Pocahontas and John Rolfe were married and had a son named Thomas. During this time, Pocahontas was converted to Christianity and took the name Rebecca, an English name. It was not uncommon for Native Americans to be expected to change their name and customs when engaging with European colonists. She and John Rolfe traveled together to England, where they were guests at the court of King James. Sadly, just as Pocahontas and John Rolfe were preparing to return to Virginia, she became very ill. Pocahontas died on March 21, 1617, at the age of 22, and was buried in England.

Later, in the last years of his life, John Smith spoke of Pocahontas and said that without her help and the help of the Powhatan, Jamestown would never have survived.

John Rolfe and Pocahontas meet King James I

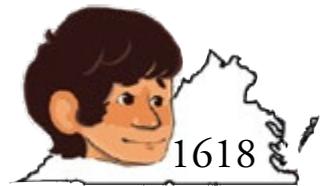


Chapter

5

Jamestown, Part II: Hunting the Powhatan Way

Do you remember in Chapter 3 you met the orphan boy Tom and his sister Jane? Today, you will find out more about Tom and his life in Jamestown.



Tom was glad it was Sunday. This was the only day of the week that many people didn't work in the fields or in their workshops. This made Tom very happy. On Sunday, Tom was also allowed to hunt or fish. Before chapel, Tom and his friend William often set off to catch a rabbit or a fish for the pot. Today was no exception, and William had arrived at Tom's house bright and early.

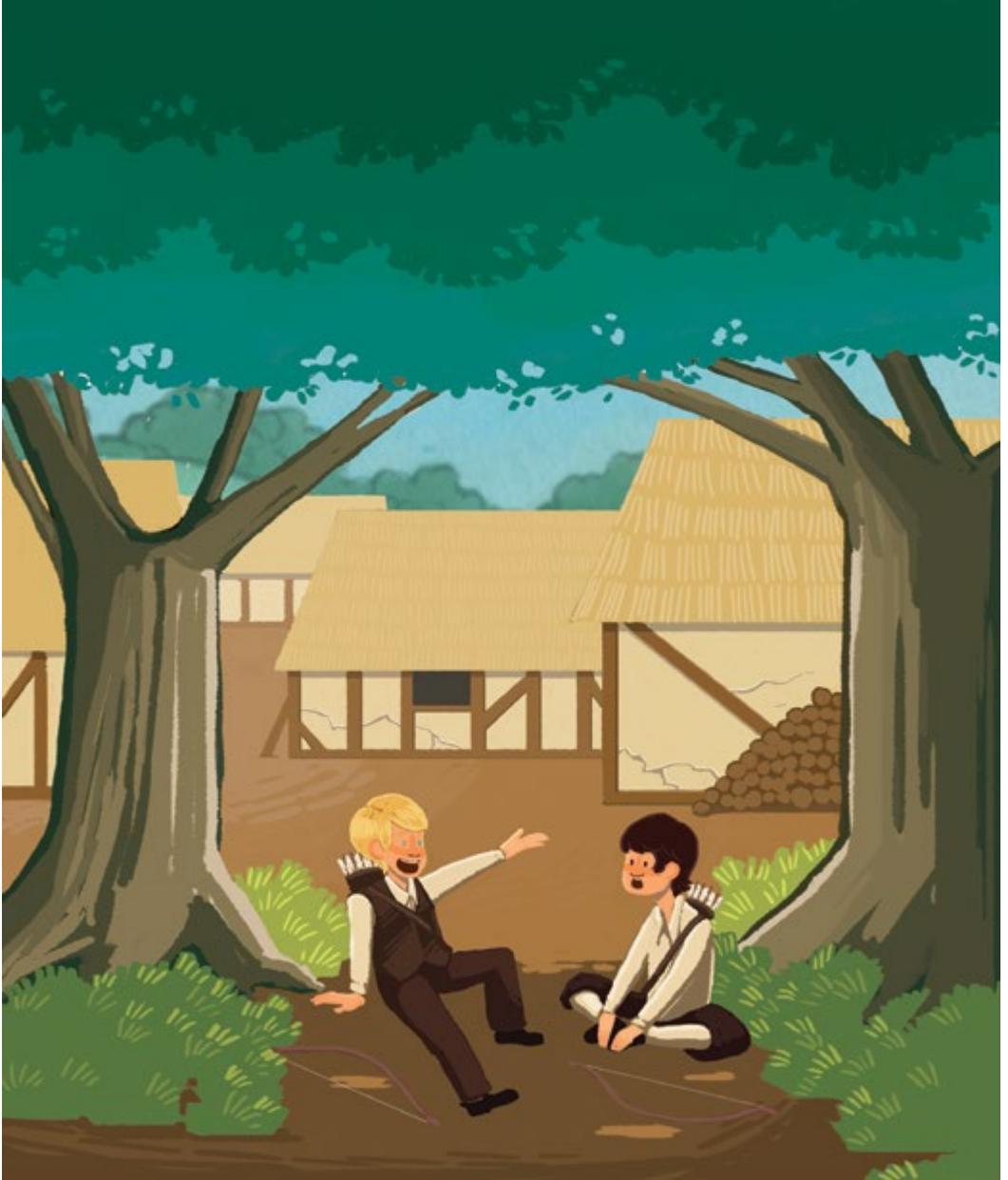
Tom and William had been hunting and fishing together ever since Tom first arrived in Jamestown. Like Tom, William was an orphan now living in this English **colony**. William had taught Tom how to use a bow and arrow and how to catch fish.



William taught Tom how to use a bow and arrow.

Although Tom had been a city boy, he had taken to hunting and fishing right away, or, as Mrs. Tucker had said, “like a duck to water.”

William had learned to hunt, fish, and find food from a group of Powhatan boys. They had been welcoming and friendly to him. They taught him that everything they needed they could get from the land around them. They were expert hunters and could catch more fish than William could catch in a week! They knew what berries and nuts were safe to eat. They also had yummy food made from corn and beans and squash that had been grown by their mothers. William told Tom that without their help, the settlers would never have survived in the colony.



William had learned to hunt and fish from a group of Powhatan boys.

As time went on, however, the Powhatan boys didn't visit Jamestown too much anymore. The Powhatan and the colonists were no longer good friends. The colonists were taking more and more land away from the Powhatan to farm tobacco. The Powhatan wanted the colonists to leave their land. However, the colonists weren't going away. Quite the opposite was happening. More and more colonists were arriving.



The Powhatan didn't visit Jamestown too much anymore, as the colonists were taking more and more land away from them to farm tobacco.

On this particular day, the boys were going hunting.

“Come on, Tom. Let’s go and catch our dinner,” he yelled as he stood in the Tuckers’ open doorway.

“Don’t be out there all day,” exclaimed Mrs. Tucker.

“We won’t be,” Tom replied. With that, the two boys ran off toward the woodland some distance away.

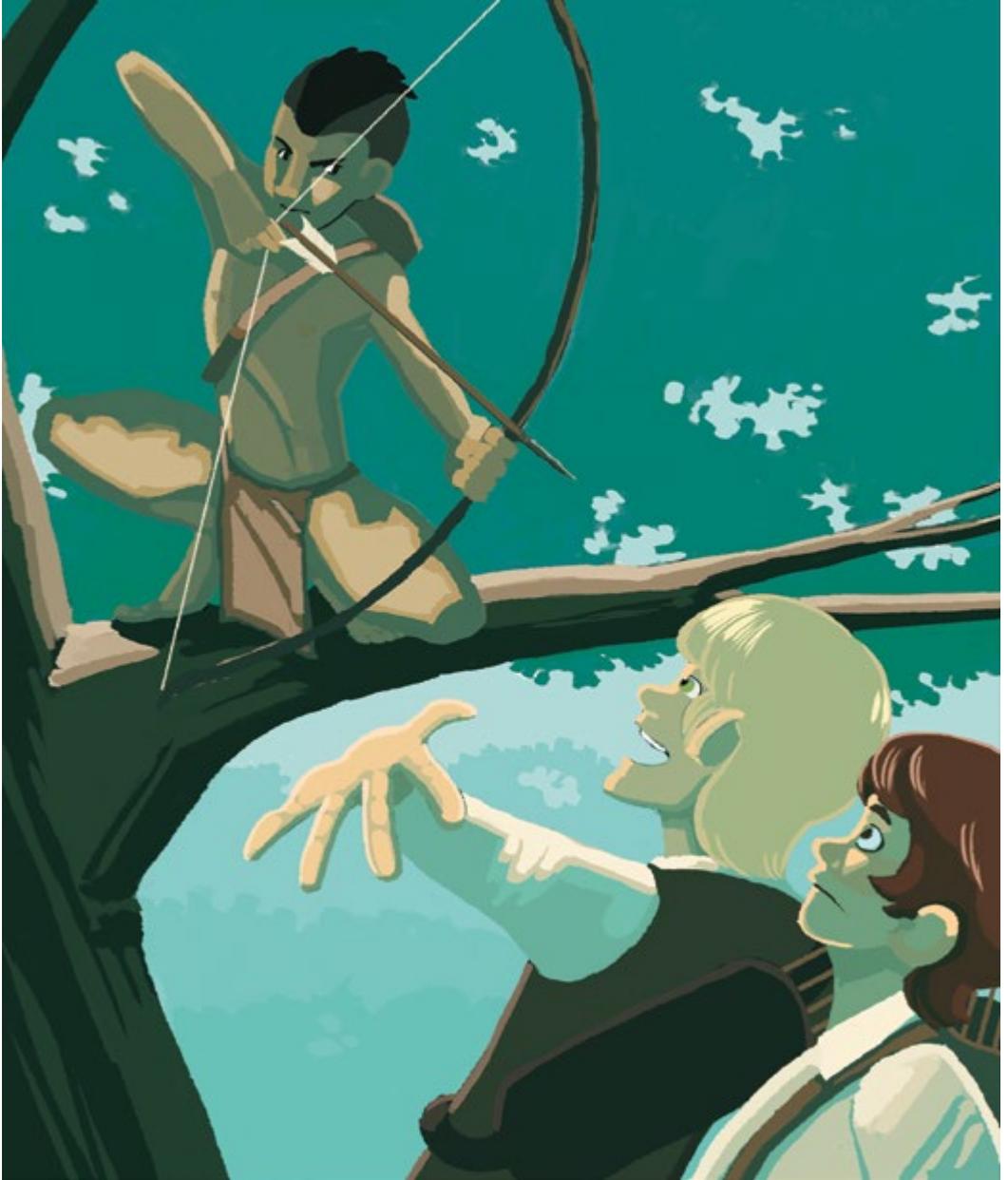
The boys loved to be in the forest. At this time of the year, the sights, smells, and sounds were almost magical. As they crept forward, they **trod** upon a carpet of pine needles. The sunlight broke through the tall treetops and shafts of light **illuminated** their path. All around them they could hear the **scurrying** of forest creatures. They walked for a while, enjoying the gift of freedom. They crossed a stream and bent down to drink the water from their cupped hands. As they did, they both heard the sudden, sharp sound of a branch breaking.



William and Tom loved to be in the forest.

The branch fell to the ground a few feet away from them. Both boys looked up instantly. High up in a tree, about twenty feet above the ground, was a Powhatan boy, named Ahanu, about the same age as William and Tom. He was sitting on a wide branch and staring at them. His bow and arrow were pointed directly at Tom. Ahanu had heard someone coming. Not knowing who it was, he raised his bow and arrow, because he felt scared and nervous about what could happen to him.

William began to speak in a language that Tom did not recognize. Ahanu replied using words that Tom did not understand. Then, Ahanu, recognizing his old friend and deciding to trust him, smiled and climbed down the tree, landing right beside the boys.



Ahanu felt scared and nervous upon hearing someone in the woods.

Seconds later, Ahanu motioned for them to follow him. William pushed Tom forward.

“What are we doing?” whispered Tom.

“We’re hunting,” William replied.

“Are we hunting with him?” Tom asked.

“Yes,” William said. “He’s a friend of mine. He’s going to teach us how to hunt for deer.”

“I thought we were hunting for rabbits,” said Tom nervously.

“Well, now we are hunting for deer,” said William, smiling at this friend. “Come on, you’ve survived the streets of London haven’t you?”

With that, William and Tom followed Ahanu deeper into the forest.

Why do you think the Powhatan children stopped playing with the English children?



The boys set off to hunt for deer.

Cash Crops, the Carolinas, and Slavery

Read-Aloud

As you heard, John Rolfe is well-known for marrying Chief Powhatan’s daughter, Pocahontas—whose real name was Matoaka [*mah-toe-ah-kah*]*—*and for making Jamestown (and therefore Virginia) an important economic center. John Rolfe did this by growing and exporting tobacco, and then shipping it out of the area to places that wanted to buy it.

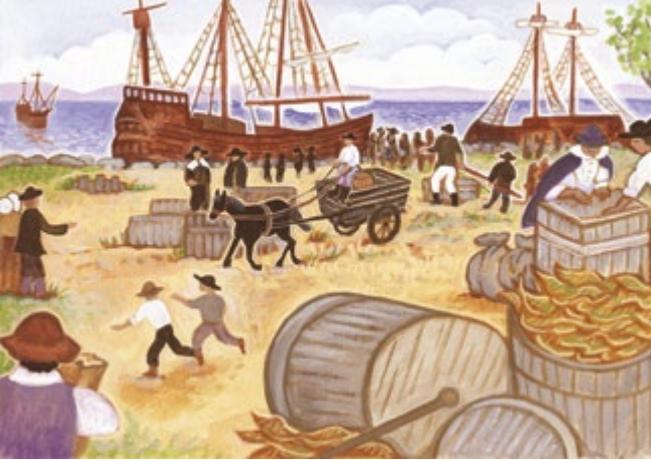
You might be thinking—yuck! *Tobacco* means smoking, and we all know that is a very unhealthy habit. Even land-greedy King James thought so. He once said that smoking is “a **custom** loathsome to the eye, hateful to the nose, harmful to the brain, dangerous to the lungs . . .” However, because many people still wanted tobacco, and were willing to pay for it, tobacco became a huge part of the Southern colonies’ economy.



John Rolfe presenting tobacco to King James

The Spanish merchants were the first to bring tobacco to Europe from the Americas. They had discovered that Native Americans in various parts of Central and South America used tobacco in a variety of ways; it was chewed, smoked, used as medicine, and was an important part of many religious ceremonies. In fact, when Christopher Columbus first set foot in what he called the “New World” he was greeted by local Natives carrying gifts of fruit, spears, and dried leaves that had a strong fragrance. Those leaves were tobacco.

When the English arrived in North America, they, too, found that many Native Americans grew and used tobacco. The English settlers’ get-rich plan had not succeeded when they failed to find gold. Some settlers had



*Busy port scene
with trade ships
and tobacco*

also experimented with growing crops such as rice and grapes, but they, too, were unsuccessful. However, John Rolfe, with the guidance of the Powhatan, made a **pivotal** contribution to the doomed Jamestown economy.

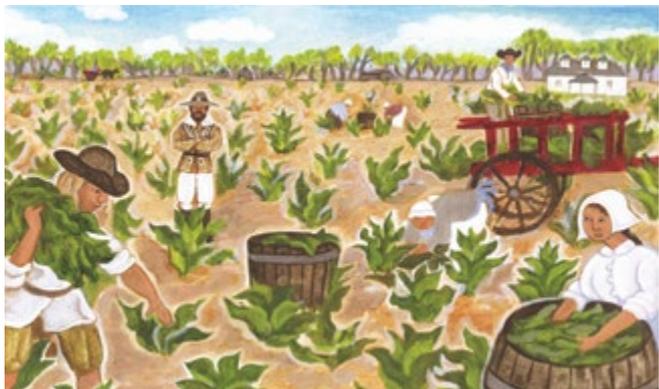
Wealthy Europeans were beginning to develop a taste for tobacco. However, much of the tobacco being shipped to Europe had a bitter taste. John Rolfe introduced a new tobacco plant to the fields around Jamestown. He brought in a less bitter-tasting plant from the West Indies. Well, actually, he brought in the seeds to see if they would grow. It was an experiment, but it worked. The new tobacco plants grew and **flourished** in the red Virginia soil. And so the milder-tasting Virginia tobacco became much sought after. Its increased use among the growing number of English smokers **transformed** the **colony's** economy. Jamestown became a place of wealth and enterprise. Shiploads of Englishmen and women eagerly set off to make their fortune there.

The gold that the early settlers had sought turned out to be in the form of an odorous plant. Many people became wealthy as a result of growing this cash crop. No doubt, if you had been there in Jamestown, you might have heard the sound of gold coins jingling in the colonists' pockets. Tobacco was so popular that by 1619, it had become Virginia's main crop. Within fifty years, the **colony** exported about fifteen million pounds of it to Europe. Eventually, tobacco was such a widespread cash crop that the governor had to remind the settlers to grow food crops as well! With the success of the tobacco industry, the future of Jamestown was finally secured.

However, there was one major drawback to growing tobacco. Back then, a lot of people were needed who were willing to work very, very hard to **tend** the large **plantations**. And people like that weren't easy to find.

In the beginning, the new tobacco farmers had mostly indentured servants working for them.

*Indentured servants
working on tobacco
plantation*



Indentured servants were people who had agreed to travel to Virginia (and eventually to other parts of North America) to work for a period of time for a specific person. The agreed-upon period of time was usually seven years. Often these indentured servants were poor people from England or other parts of Europe whose ship passage was purchased for them by their employer. Then, as soon as they arrived at their new homes, the indentured servants were put to work. These indentured servants labored long and hard in the tobacco fields. After the agreed-upon time of service was up, and if they were still alive after the hardships many of them endured, they were free to venture out on their own.

In 1619, a Dutch ship arrived in Jamestown with what is believed to have been the first twenty Africans brought to North America. According to some historical accounts, these Africans were brought to North America as indentured servants, and they may have worked alongside white indentured servants.

However, as the **colony** developed, and there became a serious shortage of workers, colonists believed that the use of **slavery** was the most efficient way to manage **plantations**. Before long, thousands of Africans were brought to the colonies against their will and forced to work. Why did this terrible transition take place?

Remember, various European countries were laying claim to different regions in the Americas, taking land from the Native American Empires. The Spaniards were claiming land in most of Central and South America and parts of southern North America. French settlers had claimed land in much of northern North America. Having started to lay claim to large areas of North America, the British empire sought to claim huge chunks of land as well. As you recall, England's very first attempt to colonize North America on Roanoke Island, off the coast of present-day North Carolina, failed and became known as the Lost **Colony**.

But in 1663, Charles II, the son of Charles I and grandson of King James I, decided to try again near the same area. Charles II eagerly gave a charter, or official document, to eight of his friends that stated that the land between Virginia and the Spanish **colony** of Florida now belonged to him—well, to England, to be precise.

Charles II showing land to his friends



Today, this land is North Carolina, South Carolina, and Georgia—although Georgia was not officially colonized until much later. Charles II also named part of this land after himself. This charter was extended in 1665, and more land was divided up among his friends to manage.

Charles II was particularly generous to those who had helped his family when his father, Charles I, was killed. At that time, Charles II had been forced to flee to another country. When Charles II was eventually allowed to return to England and take the throne, he owed a great deal of money to a great many people. His way out of **debt** was to “give” them North America—well, parts of it, anyway.

Having heard how successful Jamestown was, hundreds and then thousands of English flocked to the South, and to the Carolinas in particular. In 1670,



a busy seaport was established called Charles Town. I’m sure you can guess who Charles Town was named after.

In the beginning, many colonists in the Carolinas established

Tobacco, rice, and indigo

small farms. Before long, large **plantations** replaced small farms for the purpose of growing cash crops. The top three cash crops in this area during this time were rice, tobacco, and indigo.

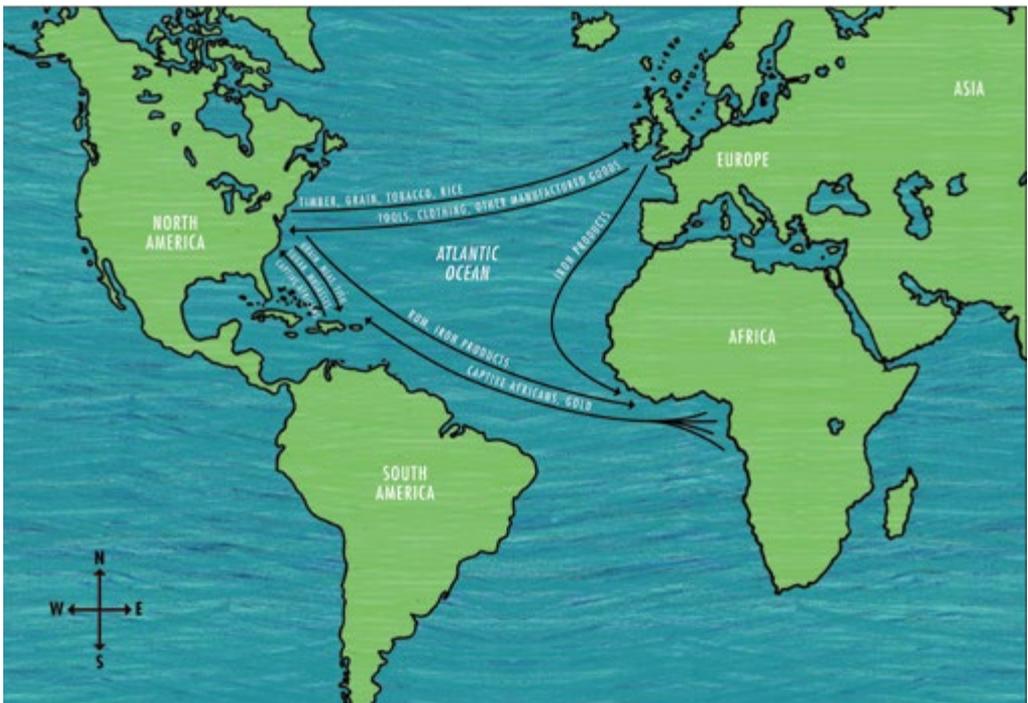
The warm climate and marshy stretches of land with fewer trees in the Carolinas were perfect for growing rice and indigo, whereas tobacco thrived in certain parts of North Carolina. With drier land and more trees, the geography and climate of Virginia was not conducive to growing rice and indigo; tobacco was the only cash crop in Jamestown.

As in Virginia, it soon became clear that there was a lot of money to be made in the Carolinas by growing crops. Many more workers were needed. Unfortunately, the solution the colonists chose was the extensive use of **slavery**. As you can imagine, no one volunteers to be enslaved. Unlike indentured servants, enslaved Africans did not come to North America of their own free will as part of an exchange agreement, nor did they have any hope of ever being set free. Instead, they were taken by force.

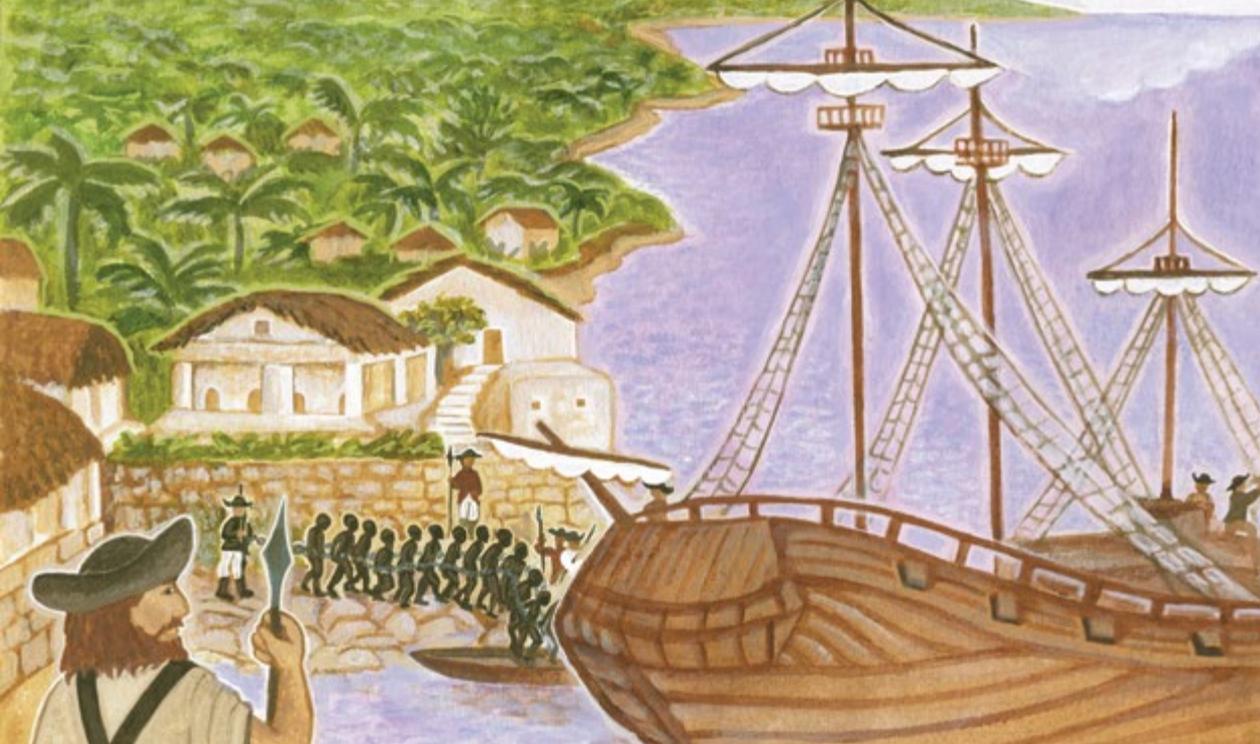
The roots of **slavery** go deep into the past. Throughout history, powerful people have enslaved less-powerful people. Although England began trading enslaved Africans later than some other European

countries, it soon became one of the biggest countries to be involved in the trading of enslaved people, due to the widespread use of **slavery** in the English colonies.

For England, the trading of enslaved Africans was part of a larger trade network among Europe, West Africa, and North America (including the colonies and the West Indies). Some of these trade routes became known as “triangular trade routes.” If you look at the map, you will see why. Through these triangular trade networks, certain goods were traded for other much-needed items. Enslaved Africans were part of the network, too.



Triangular trade routes; products and enslaved people



Captured Africans boarding ship

English ships laden with iron products, especially guns, arrived in the West African ports to trade their goods for enslaved people and gold. Africans who became enslaved had previously lived freely in Africa, but became victims of kidnapping by raiders. Many of these raiders were Africans armed with guns supplied by Europeans that traded enslaved people. Enslaved Africans were considered to be valuable workers.

Captured Africans were loaded onto ships destined for parts of North America. This trade route from West Africa to North America became known as the Middle Passage. If the West Indies was their final destination, enslaved Africans were exchanged for goods, such as molasses

and sugar, that were then **transported** to the Southern colonies. Many others stayed on the ship and were taken to the colonies along with the goods.

Although there were enslaved Africans in all parts of the thirteen English colonies, most enslaved Africans were sent to the South. This was because most farms in the Middle Atlantic and New England regions were smaller and more easily maintained by families. However, some enslaved Africans in the cities worked in houses and shops as servants or as skilled artisans, or craftsmen. There were also some Europeans that spoke out against enslaving others, often based on their beliefs as Christians.

The business of enslaving and shipping captured African men, women, and children was a gruesome, or terrible, one. Captured Africans were packed like cargo onto ships where there was hardly enough room to move. Many were chained together, or to parts of the ship. Very little food and water was provided, and the conditions were extremely unsanitary. There was usually no medical assistance for those who became sick. The journey itself could take six to ten weeks to complete. The Africans had no idea where they were going, or if they would survive the journey.



Captured Africans on ship

Although enslaved Africans were valued for their labor, the traders believed that there was an endless supply of these workers. Therefore, if some died along the way, the traders thought that they could easily be replaced. Many, many captured Africans died before they even reached the Americas. When those who did survive reached shore, they were marched off the ship in chains to be examined by prospective buyers and then sold at auctions. There was little regard for the humanity of these African men, women, and children. The main objective was to put them to work on **plantations** to make a lot of money for the Europeans.

Chapter

7

Plantation Life

“Seth, it’s your turn to hide,” said Laura, Helen, and Joseph.

“We’ll count to thirty-three and then we’ll add on five more seconds,” the oldest child, Laura, added confidently.

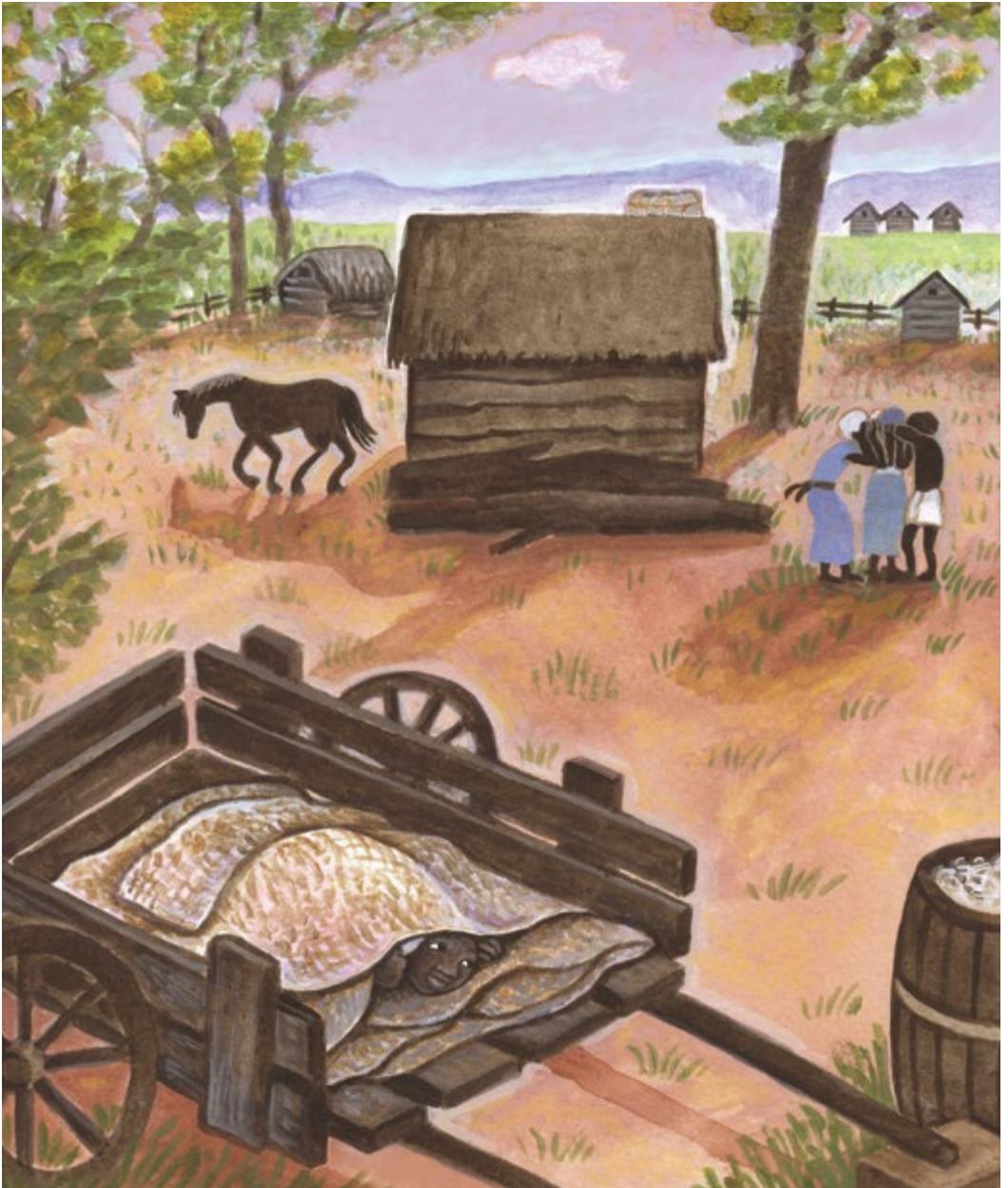


“Okay. Turn around now. Don’t peek,” said Seth.

Laura, Helen, and Joseph turned their backs while Seth ran to hide.

So far, none of the children had hidden in the wagon. Seth ran to the wagon near the barn and hid under a giant piece of sack cloth. Seconds later, the three children yelled, “Ready or not, here we come!”

Seth lay perfectly still in the wagon that was used to **transport** sacks of rice to town. He could hear the three children running here, there, and everywhere searching for him. This was fun. Enslaved children rarely had time to play.



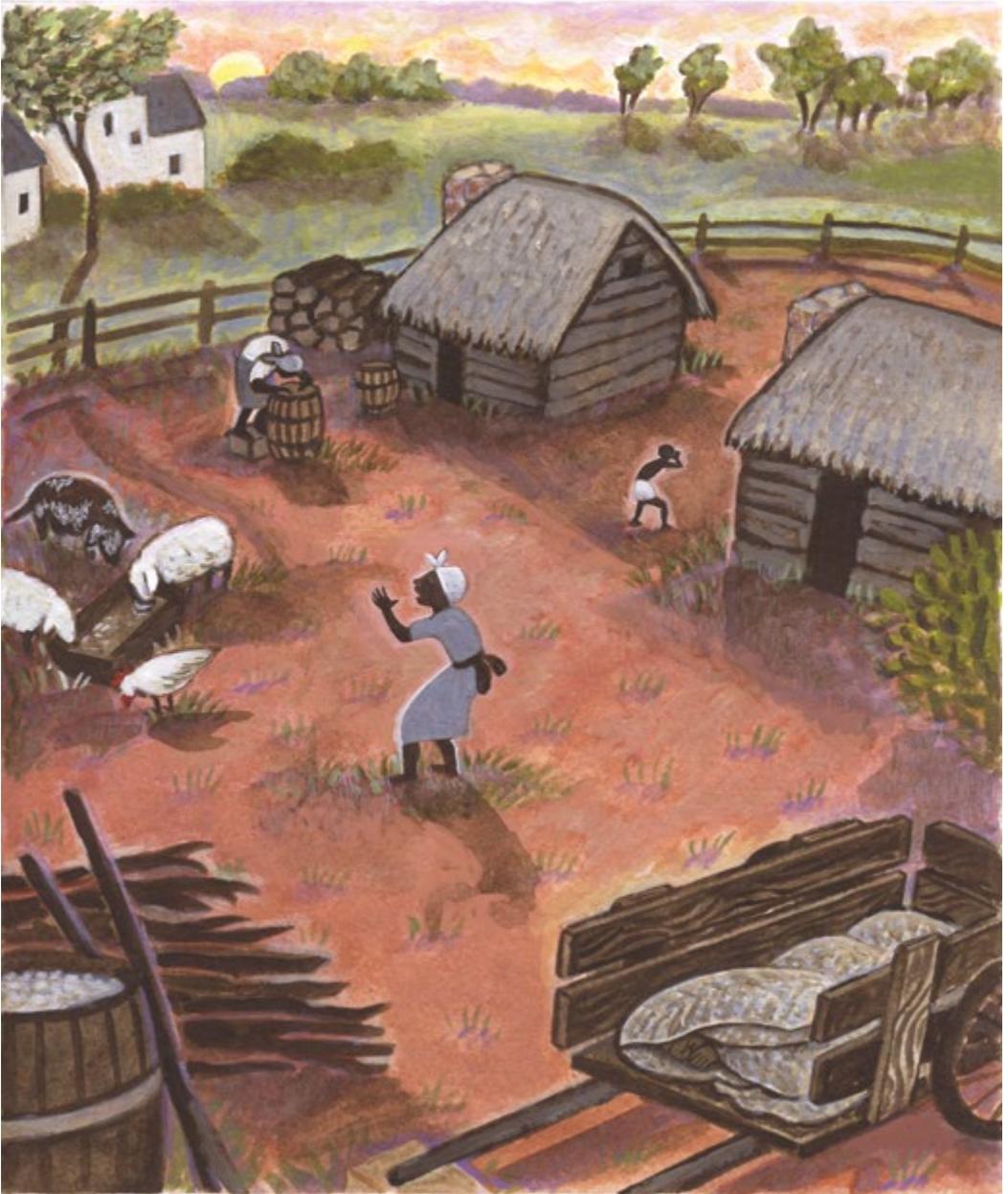
Seth hid in the wagon.

The children looked in the barn, in the cook's kitchen, and in the chicken coop, but they did not think to look in the wagon. After a while, the three children gave up and began to call to Seth.

“Seth, we can't find you. You can come out now,” they called together. But Seth did not come out. Seth was so snug and warm lying underneath the sack cloth that he had fallen asleep.

When Seth did not appear, the three children ran off together to do their chores. They all knew that if Seth did not come out soon, he would get into a whole **heap** of trouble.

All four children were enslaved and lived on a large **plantation** in South Carolina in the year 1715. It was called the Walker **Plantation** and Mr. Walker was the **plantation** owner. The main crop grown on this **plantation** was rice. Rice is a type of grass. It is a very important food crop. Many Africans who were enslaved had grown rice in Africa and had brought this knowledge with them to the English colonies.

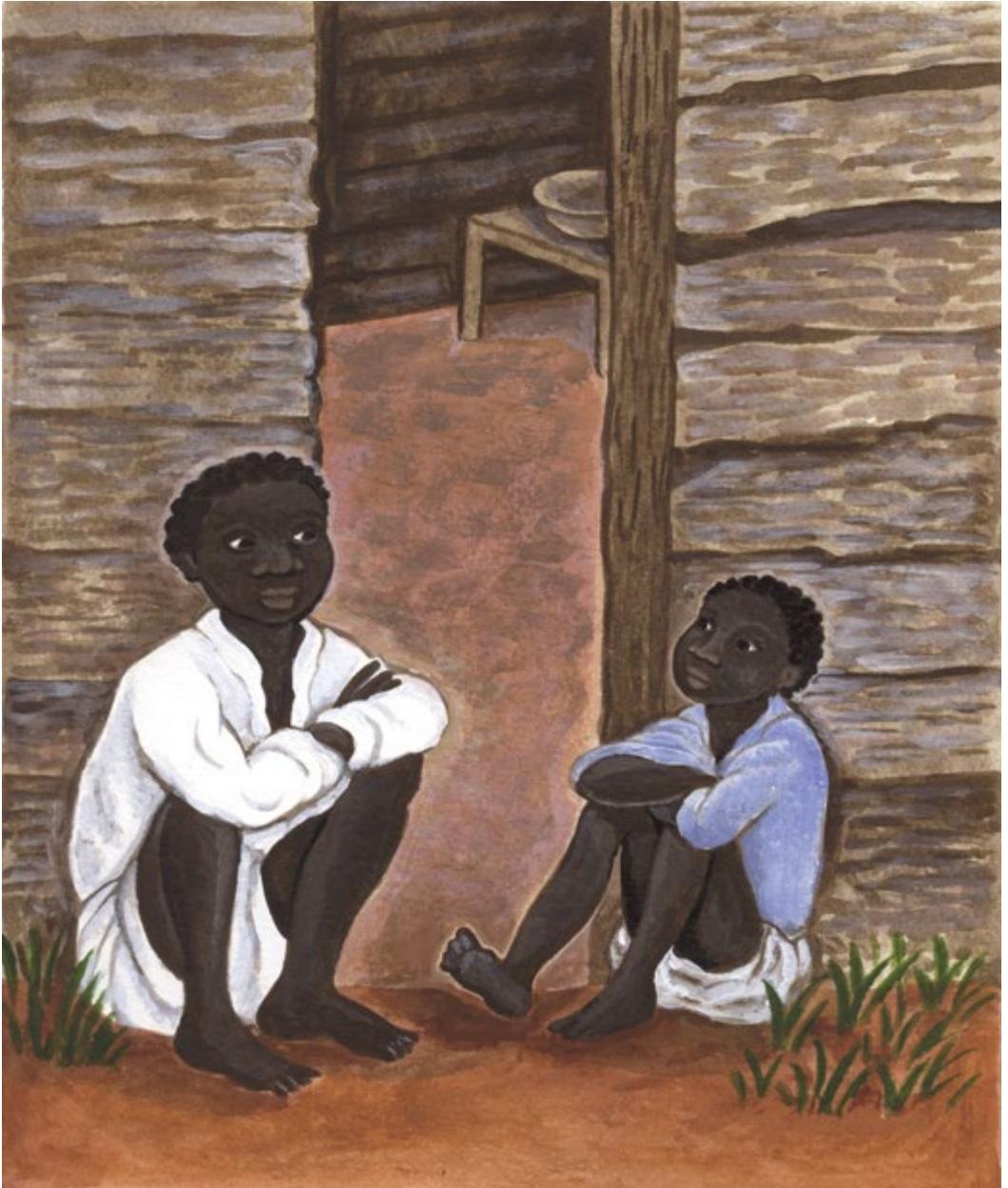


The children called to Seth.

Life on the **plantation** was hard. Those who were enslaved were forced to work long hours without pay. They had to obey the **plantation** owner. Even though he was a child, Seth also had many chores.

Seth had fallen asleep thinking about his two older brothers. They did not work on the Walker **Plantation** any more. Both of them were forced to work for a neighbor who had a tobacco **plantation**. George, the older of the two brothers, had been allowed to visit when their mother became sick with swamp fever. Because they were sent to work on a different **plantation**, it was difficult to visit. Seth and his parents had been so happy to see George. Even though she was sick, their mother had made cornbread to celebrate.

During that visit, George told Seth about the differences between the tobacco and rice plantations.

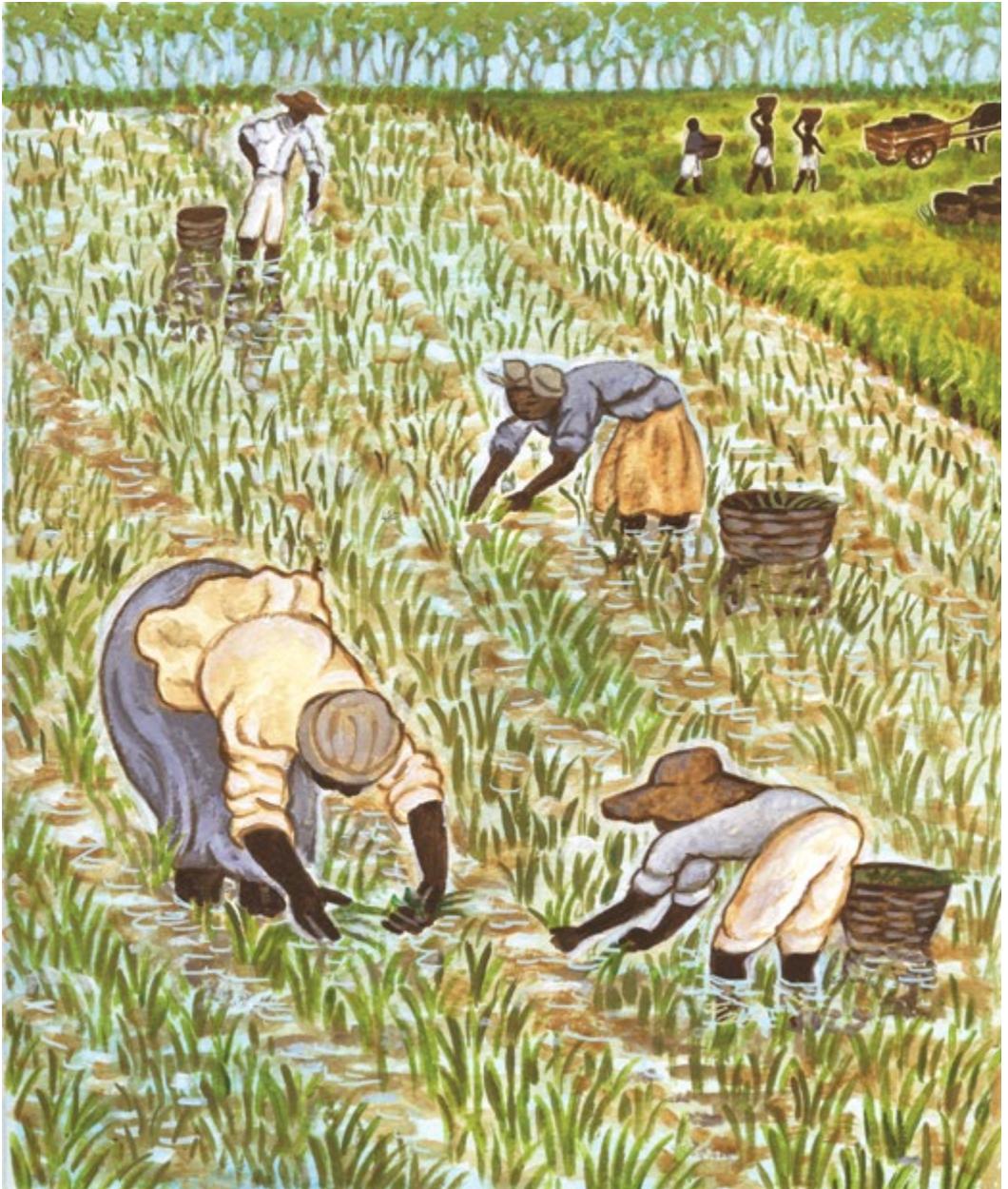


George told Seth about being forced to work on a tobacco plantation.

“On a tobacco **plantation**, enslaved people work from sunup to sundown,” George had said. “You have no time off. You have to **tend** to those tobacco leaves all the time. When one task is done, another one comes along before you know it.”

Seth didn't like the sound of that one bit and he hoped he didn't end up growing tobacco. On a rice **plantation**, enslaved people had certain tasks to do. When they were finished, they could do the chores that they needed to do for themselves. Although enslaved people on a rice **plantation** spent less time in the fields, it wasn't true that life on a rice **plantation** was easier than life on a tobacco **plantation**. Growing rice was a dangerous business.

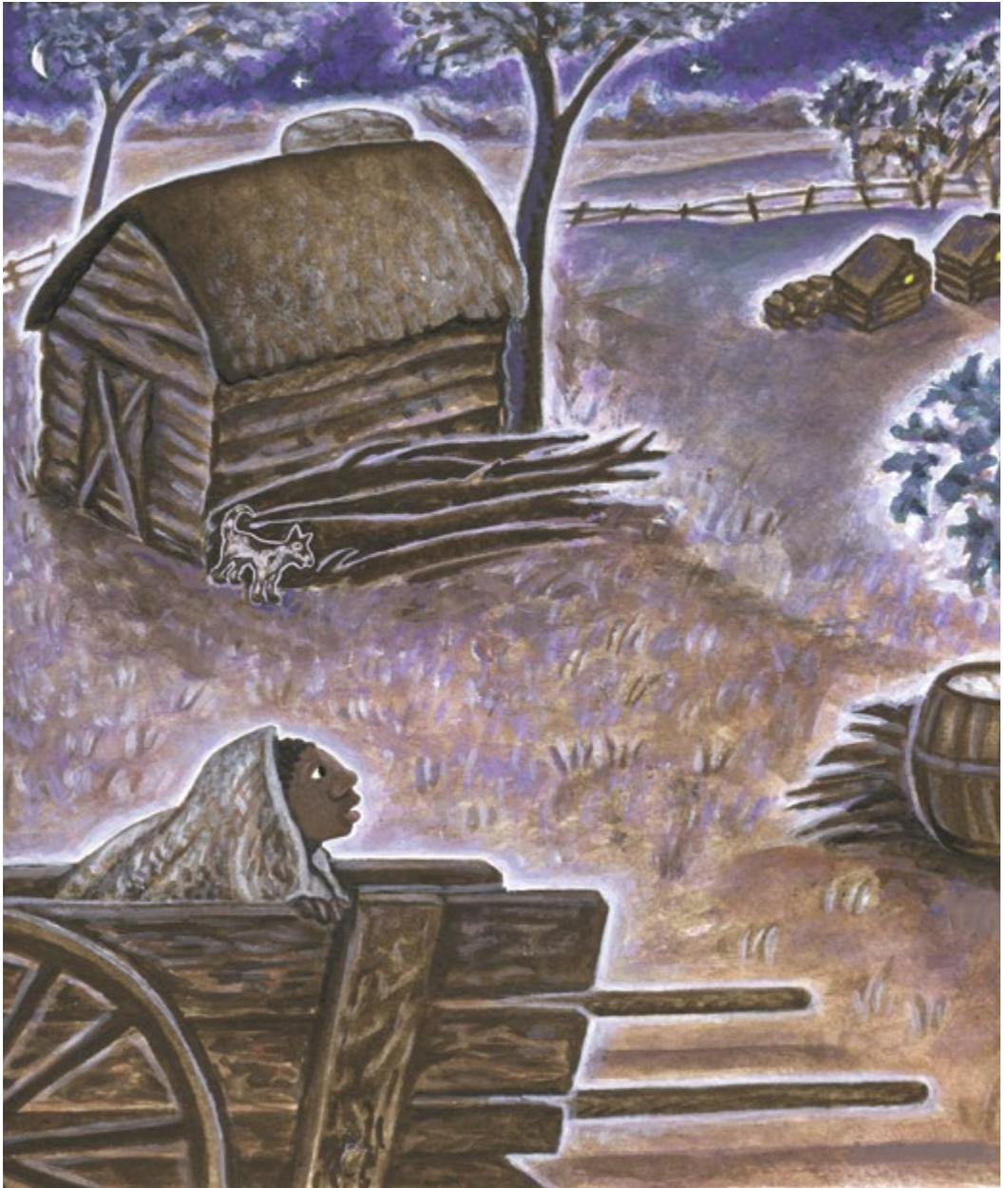
Rice grows in water. People who were enslaved had to spend hours in swamp-like fields **tending** to the rice crops. The rice crops and the enslaved people weren't the only ones in the water. There were snakes, alligators, and disease-carrying insects too. That's how Seth's mother had become sick with swamp fever.



*Enslaved people being forced to work on a rice **plantation***

The sound of a dog barking woke Seth. He had been asleep in the wagon for several hours. When he peeked out from under the sack cloth, he saw that the stars were twinkling in the night sky. He could smell wood burning in the cook's kitchen. He could hear the sound of bullfrogs calling to each other in the night air.

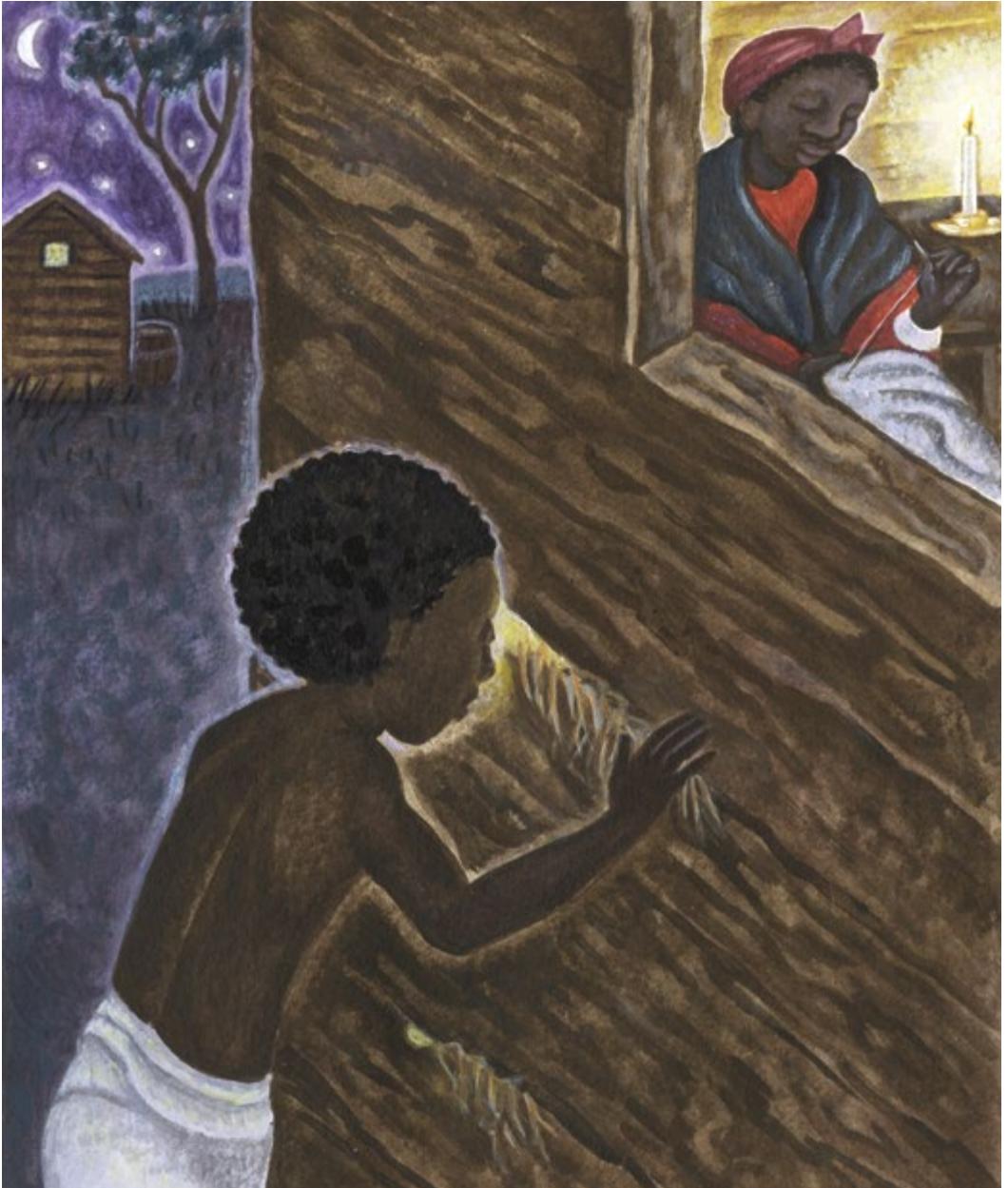
“Boy am I in trouble!” said Seth out loud as he jumped down from the wagon. He crept through the darkness toward the small, wooden house that he lived in with his mother and father and other people who were enslaved. First, he would get a talking to from his parents. Then, if he didn't show up for his assignment in the rice fields, he might be in big trouble.



Seth awoke to see stars in the sky.

Seth peeked through the cracks in the walls of his house, the same cracks that let in cold air during the winter. A candle burned on a **rickety** table and in the candlelight, he could see his mother sewing his torn pants. “Maybe she’ll be too tired to be angry,” Seth thought to himself as he pushed open the door and then closed it behind him. “It will be a long time before I get to play with Laura, Helen and Joseph again,” Seth muttered as he faced his mother.

Do you think Seth’s mother will be angry with him? Do you think Seth got in trouble for not showing up for his assignment in the rice fields?



Seth hoped his mother would not be angry.

Chapter

8

The Founding of Maryland and Georgia

Read-Aloud

With so much trade going on, and the abundance of ships laden with valuable cargo, it's **inevitable**, or unavoidable, that pirates would make an appearance in this story. The English colonies, particularly those in the Southern region and the West Indies, became well known as places where pirates hid from the law. These pirates were known as buccaneers.

Buccaneers were a group of men from England, France, and Holland. They terrorized sailors and captured trade ships in this region. Because of the success of these infamous pirates, some countries were forced to send naval ships to accompany their trade ships safely back across the Atlantic to ports in Europe. The Americas were turning out to be a place where many different groups of Europeans, including these different gangs of pirates, felt they had the opportunity to become rich.



Pirates taking over a trading ship

Back on land, the English colonies were expanding. Today you will learn about two more colonies—Maryland and Georgia. Both of these colonies have an interesting history. However, the development of Maryland and Georgia was a little different from that of Virginia. Let's begin with Maryland.

You learned about the large **plantations** that were prevalent in the South. Maryland was considered a Southern **colony**, though it was geographically in the Middle Atlantic region. Although there were many small farms in Maryland, there were a fair number of large **plantations** in the southern portion. Like Virginia, Maryland's economy was based on tobacco agriculture as a cash crop.



Charles I and Queen Maria; Lord Baltimore

Before he was killed, Charles I had given a large section of land north of Virginia to a friend. This time, the lucky recipient of land was Sir George Calvert.

Sir Calvert, who was also known as Lord Baltimore, received this generous gift in 1632. Sir Calvert was a Roman Catholic. In England at that time, Roman Catholics were not very well-liked because they were not part of the official Church of England. The Church of England—the Anglican Church—had split apart from the Roman Catholic Church. Many people in England at that time believed that Roman Catholics would be more loyal to the Catholic pope than to the king—and they did not like that. However, because King Charles’s wife, Queen Henrietta Maria, was Catholic, Charles tried to be respectful of Catholics for her sake. Delighted by Charles’s gift, Sir Calvert named his **colony** “Maryland” in honor of Queen Maria.

Maryland was different from Virginia because it was controlled by Sir Calvert's family. Sir Calvert's son Cecil determined that Maryland would be a safe haven for Catholics. In the beginning, it was. In fact, in 1634, Cecil's brother, Leonard Calvert, led the first group of Catholics to this **colony**. Leonard Calvert later became the first governor of Maryland.

The colonists and the Native Americans in Maryland established peaceful relations. In addition, the colonists They did not waste time searching for gold, but instead immediately established farms and trading posts. They soon settled into organized communities with laws that were clearly defined.

It wasn't long before word got out that Maryland was quite a nice place to live. Europeans searching for a better life free of poverty and religious persecution journeyed to this **colony**. And it wasn't just Roman Catholics who came. Other Christians who belonged to different churches came to settle in Maryland, too. Before long, Maryland became known as a place that practiced religious freedom—so much so that, in 1649, Lord Baltimore had the Maryland General Assembly pass the Act of Toleration. This law stated that all Christians in Maryland would be tolerated, or allowed the freedom to worship. This law **confirmed** that Christians from



Maryland General Assembly passing Act of Toleration

different churches—Protestants, Catholics, and others—could practice their religion without **interference**.

The last Southern **colony** to be founded was Georgia. One day, a member of Parliament in London, England, named James Oglethorpe had a brainstorm. Oglethorpe had noticed that English jails were overflowing with **debtors**. In England during this time, people were put in jail, called a **debtor's** prison, if they were unable to pay their **debts**. Sometimes these jailed **debtors** owed a little amount of money, and sometimes they owed a lot. Oglethorpe had noticed that these **debtors**—even those who owed a relatively small amount of money—were often left to die in jail, without any way of paying back the money they owed.



*Family in **debtor's** prison/James Oglethorpe*

Oglethorpe's unique idea was to set up a new **colony** in North America where these **debtors** would be given a second chance. They would be given land so they could begin a new life. They could work to pay back the money they owed, and then their **debt** would be forgiven.

In 1732, the then-king, George II, liked this idea. He gave Oglethorpe a charter saying that he could take a band of **debtors** from England to the area of land between South Carolina and Spanish Florida. The British Parliament supported this venture by giving Oglethorpe money and ships to make the journey. Upon reaching this land, Oglethorpe named it Georgia after his royal majesty. (Kings just expected lands that were new to Europeans to be named after them.) Georgia was even larger back then



*Oglethorpe receiving
charter from King
George II*

than the state of Georgia is today. It included much of present-day Alabama and Mississippi.

However, even though sending **debtors** to the colonies seemed like a brilliant plan to Oglethorpe and the king, it was difficult to **persuade** many **debtors** to leave their families and homes, and sail three thousand miles across the Atlantic Ocean to a place where they might not be welcomed with open arms. Once they arrived, the **debtors** would have to build their own homes, as well as gather, hunt, and grow their own food. Many **debtors** preferred to serve their time in jail in England rather than face the unknown in the Americas. In all, about one hundred **debtors** agreed to go on the journey to North America. They began the laborious task of helping to turn Georgia into a **colony**.

As soon as he arrived in Georgia, the leader of the Yamacraw, a group of Native Americans in the region,

met with Oglethorpe. Chief Tomochichi [toh-moh chee-chee] and the Yamacraw established trade with the British and gave them permission to settle there. Chief Tomochichi and Oglethorpe worked hard to establish alliances between their people. In appreciation, Oglethorpe invited some of the Yamacraw to visit England. Oglethorpe and his band of debtors developed the first European settlement in Georgia: Savannah.

Of course, King George had another motive for sending settlers to Georgia besides helping **debtors** start a new life. As you can see on the map, Georgia is located between the Carolinas and what was then known as Spanish Florida. At this point, the British had not established any official colonies to the south of South



Oglethorpe meeting with Chief Tomochichi

Carolina, so this was the perfect way to protect the colonies from the Spanish empire. Georgia served as a buffer zone to separate English colonies from the Spanish colonies. This would also allow colonists to keep an eye on the Spanish monarchy's ambitions for growth in North America.

But King George did not realize that the Spaniards had already claimed the very area he had in mind. It wasn't long before there was armed confrontation between the Spaniards and the British. As time went by, more and more settlers arrived in Georgia. Some of them did not get along with the Native people as well as Oglethorpe and his followers had. The Spaniards

Regional Map of Colonial America



continued to stake their claim to the land, and buccaneers often attacked vital trade ships. This new **colony**, the last one to be created, suffered its fair share of problems in its early days.

Whereas few **debtors** would agree to come and settle in Georgia, many poor Europeans from other countries began to arrive and establish farms in this **colony**. They came primarily from Ireland and Germany. Georgian farmers liked the idea of **plantation** farming, as it had proven successful in other Southern colonies. However, the colonists soon found farming to be a backbreaking job and insisted that they needed help. Under the leadership of James Oglethorpe, Georgia banned slavery in 1735, the only one of the thirteen colonies to have done so. However, it was legalized by royal decree in 1751, at the urging of English investors in the colony. After that, colonists in Georgia began to rely more and more on the forced labor of enslaved people from Africa, especially to farm their rice plantations.

Before long, Georgia became a **colony** identified with **plantation** life and the heavy use of enslaved laborers. Within one hundred years of being established, the state of Georgia had more **plantations** than any other state in the South, and the second largest number of enslaved Africans—second only to Virginia.

Chapter

9

Early Days in Georgia

Hello, my name is Sarah. My family and I are from England. We have been in Savannah, Georgia, for five years now. We left England in November, 1737, onboard a sailing ship called the Anne. It took us two months to get to these shores. I will never forget how **bitterly** cold it was on the deck of the ship. The wind felt worse than a stinging insect when it touched my face. The waves were dark, gray, and frightening. They tossed our ship about, here, there, and everywhere. I feared that those giant waves would **devour** us.



Our first stop in North America was Charleston. After that, we made our way to the town I now live in called Savannah. Savannah is in the English **colony** of Georgia. It's not quite a town yet, like the ones in England, but it will be. When we first arrived in Savannah, my mother called it a wilderness. I was six years old then. Now, I am eleven.



Sarah on board the sailing ship called the Anne

Mr. James Oglethorpe and twenty-one other English gentlemen had been granted a charter by King George II of England. The charter gave them permission to create an English **colony** under English law. The charter states that they are the trustees, or governors, of this **colony**, meaning they are in charge. However, everyone knows that it is really Mr. Oglethorpe who is in charge because he makes all of the decisions. I have also heard that Mr. Oglethorpe wants this **colony** to succeed so much that he sold some of his own property in England to earn money for Georgia.

Mr. Oglethorpe is a personal friend of the king and he **persuaded** his majesty to create this **colony**. My father said that Mr. Oglethorpe **intends** to bring **debtors** here, too. When I asked him what **debtors** were, he told me that they are people who owe money to other people. Often they go to jail until they can pay off their **debts**. They can even die in jail. Mr. Oglethorpe wants some of these people to be given a second chance here in Georgia.

*James Oglethorpe (left)
and King George II
(right)*



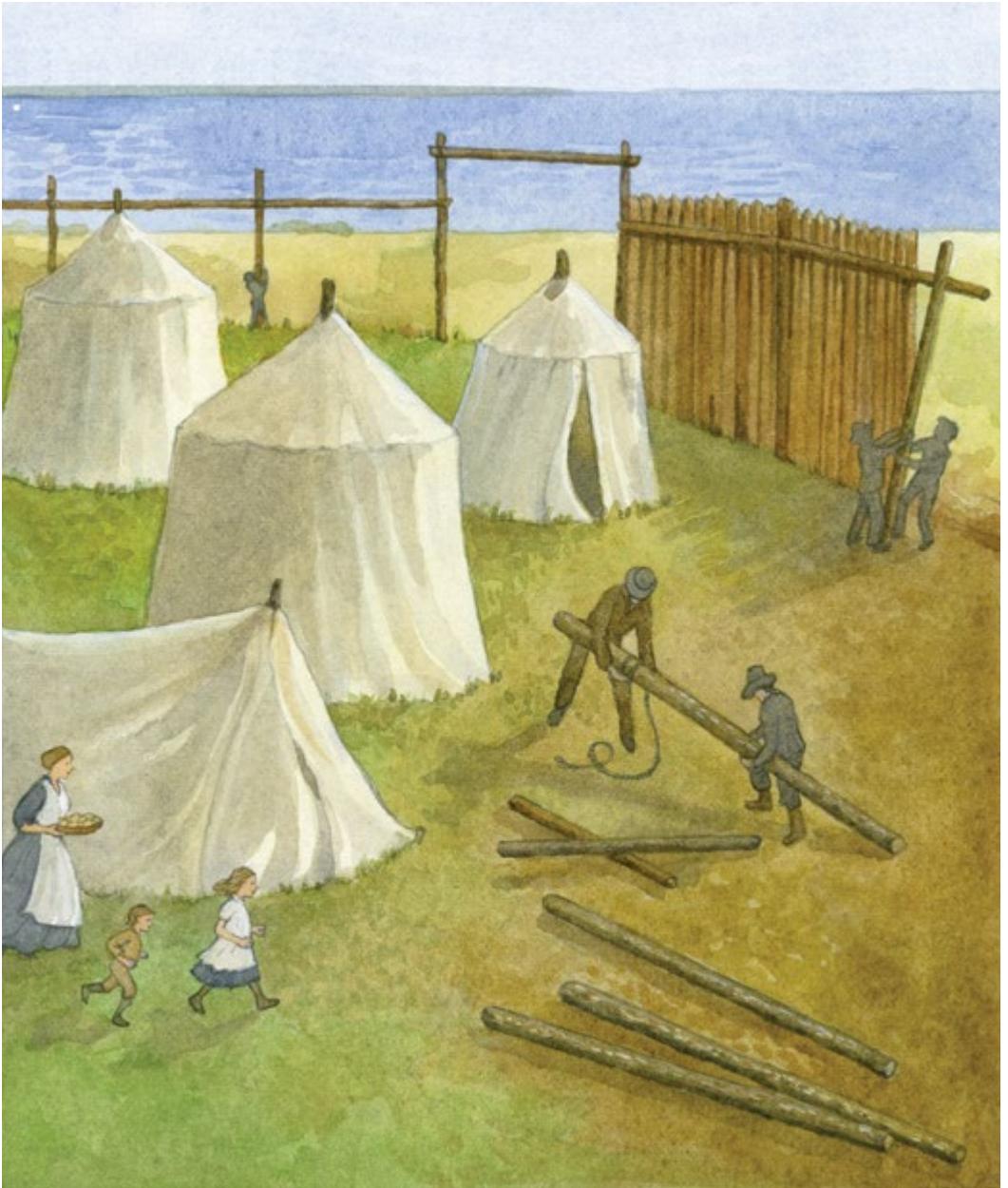
My parents aren't **debtors**. They were chosen by Mr. Oglethorpe for their skills. My father is a carpenter and my mother is a seamstress. Mr. Oglethorpe wanted mostly skilled people to come to Savannah. He said that would be the only way we would survive here. I have heard the grownups talk about what happened to the first settlers in Virginia. Some of them died because they were not skilled enough to make their way. Many others died because of cold and hunger though. So Mr. Oglethorpe and the other trustees chose mostly farmers, merchants, bakers, carpenters, and blacksmiths to be the first English colonists here.



*A baker, a carpenter,
a farmer, and a
blacksmith*

When we first arrived in Savannah, we lived in tents. Altogether there were forty families. We worked very hard to build the wall that now surrounds us. Inside the wall, we built our homes. Everyone worked, even the children. Slowly, our town began to take shape. There is still a lot of work to be done, though. It does not yet look like the busy city of London that we left behind.

While some people are unhappy about how strict Mr. Oglethorpe is being in the colony, my parents say that Mr. Oglethorpe is a wise man. When we first arrived, the chief of a local **tribe** called the Yamacraw offered to make peace with him in exchange for trade. The chief's name is Tomochichi. Tomochichi even traveled back to England with Mr. Oglethorpe when he went to get more supplies for us.

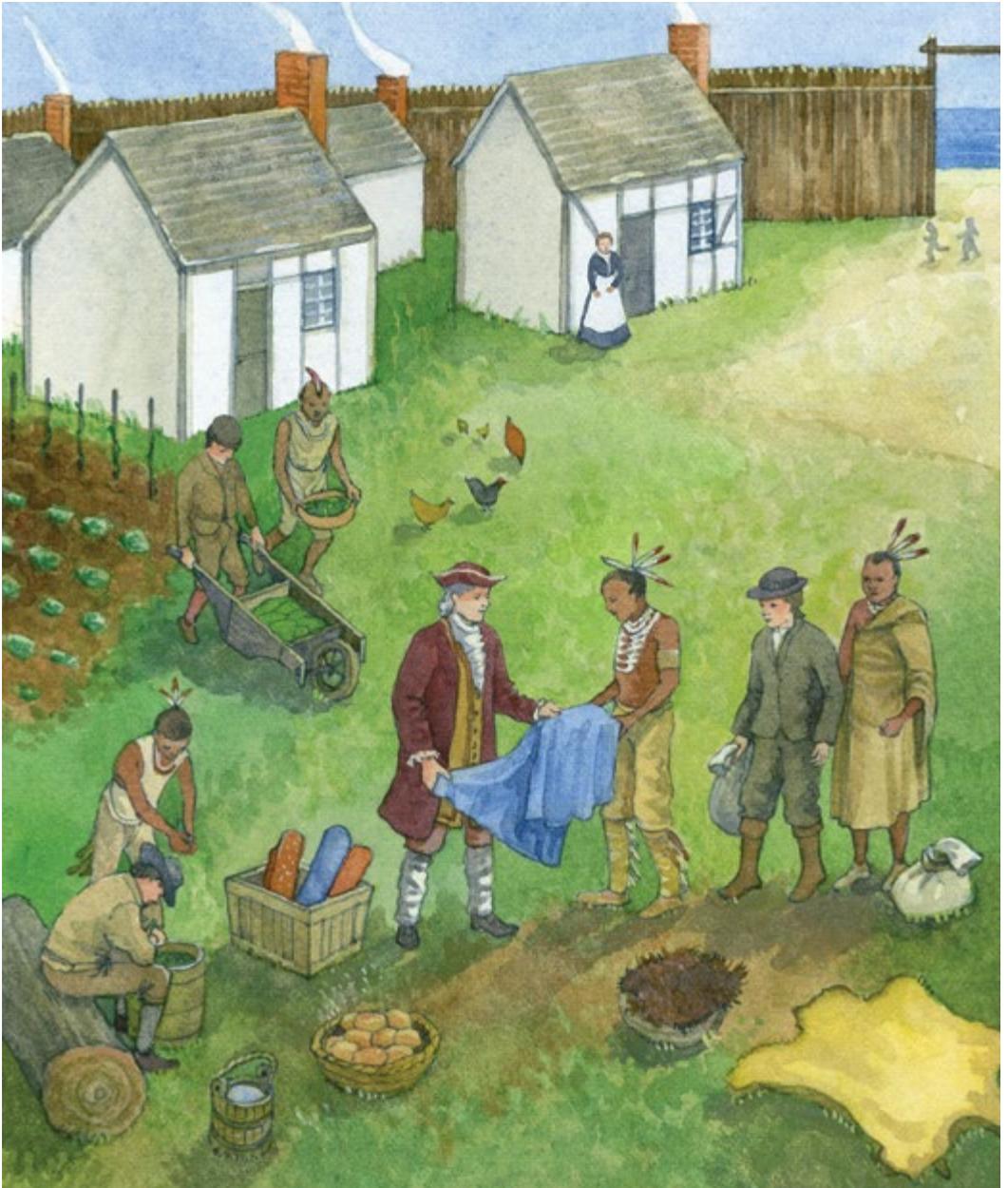


Families lived in tents until they built their homes.

Tomochichi and his people trust us—at least for now. In fact, I have heard some of the boys saying that the Spaniards to the south of us are our main enemy. They want this land. The Spanish colonists have a large fort called St. Augustine in Spanish Florida. They could attack us at any time. Because of this **threat**, Mr. Oglethorpe has once again returned to England to ask King George II for soldiers to help protect us. My father says that it is only a matter of time before we will have to fight the Spaniards for this land. These words scare me.

I must go now. I hear my mother calling me. I have to help her prepare the evening meal. I hope we get a chance to talk again.

How do you think it felt to know that you could be attacked at any time? Do you think King George II sent soldiers to protect the colonists?



The Yamacraw and Mr. Oglethorpe trading.

Chapter

10

The Pilgrims,
Part I: Arrival

Mary and Remember Allerton ran as fast as they could towards their house. Their stepmother, Fear Allerton, was waiting for them. As their father had pointed out many times, it was not a good idea to keep a woman whose name was Fear waiting.



In the late afternoon, the children had gone out to collect firewood. After gathering the wood, they had stopped to play in the forest with their friends, Love and Wrestling Brewster. Love and Wrestling Brewster were Pilgrim brothers. They had also gone into the forest to collect firewood. Like many of the Pilgrim children, these children had been given special names at birth. Their names often **indicated** what kind of person their parents hoped they would become. Sometimes their names **revealed** something that had happened at the time of their birth.



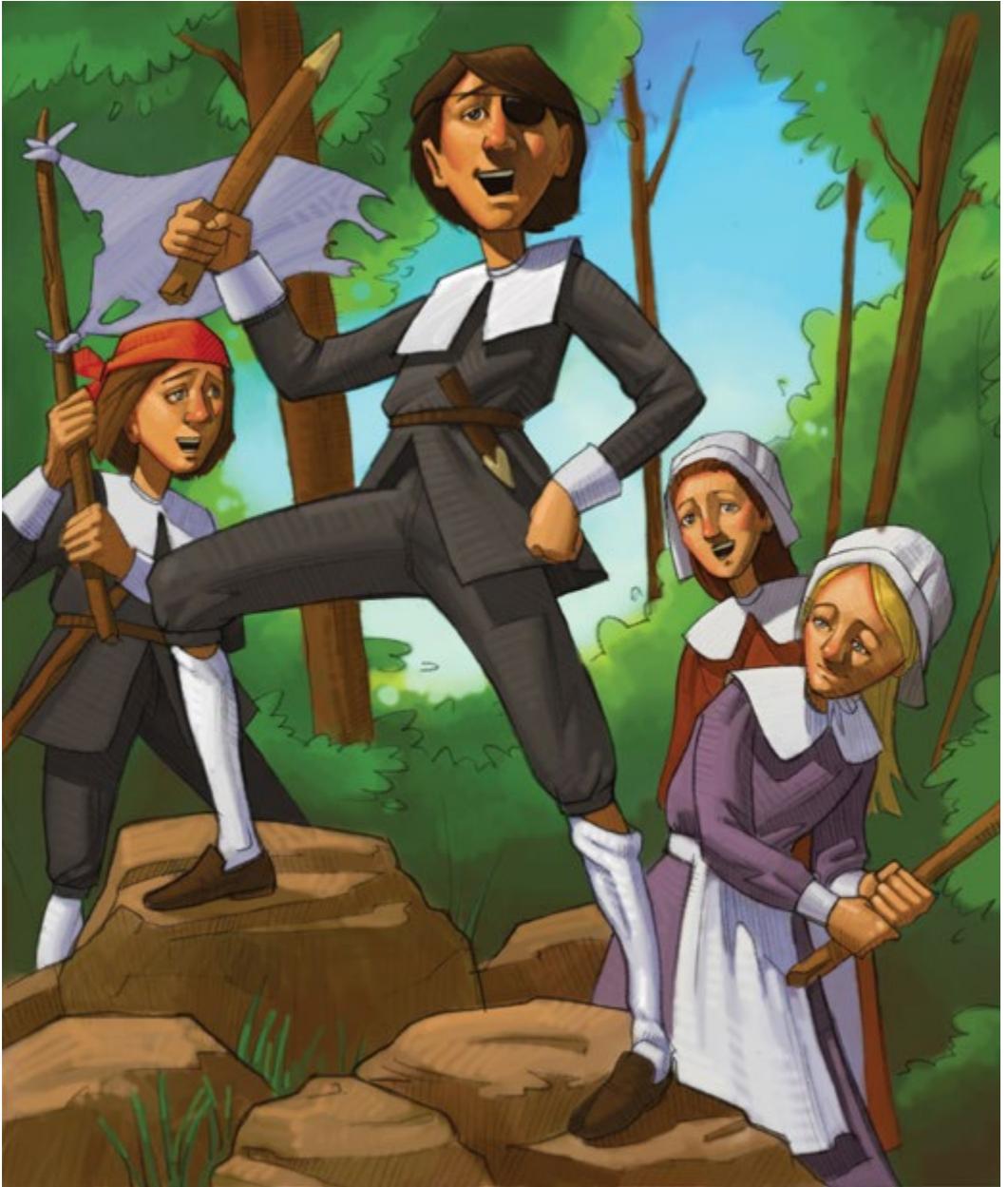
Mary and Remember hurried home.

Remember had been given her name because her mother had said that she would always remember, and never forget, her birth. Wrestling wasn't happy with his name. He didn't feel much like a wrestler. Wrestling planned to change his name when he was older. He was going to change it to John. He had been a weak baby and his father had given him the name hoping that it would make him strong.



Wrestling Brewster

When the children had gathered as much firewood as they could carry, they dropped it into a large pile and played a game of hide and seek. Then, they climbed trees and collected sweet berries to eat. They pretended to be English pirates capturing Spanish galleons laden with gold. It wasn't until the sun had begun to set that they realized they had been gone for quite some time. The children **anxiously** gathered up their firewood and made their way home.



Pilgrim children pretended to be English pirates.

Four years earlier, all four of these children had survived the journey onboard the *Mayflower* from England. They had arrived in Plymouth, Massachusetts, in 1621. Their parents were English Separatists. English Separatists were people who were unhappy with the Church of England and wanted to start their own church. They wanted to be free to **worship** God in their own way.

The king of England, James I, was the head of the Church of England. He harassed anyone who did not obey the rules of the church. As a result, many English Separatists left England. The children's families had first tried living in the Netherlands, but they were not happy there. Finally, they and others set out across the Atlantic Ocean to establish their own **colony** in North America. Because they were willing to travel to a faraway place for their religious beliefs, they began calling themselves Pilgrims.



The Mayflower (top) and King James I (bottom)

The journey across the ocean, and the first winter in the **colony**, was now just a terrible memory. So many people had died either on the ship or within the first months of being in Plymouth. They had died from disease, hunger, and the extremely cold weather. Mary, Remember, Love, and Wrestling had **witnessed** the death of many Pilgrims. Worst of all was the death of the girls' beloved mother. After she had died, their father had tried to comfort them as best he could. The girls had felt that their hearts had been broken. Their brother Bartholomew had hidden in the forest for several days. He had refused to come back no matter how often they called his name. He finally came back though. When spring arrived, Bartholomew had helped their father build a house and plant crops.

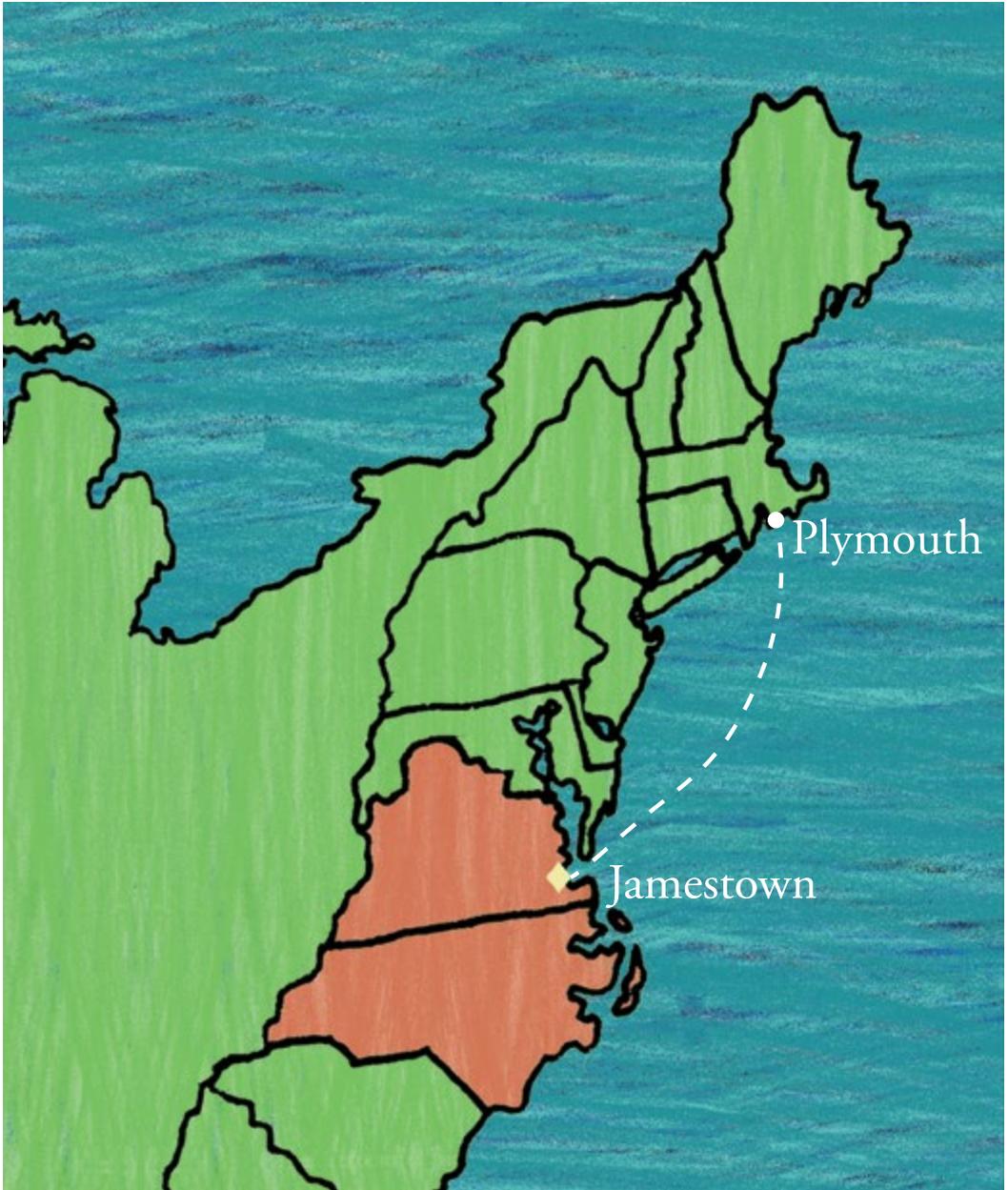


Mary, Remember, and their father tended to their mother.

The Pilgrims had not **intended** to settle in Plymouth. They had been planning to go to Virginia, but their ship had been blown off course. It had taken them two months to cross the ocean. Mary, Remember, Wrestling, and Love had wondered if they would ever see dry land again.

When they finally arrived, it was wintertime and they were in an unknown land hundreds of miles north of their **intended** destination. This place was much colder than Virginia. Even more **alarming** was that many of the Pilgrims had noticed that the soil was not very good for farming. If they could not farm, they would have no chance of surviving in this new territory. The children's new home was not at all what they had imagined it to be.

Now that the children are no longer living in England or the Netherlands, in what ways do you think their lives have changed?



*Plymouth was hundreds of miles north of their **intended** destination, which was Jamestown.*

Chapter

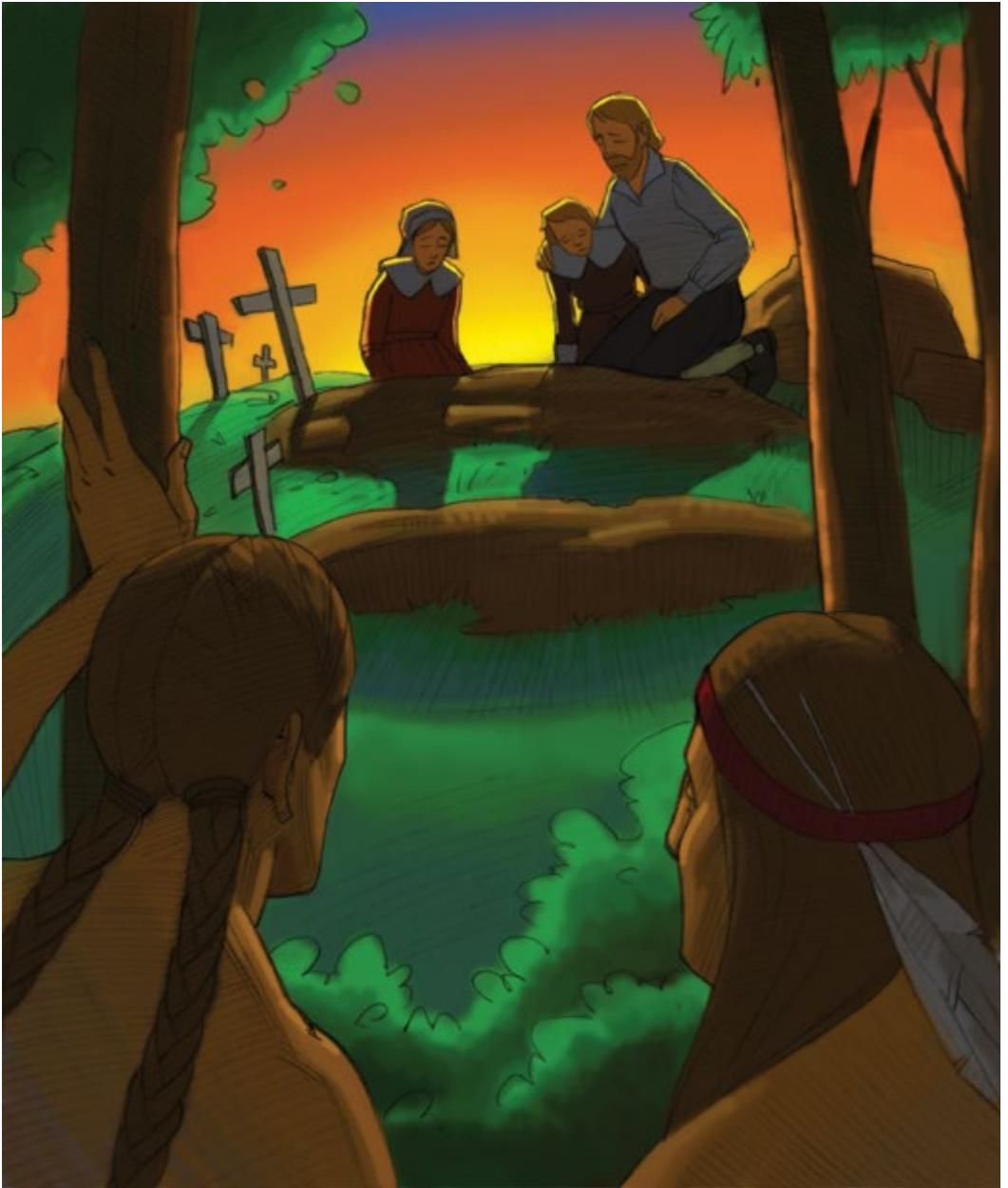
11

The Pilgrims, Part II: Thanksgiving Celebration

Do you remember that in the previous chapter, you met the Pilgrim children Mary and Remember Allerton and Love and Wrestling Brewster? In the beginning of the story, they were collecting firewood and playing in the forest. Then, you traveled back in time and learned how they had arrived in Plymouth, Massachusetts. In this chapter, we will continue to find out more about their early experiences in Plymouth.



Years earlier, when the Pilgrims and their children arrived in Plymouth in 1621, they had built shelters by day and returned to their ship by night to sleep.

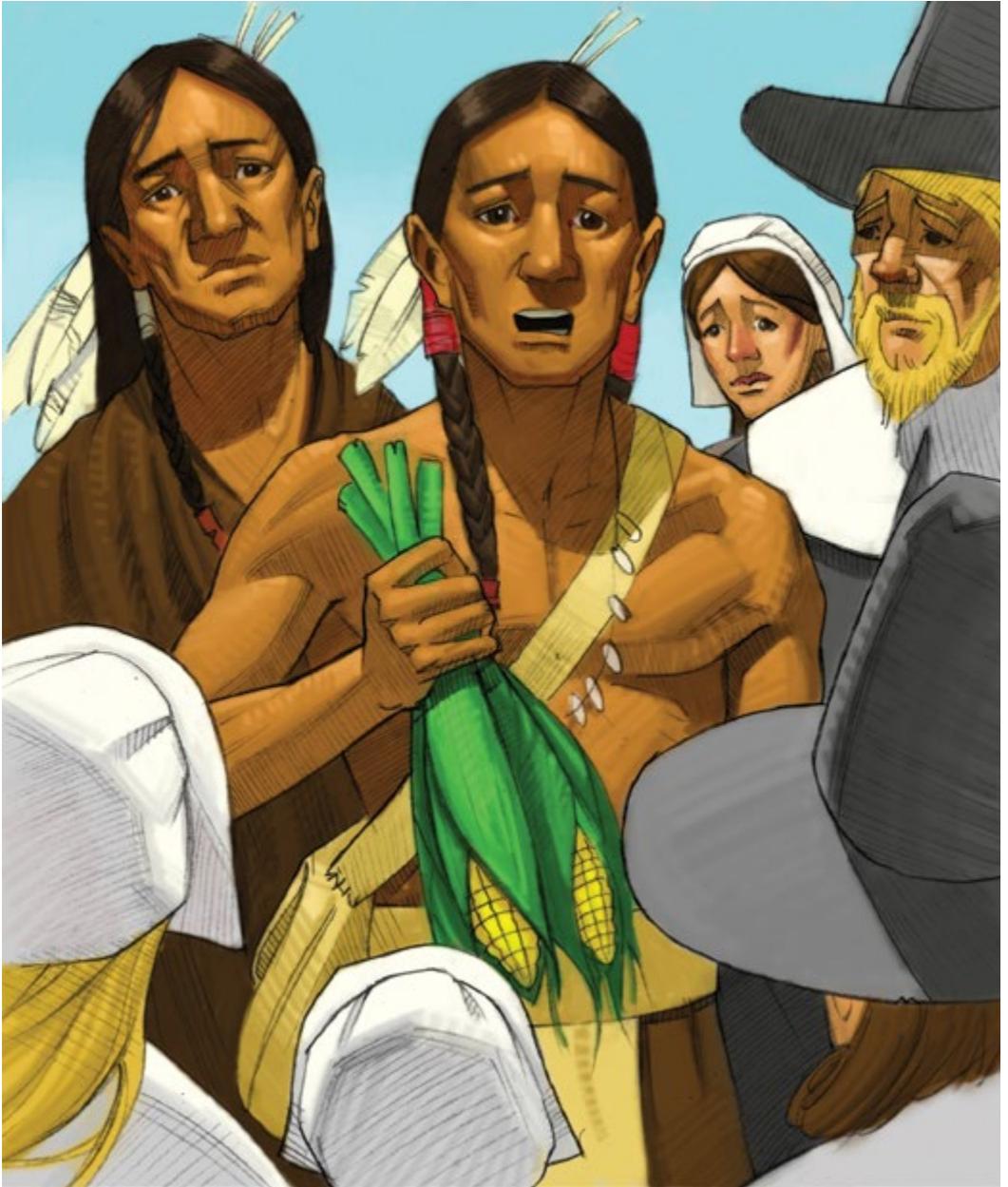


Mary, Remember, and their father burying their mother.

In the winter, the Pilgrims shivered in the cold and buried their dead that had not survived. Mary, Remember, Love, and Wrestling had wondered if they would survive.

While the settlers endured many hardships, the Native Americans in this region faced them as well. One tribe, the Patuxet, who had lived in the area, had created fields for planting. Sadly, many members of this tribe had already died from contagious diseases originally brought to the Americas by European explorers. Because of this, their fields were not in use. This meant that the hungry and weary English colonists did not have to clear the forests before planting. In addition, there was another key factor to the Pilgrims' survival: the help of the Wampanoag, the Native Americans living in the area.

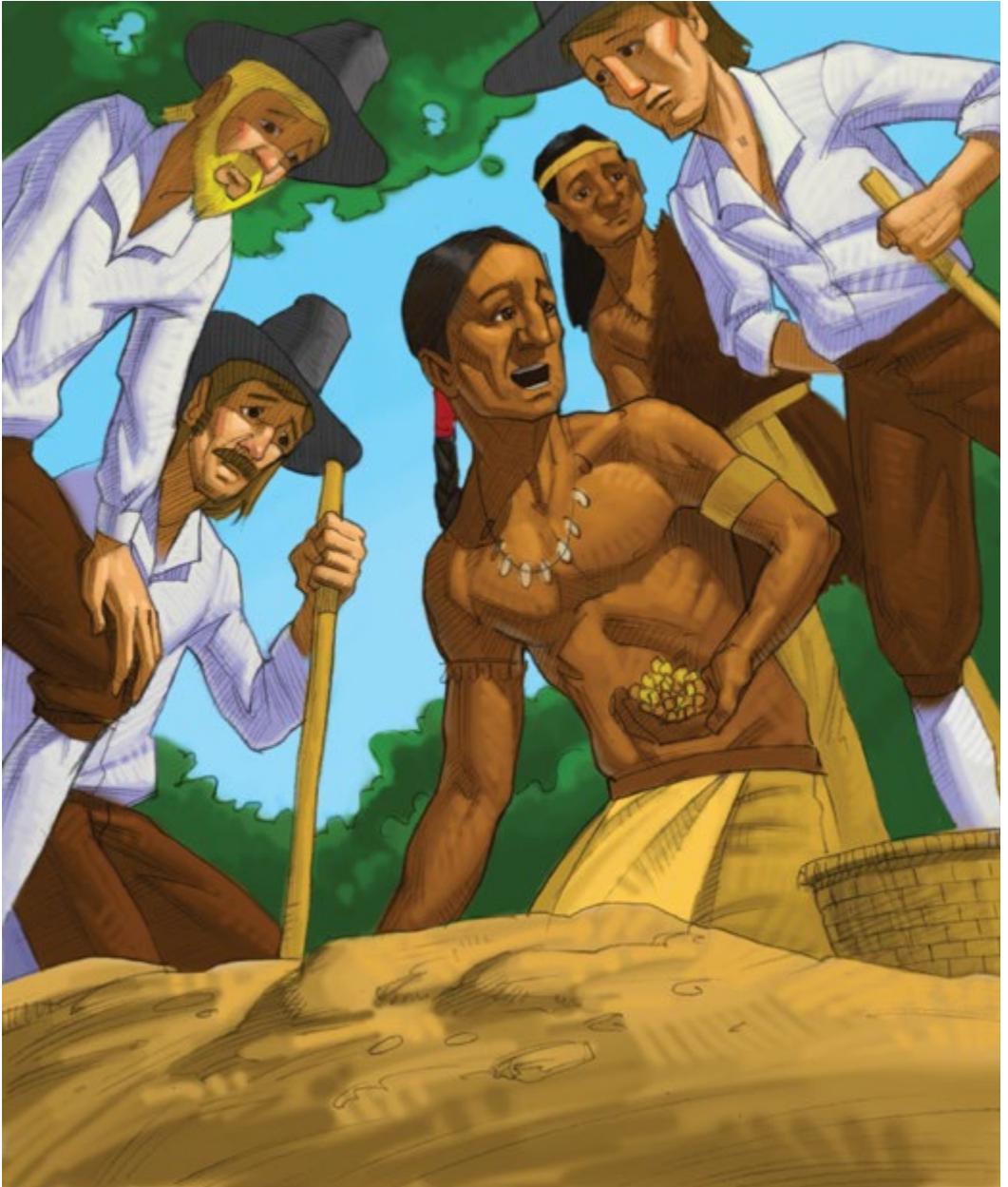
Having experienced the loss of his own people, a Native American called Squanto came to the aid of the Pilgrims. Squanto's friend Samoset agreed to help too. Both of these Native Americans spoke English. Squanto spoke very good English. In 1605, he had been taken to England by an English explorer.



Squanto and Samoset helped the Pilgrims.

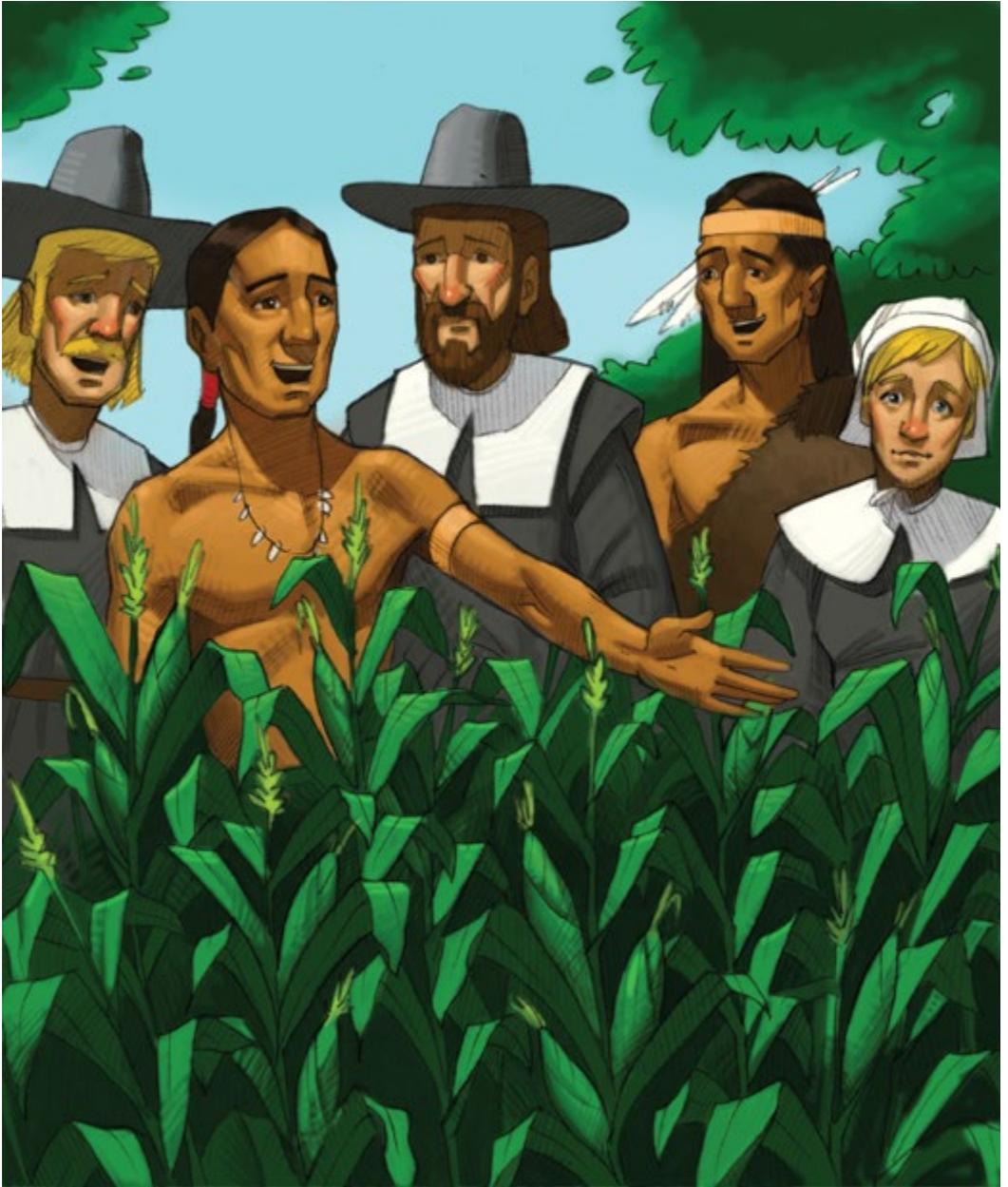
Squanto and Samoset showed the Pilgrims how to plant corn, squash, and beans and how to make these crops grow in the poor soil. Squanto also taught people to recognize berries and fruits that could be eaten and where the best places to fish were. Wrestling Brewster often talked of how he had feared these people at first. But when they helped the settlers, Wrestling had changed his mind. Love and Wrestling had gone fishing with Squanto. Squanto gave the Pilgrims hope.

The colonists and a local group of **tribes** called the Wampanoag, had also made peace. Both sides agreed to help and protect each other. They agreed to trade with each other, too.



Squanto and Samoset showed the Pilgrims how to make crops grow in poor soil.

Slowly, the days grew warmer and the Pilgrims became happier. They were no longer cold and hungry. The first fall was one of the most precious memories Mary, Remember, Love, and Wrestling had. The crops had grown well and their harvest was abundant. Besides farming, the colonists had also learned how to hunt and fish to survive. As a result, they had produced more than enough food to get them through the next winter. They had also been able to build homes that would protect them from the cold weather when it came again. While they mourned the loss of so many, the surviving colonists were thankful for what they now had. That is why they decided to give thanks to God and the Native people who had helped them.

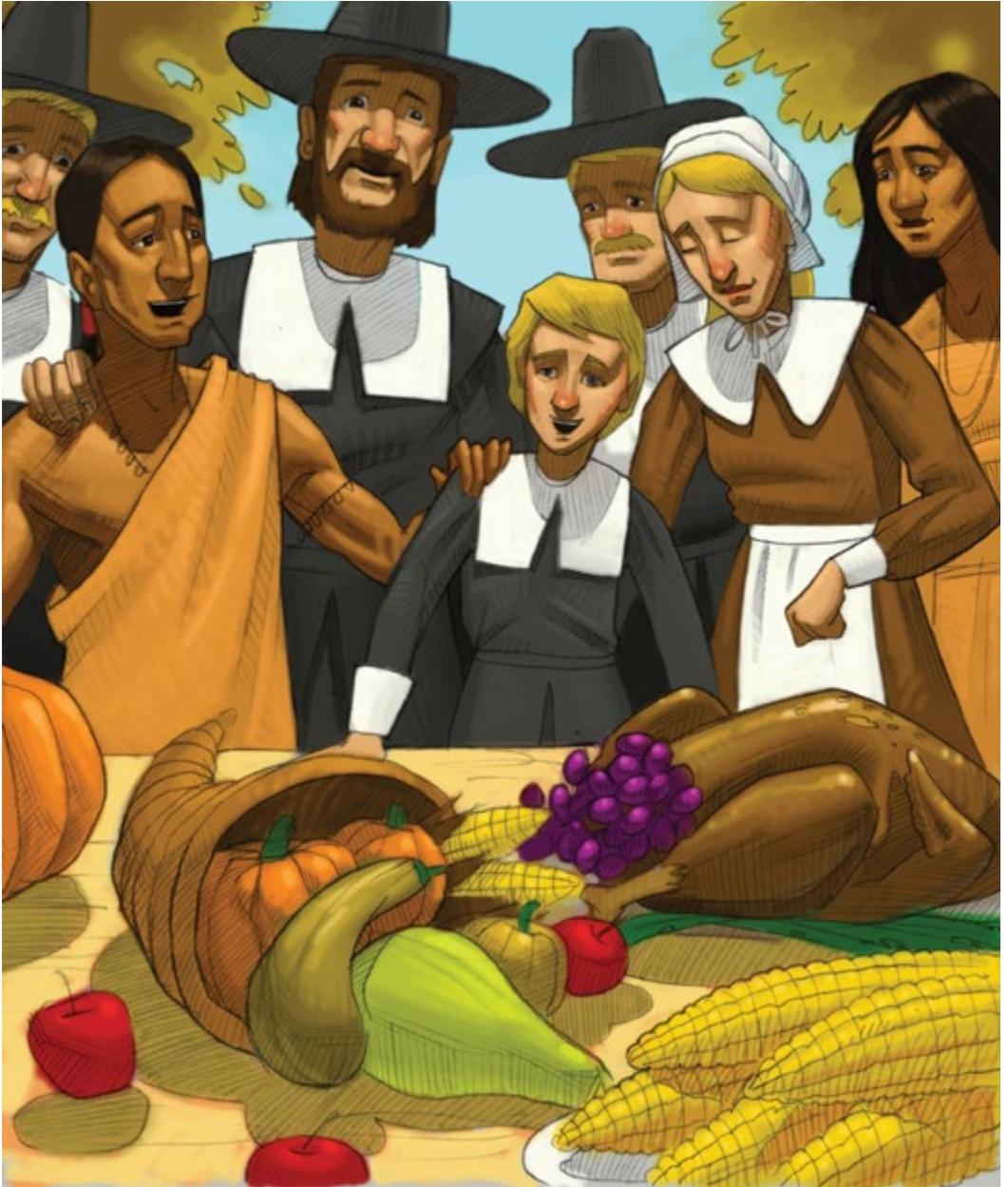


An abundant harvest

A great celebration of thanksgiving was organized. The local Wampanoag were invited to the thanksgiving celebration. Squanto and Samoset were invited, too. The Wampanoag chief, Massasoit (MAS-ə-soyt), was the guest of honor.

Everyone there had dined on deer, duck, lobster, fish, cornbread, pumpkin, squash, and berries. They had eaten until they were fuller than they had ever been before. They had played games and they had run races. The Wampanoag had stayed in the **colony** for several days. It was probably the happiest time the children could ever remember. They often spoke of it. Since then, more and more Pilgrims had arrived. More homes had been built. Their father had married Fear Allerton.

All these early experiences of the children happened four years ago. Now, here the children were, playing in a forest in the colony.



A celebration of thanksgiving

As Mary and Remember hurried out of the forest, they said their goodbyes to Love and Wrestling. Minutes later they arrived at the door to their house. Their arrival had not gone unnoticed. The door to their house was flung open and Fear appeared in the doorway. She stood there with her hands on her hips.

“It’s a good thing I had already collected firewood earlier in the day or the fire would have gone out long ago,” she exclaimed. “Anyone would think you had to grow the tree before cutting it down. Now, go wash your hands and help me set the table.”

Mary and Remember looked at each other as they inched past their stepmother. They both knew she was not done scolding them.

Why do you think Squanto and Samoset had decided to help the struggling Pilgrims? Do you think the Pilgrims would have survived if they had not helped?



Fear scolded the girls.

Chapter 12

Religious Dissent and the New England Colonies

Read-Aloud

The Pilgrims had solved some of their problems, but the Puritans had not. In England, the Puritans were still struggling to **worship** the way they wanted to. They wanted to change and purify the Church of England. When the Puritans heard about the Pilgrim's **colony** at Plymouth, they decided that they should try to do a similar thing. They came up with a plan to do just that.

In 1628, a number of Puritans, led by a man named John Winthrop, decided that they would establish a **colony** in New England to the north of Plymouth. The Puritans realized that they would have to be very organized. They had heard about the hardships faced by those who had already gone to the colonies. They knew that many had died due to lack of food and shelter. The Puritans were determined to avoid these mistakes.



John Winthrop addressing Pilgrims

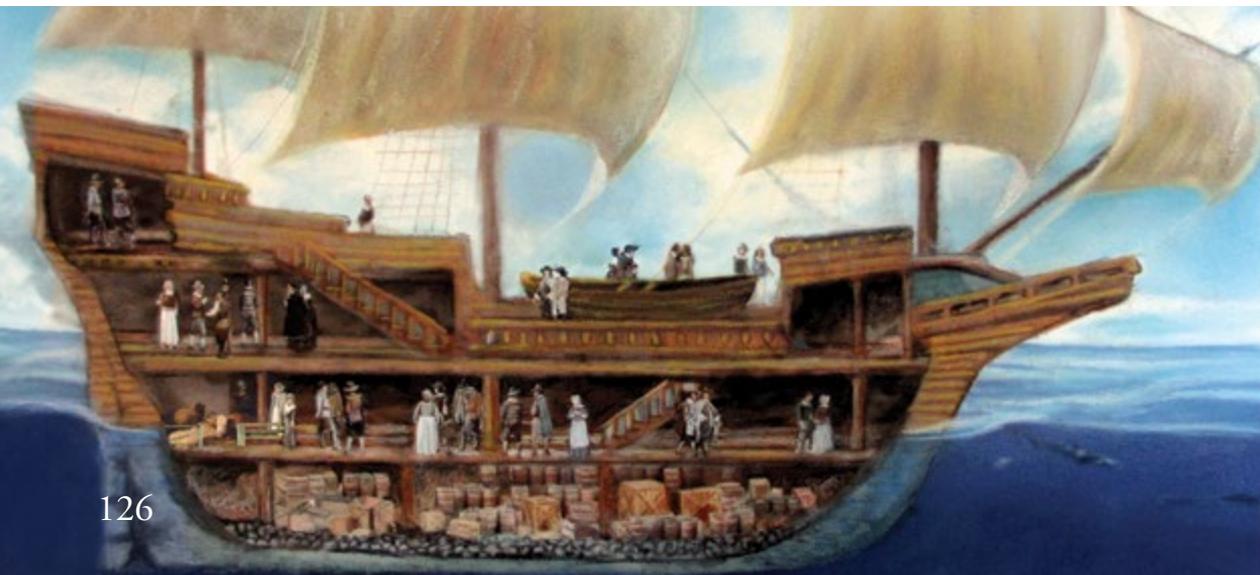
It was decided that a small group of Puritans would go ahead of the others and begin to build a **colony**. Then, in 1629, a group of English Puritans and merchants formed the Massachusetts Bay Company. The aim of the company was to make money for the Puritan **colony** by trading furs, as well as by fishing and shipbuilding. (There would be some farming, too, but the settlers knew that the rocky New England soil would never support a large farming economy.)

The company itself would be run according to Puritan principles, or rules. It was also decided that this Puritan **colony** would be different from other English colonies. In order to live in this **colony**, people would have to live according to the Bible and strict Christian principles.

John Winthrop believed that their **colony** should be an example to others in terms of how people should live. He once said, “For we . . . shall be as a City upon a hill; the eyes of all people are on us.”

Finally, in 1630, John Winthrop set sail for New England with three ships and about seven hundred colonists. They brought a good amount of food with them, as well as cows, horses, and tools. They were more prepared than any of the other English settlers so far. When they arrived, there were already some small buildings in place from the settlement of the first party they had sent. This settlement was called Salem. Other settlements were established in Charlestown, Cambridge, and Boston. This Puritan **colony** was named the Massachusetts Bay **Colony**, and John Winthrop would become its governor.

Ship laden with supplies



As planned, the Massachusetts Bay **Colony** was different from the colonies developing in the South. The strict laws that had been drawn up in England were put in place in the **colony**, and people had to follow them. For example, everyone had to go to church. Those involved in the government of the **colony** were **senior** church members, and only male church members could elect their leaders. As you have heard, whereas the Pilgrims were happy to separate from the Church of England, the Puritans wanted to remain a part of it and were determined to change it. They hoped that by their strict example of **pure** living, the Church of England would become stricter, too, and do away with many rules it still had from its Roman Catholic influence.

The Massachusetts Bay **Colony** was very successful and grew quite rapidly. Each Puritan town was carefully planned, with each family being given enough land on which to build a home and farm. The most important building in the town was the meetinghouse. This was where religious services and



Puritan town

town meetings were held. Puritans also believed in the power of education. They wanted their children to be able to read so they could read the Bible.



Roger Williams statue

In 1631, Roger Williams, a minister from London, arrived in the Massachusetts Bay **Colony** in Boston. Almost from the beginning, Williams did not agree with some of the leaders. He believed that the leaders of the **colony** had too much control over people's lives. He especially disliked the close connection between the church and the government. Williams felt that what was happening was too much like the English system they had tried to escape. The leaders of the Massachusetts Bay **Colony** felt **threatened** by his views.

As more and more people came to the **colony**, Williams saw more and more land being taken from Native Americans.

He strongly believed that Native Americans should be paid for this land. Before long, the leaders of the Massachusetts Bay **Colony** considered him to be a troublemaker. Roger Williams was labeled a religious **dissenter** and was forced to leave the **colony**. There were some who wanted to send him back to England!

Before they could send him back, however, in 1636, Roger Williams left the **colony** in the middle of the night in the dead of winter. A few of his supporters left with him. It was **bitterly** cold, and he and his followers had nowhere to go. With the help of some Native Americans, they survived in the woods for three months. Eventually, Williams made his way south to what would become Providence, Rhode Island. There he purchased land from the Narragansett, a local Native American **tribe**. This area became the **colony** of Rhode Island.

*Roger
Williams*



Gradually, others who also found it difficult to follow the strict Puritan way of life followed Williams. Rhode Island became a haven for people who wanted to be free to practice their faith, or religious beliefs, in their own way. Rhode Island became the first English **colony** to allow people complete religious freedom and welcomed not only Puritans, but Quakers, Roman Catholics, Jewish people, and others, too.



Anne Hutchinson

Another Puritan who followed Roger Williams was a woman named Anne Hutchinson. She and her husband and children had arrived in the Massachusetts Bay **Colony** in 1634. As you have heard, women were not part of the decision-making process in the church, or in **society** in

general. Women certainly weren't allowed to **preach**, or deliver a religious speech or message, in church. Because of these restrictions, Anne Hutchinson organized weekly meetings in her home for women who wanted to discuss these sermons, or religious speeches. In these meetings,

women also were free to discuss their religious views. These meetings became so popular that men, and even some of the church leaders, began to attend.

Hutchinson openly expressed her view that a person's individual faith was more important than being a member of an organized church. She also said that a person's personal relationship with God was the only thing that really mattered. This was considered by many to be a very dangerous view because the Puritan church had strict rules that were required to be followed. On top of this, Anne Hutchinson was a woman. So, just like Roger Williams, Hutchinson was put on trial for being a **dissenter**. During the trial, Hutchinson was ordered to recant, or take back, her beliefs and say she changed her mind, but she refused. Like Roger Williams, she, too, was banished.

In 1638, Anne Hutchinson joined Roger Williams in Rhode Island. After her husband died, she moved to New York with her younger children to start a new life. At the time, New York was called New Netherlands and was a Dutch **colony**. The governor there did not have a good reputation with Native Americans and had caused many disputes between the Native people and the colonists. He had also created **tension** among various groups of Native Americans.



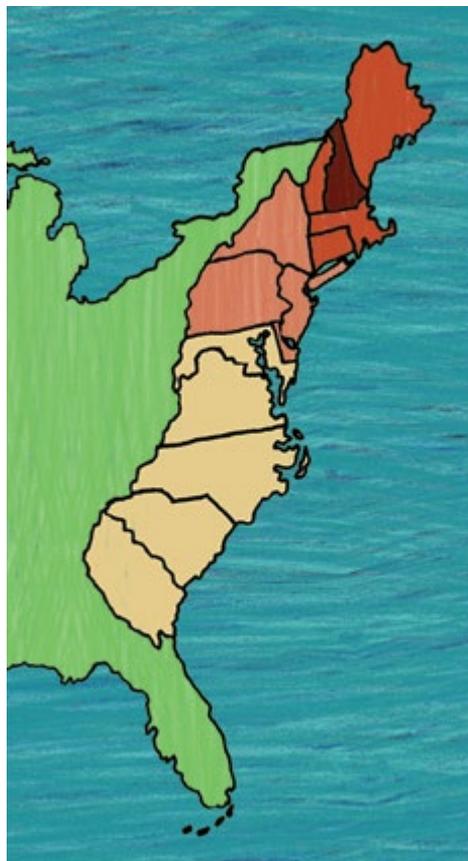
Thomas Hooker with settlers in Connecticut

In 1636, a Puritan minister by the name of Thomas Hooker also left the Massachusetts Bay **Colony** with a group of supporters. They made their way to an area that is now Connecticut and founded the town of Hartford near a wide river now known as the Connecticut River. Soon, two more settlements, Windsor and Wethersfield, were established in the **colony** of Connecticut.

One of the things that Thomas Hooker believed was that all men should be allowed to vote, not just those who were members of a church or those who were wealthy. In 1639, Thomas Hooker implemented a system of government in Connecticut called the Fundamental Orders of Connecticut. It was a form of democracy that later helped to inspire the **creation** of the U.S. Constitution.

We've just talked about the **creation** of three of the four New England colonies. The last New England **colony** is New Hampshire. You might be surprised to hear that King James I helped to establish New Hampshire, too! Remember how he “gave” an area of other land he had claimed to his friends? Well, he “gave” this part of North America to two more of his friends—John Mason and Ferdinando Gorges. Later, the two men divided the land in half, and Mason got the southern part that became the New Hampshire **colony** in 1679. Many unhappy Puritan settlers also found their way to this **colony**. Gorges received the northern half that would later become the state of Maine.

As you can see, back in the 17th century, many English people were willing to risk their lives to sail to a faraway land in the hope of a better life. Do you think you would have been willing to do the same?



New Hampshire

Chapter

13 Puritan Life

Hello, my name is Lizzie. My mother and father are once again displeased with me. I smiled too much during the morning sermon, and then fell asleep during the afternoon sermon. They both said that it is a great sin for a Puritan child to fall asleep while listening to the word of God.



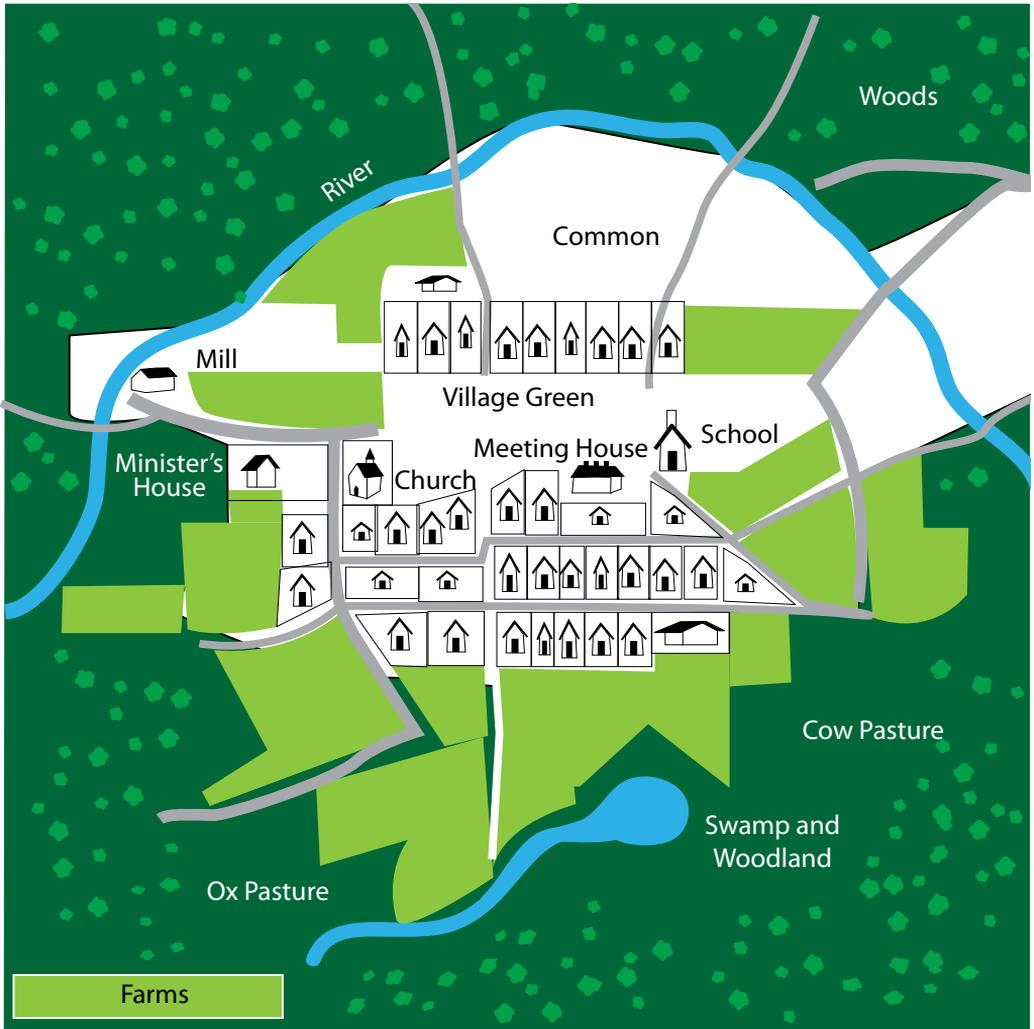
During the morning sermon, I had smiled at the sight of Elder Jones's new wig. I could not understand why a minister of the church would care to wear such a thing on his head. But seemingly he does. Not only is it a strange looking sight, it does not appear to sit straight on his head. When I smiled and pointed at him, my mother pinched me so hard that my leg has not yet recovered.



Lizzie smiled at the sight of Elder Jones's new wig.

As you may or may not know, the most important place for any Puritan is the meeting house. Every Puritan meeting house is placed in the center of a town or village. That is because the meeting house is the center of our lives. Our church services take place there and so do all important meetings.

We Puritans live in the Massachusetts Bay **Colony**. Our **colony** was created in partnership with a Puritan company called the Massachusetts Bay Company. The Massachusetts Bay Company sells the fur we get from hunting and the fish we catch. Our **colony** is becoming wealthy because of this trading agreement.



A Puritan town

We came here from England in the year 1630. I was just a baby. Now, I am almost eleven years old. Unlike the Pilgrims, we did not want to break away from the Church of England. We wanted the church to be **purser** and stronger. However, neither King James I nor his son King Charles I would listen to our requests for change. In the end, we had no choice but to leave our homes and start a new life somewhere else.

We chose to create our own Puritan **colony** on land north of the Pilgrim **colony** of Plymouth. Guided by our leader John Winthrop, we sent men ahead to prepare the way for us. They began the construction of houses in an area we call Salem. They cleared the land for planting. We now have four settlements within our **colony**. Apart from Salem, we have Boston, Charlestown, and Cambridge. The population within our **colony** is growing rapidly. Each year, hundreds of people come to live their lives with us. I have heard the grownups say that even King Charles I cannot believe how successful and strong we are becoming.



*Puritans arrived at the Massachusetts Bay **Colony** in 1630.
Inset: John Winthrop*

Trade ships frequently move in and out of our **harbors**. I love to watch the men unload items that have been sent across the ocean. We need guns, tools, and cloth. We hear news from home by talking to the sailors and newly arrived colonists. It makes our hearts flutter when the sailors and passengers talk of life in England. Just two months ago, I sat on the snow-covered dock and listened to stories from home. The sailors spoke of the **glorious** sound of the London church bells ringing out on Christmas Day. They also reminded us of the smell of roasting pheasant and sweet plum pudding. As you can tell, some of us are sometimes homesick but we know our cause is just and good and worth the **sacrifice**.

People are welcome here, but all who come to live with us must live according to the rules of the Bible. That is the Puritan way. Thus, I must surely **mend my ways**. I must not smile during Elder Jones's sermon, no matter how long it is. I can tell you, Elder Jones does like to do a lot of **preaching**.



A sailor delivered supplies and news from home.

My brother George keeps pulling my hair and running away. I have asked him nicely to stop. I have frowned at him like Mother frowns at me. But still he continues to do it. I must also make sure that I don't wag my finger at him. I must not scold him either. I have done it twice now, though my mother has not seen me do it. George is the baby in our family. He is no longer a real baby as he is four years old. My mother and father had seven children, but we are the only two children still alive. Mother and Father make excuses for George's behavior, but not for mine. I must be "responsible Lizzie."

Well, it seems that Elder Jones is not done **preaching**. He has called us back to the meeting house for one more sermon before sunset. I hope he is not wearing that wig again.

Why do you think the Puritans made the meeting house the center of their lives?



George pulled Lizzie's hair.

Chapter 14 The Middle Colonies

Read-Aloud

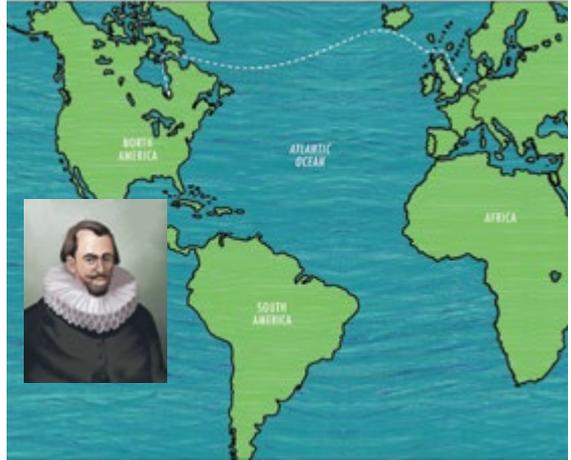
The English had now successfully established a number of colonies in North America. They were determined to claim more land, which is why in 1664 a fleet of English warships sailed into New Amsterdam **Harbor**, which is now the New York **Harbor** in New York City. England promptly claimed the **harbor** as its own. While they were at it, the English claimed the



English warships sailing into New Amsterdam

city and all the land around it, too. This was particularly bold because, not only were these areas already Dutch colonies, but Native Americans were living there as well. How and why did this happen? Let's go back in time to find out.

In 1609, Henry Hudson, an Englishman exploring for the Netherlands, set sail across the Atlantic Ocean on behalf of the Dutch East India Company. His destination was North America. Hudson, like many other explorers of the time, was searching for a northwestern water route to Asia, or what they called the Northwest Passage.



*Map of Henry Hudson's route/
Henry Hudson*

Although Hudson did not find that route, he did find an area that is now part of the greater New York City area. When he arrived in this **harbor**, Hudson claimed it for the Netherlands. The **harbor** area was named New Amsterdam, and the **colony** was named New Netherlands. Hudson did, however, name the Hudson River after himself. And so, a Dutch **colony** in North America was established.

Before long, this Dutch **colony** began to develop as an important fur-trading center. Beaver fur was very popular in Europe, and Henry Hudson had noted that there was an abundance in the area.



“Purchase” of Manhattan

It is believed by many historians that in 1624, Peter Minuit, the governor of this Dutch **colony**, purchased the island of Manhattan from a group of local Native Americans known as the Munsee in exchange for trade goods worth sixty guilders at the time. A guilder was a unit of Dutch money, and sixty guilders was very little compared to the value of the land in Manhattan today. Because many Native Americans did not share the Europeans’ concept of private land ownership, historians are not sure whether the Munsee understood what the Dutch settlers thought they were purchasing. Nor are

historians sure that the Dutch settlers realized that it was the **custom** of some Native Americans to negotiate for trade goods in return for allowing others to pass through or temporarily inhabit the land upon which Natives were settled. Rather than create boundaries between Native Americans and the colonists, these exchanges were meant to be the basis for continuing social connections between the groups.

So, it seems likely that both parties misunderstood the nature of the exchange. As a result, conflicts arose and continued between the colonists and the Munsee people, just as there had been between colonists and Native Americans in other regions.

As the Dutch **colony** continued to expand, it began to attract more Europeans. The **colony** allowed for certain religious freedom, so people who were not very happy with the leaders of their churches began to leave their homes and arrive in the colonies. This **colony** had excellent land for farming and a growing fur trade. English colonists had set their sights on this area, too. For quite some time they had **concentrated**, or focused, on establishing colonies to the north and south of what is now New York, but in 1664 they turned their attention to this area.

At this time in England, Charles II was king. His father, Charles I, had been killed because he was not well liked by the people, and Charles II had been forced to leave England. Later, in 1660, Charles II was invited to return and become king. If you remember, King Charles II had acquired, or built up, a great deal of **debt**. This happened during the ten years that he had been living in exile. During this time, Charles II had borrowed an enormous amount of money from friends. It's not easy to live like a king when you are not actually recognized as one.

When Charles II reclaimed his throne, he looked to North America to solve his **debt** problems. As you know, he had already given land that did not belong to him in the South to several of his loyal friends. You might ask: "Why didn't he give away parts of England?" Well, because that was against English law. There was no such law in place to protect the land in North America, and Charles believed he was entitled to claim this land. Charles II based this belief on the fact that John Cabot had explored North America for England back in the late 1400s, well before Henry Hudson had done so for the Dutch in the early 1600s.

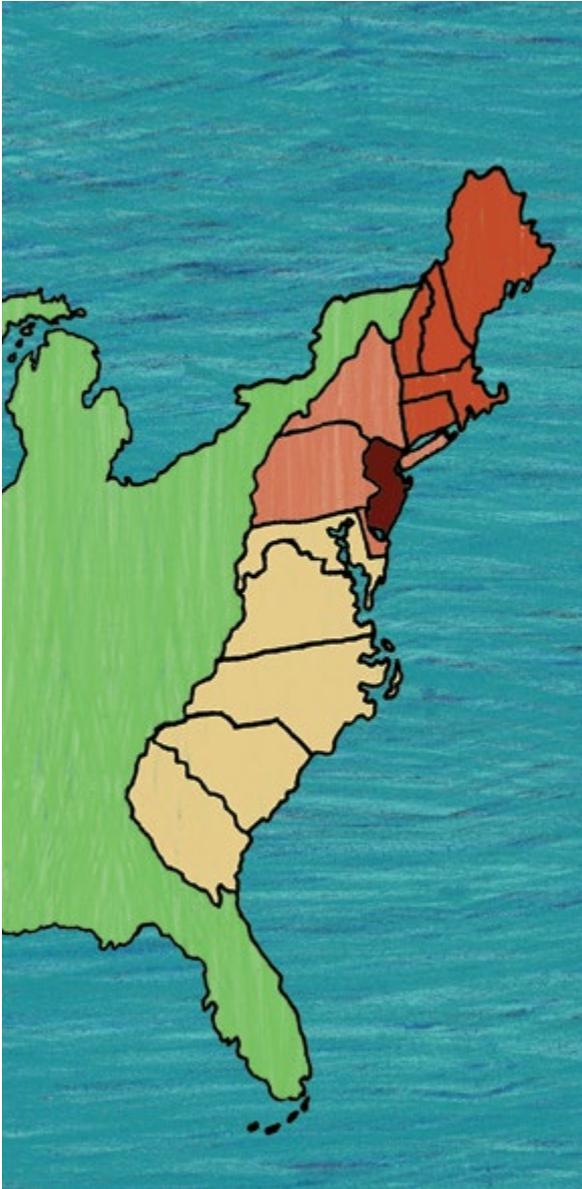


Peter Stuyvesant surrenders to the English

King Charles II put his brother James in charge of coming up with a plan to take New Netherlands from the Dutch. In 1664, James, also known as the Duke of York, sent a number of warships to New Amsterdam **Harbor**. The Dutch had been taken by surprise. Not only was New Amsterdam poorly defended, but the townspeople did not particularly like their over bearing governor at the time, Peter Stuyvesant (*stie-vuh-sant*). They were unwilling to risk their lives for him against the English, so Peter Stuyvesant had no choice but to surrender.

And so, the Duke of York had carried out his mission without firing a single shot. King Charles II was very pleased indeed. Although the Dutch did try to take their **colony** back several times, they were **ultimately**

unsuccessful, and by 1669, the area was officially deemed an English **colony**. In honor of the Duke of York, New Amsterdam became known as New York City, and New Netherlands was now the **colony** of New York.



New Jersey

Not wanting to be too greedy, and ever grateful to loyal supporters of the monarchy, the Duke of York gave the southern part of the **colony** of New York to two of his good friends. These friends were George Carteret and John Berkeley. This area later became known as New Jersey, named after the Isle of Jersey in the English Channel.

Soon after, the English took an area, known as Delaware, away from the Dutch, too. So, the English had

now established colonies in three **distinct** regions: the Southern colonies, which were made up of Maryland, Virginia, North and South Carolina, and Georgia; the New England colonies, made up of Connecticut, Massachusetts, Rhode Island, and New Hampshire; and the Middle colonies, made up of New York, New Jersey, and the soon-to-be Pennsylvania, and Delaware.

The population in the Middle colonies grew rapidly. These colonies attracted not only English people, but people from many other European countries, too. In fact, the population in all of the English colonies grew, and within one hundred years after King Charles II reclaimed his throne, the population would grow to be two million! Two of the most populous cities in North America at this time were located in the Middle Atlantic region: New York City and Philadelphia. These cities grew into bustling commercial centers with large populations.

People who moved to the Middle colonies from another country brought with them their own individual languages, culture, and range of skills. The people who settled in the Middle colonies were particularly **diverse**, or varied. You can imagine hundreds of new arrivals speaking different languages, wearing different kinds of clothing, building different types of homes, and eating



Newly arriving settlers

many different kinds of food. Despite their differences, however, the people who moved to North America all had one thing in common: they wanted a better life.

There were also many different reasons people chose to come to the Middle colonies. One was that this region had good **harbor** areas and long, wide rivers. The English knew that this region would be good for trade. Another reason some people were drawn to the Middle colonies was that the people in charge of governing those colonies were generally tolerant of people's religions. For the most part, the day-to-day decisions were made by elected

officials in town and county assemblies in the Middle colonies; however, the Duke of York, George Carteret, and John Berkeley were **ultimately** in charge.

Another reason people moved to the Middle colonies was because it was a good area in which to farm. The climate and soil in the Middle colonies, compared to the North and South, were perfect for farming. In terms of climate, it was neither too hot nor too cold.

Colonists working in fields



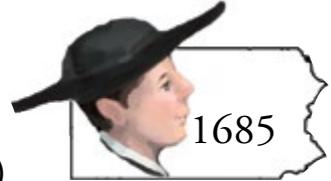
Wheat grew well in these conditions. As a result, these Middle colonies earned the name “the breadbasket” because they could grow a lot of wheat and supply large amounts of flour to England, as well as to other English colonies—particularly in the West Indies. Many **mills** were built in this region to grind the wheat into flour. The flour was packaged and exported. Other crops, such as **rye**, potatoes, peas, and flax, also thrived. Farming became the main **occupation**, or job. There were other **occupations**, too. There was also a need for sailors, trappers, lumbermen, merchants, and craftsmen. Shipbuilding became an important industry, too.

There were some enslaved Africans in the Middle colonies, just as there were in the Southern colonies. Unlike the Southern colonies, people in the Middle colonies used the rapidly growing population as their main source of workers, and they paid them wages. As a result, there was less dependence on **slavery** than in the South.

Builders were needed in the Middle colonies, too. People built houses of different styles, often reflecting the cultures of the places in Europe from where they had come. Networks of roads, though very basic, were slowly developing. The Great Wagon Road became an important “highway,” stretching from Pennsylvania, south through Maryland, Virginia, and North Carolina. Workshops, stores, and coffee shops were opening. Thanks to an English king who needed money, a vibrant new culture was emerging three thousand miles away.

The Quakers and the Lenni Lenape

Charles, Hester, and their father, Micah, walked slowly toward the Lenni Lenape (LEH-nee Le-NAH-pae) village. They were delivering gifts from some of the families who lived in their small Quaker **colony**. Just one year earlier, in 1685, some of the young Lenni Lenape men had helped several newly-arrived English and Welsh Quakers clear land for farming.



The gifts they carried were in three straw baskets. The baskets were heavy and Charles and Hester struggled to carry theirs. The baskets held dumplings, cheese, bread, apple butter, and ham.

Neither Charles nor Hester were nervous about visiting the village. They had been there several times before with their father. They had even been inside some of the homes, called wigwams. In fact, both children had been **astonished** by how warm and dry these homes made of bark were.



Charles, Hester, and Micah delivered gifts to the Leni Lenape.

The village was on the bank of a long, winding river. In the village, there were about thirty wigwams and four longhouses. Like the wigwams, the longhouses were made from a wooden frame covered in bark. Unlike the wigwams, though, several families lived together in one longhouse. On the **outskirts** of the village, the children could see the Lenni Lenape's fields full of corn, squash, and beans. In the river near the bank, four dugout canoes were bobbing up and down in the water. Two of the canoes held piles of raccoon, beaver, and fox fur. This fur was a sign that some of the Lenni Lenape men would soon be setting off to trade with either Europeans or other Native Americans.



Lenni Lenape men loaded fur into their canoes.

Charles and Hester were Quakers from a part of England called the Midlands. They had arrived in Philadelphia, Pennsylvania, the previous year with their parents. Philadelphia was a growing town in the English **colony** known as Pennsylvania. In 1681, William Penn, a Quaker and the leader of this **colony**, had received the land now known as Pennsylvania from King Charles II of England. The king had given him the land to settle a **debt** he owed to William's father. William Penn was grateful to the king because he wanted this land to be a place where Quakers could live without fear. Quakers were **persecuted** in England. They were often arrested and some were killed because of their beliefs.



William Penn's father (left) and William Penn (right)

Quakers were unpopular because they did not believe in war, and therefore, refused to fight. Also, they did not think that there was only one way to **worship** God. They did not think that it was necessary to go to church to **worship**, either. They also believed that everyone in the world was equal, which meant that Native Americans and Africans who were enslaved were equal, too. These views made members of the king's government very angry. The king himself was not pleased with them. William Penn decided that it was time to find a safe place for Quakers to live.

Before leaving England in 1681, William Penn drew up a plan for the city of Philadelphia. He wanted it to have wide, tree-lined streets and public parks. He wanted Philadelphia to be a magnificent city within the **colony** of Pennsylvania. He wanted it to be a place where people lived in such a way that they were an example to the rest of the world. People of all faiths, not only Quakers, would be welcome.



William Penn's plan for the city of Philadelphia

As the children neared the village, a Lenni Lenape boy ran toward them. He had clearly been waiting for them.

“Hello, Lapowinsa,” said Charles to the boy.

“Hey,” replied Lapowinsa. “What do you have in the baskets?”

Both Charles and Hester had taught Lapowinsa to speak English. He was their friend and they enjoyed spending time with him.

“We have gifts,” Hester replied. Lapowinsa joined the children as they marched behind their father into the Lenni Lenape village.

The people in the village smiled at the children’s father. They came to greet him. Charles always **admired** the breechcloths and leggings, worn in cold weather, that the men wore. The women wore dresses and their long, dark hair was braided. The men, women, and children wore moccasins on their feet.



Lapowinsa greeted Charles and Hester.

The children's father had learned to speak a little of the Lenni Lenape language. With William Penn, he had been involved in the purchase of the land they lived on from the Lenni Lenape.

After handing over the gifts, their father was invited to smoke tobacco with some of the Lenni Lenape men. This meant that Charles, Hester, and Lapowinsa would get a chance to play. The children and Lapowinsa began to walk toward the river. Lapowinsa had promised to take them out in a canoe to search for turtles.

"Be back before sunset," their father called. The children nodded and then with Lapowinsa leading the way, they ran like the wind across the open land.

In your opinion, how might Lapowinsa be different from Charles and Hester's friends in England?

In your opinion, how might Lapowinsa be different from Charles and Hester's friends in England?



Charles, Hester, and Micah handed over their gifts to the Lenni Lenape men.

Chapter 16 Matthew, the Apprentice

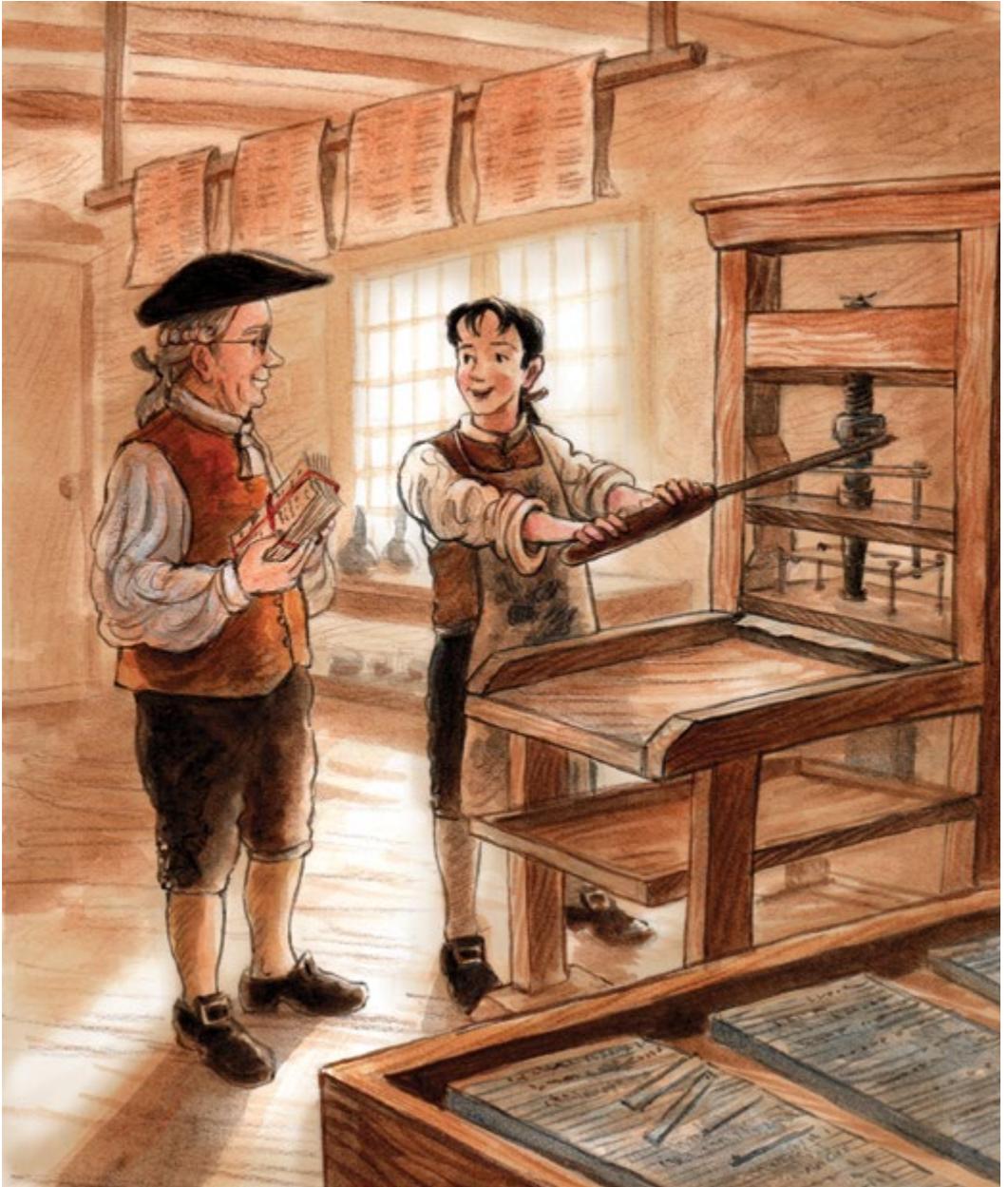
“Matthew, have you finished printing those newspapers?” Uncle Abraham asked.



“Almost,” Matthew replied.

“Well, when you are done, I need you to deliver these sermons to Pastor Keller. He’s waiting for them,” continued Uncle Abraham. “Oh, and when you get back from delivering the sermons, you will need to make more ink.”

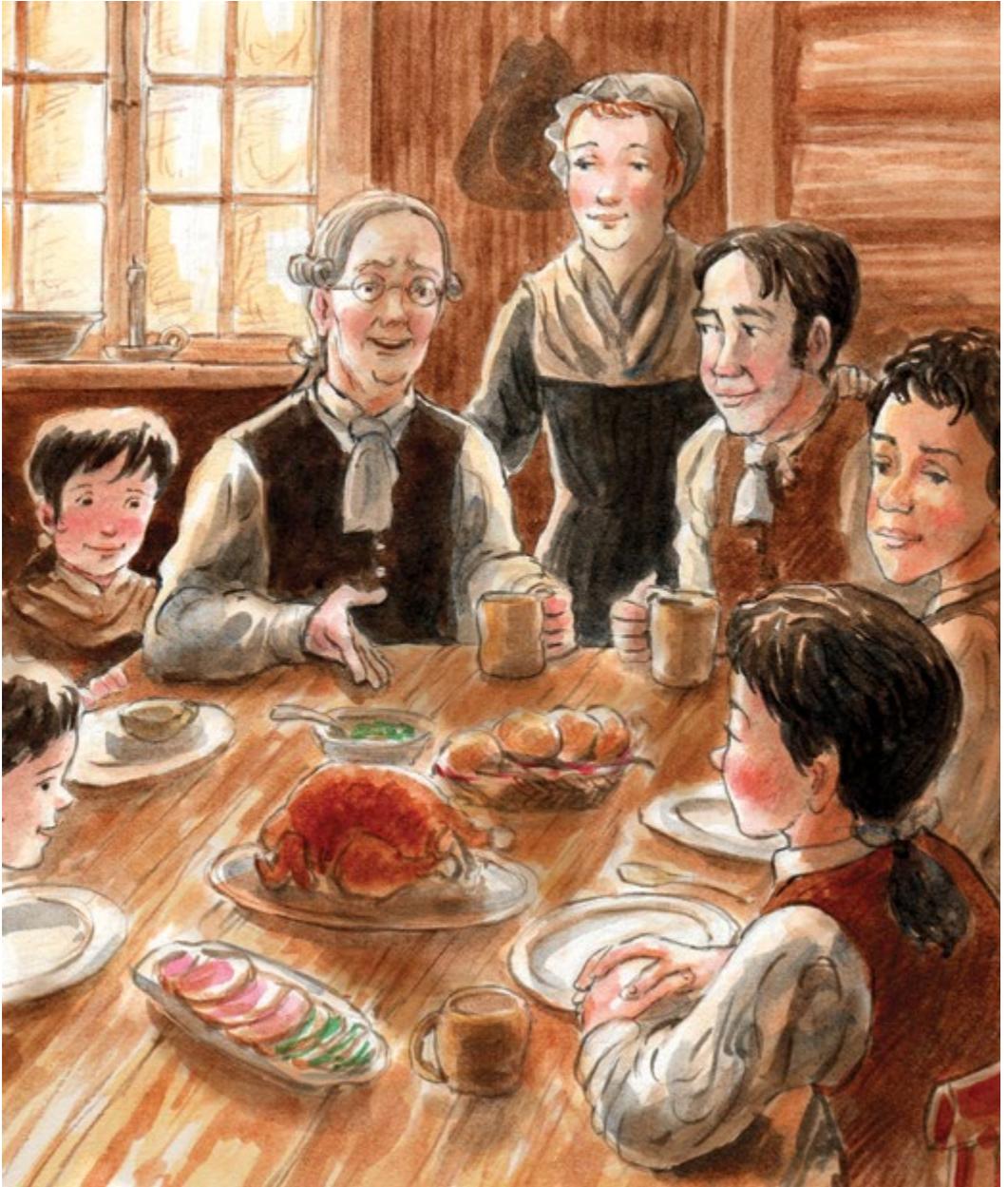
Matthew nodded his head to let his uncle know that he had heard his instructions. In 1755, Matthew was a printer’s **apprentice**. He was **originally** from a small village thirty miles north of Philadelphia. Matthew’s father was a cooper there. A cooper is a skilled **craftsman** who knows how to make casks, buckets, barrels, and containers of all shapes and sizes. In the colonies, almost every kind of food and drink was stored in the kinds of containers his father made.



Matthew printing newspapers

When Matthew was little, he had thought that he would one day work with his father. However, his older brother Jonah had become their father's **apprentice**. From the age of seven until he was ten, Matthew had attended a one-room schoolhouse where he was fortunate enough to have been taught how to read and write.

Four days after his eleventh birthday, Matthew's Uncle Abraham had come to visit. During his visit, he had offered Matthew the opportunity to move to Philadelphia and become his **apprentice**. At first, Matthew had not wanted to leave his family. He had three younger sisters he loved dearly, along with his brother Jonah. However, Matthew's parents had explained to him that he would have to learn a skill so that when he grew up he too could support a family.



Uncle Abraham offered Matthew the opportunity to become his apprentice.

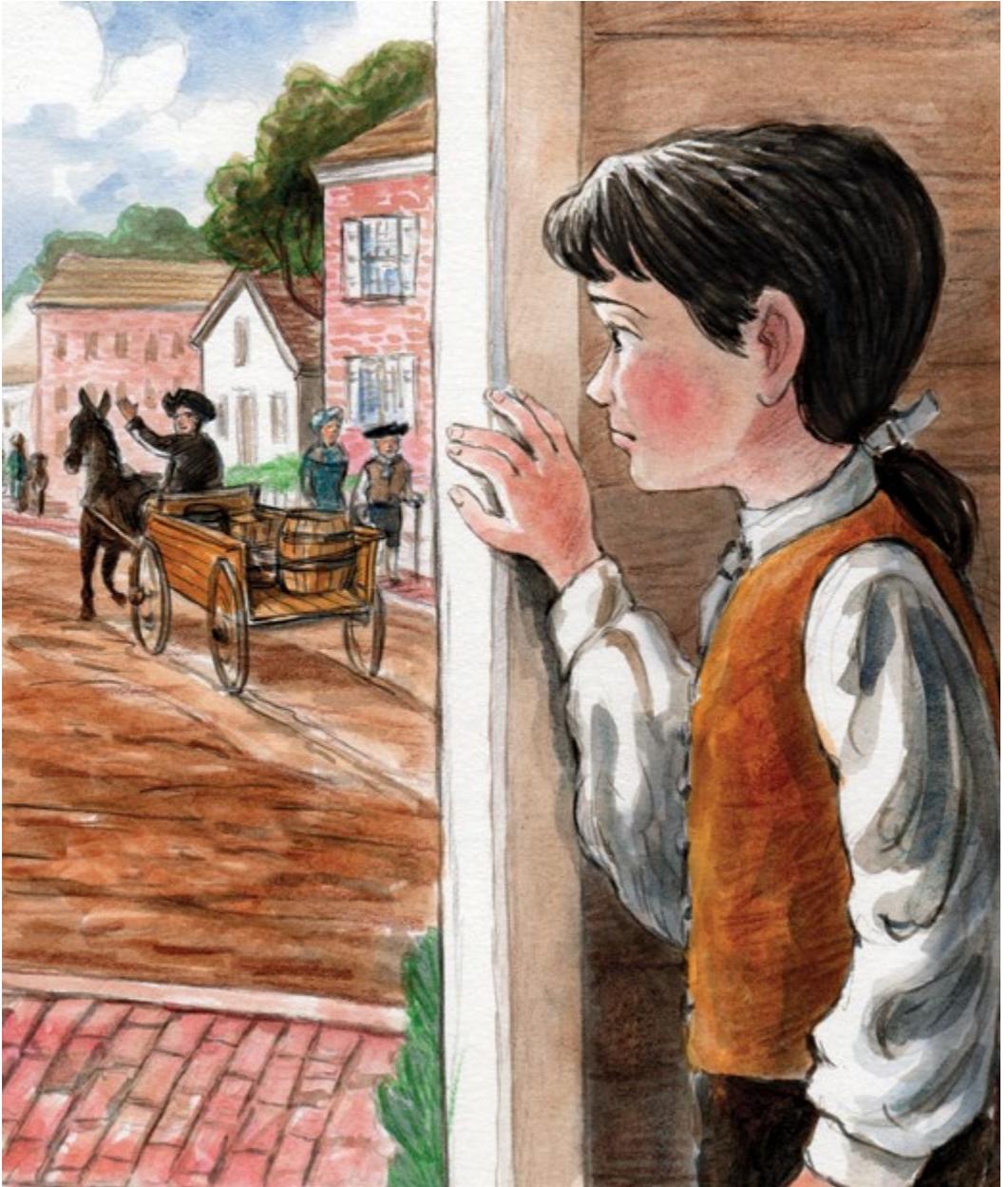
Before Uncle Abraham left, Matthew had signed an **apprenticeship** agreement that stated that he “would faithfully serve his uncle, keep his secrets, and obey all of his lawful commands.” For his part, Uncle Abraham had agreed to spend seven years teaching him the skills he needed to be a successful printer. During that time, he would house, feed, and clothe Matthew. Four weeks after his uncle’s visit, Matthew’s father had loaded up their wagon and they had set off for Philadelphia.



*Matthew signed the **apprenticeship** agreement.*

In Philadelphia, Matthew and his father had spent two days exploring the city with Uncle Abraham. Then on the third day, his father had bought supplies for his workshop and said goodbye. Matthew had watched his father go until he was out of sight. Though his eyes filled with tears, Matthew willed them not to fall.

Four years had passed since that day. Now, Matthew was fifteen years old. Matthew had three more years to serve as an **apprentice**. When his seven years of training were finished, Matthew would become a journeyman. A journeyman was a skilled printer, though not yet a master **craftsman**. Matthew would spend three more years working alongside his uncle and he would receive payment for his work. When he turned twenty-one years of age, Matthew hoped to become a master **craftsman** and open up his own business.



Matthew watched his father leave.

Matthew finished printing the last newspaper. Printing newspapers was one of the hardest jobs of all. It could take more than twenty hours to print one page. All of the work was done by hand. This included organizing tiny pieces of metal with individual letters or punctuation marks on them into the order in which they had to appear on the printed page. This task was called setting the type. The type was then held firmly in place as an inking pad spread ink over the type. The printing press transferred the carefully arranged words and sentences onto paper.

Matthew picked up the bundle of printed sermons and quickly checked to see if he had all of the ingredients needed to make the ink when he returned. Ink was made from **tannin**, iron sulfate, gum, and water. He was happy to see that Uncle Abraham had stocked up on these supplies.



Matthew and a freshly printed newspaper

Out on the street, Matthew made his way towards the small wooden church at the end of the avenue. Pastor Keller was the Lutheran minister in charge of this church. As Matthew walked, a small, shaggy, brown dog came to keep him company. The dog had appeared several times earlier in the week near the door to their kitchen. Matthew had thrown it some scraps and now it appeared whenever Matthew did.

“Hey, you want to come with me?” Matthew asked as he clicked his fingers.

The small dog looked up at Matthew and wagged its tail.

“Okay then,” said Matthew. “Let’s go.” Matthew began to run down the avenue, taking care to hold on tight to his **delivery**. The small white dog scampered happily after him.

Do you think being a printer’s **apprentice** is a good opportunity for Matthew?



Matthew and his shaggy friend

Life on a Farm in the Middle Atlantic Colonies, Part I

“Primrose, come see the kittens that have just been born,” yelled Patience, Primrose’s sister.

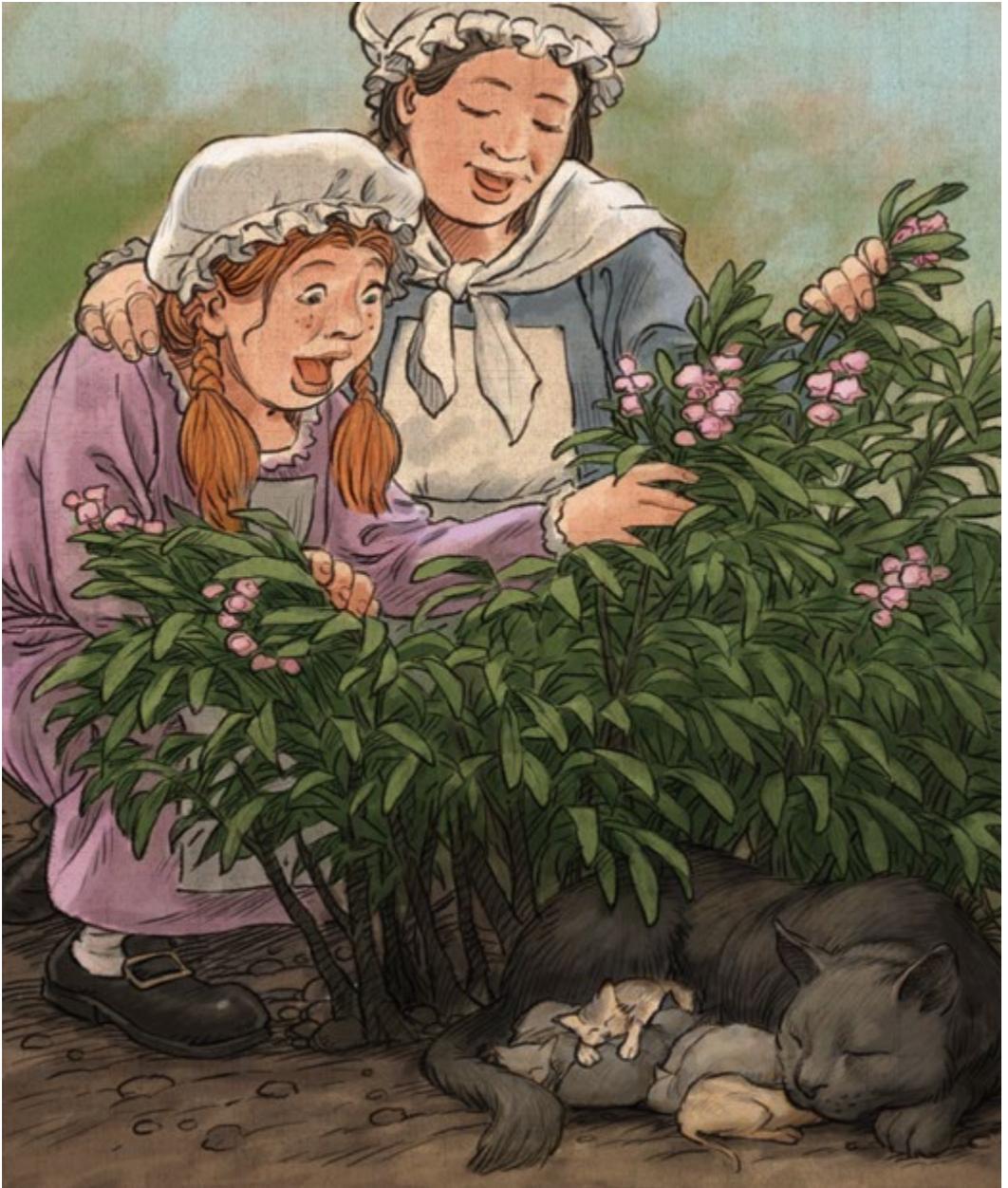


“See, there are six of them,” Patience continued as her sister appeared at her side. Primrose sat down next to Patience as she pointed to a spot beneath a large shrub, where the mother cat and her kittens lay.

The two girls stared long and hard at the tiny creatures. There were six kittens in all. Their eyes were closed and they could not walk. They lay in a **heap** together beside their mother.

“I want to keep one as my own,” said Patience.

“Well, you can’t yet,” Primrose replied. “They have to stay with their mother for at least ten or eleven weeks. Then, you’ll have to ask Mama and Papa.”



Patience found a litter of kittens.

They'll say no though. They don't like us keeping animals inside the house."

"I'll hide it in a safe place," said Patience firmly.

"Where?" asked Primrose quite seriously. "Where will you hide it? I can't think of one place that Mama and Papa wouldn't find it."

"In a bucket," announced Patience confidently.

"Do you think that a kitten will stay in a bucket all day, waiting for you to finish your chores?" laughed Primrose. "Do you think Mama and Papa won't notice you carrying a bucket around everywhere?"

Patience thought about this for a while before she replied. Then she said, "The kitten will stay in the bucket if I train her to." Patience chose to ignore the second part of Primrose's question.

The two girls continued to debate about whether or not it was possible to hide a kitten in their small log house without anyone noticing. Like many colonial cabins, theirs consisted of two small rooms downstairs and three very small bedrooms upstairs. Primrose and Patience shared a bedroom, as did their three brothers.

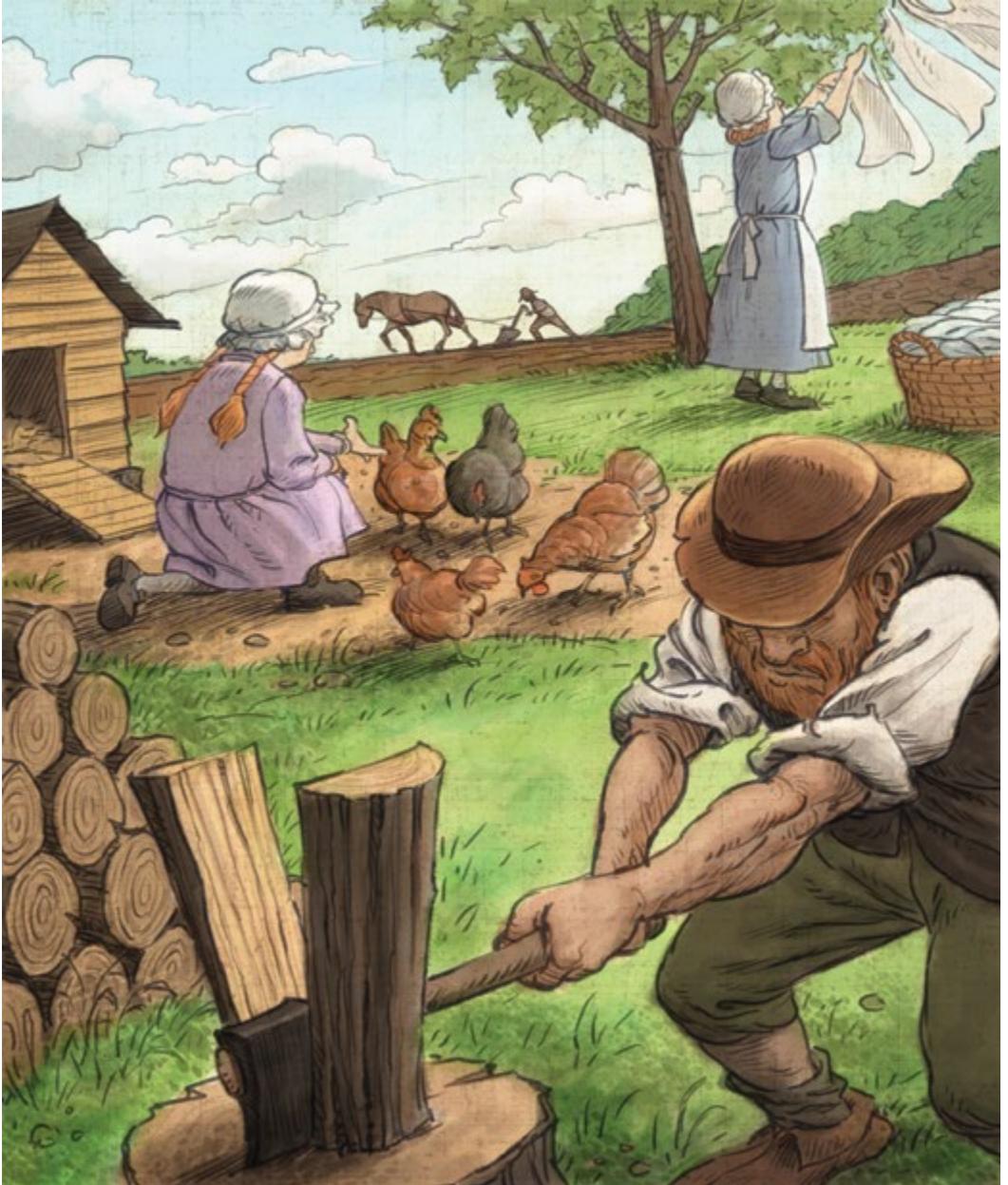


Primrose tried to talk Patience out of her idea to keep a kitten for herself.

Primrose and Patience lived on a farm in southern New Jersey. They and the rest of their family were **originally** from Sweden. They had moved to this English **colony** because of their Uncle Sven. He had written to their father and told him about the wonderful life they could have there.

Uncle Sven had traveled to New Jersey from Sweden in 1699. That was exactly thirty years after the English had taken control of this region from the Dutch. Uncle Sven was now a successful wheat farmer.

The girls and their family had arrived in New Jersey in 1701. Primrose and Patience lived with their father, mother, and three brothers on a one hundred acre farm. On their farm, they grew wheat, **rye**, and **barley**. They kept cows, pigs, and chickens, too. Most people in the Middle Atlantic colonies lived on small farms that ranged from fifty acres to one hundred fifty acres. These farms were quite spread apart and neighbors didn't see much of each other except at church on Sunday. Sometimes they got together for special **occasions** or if someone needed help.

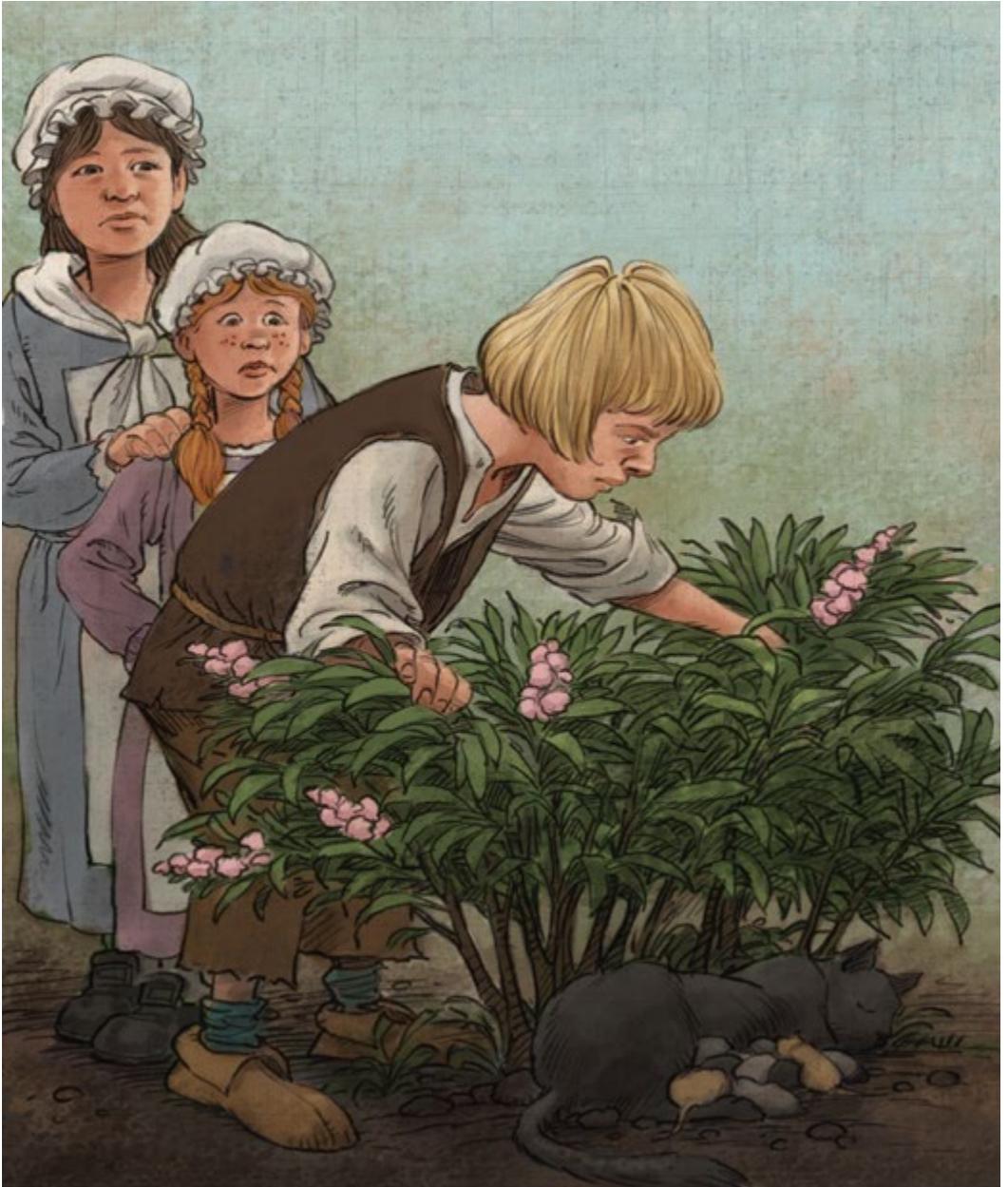


Patience and her family doing chores

The farm that the girls lived on had a house and a large barn. They had a garden where they grew vegetables, berries, and fruits. They had a small orchard, too. Their garden was fenced, as was the area where they kept their pigs. Their cows were sent out to **graze** in the pasture each morning and brought back into the barn each night for milking. Their farm animals were valuable and they kept a close eye on them.

After a while, the girls' older brother Lars found them by the shrub. Lars had been sent to look for them by their father. He sat down beside the girls and peeked at the kittens. Finally, he spoke.

“You two are needed in the barn. Papa wants you to lead the cows out into the pasture. Then, Mama wants you to weed and water the garden. After that, she wants you to go inside and help her with the new quilt she is making.”



Lars found the kittens.

Primrose and Patience sighed. They knew they had several hours of chores ahead of them. Next week would be even busier. It was spring cleaning week. They would have to help Mama make soap before they cleaned and swept out the whole house.

Before scampering off, Patience knelt down and kissed the small pile of newborn kittens. "I'll be back later," she whispered.

Do you think Patience could really keep her kitten in a bucket?



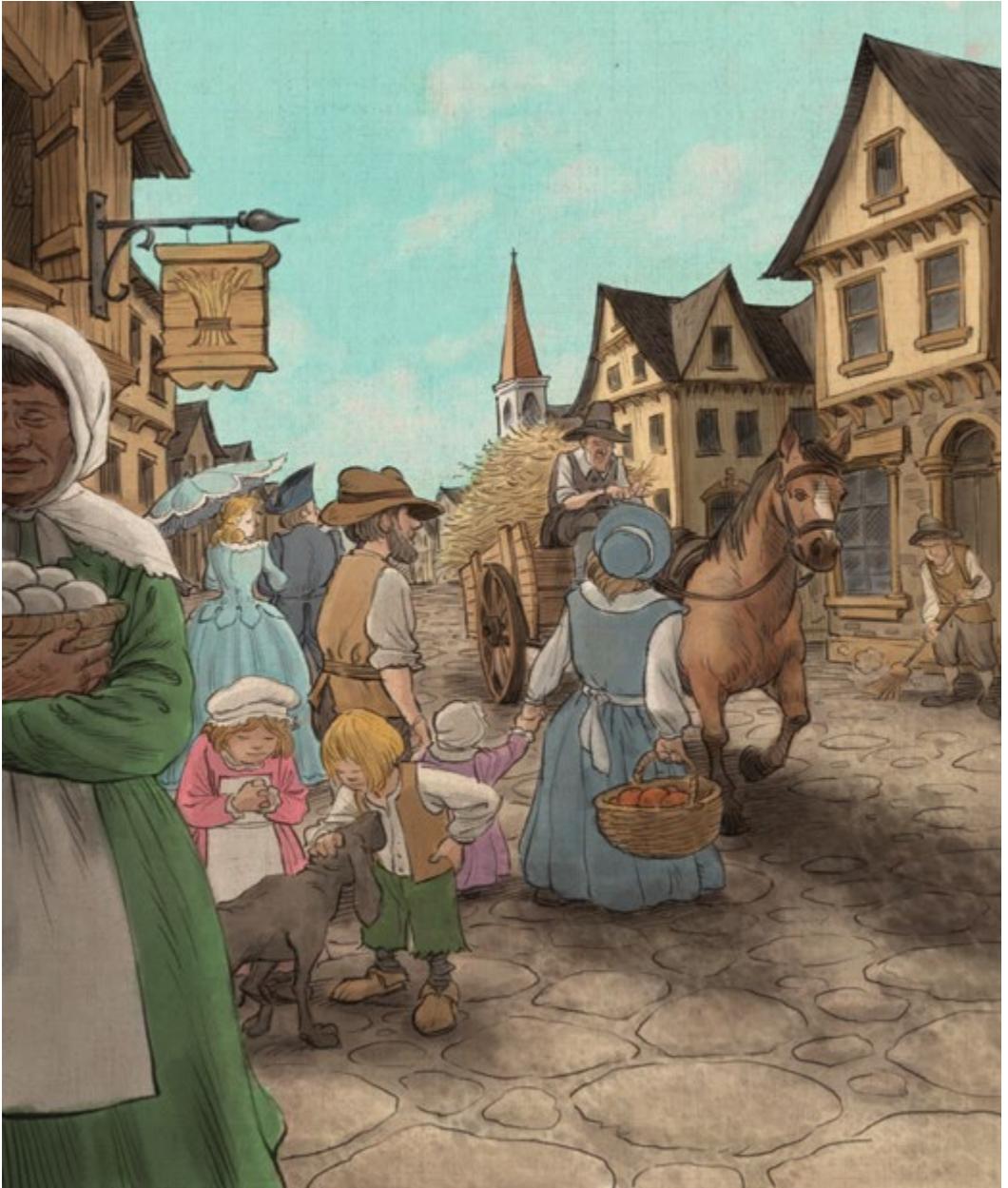
Patience kissed the kittens.

Chapter 18 Life on a Farm in the Middle Atlantic Colonies, Part II

Do you remember that in the last chapter, you read a story about Patience and Primrose? They found something very special under a shrub. Who can remember what it was? When you left them, they had set off to do their chores. Let's find out what's happened to them.



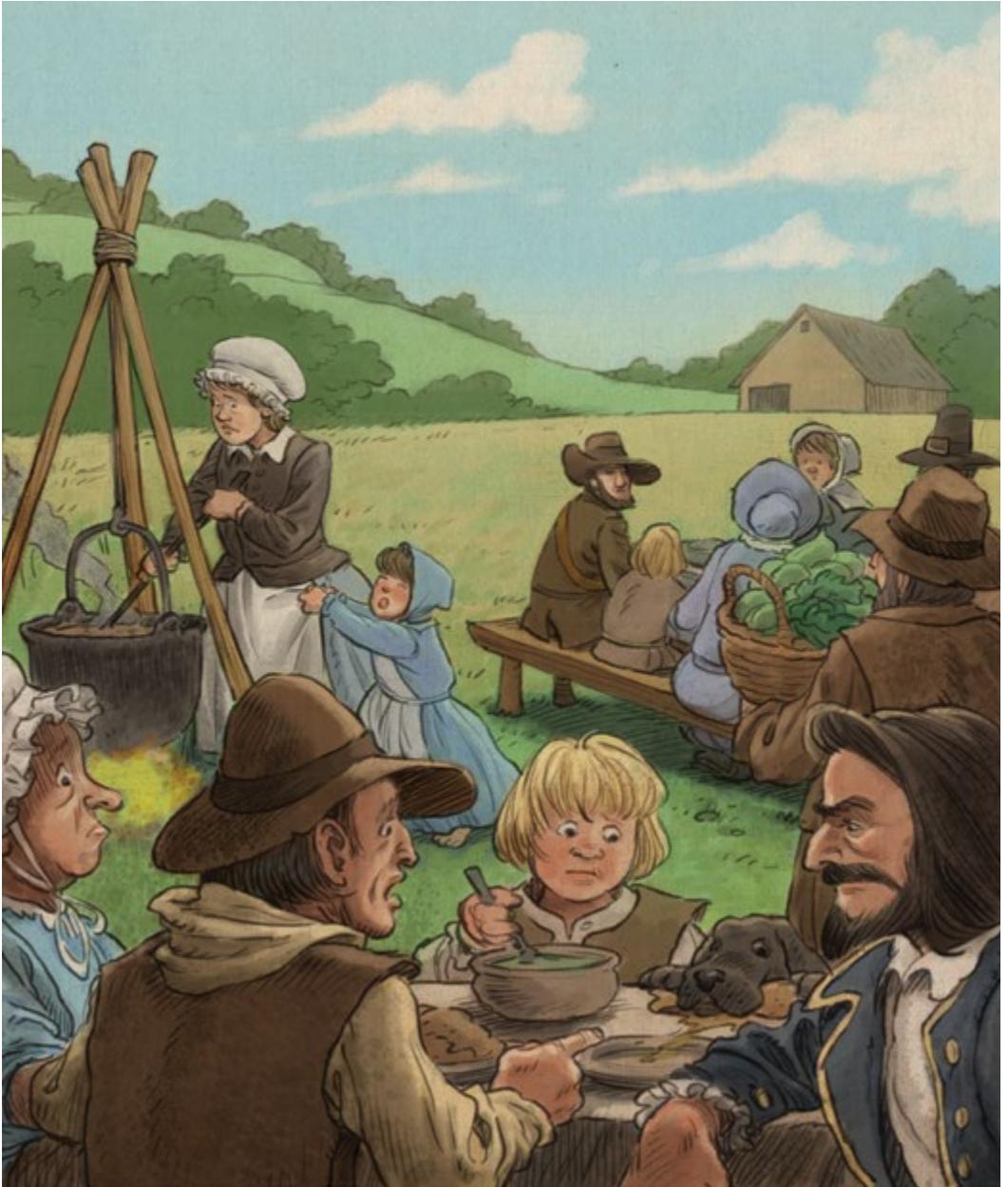
The girls' uncle had given them good **advice** about the Middle Atlantic colonies. These colonies offered people from Europe new opportunities as well as religious freedom. Although these were English colonies, Germans, Dutch, French, Swedish, and Irish people came to live in New York, New Jersey, Delaware, and Pennsylvania. Every day, more and more people arrived to start a new life.



Colonists arrived from many different European countries.

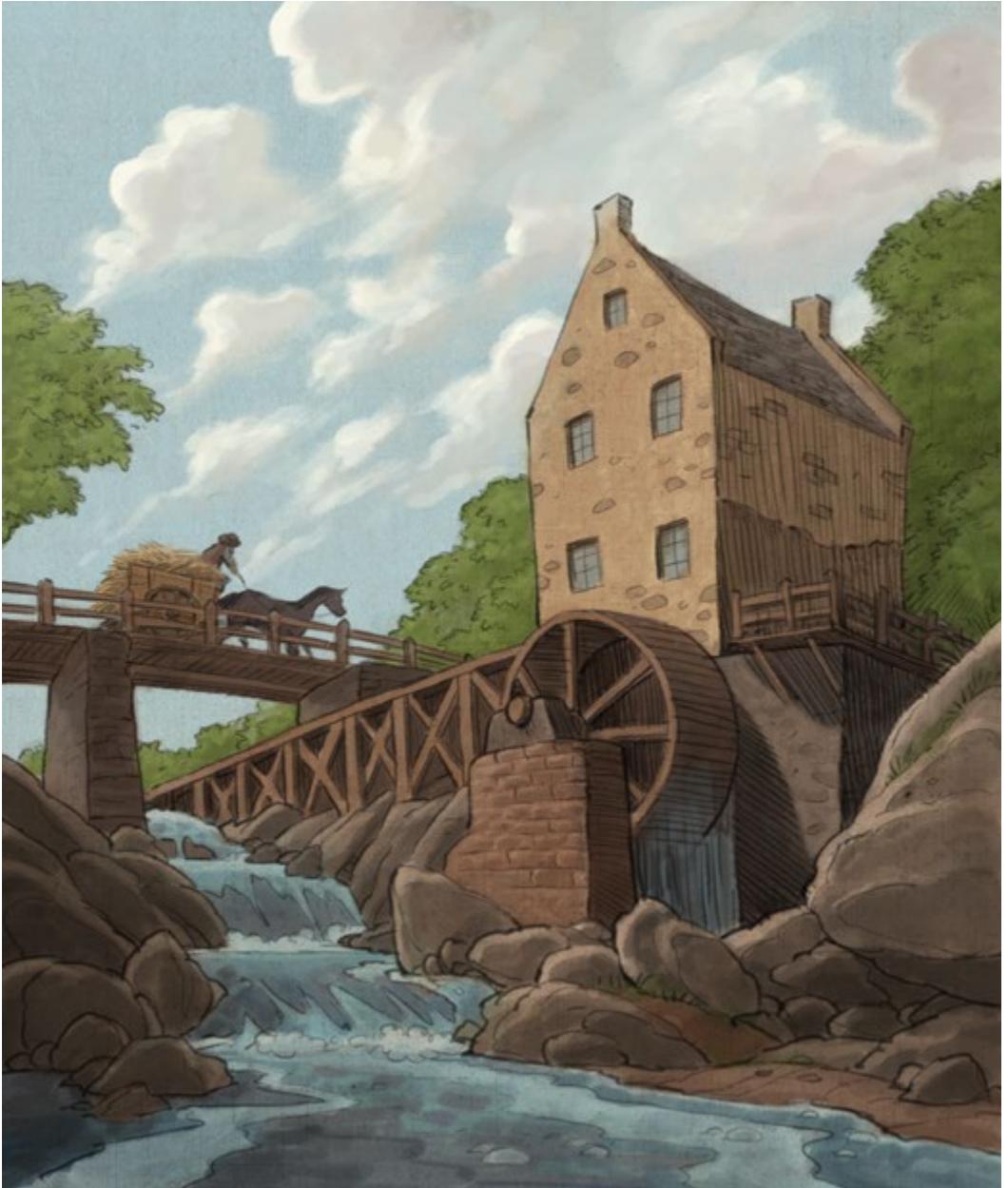
Papa often told the children stories about his trips into town. He would tell them of all the different languages he heard being spoken there. He would describe the people who came from many different parts of Europe. He would **occasionally** bring home strange and unusual foods he had bought from the market or the street vendors. One of their favorites was English ‘pop robbins’. The girls looked forward to the delicious balls of batter made from flour and eggs boiled in milk. Papa would describe the styles of clothes people wore and the different **customs** he had heard about.

Almost all of their neighbors were from different parts of Europe. Their closest neighbor was a family from Germany. In the first years of the 18th century, German families had begun to arrive in this **colony**. At harvest thanksgiving time, their German neighbors had cooked scrapple and brought it to their home. The boys had loved this pudding dish of meat and grain. The girls were less thrilled, but they had loved the apple strudel that followed. The girls and their family had also been invited to visit with an Irish family who lived about a mile away. Mama had been amazed by how much the Irish family liked to eat butter and cream.



Families from different countries ate together.

It was a well-known fact that the Middle Atlantic colonies produced more food than the New England colonies. The soil in the Middle Atlantic colonies was so much better for farming. For this reason, these colonies had earned the name ‘the breadbasket of the colonies’. They produced huge amounts of **rye**, **barley**, and wheat, their most important crop. Farmers sent their grain harvest to the water-powered **mills** across the region. At the **mills**, the grain was turned into flour. The flour was sold to other colonies and to people in the West Indies. It was even sold to English merchants, who shipped it to England. The girls’ mother often joked that they were helping to feed the King of England himself.



*A water-powered **mill***

The Middle Atlantic colonies were not only known for farming. Along the coast, fisherman fished and skilled craftsmen built boats and ships. Men cut down trees from the forests and turned them into lumber to be used to make boats as well as to be shipped to towns and cities in England.

Because people of different faiths were free to **worship** as they wished, different kinds of churches were springing up throughout the Middle Atlantic colonies. There were various Christian churches, including the Lutheran church that the girls' family attended. Like the children's family, most of the Swedish settlers were Lutheran. There were Jewish temples, too. Small, one-roomed schoolhouses were also beginning to appear. Only boys could attend them. The girls' two older brothers went to school to learn reading, writing, and manners. When they weren't at school, Papa taught the boys how to hunt, farm, build fences, and make tools.



The girls' family attended a Lutheran church.

Primrose and Patience went about doing their chores. They led the cows into the pasture. The cows followed them **obediently** along the familiar track. After that, they weeded and watered the newly planted vegetable garden, stopping only once to drink water from the well and to put on their sun bonnets. They did not speak much as they worked. Primrose hummed to herself as she worked though. As they neared the end of their task, Patience looked up and exclaimed, "I know! I will hide my kitten in my pocket. That way, she can come with me everywhere I go. Her name will be Midnight."

Primrose glanced at her sister and sighed. There was no point disagreeing with her or even pointing out the fact that her kitten would grow into a cat. It was clear that Patience was determined to have a pet kitten.



Patience and Primrose weeded the vegetable garden.

When they were done with the weeding, Primrose stood up and looked toward their cabin.

“We had better go help Mama with the quilt. Now that it is springtime, maybe she will make each of us a new dress,” she said hopefully. “I would also like some new ribbon for my hair.”

Patience’s eyes lit up. “I want a blue dress with a very large pocket,” she said excitedly. “And some yarn for Midnight to play with.”

With that, the two girls ran off to find their mother.

How would you feel if you had to do so many chores each day?



Patience will name her kitten Midnight.

The Road to Revolution, Part I

Read-Aloud

You have learned about how the English colonies were established, and how the colonists lived their lives. Throughout this time, the English, Spanish, and French colonists fought each other over land in North America. They were land hungry and clashed over the areas of North America they wanted for themselves. The Spanish conquistadors had forced the French colonists out of what is present-day Florida and gained control of it. They also moved into the areas of southwestern



English, Spanish, and French soldiers

North America including present-day New Mexico. The French settlers were colonizing parts of present-day Canada and had also claimed the Mississippi River

valley for France. Whereas some of these land claims resulted in wars on European soil, other clashes were beginning to take place in North America.

At the same time, more and more Europeans were coming to the English colonies and searching for land to settle. They began to move further west, away from the coastal areas where people had first settled. Over time, Native Americans began to realize that there would be no end to the **influx** of people.

In 1675, war broke out in New England. The English settlers had taken the Wampanoag's land and killed many of their people. The Wampanoag decided it was time to take a stand. Chief Metacom, the son of Chief Massasoit [mass-uh-so-it], led a war party against some English settlers. This turned into an all-out conflict. Eventually the English settlers won. Only about four hundred of the Wampanoag survived, and the settlers took even more of their land.



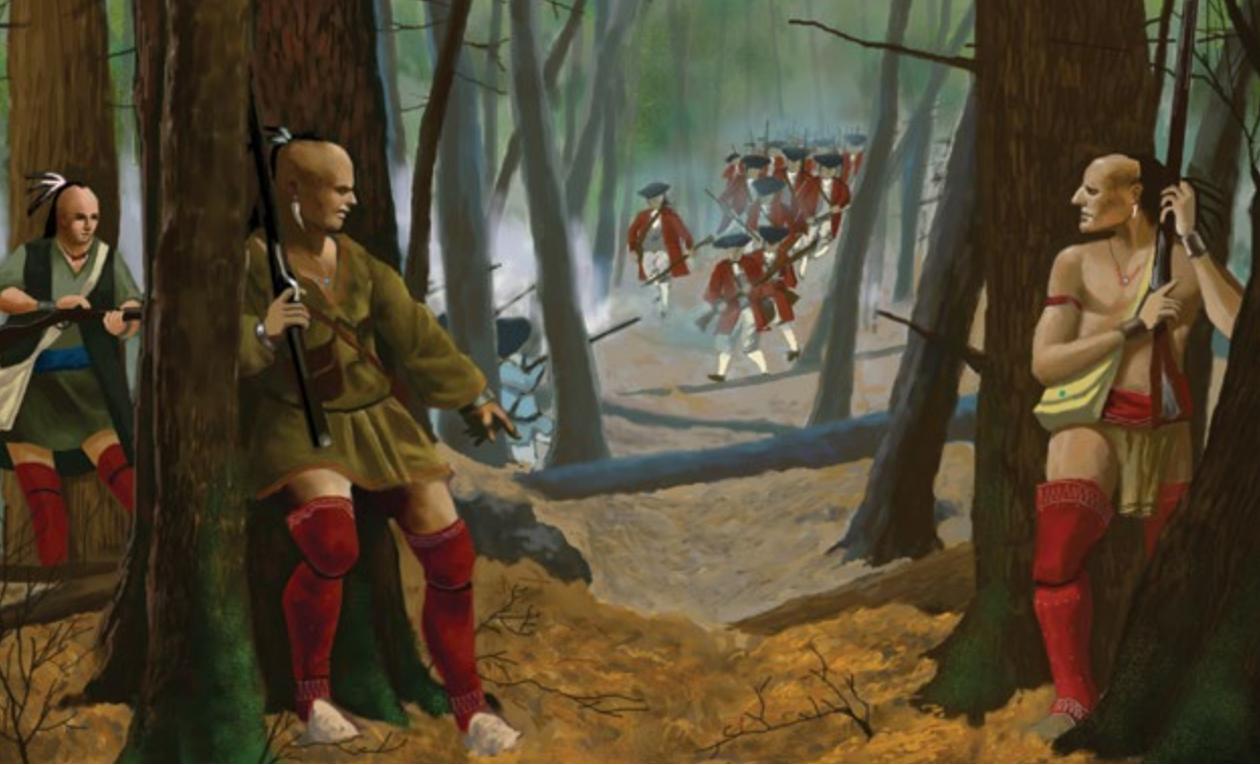
Wampanoag approaching English settlement

As the colonies grew, English explorers continued west across the Appalachian Mountains to what is now the Ohio River Valley. However this land was not uninhabited either. Native Americans had been living in this region for a long time, some of them having been forced to move west away from the eastern regions to escape the **influx** of settlers. The French colonists had also claimed a few areas of the Ohio Valley. They had established a good trading partnership with various Native **tribes** in the area. They didn't want the English settlers to interfere with this business relationship.

Neither Native Americans nor the French colonists wanted English settlers to build homes upon this land. However, the British Lieutenant Governor of Virginia, Robert Dinwiddie, wrote to the French military commander in the Ohio Valley, insisting that the land belonged to Great Britain and demanding that the French government abandon its claim to it.

The French military commander considered this request and then replied: "Non!"

Yet another war broke out in 1754. This war is known as the French and Indian War, although it was primarily between Great Britain and France. Fought in the forests of North America, this war went on for a very



French and Indian War battle scene

long time—almost nine years in all. George Washington and many other colonists were in favor of the war, hoping to gain more territory, and fought on the side of the British. The British government also sent thousands of soldiers across the Atlantic Ocean to fight. There were Native Americans on both sides of the war, although many of them tried to stay out of it. Some were pressured into choosing a side in the conflict and fighting for it, often because the British or French threatened to cut off trade if they didn't participate. Many Native Americans in the region, such as the Huron, fought with the French colonists. Others, such as the Iroquois, sided with the British.

Two years later the war over the colonial territory in North America spread to other parts of the world where France and Great Britain competed for land, such as Europe, the West Indies, and India. This phase of the war is known as the Seven Years War in Great Britain.

Eventually, after much conflict, the British captured the French-controlled city of Quebec, Canada. The capture of Quebec in 1759 was a turning point for the British, who eventually won the war. In 1763, the war was over, but this was the beginning of the end for French fortune in North America.

Although the French and the British signed a peace treaty, some Native Americans continued to fight for their land. They were led by Chief Pontiac of the Ottawa tribe, and so their fight became known as “Pontiac’s Rebellion.” But these attempts actually involved a vast network of at least thirteen Native American tribes which united together around protecting their people. Chief Pontiac and the Native American tribes were successful. The British soon realized that it would be very difficult and very expensive to try to defeat them. As a result, the British Parliament and King George III decided that settlers should not live on land west of the Appalachian Mountains. In 1763, King George issued a proclamation forbidding it.



King George III before Parliament; Proclamation being read

Fighting a war for many years is a very expensive thing to do. When it was over, the British Parliament realized that they had spent a great deal of money. Britain was in financial trouble, and someone had to help get them out of it. That someone was the thirteen colonies.

The prime minister of Great Britain at the end of the French and Indian War was a man named George Grenville. Grenville was asked to come up with a plan to pay off Britain's **debt**. He thought long and hard about this and did indeed come up with a plan. "How about **taxing** the colonists?" he thought to himself. "After all, Great Britain fought the war to defend the colonists against the French and Native Americans!" Grenville presented his plan to King George III and Parliament. King George and most members of the British parliament agreed that it was a great plan.

In 1764, the British Parliament passed the Sugar Act. This law placed a tax on foreign sugar and molasses. By making foreign sugar and molasses more expensive, the colonists were being forced to buy these goods from the British producers in the West Indies. However, this act did not just include sugar; it also included cloth, coffee, and silk. The colonists were now taxed if they chose to buy less expensive products from other nations.

Then in 1765, the British Parliament passed the Stamp Act. The Stamp Act stated that all printed materials produced in the colonies would be taxed. Newspapers, magazines, legal documents, and—believe it or not—even cards, would cost more. People were required to buy a stamp and place it on the paper item they had purchased.

In the same year, the Quartering Act was passed by the British Parliament. This meant that colonists had to help provide quarters, or temporary places to live, for the British soldiers stationed in the colonies. The colonists also had to provide supplies, such as food, bedding, candles, and firewood.

For many years, the colonists had handled their own affairs. Now, members of a government three thousand miles away had voted to tax the colonists. The colonists were not allowed to vote for these British leaders, so



American colonists read the Stamp Act

they felt their views and thoughts were not represented in the British government. Many colonists believed that it was unfair that they had to pay taxes, but did not have **representation** in the British Parliament. The British responded that members of Parliament considered the interests of the entire empire, and not simply the areas they represented.

Although most people had accepted the Sugar Act and the Quartering Act, they were not prepared to accept the Stamp Act without a fight. Some **outspoken** colonists began to suggest that they should not pay it. They cried, “No taxation without **representation!**”

Chapter 20 The Road to Revolution, Part II

Read-Aloud

As you have heard, the colonists were in strong opposition to the taxes Great Britain kept **heaping** on them. Their famous words were, “No taxation without **representation!**”



Patrick Henry before House of Burgesses speaking against tax

One man in particular, Patrick Henry, began to speak up. Patrick Henry was a Virginia lawyer. In Williamsburg, Virginia, he stood before the House of Burgesses and spoke out against the king and the new tax. Patrick Henry stated that only colonial governments should have the power to introduce new taxes in the colonies.

In 1765, the twenty-seven elected leaders of nine colonies made their way to New York. They met to discuss what could be done about the Stamp Act. This meeting became known as the Stamp Act Congress. Members of the Congress informed the British Parliament that this tax was **unjust**.

Another **outspoken** leader at this time was a man named Samuel Adams from Massachusetts. He organized a group of people who became known as the Sons of Liberty. These men protested in the streets, burned the stamps, and **threatened** the agents whose job it was to collect the taxes. It soon became impossible to impose the Stamp Act. And so in 1766, the British Parliament was forced to repeal it. When the colonists heard this news, they celebrated their victory.

Members of Parliament were not happy. King George insisted that it was Britain's right to tax the colonies.



Sons of Liberty protesting

A new plan was needed. This time a man named Charles Townshend had another idea. They would put a tax on items that they knew the colonists really needed. These items—which were used daily in colonial times to make many things—included paint, paper, glass, lead, tea, wool, and silk.

In response, the colonists decided to **boycott** these items from Britain. They began to make their own products. Colonists purchased tea from other sources, or drank “liberty tea” made from herbs and berries. Many women even began making their own cloth. This hurt British manufacturers, and before long, this tax was also removed—that is, all except for the tax on tea. So, the colonists’ **boycott** of British tea continued.

Alarmed by the level of protests, Britain sent troops to the colonies. They arrived in Boston **Harbor** in 1768. The colonists did not like the presence of British soldiers, especially because the soldiers had been sent to control them. **Tension** between the colonists and Britain continued to grow.

In 1770, a scuffle, or brief fight, broke out in Boston between British soldiers and a group of colonists. In the confusion, British soldiers fired their guns into the crowd and killed five colonists, injuring six others. The first to die was a man named Crispus Attucks. People were horrified. The soldiers were immediately arrested. This terrible event became known as the Boston Massacre. The relationship between the colonists and Britain was becoming much worse.



Boston Massacre; Crispus Attucks

It would not be fair to say that tea caused the American Revolution, but it played a part. The colonists were still refusing to buy tea from Britain. And King George and his government were refusing to listen to the colonists. In 1773, the British Parliament introduced a new law called the Tea Act. This time they said that the British East India Tea Company would no longer have to pay the tax on tea—but colonial merchants would still have to pay the tax. That would give the British company an unfair advantage over the colonial merchants with whom they were competing.



Boston Tea Party

The colonists responded that, not only did they not want this tea, they didn't want trade ships bringing it into the colonies, either. In other words, they would give up drinking British tea altogether.

In 1773, three British trade ships loaded with tea appeared in the Boston **Harbor**. The Sons of Liberty took action. Wearing elements of Native American war clothing, they threw all of the tea into the water! This event became known as The Boston Tea Party.

Now the king was really mad. You could say the colonists' "actions spoke louder than their words." The British government decided to punish this **colony**. A British general was placed in control of Massachusetts. Boston **Harbor** was closed, and more British soldiers were sent to Boston. With the port closed, many colonial businesses began to suffer. The colonists called these recent British decisions the Intolerable Acts because they were not willing to put up with them.

Rather than back down, the colonists began to join together. Many colonists were even more convinced now that the British did not understand them or care about them.

Disagreements about slavery also contributed to some colonists wanting independence from Great Britain. Many colonists worried that the British parliament and British judges would make decisions about the future of slavery without giving the colonists any say about it.



Founding Fathers: Washington, Adams, Jefferson, Madison, Franklin, Hancock

In 1771, there was a disagreement within the Massachusetts government about whether slavery should be legal in the colony. The legislature, which was elected by people that lived in the colony, approved a law prohibiting the purchase of enslaved people. But the governor of Massachusetts, who had been appointed by the British king, dismissed the law, so nothing changed in the colony.

The next year, an important British judge in London, Lord Mansfield, made a decision to free a man who had been enslaved and brought to England. While the judge's

decision was about enslavement in England, not the colonies, slaveholders in the colonies worried that British judges might eventually make decisions to free enslaved people in the colonies as well.

As a result, some people in colonies wanted to be free from the British government and British law. While colonists had different views on slavery, they wanted to make their own decisions. But the people who were enslaved rarely got to participate in these debates themselves.

Colonists were now daring to think about, and talk about, establishing their **independence** from England and becoming their own nation. Those who wanted to become independent, or free, of England were called Patriots. People still loyal to England and the king were known as Loyalists.

It was clear that the colonists' relationship with Britain was changing, and elected leaders of the colonies had to decide what to do. George Washington, John Adams, Thomas Jefferson, James Madison, Benjamin Franklin, John Hancock, and other leaders came together for a gathering in Philadelphia known as the First Continental Congress.

In this meeting, the leaders voted to end all trade with Britain until Britain repealed the Intolerable Acts. Most people still hoped that these **issues** could be resolved peacefully. However, it was decided that each **colony** should begin to store weapons and train men for war.

On April 18, 1775, British soldiers were given information about colonial weapons that had been secretly stored in a town called Concord, about twenty miles from Boston. The soldiers were ordered to seize the weapons and destroy them. The British soldiers began to march towards Concord. A colonist named Paul Revere rode through the night to inform his fellow Patriots that the British were coming.

Perhaps you are familiar with this first part of a famous poem called “Paul Revere’s Ride,” by Henry Wadsworth Longfellow, based on this historic event:

*Listen, my children, and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-five:
Hardly a man is now alive
Who remembers that famous day and year.
He said to his friend, “If the British march*



Paul Revere's Ride

*By land or sea from the town to-night,
Hang a lantern aloft in the belfry arch
Of the North Church tower as a signal-light,
One, if by land, and two, if by sea;
And I on the opposite shore will be . . .”*

Paul Revere saw the signal of two lanterns lit by his friend in the church tower. That meant the British were coming by sea, so he rode all night to Concord to warn the colonists. Although Paul Revere was captured, the colonial soldiers, called Minutemen, were warned and prepared for the arrival of the British.

The very first shots of the American Revolution were fired in Lexington on April 19, 1775, as the British soldiers were on their way to Concord. Historians are not certain who fired the first shot. Several Minutemen died in this exchange of fire. The British soldiers continued their march toward Concord. However, when they got there, the weapons were nowhere to be found.

Paul Revere's heroic ride had warned the colonists in time for them to move their weapons. The British began to retreat. As they did, they were fired upon by Minutemen. Many British soldiers were killed.

A second gathering of leaders from each **colony** was called in the city of Philadelphia, which would later become the first capital of the United States. Shortly before this meeting, Patrick Henry had uttered these famous words: "I know not what course others may take, but as for me, give me liberty or give me death!"

At this Second Continental Congress, George Washington was chosen to be the Commander-in-Chief in charge of an army that did not yet fully exist, but which the leaders anticipated they would soon need.



*Declaration of **Independence**; the Stars and Stripes colonial flag*

During this time, many letters and petitions were sent to King George. Among them was the Declaration of **Independence**, primarily penned by Thomas Jefferson and approved by the Founding Fathers on July 4, 1776.

King George responded by ignoring the colonists' requests and sending more British soldiers to the colonies. The long and difficult battle for American **independence** had begun.

Glossary for *Living in Colonial America*

A

acre—a measurement of an area of land that is almost the size of a football field (**acres**)

admire—to look at with enjoyment (**admired**)

advice—a suggestion about what someone should do

alarming—disturbing or causing fear

amend—to change or add to

anxiously—acting nervous or worried

apprentice—someone who learns a skill by working with an expert for a set amount of time (**apprenticeship**)

astonished—suddenly surprised

B

ban—to forbid, not allow (**banned**)

barley—a grain that is used for making food

beg—to ask for money or food (**begged**)

beloved—greatly loved

Bible—the book of holy, religious writings in the Christian religion

bitterly—extremely

bonnet—a hat worn by women and babies that ties under the chin (**bonnets**)

boycott—to refuse to buy

breechcloth—a cloth worn by men to cover the lower body (**breechcloths**)

brow—forehead

C

cabin—a small house, usually made of wood (**cabins**)

cask—a large, wooden barrel (**casks**)

chapel—Christian religious services

chore—a small job done regularly (**chores**)

colony—an area in another country settled by a group of people that is still governed by the native country (**colonial, colonies**)

concentrated—focused on something

confirmed—proved; assured

consequently—therefore; happening as a result of something else

craftsman—a person who makes things by hand

creation—the act of making something new

custom—tradition (**customs**)

D

debt—money or something else owed (**debts**)

debtor—a person who owes money (**debtors**)

delivery—something taken to a person or place

destination—the place someone is traveling to

devour—to completely destroy

dissenter—someone who disagrees with the majority, or the people in power

distinct—clearly different from other things

diverse—made up of things that are different from one another

dock—a platform that sticks out in water so boats and ships can stop next to it to load and unload things

dumpling—a small ball of dough that has been steamed or boiled and has food wrapped inside (**dumplings**)

E

Elder—a formal name for addressing a minister or religious leader

English Separatist—a person who was unhappy with the Church of England and wanted to start a new church with others who felt the same way (**English Separatists**)

F

faithfully—showing true and constant support and deserving trust

flourished—became successful

flutter—to become excited or nervous

foreigner—a person who is living in a country that is not his/her home territory (**foreigners**)

G

galleon—a large sailing ship (**galleons**)

glorious—wonderful

graze—to feed on grass growing in a field

grimy—dirty

gulp—to swallow quickly or in large amounts (**gulped**)

H

harass—to continuously annoy or bother (**harassed**)

harbor—an area of calm, deep water next to land where ships can safely put down their anchors (**harbors**)

harshest—most difficult and unpleasant

heap—a lot of

homesick—sad because you are away from your home or family and friends

I

illuminate—to light up (**illuminated**)

independence—freedom

indicate—to make a sign of (**indicated**)

inevitable—unavoidable; unstoppable

influx—An arrival; entry

ingredient—an item needed to make something (**ingredients**)

intend—to plan (**intended**)

interference—interruption; unexpected stop in a plan or action.

iron sulfate—a bluish-green salt used to make inks

issues—problems or difficulties

J

Jewish—any person whose religion is Judaism. In a broader sense of the term, a Jew is a person who is connected, through descent or conversion, to the Ancient Hebrew tribes of Israel.

just—fair

L

Lenni Lenape—a Native American group from what is now the Delaware River valley; the Lenni Lenape lived in clans according to the mother's line of ancestors, grew corn, beans, and squash, and hunted and fished. Today, most Lenape live in Oklahoma, with some other communities in Wisconsin and Ontario.

lumber—wood that has been sawed into boards

Lutheran—a branch of Christianity that follows the teachings of Martin Luther, who taught that the Bible is the only reliable guide for faith and religious practice

M

mend my ways—change behavior to be a better person

mill—a building with machines that grind grains into flour
(**mills**)

minister—a religious leader or pastor

moccasin—a soft, flat leather shoe (**moccasins**)

O

obediently—behaving in a way that follows what you have been told to do

occasion—an event or celebration (**occasions**)

occasionally—sometimes but not often

occupation—a job

off course—not following the intended plan

opportunity—a chance to do something (**opportunities**)

orchard—an area of land where fruit trees grow

originally—at first

orphan—a child whose parents are no longer alive

outskirts—the outer edges of a town or city

outspoken—refers to someone that speaks in an honest or open way

overgrown—covered with plants that have grown in an uncontrolled way

P

pastor—a religious leader or minister

Patuxet—a Native American group from the area around Plymouth and what is now southeastern Massachusetts; the Patuxet grew corn, fished, hunted, and helped the Pilgrims when they first arrived at Plymouth

persecute—to continually treat in a harsh and unfair way due to a person's beliefs (**persecuted**)

persuade—to convince (**persuaded**)

pheasant—a large bird with a long tail that is hunted for fun and for food

Pilgrim—a person who left England to find a new place to practice religion in his/her own way; Pilgrims started a colony in Plymouth, Massachusetts in 1621 (**Pilgrims**)

pivotal—critical; very important

plantation—a large farm, usually found in warm climates, where crops such as cotton, rice, and tobacco are grown

pluck—to pull something quickly to remove it (**plucked**)

Powhatan—a Native American group from what is now eastern and southeastern Virginia; the Powhatan lived in longhouses, grew crops like beans, squash, and corn, and hunted and fished

preach—to talk about a religious subject (**preaching**)

printing press—a large machine that presses sheets of paper against a surface with ink on it to print words and designs

pure—free from evil (**purer**)

Puritan—a member of a group of people who wanted the Church of England to be purer and thus left England to find a new place to practice religion; some Puritans were Pilgrims, like some English Separatists were (**Puritans**)

Q

Quaker—a person who is part of a Christian group who believes that all people have something of God in them and are, therefore, equal, believes in simple religious services, and is against war (**Quakers**)

R

raggedy—tired from stress and wearing tattered clothes

representation—having someone do something for someone else or a group of people

request—an act of politely asking for something (**requests**)

reveal—to make known (**revealed**)

rickety—poorly made and could break at any moment

rye—a grain that looks like wheat and is used to make flour

S

sack cloth—rough cloth used to make sacks or bags for carrying things

sacrifice—the act of giving up something you like for something that is more important

scurry—hurried movement (**scurrying**)

seamstress—a woman who sews as a job

senior—having a higher position or more power within a group

sermon—a message delivered orally by a religious leader, usually during a religious service, that is designed to teach

shaft—ray or beam (**shafts**)

shaggy—covered with long, tangled, or rough hair

slavery—the practice of forcing people to work without pay as enslaved people

society—a group of people organized together

squint—to look at something through partially closed eyes

street children—children whose parents had died so they lived on their own on the streets of London

street vendor—a person who sells things, such as food, on the street (**street vendors**)

strudel—a German pastry made with thin dough rolled up, filled with fruit, and baked

successful—reaching a goal you had (**succeed**)

swamp fever—malaria; a sickness stemming from being bitten by infected mosquitos found in warm climates

swamp—wet, spongy land that is often partially covered with water

T

talking to—the act of scolding or a serious conversation during which you tell someone why his/her behavior is wrong

tannin—a red substance that comes from plants, is used to make ink, and is in a variety of food and drinks

tattered—old and torn

tax—a payment to the government

tend—to take care of

threat—the possibility that something harmful and bad might happen

tension—pressure or stress

time traveler—someone who travels back and forth to different points in time (**time travelers, time traveling, time travel**)

transformed—changed shape, size, appearance, or quality

transplant—to dig up a plant and plant it somewhere else (**transplanted**)

transport—to carry from one place to another

tribe—a large group of people who live in the same area and have the same language, customs, and beliefs

trod—walked on or over

twinkling—sparkling

U

ultimately—As a result

unjust—unfair, not right

W

well-being—a feeling of happiness and good health

Welsh—from the country of Wales

witness—to see something happen (**witnessed**)

worship—to show love and devotion to God or a god by praying or going to a religious service

would-be—hoping to be a particular type of person

wrestler—a person who fights by holding and pushing
(**Wrestling**)

General Manager K-8 Humanities and SVP, Product

Alexandra Clarke

Chief Academic Officer, Elementary Humanities

Susan Lambert

Content and Editorial

Elizabeth Wade, PhD, Director,
Elementary Language Arts Content

Patricia Erno, Associate Director,
Elementary ELA Instruction

Baria Jennings, EdD, Senior Content Developer

Maria Martinez, Associate Director, Spanish
Language Arts

Christina Cox, Managing Editor

Product and Project Management

Ayala Falk, Director, Business and Product Strategy,
K-8 Language Arts

Amber McWilliams, Senior Product Manager

Elisabeth Hartman, Associate Product Manager

Catherine Alexander, Senior Project Manager,
Spanish Language Arts

LaShon Ormond, SVP, Strategic Initiatives

Leslie Johnson, Associate Director, K-8 Language Arts

Thea Aguiar, Director of Strategic Projects,
K-5 Language Arts

Zara Chaudhury, Project Manager, K-8 Language Arts

Design and Production

Tory Novikova, Product Design Director

Erin O'Donnell, Product Design Manager

Other Contributors

Bill Cheng, Ken Harney, Molly Hensley, David Herubin, Sara Hunt, Kristen Kirchner, James Mendez-Hodes, Christopher Miller, Diana Projansky, Todd Rawson, Jennifer Skelley, Julia Sverchuk, Elizabeth Thiers, Amanda Tolentino, Paige Womack

Texas Contributors

Content and Editorial

Sarah Cloos

Laia Cortes

Jayana Desai

Angela Donnelly

Claire Dorfman

Ana Mercedes Falcón

Rebecca Figueroa

Nick García

Sandra de Gennaro

Patricia Infanzón-
Rodríguez

Seamus Kirst

Michelle Koral

Sean McBride

Jacqueline Ovalle

Sofía Pereson

Lilia Perez

Sheri Pineault

Megan Reasor

Marisol Rodriguez

Jessica Roodvoets

Lyna Ward

Product and Project Management

Stephanie Koleda

Tamara Morris

Art, Design, and Production

Nanyamka Anderson

Raghav Arumugan

Dani Aviles

Olioli Buika

Sherry Choi

Stuart Dalgo

Edel Ferri

Pedro Ferreira

Nicole Galuszka

Parker-Nia Gordon

Isabel Hetrick

Ian Horst

Ashna Kapadia

Jagriti Khirwar

Julie Kim

Lisa McGarry

Emily Mendoza

Marguerite Oerlemans

Lucas De Oliveira

Tara Pajouhesh

Jackie Pierson

Dominique Ramsey

Darby Raymond-
Overstreet

Max Reinhardsen

Mia Saine

Nicole Stahl

Flore Thevoux

Jeanne Thornton

Amy Xu

Jules Zuckerberg



Amplify.
TEXAS

ELEMENTARY LITERACY PROGRAM
LECTOESCRITURA EN ESPAÑOL

Series Editor-in-Chief

E. D. Hirsch Jr.

President

Linda Bevilacqua

Editorial Staff

Mick Anderson
Robin Blackshire
Laura Drummond
Emma Earnst
Lucinda Ewing
Sara Hunt
Rosie McCormick
Cynthia Peng
Liz Pettit
Tonya Ronayne
Deborah Samley
Kate Stephenson
Elizabeth Wafler
James Walsh
Sarah Zelinke

Design and Graphics Staff

Kelsie Harman
Liz Loewenstein
Bridget Moriarty
Lauren Pack

Consulting Project Management Services

ScribeConcepts.com

Additional Consulting Services

Erin Kist
Carolyn Pinkerton
Scott Ritchie
Kelina Summers

Acknowledgments

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

Contributors to Earlier Versions of These Materials

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

Schools

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.

Expert Reviewer

Charles Tolbert

Writer

Rosie McCormick

Illustrators and Image Sources

1 (Tents): Ellen Beier; 3 (Time travelers): Staff; 5 (Kids with map): Staff; 6 (Map with faces): Sharae Peterson, Michelle Weaver, Michael Parker, Erika Baird, Marti Major, Gideon Kendall, Durga Bernhard, Ellen Beier, David Sheldon, Staff; 7 (Contents): Sharae Peterson, Michelle Weaver, Michael Parker, Erika Baird, Marti Major, Gideon Kendall, Durga Bernhard, Ellen Beier, David Sheldon, Staff; 9 (Robert and George): Sharae Peterson; 11 (English explorers): Sharae Peterson; 13 (Colonial map): Staff; 15 (Overgrown fort): Sharae Peterson; 17 (Reconstruction): Sharae Peterson; 19 (John White's ship): Sharae Peterson; 21 (Tom hurries): Michelle Weaver; 23 (Tom and Jane): Michelle Weaver; 25 (Colonial children): Michelle Weaver; 27 (John Smith): public domain; 27 (John Rolfe): Library of Congress, Prints & Photographs Division, LC-DIG-pga-03343; 29 (Tobacco plants): Shutterstock; 31 (Tobacco harvest): Michelle Weaver; 33 (John Smith talking): Bryan Beus; 34 (Smith among Powhatan): Bryan Beus; 36 (Pocahontas bringing food): Bryan Beus; 37 (Jamestown fire): Bryan Beus; 39 (First women): Bryan Beus; 41 (Great distress): Bryan Beus; 43 (Lord De la Warr): Bryan Beus; 44 (House of Burgesses Assembly): Daniel Hughes; 45 (King James I): Bryan Beus; 47 (Bow and arrow): Michelle Weaver; 49 (Respect for Powhatan): Michelle Weaver; 51 (William and Tom): Michelle Weaver; 53 (Forest): Michelle Weaver; 55 (Powhatan boy): Michelle Weaver; 57 (Deer hunt): Michelle Weaver; 59 (Rolfe and King James): Durga Bernhard; 60 (Busy port): Durga Bernhard; 61 (Indentured servants): Durga Bernhard; 63 (Charles II): Durga Bernhard; 64 (Tobacco, rice, indigo): Shutterstock; 66 (Trade routes): Staff; 67 (Boarding ship): Durga Bernhard; 69 (Captured Africans): Durga Bernhard; 71 (Wagon): Durga Bernhard; 73 (Calling Seth): Durga Bernhard; 75 (George and Seth): Durga Bernhard; 77 (Enslaved people): Durga Bernhard; 79 (Seth awakes): Durga Bernhard; 81 (Seth hopes): Durga Bernhard; 83 (Pirates): Daniel Hughes; 84 (Charles and Maria): public domain; 84 (Lord Baltimore): Peter Oliver; 86 (Act of Toleration): Daniel Hughes; 87 (Debtor's prison): Daniel Hughes; 88 (Charter): Daniel Hughes; 89 (Chief Tomochichi): Daniel Hughes; 90 (Regional map): Staff; 93 (The Anne): Ellen Beier; 94 (James Oglethorpe): public domain; 94 (King George II): Wikimedia Commons / Creative Commons Attribution-Share Alike 3.0 Unported, <http://creativecommons.org/licenses/by-sa/3.0/deed.en> / Modified from Original; 95 (Baker, carpenter, farmer, blacksmith): Ellen Beier; 97 (Tents): Ellen Beier; 99 (Yamacraw): Ellen Beier; 101 (Mary and Remember): Michael Parker; 103 (Wrestling Brewster): Michael Parker; 105 (Pilgrim children): Michael Parker; 107 (Mayflower): Shutterstock; 107 (King James I): public domain; 109 (Mother): Michael Parker; 111 (Plymouth): Staff; 113 (Burial): Michael Parker; 115 (Squanto and Samoset): Michael Parker; 117 (Poor soil): Michael Parker; 119 (Abundant harvest): Michael Parker; 121 (Thanksgiving): Michael Parker; 123 (Fear): Michael Parker; 125 (John Winthrop): Shari Griffiths; 126 (Ship supplies): Shari Griffiths; 127 (Puritan town): Shari Griffiths; 128 (Williams statue): Bill Price III / Wikimedia Commons / Creative Commons Attribution 3.0 Unported, <http://creativecommons.org/licenses/by/3.0/deed.en> / Modified from Original; 129 (Roger Williams): Shari Griffiths; 130 (Anne Hutchinson): Shari Griffiths; 132 (Thomas Hooker): Shari Griffiths; 133 (New Hampshire): Staff; 135 (New wig): Erika Baird; 137 (Puritan town): Staff; 139 (Bay Colony): Erika Baird; 139 (Winthrop inset): public domain; 141 (Sailor): Erika Baird; 143 (Lizzie's hair): Erika Baird; 144 (English warships): Sharae Peterson; 145 (Hudson's route): Staff; 145 (Henry Hudson): Scott Hammond; 146 (Purchase): Sharae Peterson; 149 (Peter Stuyvesant): Sharae Peterson; 150 (New Jersey): Staff; 152 (Settlers): Sharae Peterson; 153 (Colonists working): Sharae Peterson; 157 (Charles, Hester, Micah): Marti Major; 159 (Lenni Lenape): Marti Major; 161 (Penn's father): public domain; 161 (William Penn): public domain; 163 (Philadelphia): Becca Scholes; 165 (Lapowinsa): Marti Major; 167 (Gifts): Marti Major; 169 (Printing): David Sheldon; 171 (Uncle Abraham): David Sheldon; 173 (Apprenticeship): David Sheldon; 175 (Matthew's father): David Sheldon; 177 (Matthew with newspaper): David Sheldon; 179 (Shaggy friend): David Sheldon; 181 (Kittens): Gideon Kendall; 183 (Primrose and Patience): Gideon Kendall; 185 (Chores): Gideon Kendall; 187 (Lars): Gideon Kendall; 189 (Patience): Gideon Kendall; 191 (Colonists): Gideon Kendall; 193 (Eating together): Gideon Kendall; 195 (Mill): Gideon Kendall; 197 (Lutheran church): Gideon Kendall; 199 (Vegetable garden): Gideon Kendall; 201 (Midnight): Gideon Kendall; 202 (Soldiers): Scott Hammond; 203 (Wampanoag): Scott Hammond; 205 (Battle scene): Scott Hammond; 207 (Proclamation): Scott Hammond; 209 (Stamp Act): Pantheon / SuperStock; 209 (Americans): SuperStock; 210 (Patrick Henry): Scott Hammond; 212 (Sons of Liberty): Scott Hammond; 213 (Crispus Attucks): Scott Hammond; 214 (Boston Tea Party): Scott Hammond; 216 (Founding Fathers): public domain; 219 (Paul Revere): Scott Hammond; 221 (Declaration): Shutterstock; 221 (Flag): Shutterstock



Grade 3 | Unit 10 | Reader
Living in Colonial America
860L

ISBN 9781643837321



9 781643 837321



Grade 3

Unit 10 | Digital Flip Book

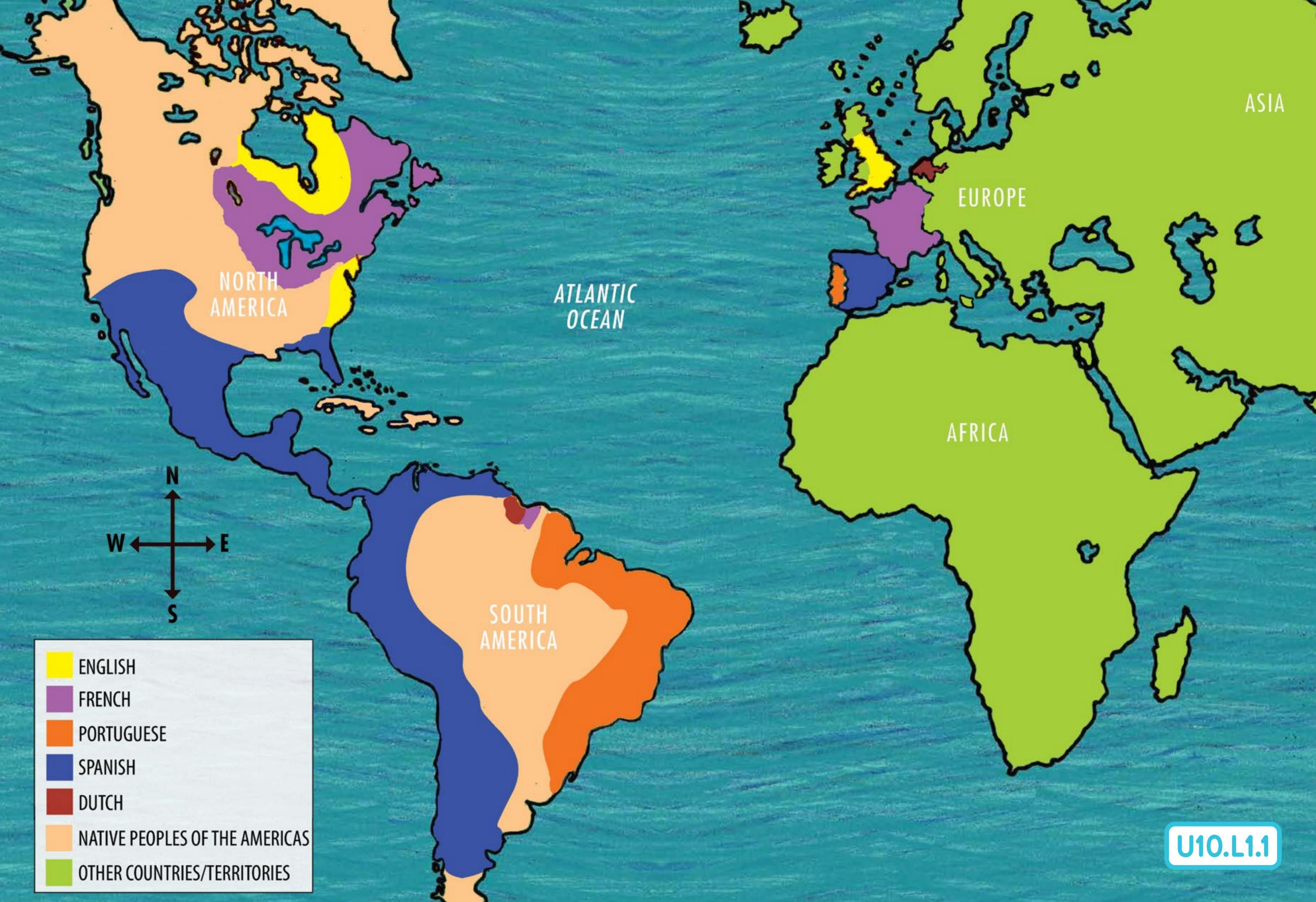
Colonial America

Grade 3

Unit 10

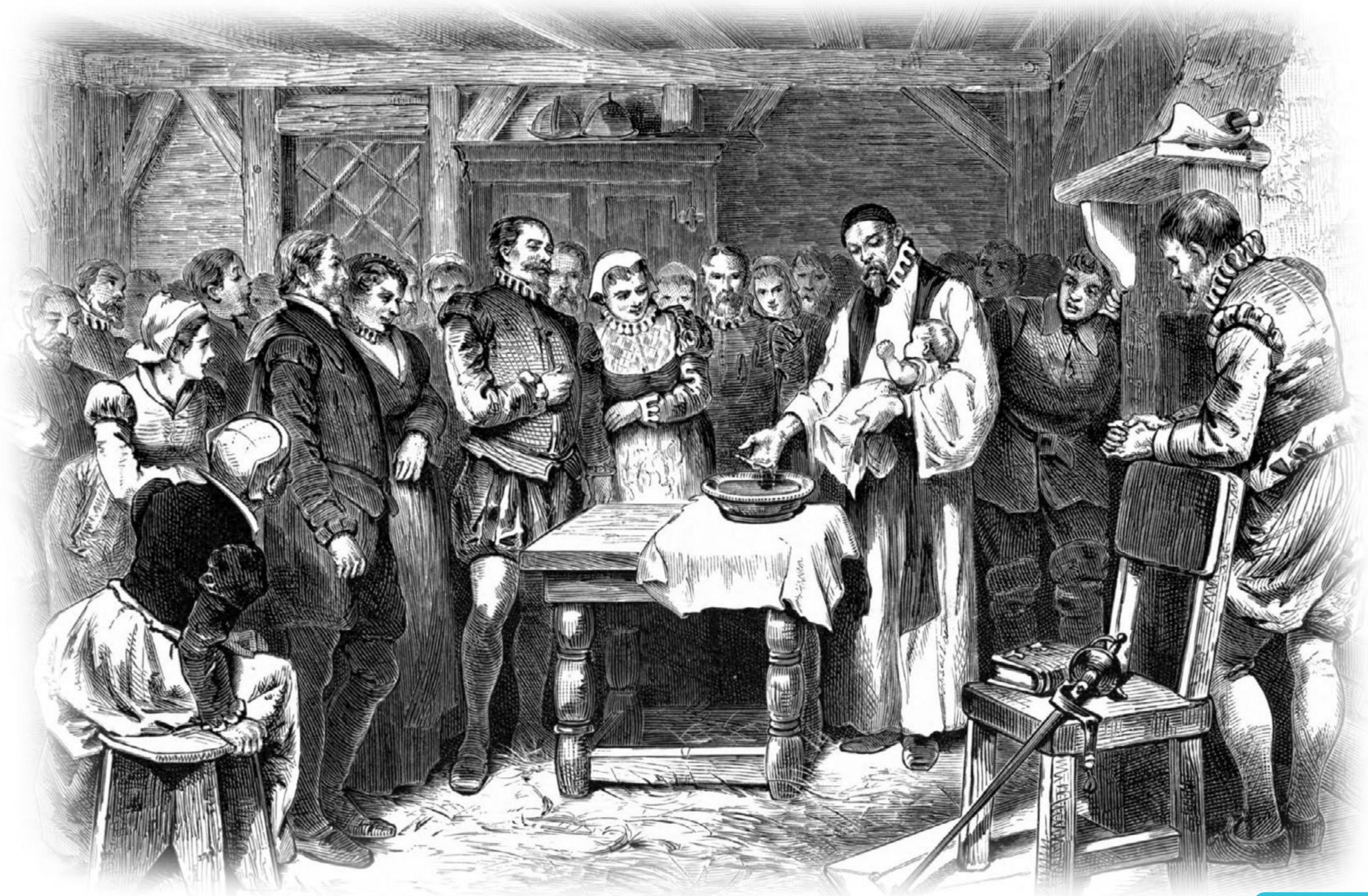
Colonial America

Digital Flip Book



- ENGLISH
- FRENCH
- PORTUGUESE
- SPANISH
- DUTCH
- NATIVE PEOPLES OF THE AMERICAS
- OTHER COUNTRIES/TERRITORIES

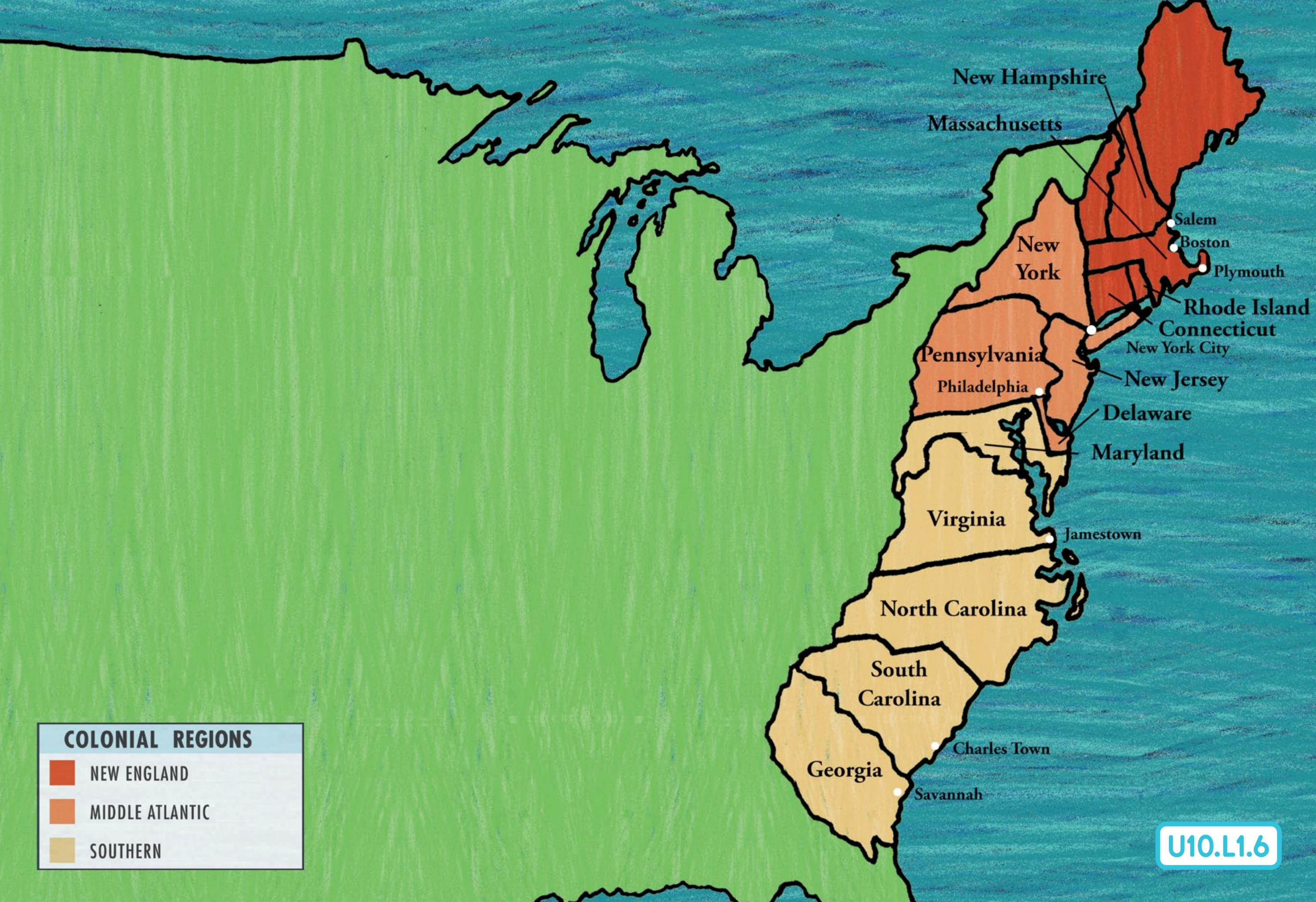






CROATOAN





New Hampshire

Massachusetts

New York

Pennsylvania
Philadelphia

Rhode Island
Connecticut
New York City

New Jersey

Delaware

Maryland

Virginia
Jamestown

North Carolina

South Carolina

Georgia
Savannah

Charles Town

COLONIAL REGIONS

NEW ENGLAND

MIDDLE ATLANTIC

SOUTHERN

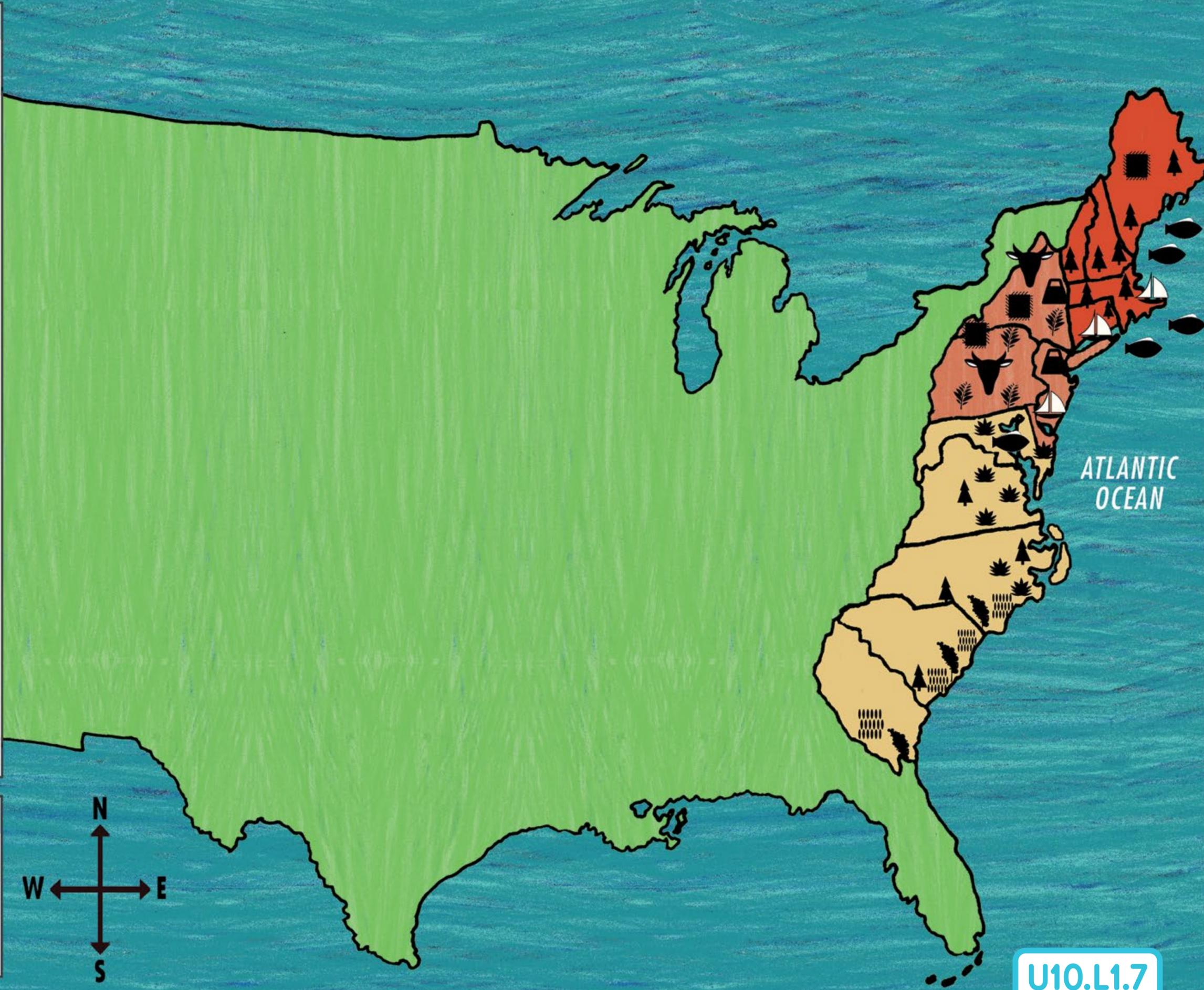
U10.L1.6

INDUSTRIES

-  FISH
-  SHIPS
-  TIMBER
-  WHEAT
-  FURS
-  IRON
-  CATTLE
-  TOBACCO
-  RICE
-  INDIGO

COLONIAL REGIONS

-  NEW ENGLAND
-  MIDDLE ATLANTIC
-  SOUTHERN





Henry VII



Henry VIII



Edward VI



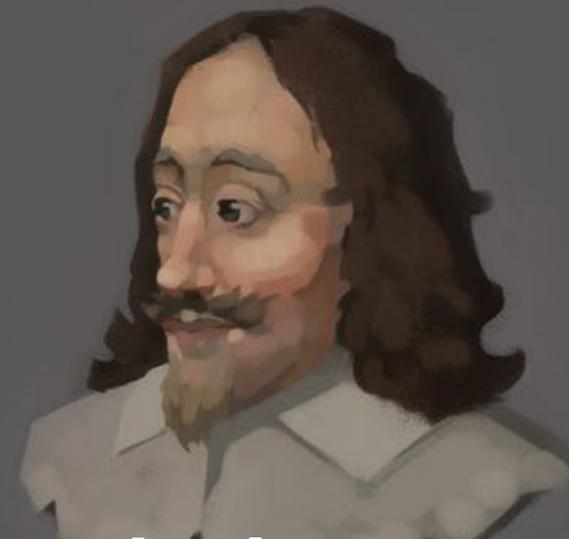
Mary I



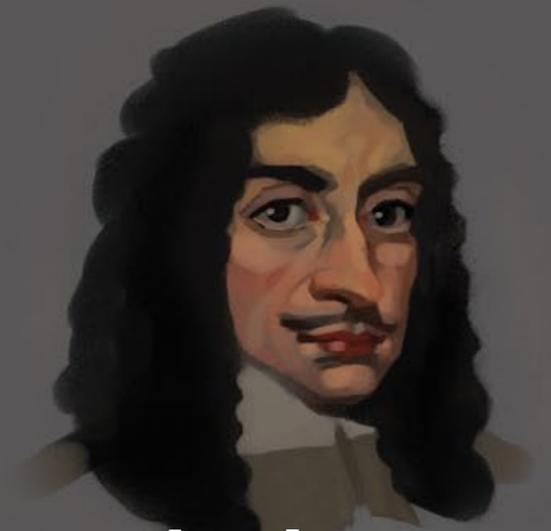
Elizabeth I



James I



Charles I



Charles II



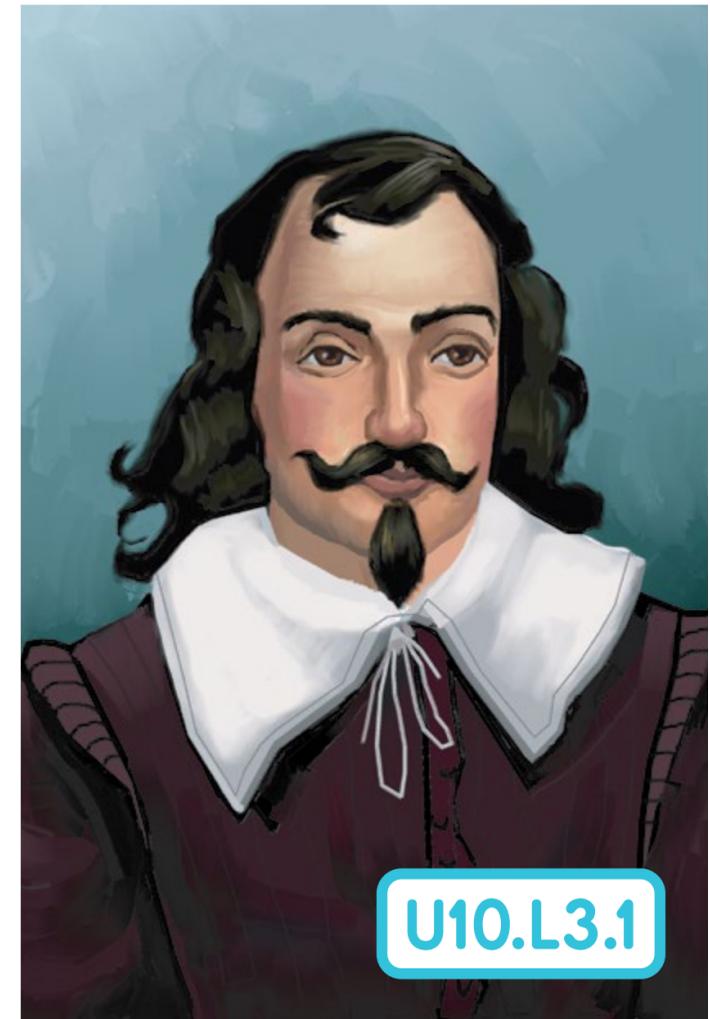
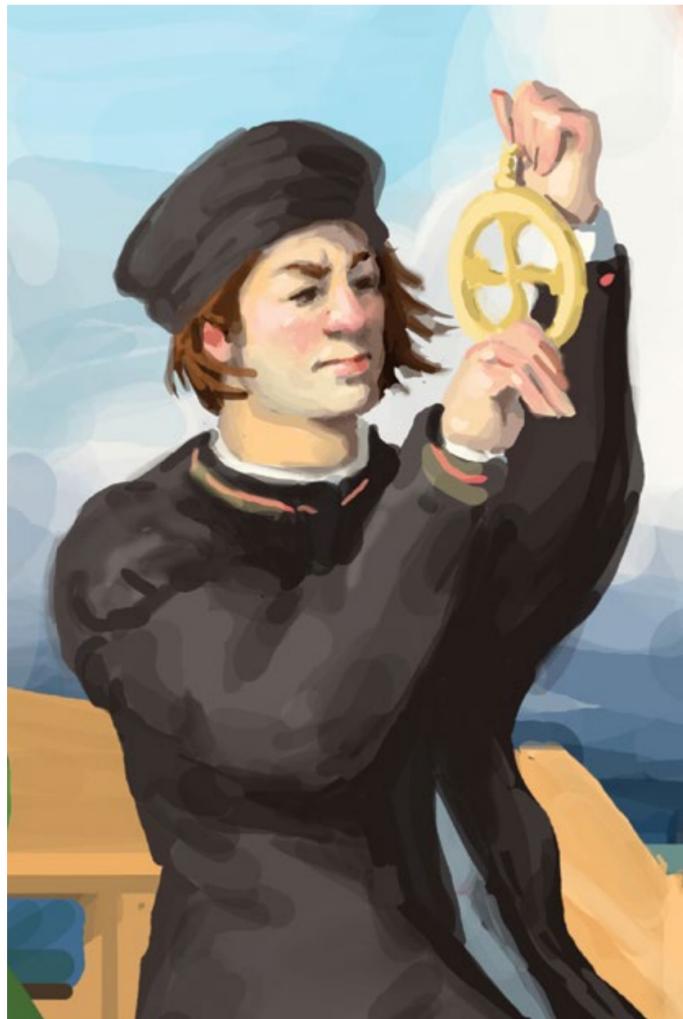
George I



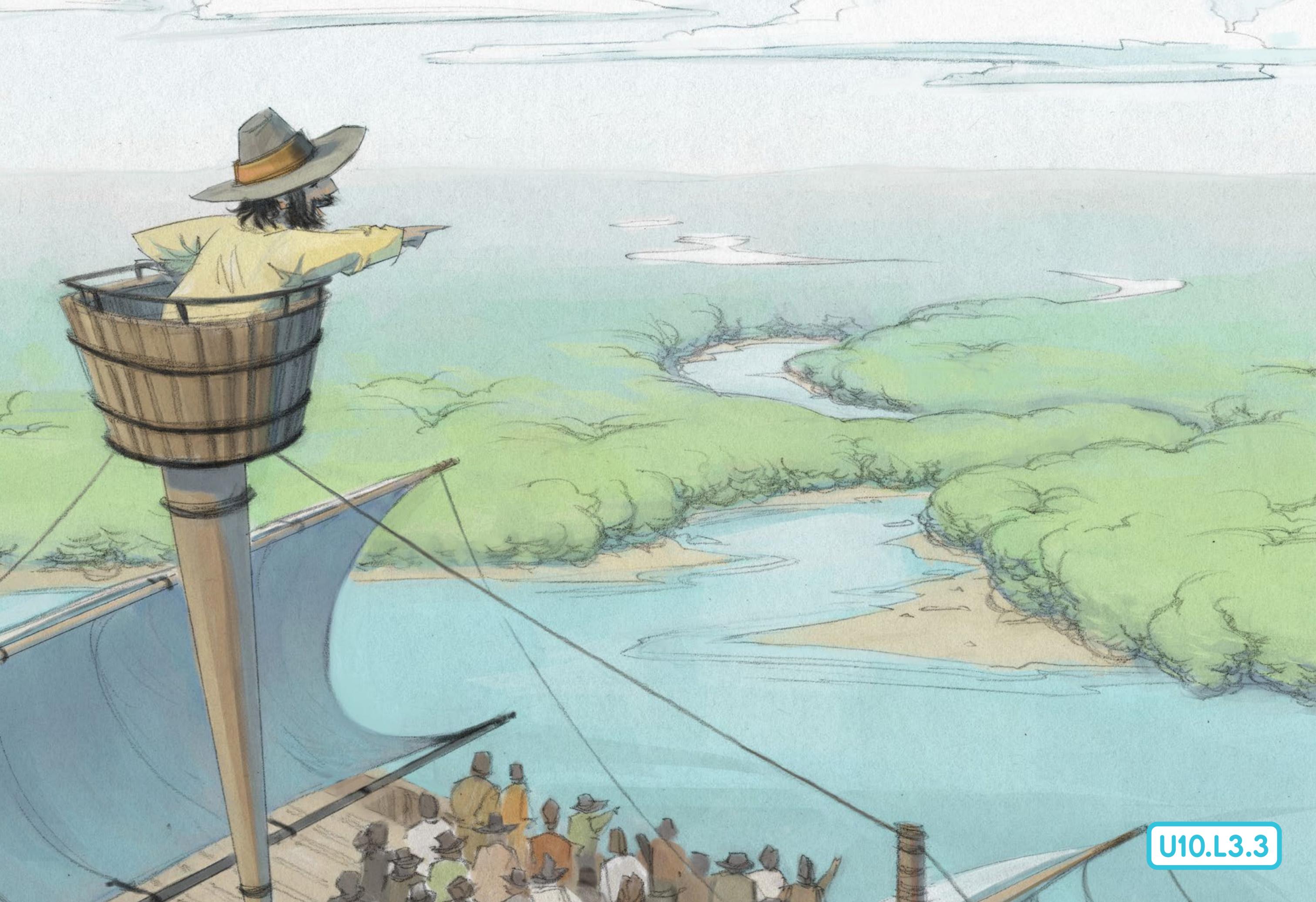
George II



George III





















U10.L7.3















William Penn's Father



William Penn



Plan for the City of Philadelphia



Faire Mount

Swool Kill River

River Delaware



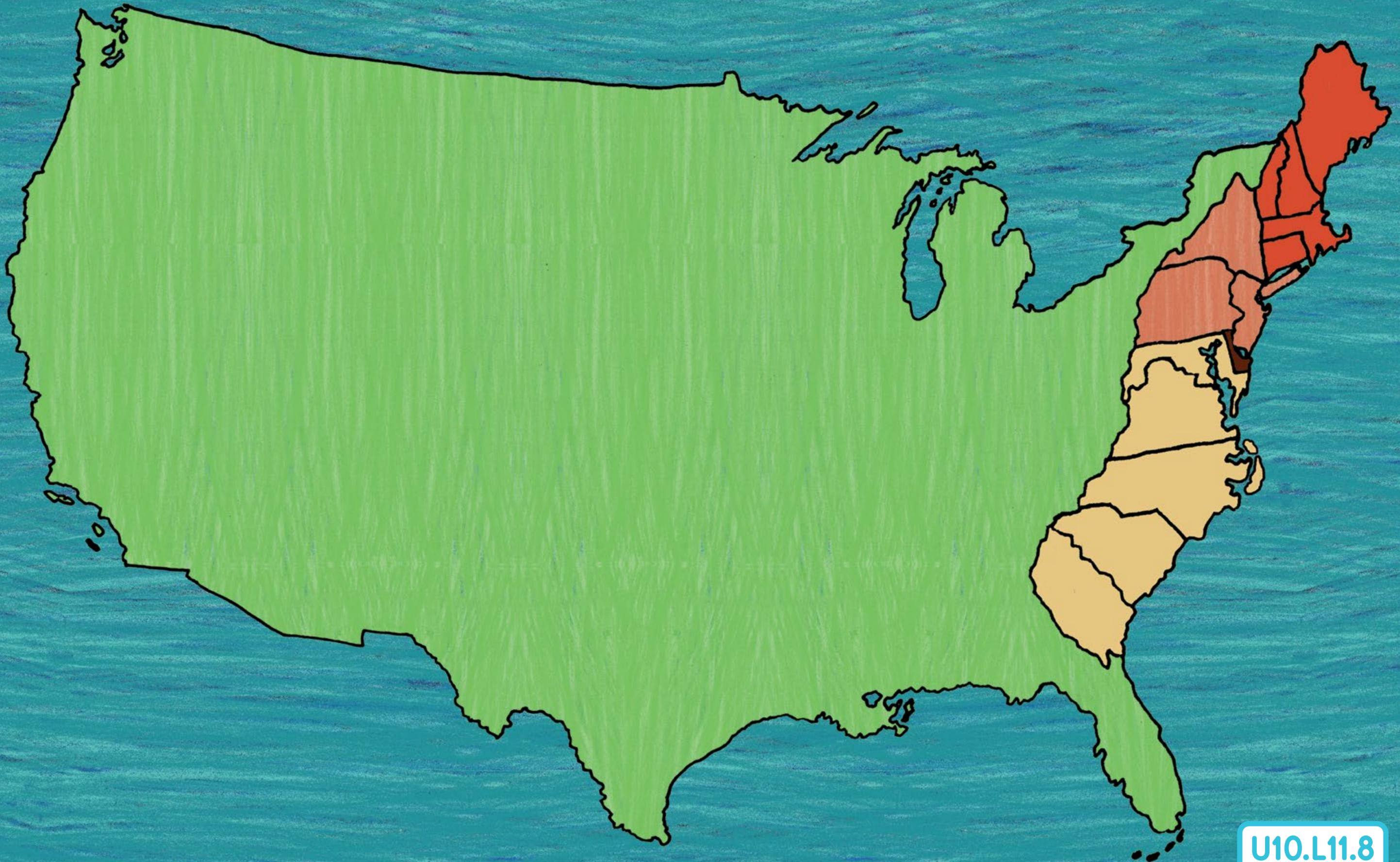


U10.L11.4









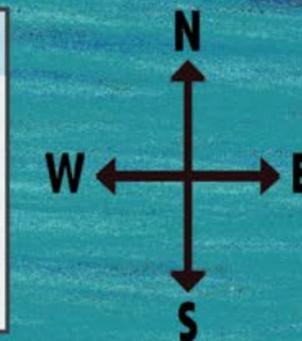
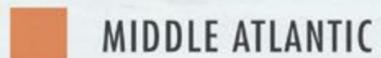
U10.L11.8



INDUSTRIES



COLONIAL REGIONS



ATLANTIC OCEAN

U10.L12.1











U10.L12.6









General Manager K-8 Humanities and SVP, Product

Alexandra Clarke

Chief Academic Officer, Elementary Humanities

Susan Lambert

Content and Editorial

Elizabeth Wade, PhD, Director, Elementary Language Arts Content

Patricia Erno, Associate Director, Elementary ELA Instruction

Baria Jennings, EdD, Senior Content Developer

Maria Martinez, Associate Director, Spanish Language Arts

Christina Cox, Managing Editor

Product and Project Management

Ayala Falk, Director, Business and Product Strategy, K-8 Language Arts

Amber McWilliams, Senior Product Manager

Elisabeth Hartman, Associate Product Manager

Catherine Alexander, Senior Project Manager, Spanish Language Arts

LaShon Ormond, SVP, Strategic Initiatives

Leslie Johnson, Associate Director, K-8 Language Arts

Thea Aguiar, Director of Strategic Projects, K-5 Language Arts

Zara Chaudhury, Project Manager, K-8 Language Arts

Design and Production

Tory Novikova, Product Design Director

Erin O'Donnell, Product Design Manager

Other Contributors

Patricia Beam, Bill Cheng, Ken Harney, Molly Hensley, David Herubin, Sara Hunt, Kristen Kirchner, James Mendez-Hodes, Christopher Miller, Diana Projansky, Todd Rawson, Jennifer Skelley, Julia Sverchuk, Elizabeth Thiers, Amanda Tolentino, Paige Womack

Texas Contributors

Content and Editorial

Sarah Cloos

Laia Cortes

Jayana Desai

Angela Donnelly

Claire Dorfman

Ana Mercedes Falcón

Rebecca Figueroa

Nick García

Sandra de Gennaro

Patricia Infanzón-Rodríguez

Seamus Kirst

Michelle Korál

Sean McBride

Jacqueline Ovalle

Sofía Pereson

Lilia Perez

Sheri Pineault

Megan Reasor

Marisol Rodriguez

Jessica Roodvoets

Lyna Ward

Product and Project Management

Stephanie Koleda

Tamara Morris

Art, Design, and Production

Nanyamka Anderson

Raghav Arumugan

Dani Aviles

Olioli Buika

Sherry Choi

Stuart Dalgo

Edel Ferri

Pedro Ferreira

Nicole Galuszka

Parker-Nia Gordon

Isabel Hetrick

Ian Horst

Ashna Kapadia

Jagriti Khirwar

Julie Kim

Lisa McGarry

Emily Mendoza

Marguerite Oerlemans

Lucas De Oliveira

Tara Pajouhesh

Jackie Pierson

Dominique Ramsey

Darby Raymond-Overstreet

Max Reinhardsen

Mia Saine

Nicole Stahl

Flore Thevoux

Jeanne Thornton

Amy Xu

Jules Zuckerberg

Series Editor-in-Chief

E. D. Hirsch Jr.

President

Linda Bevilacqua

Editorial Staff

Mick Anderson

Robin Blackshire

Laura Drummond

Emma Earnst

Lucinda Ewing

Sara Hunt

Rosie McCormick

Cynthia Peng

Liz Pettit

Tonya Ronayne

Deborah Samley

Kate Stephenson

Elizabeth Wafler

James Walsh

Sarah Zelinke

Acknowledgments

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

Contributors to Earlier Versions of These Materials

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

Schools

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.

Notice and Disclaimer: The agency has developed these learning resources as a contingency option for school districts. These are optional resources intended to assist in the delivery of instructional materials in this time of public health crisis. Feedback will be gathered from educators and organizations across the state and will inform the continuous improvement of subsequent units and editions. School districts and charter schools retain the responsibility to educate their students and should consult with their legal counsel regarding compliance with applicable legal and constitutional requirements and prohibitions.

Given the timeline for development, errors are to be expected. If you find an error, please email us at texashomelearning@tea.texas.gov.

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

You are free:
to Share—to copy, distribute, and transmit the work
to Remix—to adapt the work
Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of Amplify Education, Inc. (amplify.com) and the Foundation (coreknowledge.org) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:
<https://creativecommons.org/licenses/by-nc-sa/4.0/>

© 2020 Amplify Education, Inc.
amplify.com

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Credits

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

Expert Reviewer

J. Chris Arndt
Jeffrey L. Hantman

Writers

Staff

Illustrators and Image Sources

U10.L1.1: Staff; U10.L1.2: Daniel Hughes; U10.L1.3: public domain; U10.L1.4: Daniel Hughes; U10.L1.5: Daniel Hughes; U10.L1.6: Staff; U10.L1.7: Staff; U10.L1.8: Bryan Beus; U10.L3.1 (top left): Dustin Mackay; U10.L3.1 (top center): Shari Griffiths; U10.L3.1 (top right): public domain; U10.L3.1 (bottom left): Angela Padron; U10.L3.1 (bottom center left): Marti Major; U10.L3.1 (bottom center right): Scott Hammond; U10.L3.1 (bottom right): Scott Hammond; U10.L3.2: Bryan Beus; U10.L3.3: Bryan Beus; U10.L3.4: Bryan Beus; U10.L3.5: Bryan Beus; U10.L3.6: Bryan Beus; U10.L3.7: Bryan Beus; U10.L7.1: Shari Griffiths; U10.L7.2: Shari Griffiths; U10.L7.3: Shari Griffiths; U10.L7.4: Shari Griffiths; U10.L7.5: Shari Griffiths; U10.L8.1: Shari Griffiths; U10.L8.2: Shari Griffiths; U10.L8.3: Shari Griffiths; U10.L11.1 (background): Shutterstock; U10.L11.1 (inset): public domain; U10.L11.2: Becca Scholes; U10.L11.3: Becca Scholes; U10.L11.4: Becca Scholes; U10.L11.5: Becca Scholes; U10.L11.6: Becca Scholes; U10.L11.7: Becca Scholes; U10.L11.8: Staff; U10.L11.9: Shutterstock; U10.L12.1: Staff; U10.L12.2: Tyler Pack; U10.L12.3: Tyler Pack; U10.L12.4: Tyler Pack; U10.L12.5: Michelle Weaver; U10.L12.6: Shutterstock; U10.L12.7: Tyler Pack; U10.L12.8: Tyler Pack; U10.L12.9: Tyler Pack; U10.L12.10: Gideon Keller

Regarding the Shutterstock items listed above, please note: “No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content.”



Grade 3 | Unit 10 | Digital Flip Book
Colonial America

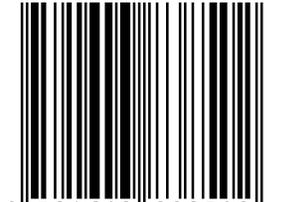


Grade 3

Unit 10 | Image Cards

Colonial America

ISBN 9781643838502



9 781643 838502

Notice and Disclaimer: The agency has developed these learning resources as a contingency option for school districts. These are optional resources intended to assist in the delivery of instructional materials in this time of public health crisis. Feedback will be gathered from educators and organizations across the state and will inform the continuous improvement of subsequent units and editions. School districts and charter schools retain the responsibility to educate their students and should consult with their legal counsel regarding compliance with applicable legal and constitutional requirements and prohibitions.

Given the timeline for development, errors are to be expected. If you find an error, please email us at texashomelearning@tea.texas.gov.

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

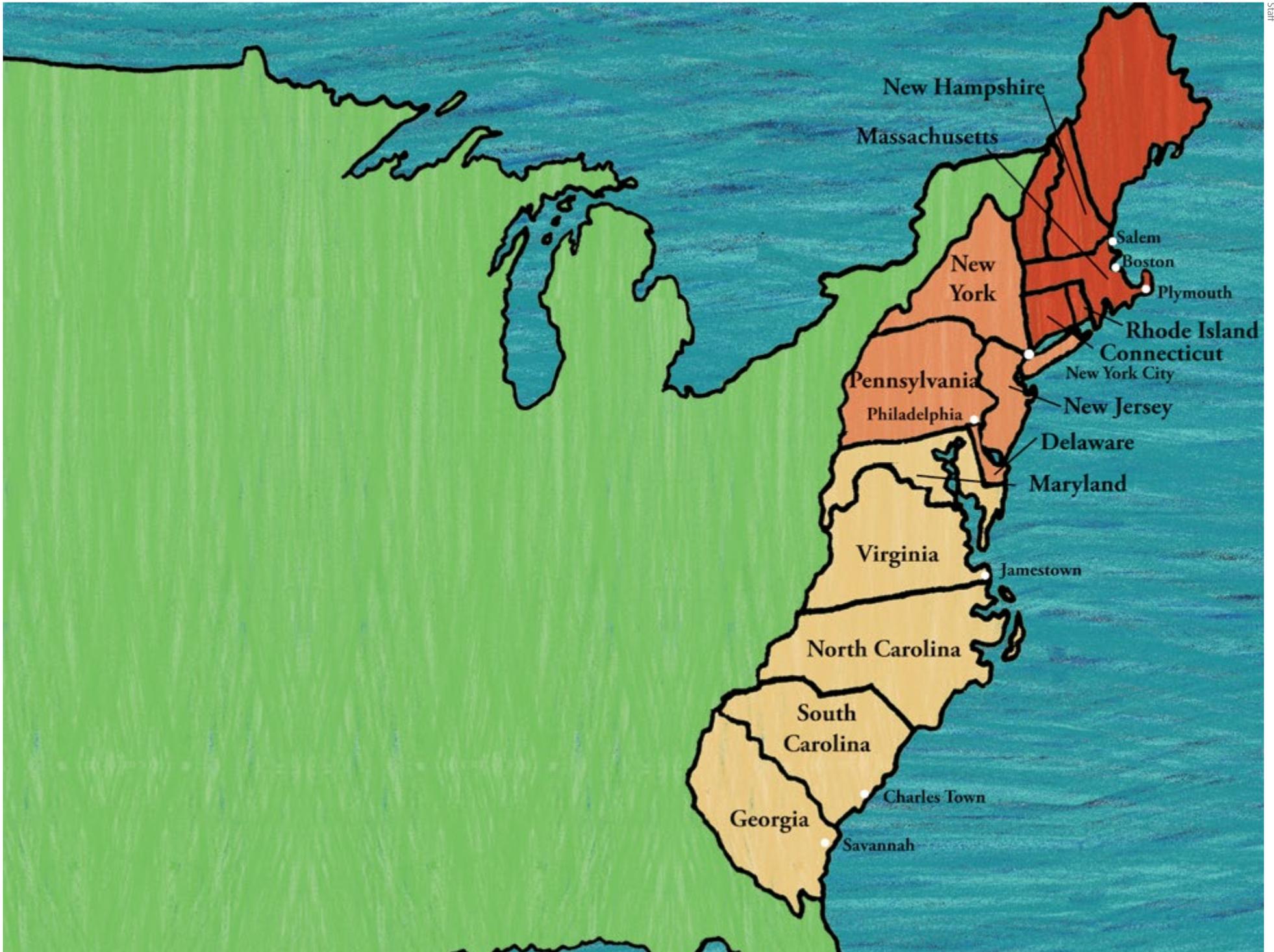
For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

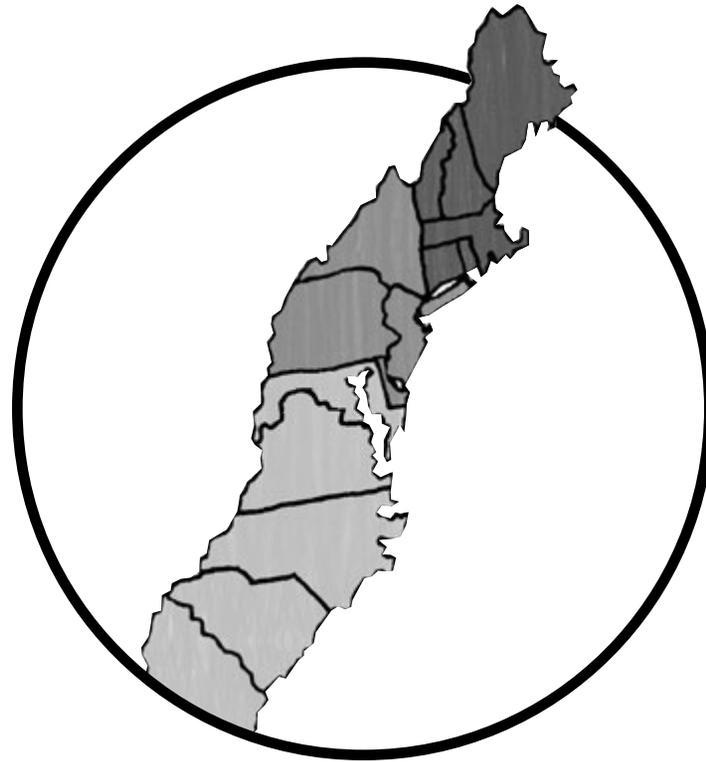
<https://creativecommons.org/licenses/by-nc-sa/4.0/>

© 2020 Amplify Education, Inc.
amplify.com

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Printed in the USA
01 LSCOW 2021





Colonial America

top

C.U10.L1.1 Regional Map of Colonial America



Henry VII



Henry VIII



Edward VI



Mary I



Elizabeth I



James I



Charles I



Charles II



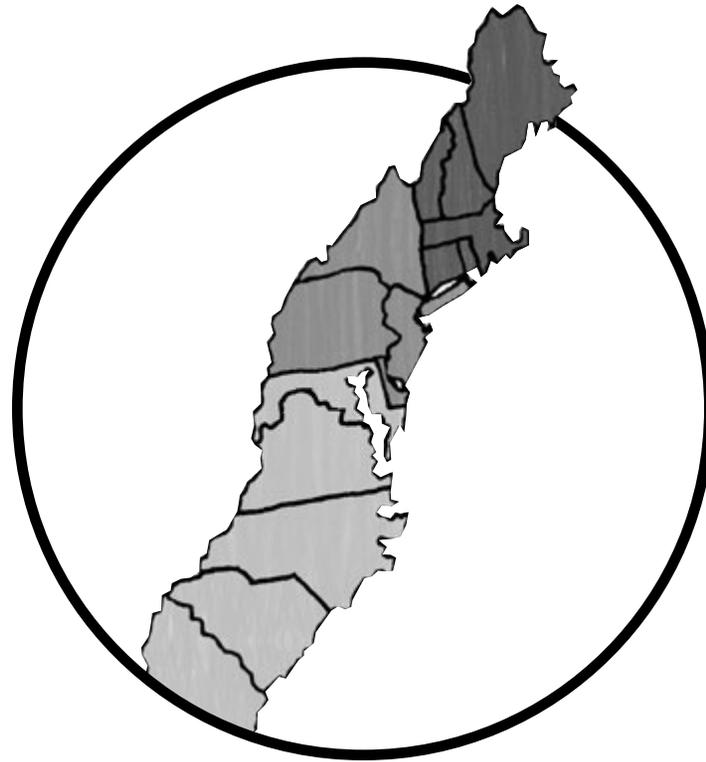
George I



George II



George III



top

Colonial America

C.U10.L1.2 Royal Portrait Gallery

General Manager K-8 Humanities and SVP, Product

Alexandra Clarke

Vice President, Elementary Literacy Instruction

Susan Lambert

Content and Editorial

Elizabeth Wade, PhD, Director, Elementary Language Arts Content

Patricia Erno, Associate Director, Elementary ELA Instruction

Maria Martinez, Associate Director, Spanish Language Arts

Baria Jennings, EdD, Senior Content Developer

Christina Cox, Managing Editor

Product and Project Management

Ayala Falk, Director, Business and Product Strategy, K-8 Language Arts

Amber McWilliams, Senior Product Manager

Elisabeth Hartman, Associate Product Manager

Catherine Alexander, Senior Project Manager, Spanish Language Arts

LaShon Ormond, SVP, Strategic Initiatives

Leslie Johnson, Associate Director, K-8 Language Arts

Thea Aguiar, Director of Strategic Projects, K-5 Language Arts

Zara Chaudhury, Project Manager, K-8 Language Arts

Design and Production

Tory Novikova, Product Design Director

Erin O'Donnell, Product Design Manager

Texas Contributors

Content and Editorial

Sarah Cloos

Laia Cortes

Jayana Desai

Angela Donnelly

Claire Dorfman

Ana Mercedes Falcón

Rebecca Figueroa

Nick García

Sandra de Gennaro

Patricia Infanzón-Rodríguez

Seamus Kirst

Michelle Koral

Sean McBride

Jacqueline Ovalle

Sofía Pereson

Lilia Perez

Sheri Pineault

Megan Reasor

Marisol Rodriguez

Jessica Roodvoets

Lyna Ward

Product and Project Management

Stephanie Koleda

Tamara Morris

Art, Design, and Production

Nanyamka Anderson

Raghav Arumugan

Dani Aviles

Olioli Buika

Sherry Choi

Stuart Dalgo

Edel Ferri

Pedro Ferreira

Nicole Galuszka

Parker-Nia Gordon

Isabel Hetrick

Ian Horst

Ashna Kapadia

Jagriti Khirwar

Julie Kim

Lisa McGarry

Emily Mendoza

Marguerite Oerlemans

Lucas De Oliveira

Tara Pajouhesh

Jackie Pierson

Dominique Ramsey

Darby Raymond-Overstreet

Max Reinhardtsen

Mia Saine

Nicole Stahl

Flore Thevoux

Jeanne Thornton

Amy Xu

Jules Zuckerberg

Other Contributors

Patricia Beam, Bill Cheng, Ken Harney, Molly Hensley, David Herubin, Sara Hunt, Kristen Kirchner, James Mendez-Hodes, Christopher Miller, Diana Projansky, Todd Rawson, Jennifer Skelley, Julia Sverchuk, Elizabeth Thiers, Amanda Tolentino, Paige Womack

Credits

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

Series Editor-in-Chief

E. D. Hirsch, Jr.

President

Linda Bevilacqua

Editorial Staff

Mick Anderson
Robin Blackshire
Laura Drummond
Emma Earnst
Lucinda Ewing
Sara Hunt
Rosie McCormick
Cynthia Peng
Liz Pettit
Tonya Ronayne
Deborah Samley
Kate Stephenson
Elizabeth Wafler
James Walsh
Sarah Zelinke

Design and Graphics Staff

Kelsie Harman
Liz Loewenstein
Bridget Moriarty
Lauren Pack

Consulting Project Management Services

ScribeConcepts.com

Additional Consulting Services

Erin Kist
Carolyn Pinkerton
Scott Ritchie
Kelina Summers

Acknowledgments

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

Contributors to Earlier Versions of these Materials

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright who were instrumental to the early development of this program.

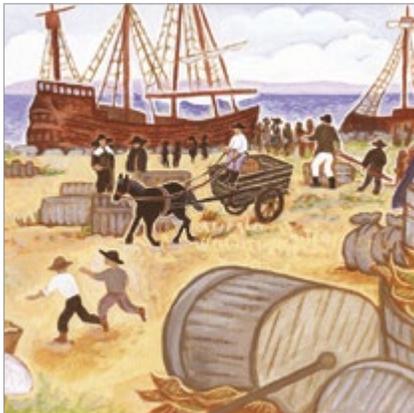
Schools

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, New York City PS 26R (The Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (The Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the Pilot Coordinators Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms was critical.

Grade 3

Unit 10: *Colonial America*



Unit-level Essential Question

How did North American exploration lead to the development of colonies?

Lessons 1–5

Guiding Question: How did the Powhatan react to the settlers arriving from England?

Writing Prompt: What factors helped with the settlers' relationship with the Powhatan? What factors hurt their relationship?

Lessons 6–10

Guiding Question: How were the Pilgrims and Puritans similar and different?

Writing Prompt: Come up with three Quiz Bowl questions whose answers will either be “Pilgrims” or “Puritans” (ex: I am another name for the Separatists who came to Plymouth. [Pilgrims]). Then, switch your questions with a partner. Can you solve your partner's riddles?

Lessons 11–16

Guiding Question: How did different colonies develop unique characteristics?

Writing Prompt: How were different colonies (New England, Middle Atlantic, and Southern) similar to and different from each other? Consider their architecture, education, and religion.

Unit 10 Culminating Activity

If you were a colonist in Jamestown during the harsh winter of 1609-1610, what would you do? In this presentation, you will explain your plan to meet the challenges to your classmates. What resources can you use? How will you interact with the Powhatan nearby?



Grade 3

Unit 10 | Digital Projections

Colonial America

Grade 3

Unit 10

Colonial America

Digital Projections

Contents
Colonial America
Digital Projections

| | | | |
|-----------------|--------------------|--|---|
| Lesson 1 | DP.U10.L1.1 | Spelling Chart..... | 1 |
| Lesson 2 | DP.U10.L2.1 | Story Retelling..... | 2 |
| Lesson 2 | DP.U10.L2.2 | Comparative and Superlative Adjectives..... | 3 |
| Lesson 2 | DP.U10.L2.3 | Adjective, Comparative, Superlative Chart..... | 4 |
| Lesson 3 | DP.U10.L3.1 | Connections Anchor Chart..... | 5 |
| Lesson 3 | DP.U10.L3.2 | Comparative and Superlative Adverbs..... | 6 |
| Lesson 6 | DP.U10.L6.1 | Spelling Table..... | 7 |
| Lesson 7 | DP.U10.L7.1 | Comparative and Superlative Adverbs..... | 8 |
| Lesson 8 | DP.U10.L8.1 | Great Conclusions Chart..... | 9 |

Spelling Chart

| <i>/ə/</i> | <i>/ə/ + /l/</i> | <i>/sh/ + /ə/ + /n/</i> | <i>/ue/</i> | <i>/<u>oo</u>/</i> | <i>/f/</i> |
|------------|------------------|-------------------------|-------------|--------------------|------------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Story Retelling

Characters: Who are the people or animals in the story?

Setting: Where did the story take place?

Problem: What is the struggle in the story?

Plot: What are the events? (Beginning, Middle, and End)

Solution: What happens at the end of the story?

Comparative and Superlative Adjectives

Comparative adjectives compare two nouns to show that one is greater or more. The suffix *-er* is added to adjectives.

Superlative adjectives compare more than two nouns to show that one is greatest or most. The suffix *-est* is added to adjectives.

Instead of the suffixes *-er* and *-est*, use the words *more* and *most* when forming comparative and superlative adjectives that end with the suffixes *-ful*, *-less*, *-ing*, *-ed*, *-ous* or that have three or more syllables.

Adjective, Comparative, Superlative Chart

| Adjective | Comparative | Superlative |
|-----------|-------------|-------------|
| old | older | oldest |
| nice | nicer | nicest |
| thin | thinner | thinnest |
| fat | fatter | fattest |
| hot | hotter | hottest |
| big | | |
| tall | | |
| sweet | | |
| funny | | |

Connections Anchor Chart

Readers make connections to better understand and comprehend the text.

Text to Self: Have you ever helped adults or completed chores?
How does the text connect to your experience?

Text to Text: How is this text like another text/book I have read?

Text to World: How is this text like a real world event?

Text to Media: How is this text like something I saw on television or read on the computer?

Comparative and Superlative Adverbs

Comparative adverbs compare two actions to show that one is greater or more. The suffix *-er* is added to adverbs.

Superlative adverbs compare more than two actions to show that one is greatest or most. The suffix *-est* is added to adverbs.

Instead of the suffixes *-er* and *-est*, use the words *more* and *most* when forming comparative and superlative adjectives that end with the suffixes *-ful*, *-less*, *-ing*, *-ed*, *-ous* or that have three or more syllables.

Spelling Table

| 'oi' > /oi/ | 'oy' > /oi/ |
|-------------|-------------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

Comparative and Superlative Adverbs

Comparative adverbs compare two actions to show that one is greater or more. The suffix *-er* is added to adverbs.

Superlative adverbs compare more than two actions to show that one is greatest or most. The suffix *-est* is added to adverbs.

Instead of the suffixes *-er* and *-est*, use the words *more* and *most* when forming comparative and superlative adverbs that end with the suffixes *-ly* or that have three or more syllables.

Great Conclusions Chart

Great Conclusions

- Tie to the Story
- Tie up the Story
- Are Interesting
- Are Brief



General Manager K-8 Humanities and SVP, Product

Alexandra Clarke

Chief Academic Officer, Elementary Humanities

Susan Lambert

Content and Editorial

Elizabeth Wade, PhD, Director, Elementary Language Arts Content

Patricia Erno, Associate Director, Elementary ELA Instruction

Baria Jennings, EdD, Senior Content Developer

Maria Martinez, Associate Director, Spanish Language Arts

Christina Cox, Managing Editor

Product and Project Management

Ayala Falk, Director, Business and Product Strategy, K-8 Language Arts

Amber McWilliams, Senior Product Manager

Elisabeth Hartman, Associate Product Manager

Catherine Alexander, Senior Project Manager, Spanish Language Arts

LaShon Ormond, SVP, Strategic Initiatives

Leslie Johnson, Associate Director, K-8 Language Arts

Thea Aguiar, Director of Strategic Projects, K-5 Language Arts

Zara Chaudhury, Project Manager, K-8 Language Arts

Design and Production

Tory Novikova, Product Design Director

Erin O'Donnell, Product Design Manager

Other Contributors

Patricia Beam, Bill Cheng, Ken Harney, Molly Hensley, David Herubin, Sara Hunt, Kristen Kirchner, James Mendez-Hodes, Christopher Miller, Diana Projansky, Todd Rawson, Jennifer Skelley, Julia Sverchuk, Elizabeth Thiers, Amanda Tolentino, Paige Womack

Texas Contributors

Content and Editorial

| | |
|-----------------------------|-------------------|
| Sarah Cloos | Sean McBride |
| Laia Cortes | Jacqueline Ovalle |
| Jayana Desai | Sofía Pereson |
| Angela Donnelly | Lilia Perez |
| Claire Dorfman | Sheri Pineault |
| Ana Mercedes Falcón | Megan Reasor |
| Rebecca Figueroa | Marisol Rodriguez |
| Nick García | Jessica Roodvoets |
| Sandra de Gennaro | Lyna Ward |
| Patricia Infanzón-Rodríguez | |
| Seamus Kirst | |
| Michelle Koral | |

Product and Project Management

Stephanie Koleda
Tamara Morris

Art, Design, and Production

| | |
|-------------------|--------------------------|
| Nanyamka Anderson | Emily Mendoza |
| Raghav Arumugan | Marguerite Oerlemans |
| Dani Aviles | Lucas De Oliveira |
| Olioli Buika | Tara Pajouhesh |
| Sherry Choi | Jackie Pierson |
| Stuart Dalgo | Dominique Ramsey |
| Edel Ferri | Darby Raymond-Overstreet |
| Pedro Ferreira | Max Reinhardsen |
| Nicole Galuszka | Mia Saine |
| Parker-Nia Gordon | Nicole Stahl |
| Isabel Hetrick | Flore Thevoux |
| Ian Horst | Jeanne Thornton |
| Ashna Kapadia | Amy Xu |
| Jagriti Khirwar | Jules Zuckerberg |
| Julie Kim | |
| Lisa McGarry | |

Series Editor-in-Chief

E. D. Hirsch Jr.

President

Linda Bevilacqua

Editorial Staff

Mick Anderson
Robin Blackshire
Laura Drummond
Emma Earnst
Lucinda Ewing
Sara Hunt
Rosie McCormick
Cynthia Peng
Liz Pettit
Tonya Ronayne
Deborah Samley
Kate Stephenson
Elizabeth Wafler
James Walsh
Sarah Zelinke

Acknowledgments

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

Contributors to Earlier Versions of These Materials

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

Schools

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.

Design and Graphics Staff

Kelsie Harman
Liz Loewenstein
Bridget Moriarty
Lauren Pack

Consulting Project Management Services

ScribeConcepts.com

Additional Consulting Services

Erin Kist
Carolyn Pinkerton
Scott Ritchie
Kelina Summers

Notice and Disclaimer: The agency has developed these learning resources as a contingency option for school districts. These are optional resources intended to assist in the delivery of instructional materials in this time of public health crisis. Feedback will be gathered from educators and organizations across the state and will inform the continuous improvement of subsequent units and editions. School districts and charter schools retain the responsibility to educate their students and should consult with their legal counsel regarding compliance with applicable legal and constitutional requirements and prohibitions.

Given the timeline for development, errors are to be expected. If you find an error, please email us at texashomelearning@tea.texas.gov.

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

© 2020 Amplify Education, Inc.
amplify.com

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Credits

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

In this unit, students will continue to learn about the exploration and settlement of North America by Native Americans and Europeans.

What's the story?

Students will dive deeper into the way in which the **English colonies** were established and how each developed a **unique culture**.

What will my student learn?

Students will learn how the **climate, geography, and motivations** of the settlers **influenced life** in each of the **thirteen colonies**. They will also learn about the events that led to the signing of the **Declaration of Independence**, the **Revolutionary War**, and the establishment of the United States as an independent **nation**.

During this unit, students will explore **narrative writing**. They will focus on the characteristics of narratives and will work to apply them in their own writing. They will have the chance to **plan, draft, revise, edit, and publish** their own narrative as well.

Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. What were the three distinct colonial regions?
Follow up: How would you compare and contrast the three regions? What were their climates? What were their main industries? And their geography?
2. What are the five parts of a narrative plot?
Follow up: Choose a book or movie you have read or seen. Can you use your hand and the five-finger retelling strategy to explain the narrative plot to me?
3. What was life like in Jamestown?
Follow up: In what region was this colony? Who was John Smith? What role did he play in the survival of Jamestown? What role did Pocahontas play in the survival of Jamestown?
4. What was life like on a plantation?
Follow up: What are cash crops? Which cash crops were very successful in the Carolinas? What was the connection between slavery and cash crops?
5. How did the life of the Pilgrims in New England compare to the life of the colonists in the Southern colonies?

6. Why do you think Squanto and Samoset decided to help the struggling Pilgrims?
Follow up: What did they do to help them? Do you think the Pilgrims would have survived without their help? Why?
7. What are some of the reasons people moved to the Middle colonies?
Follow up: What was life like in the Middle colonies? What factors shaped life in these colonies?

Name: _____

Date: _____



Grade 3

Unit 10, Lesson 1 - What are the names of the three regions of the colonies? Select the region you are most interested in learning about and explain why, using information from the text.

Name: _____

Date: _____



Grade 3

Unit 10, Lesson 2 - What was most challenging about writing your retelling of "The First English Colony"?

Name: _____

Date: _____



Grade 3

Unit 10, Lesson 3 - Do you think Tom and his sister Jane will have a better life in Jamestown? If you do, explain why. If you do not, explain why not.

Name: _____

Date: _____



Grade 3

Unit 10, Lesson 4 - What was the solution in your retelling of the story "Jamestown, Part II" ?

Name: _____

Date: _____



Grade 3

Unit 10, Lesson 5 - What is the central idea of "Plantation Life"? What is one key detail that supports your central idea?

Name: _____

Date: _____



Grade 3

Unit 10, Lesson 6 - Why did Mr. Oglethorpe invite Sarah's parents to settle in Georgia? Explain your response using details from the text.

Name: _____

Date: _____



Grade 3

Unit 10, Lesson 7 - What did you predict would happen to the Pilgrims after reading "The Pilgrims, Part I: Arrival"? Did your prediction change after your small group discussion? Explain your response.

Name: _____

Date: _____



Grade 3

Unit 10, Lesson 8 - How did Squanto and Samoset help the Pilgrims? Do you think the Pilgrims would have survived if Squanto and Samoset had not helped?

Name: _____

Date: _____



Grade 3

Unit 10, Lesson 9 - How did the Massachusetts Bay Colony come to be? Use evidence from the text to support your answer.

Name: _____

Date: _____



Grade 3

Unit 10, Lesson 10 - What are three reasons why people moved to the Middle colonies? Use evidence from the text to support your response.

Name: _____

Date: _____



Grade 3

Unit 10, Lesson 11 - Why were the Quakers persecuted in England?

Name: _____

Date: _____



Grade 3

Unit 10, Lesson 12 - Why was printing newspapers the most difficult job for Matthew? Explain your response using evidence from the text.

Name: _____

Date: _____



Grade 3

Unit 10, Lesson 13 - Describe the farm that Primrose and Patience lived on in New Jersey.

Name: _____

Date: _____



Grade 3

Unit 10, Lesson 14 - What was the cause of the conflicts that were increasing among the Spanish, French, and English settlers?

Name: _____

Date: _____



Grade 3

Unit 10, Lesson 15 - What was the effect of the British taxing the colonists for items like tea, wool, paper, and silk? Why did the British select these items to tax? Use evidence from the text to support your response.

Vocabulary

Grade 3 Unit 10: Colonial America



Common Prefixes

Introduction: Common Prefixes



A **prefix** is a syllable or syllables placed at the beginning of a *root word* to change the word's meaning.

Let's identify the meaning of a common prefix often found in front of words:

uni-

The prefix **uni-** means *one* or *single*.

Let's attach the prefix **uni-** to the root word *cycle*.

A cycle is a vehicle with wheels.

Knowing what a cycle is and what **uni-** means helps us determine what the new word means.

When the prefix **uni-** is added before the root word *cycle*, the word becomes

unicycle

We know that the prefix **uni-** means *one* or *single*, and *cycle* means a vehicle with wheels, so what is a **unicycle**?

A vehicle with one wheel!

Let's Try It Together!



The following prefixes are found in the *Colonial America* unit:

tri-

multi-

Let's identify the meaning of these prefixes. Turn to a partner and whisper the meaning of **tri-**. Now turn to a different partner and whisper the meaning of **multi-**. Remember, **uni-** means one.

The meaning of **tri-** is *three*.

The meaning of **multi-** is *many*.

Let's identify a different root word for both of these prefixes.

Work with a partner to add **tri-** to the root word *angle* and **multi-** to the root word *cultural* to make two new words.

Adding **tri-** to *angle* makes the word **triangle**

Adding **multi-** to *cultural* makes the word
multicultural

Knowing **tri-** means three, when added to *angle*, what does the word **triangle** mean?

A shape with three sides

Knowing **multi-** means many, when added to *cultural*, what does the word **multicultural** mean?

many cultures

There are three steps to remember when determining the meaning of a word with a prefix.

1. Identify the prefix

triangle
multicultural

2. Determine the meaning of the prefix

tri = three & **multi** = many

3. Use the prefix and the root word to determine meaning

A **triangle** is a shape with three sides

Multicultural means many cultures

Now Try One by Yourself!



Identify the prefix and meaning of the following words:

tricycle

multivitamin

Write down the two words and underline the prefixes used.

After underlining the prefixes, write down the meaning of both words.

Answer



tricycle

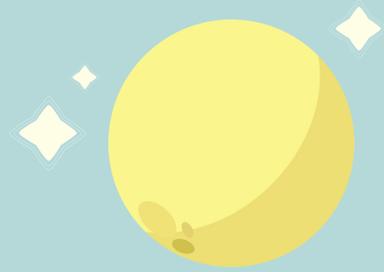
multivitamin

Multivitamin means including many vitamins.

Tricycle is a vehicle with three wheels.

Vocabulary

Grade 3 Unit 10: Colonial America



Common Suffixes

Introduction: Common Suffixes



A **suffix** is a syllable placed after a *root word*.
Suffixes change the meaning of the root word.

The meaning of the suffix added to the root word affects the new meaning of the word. Let's explore the meaning of the following two suffixes:

-less

-ful

-less means *lacking*.

-ful means *full of*.

Let's practice with the word *care*

Adding **-less** creates the word **careless**.

Adding **-ful** creates the word **careful**.

The suffixes change the meaning of the root word.

care: to feel concern or interest in something

care**less**: lacking effort to do something correctly or safely

care**ful**: full of effort to do something correctly or safely

Let's Try It Together!



Look at this root word:

defense

Add the suffix **-less** to it. Turn to a partner and whisper what the new word will be with the suffix added.

The new word is defense**less**.

Raise your hand if you think adding **-less** changes the meaning of *defense*.

Adding **-less** does change the meaning.

Defense means a way to protect against harm.

Defense**less** means lacking a way to protect against harm.

Let's try one more using the following root word

basket

Add the suffix **-ful** to it. Turn to a partner and whisper what the new word will be with the suffix added.

The new word is **basketful**.

Raise your hand if you think adding **-ful** changes the meaning of basket.

Adding **-ful** does change the meaning.

A basket is a container to hold things.

Basketful means as much as a basket will hold.

Now Try One by Yourself!



When you add the suffixes **-less** and **-ful** to the root word *fear* how does the meaning change?

Adding the suffixes, write down the two new words.

Write down the meaning of both new words.

Answer



fearless: without fear

fearful: full of fear