



Squanto



The Thirteen Colonies

Teacher Guide

Pocahontas



European colonists



Pilgrims



The Thirteen Colonies

Teacher Guide

Plan for the City of
Philadelphia



Barre Mount



Core Knowledge®

Scool Kill River

River Delaware

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The Thirteen Colonies

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The Thirteen Colonies

Teacher Guide

Core Knowledge History and Geography™ 3

Introduction

ABOUT THIS UNIT**The Big Idea**

The three regions of English colonies on the eastern seaboard developed differently as a result of each region's geography and climate, as well as the religions of the colonists settling that area.

The first permanent English colony was established in Virginia in 1607. Over the course of the next 125 years, the English established a strong foothold in North America. While the New England and Southern Colonies were mostly influenced by English culture, the Middle Colonies attracted people from all over Europe. Though the colonies were founded by diverse peoples for numerous reasons, the original settlers of the Southern, New England, and Middle Colonies shared a unique bond forged by the longing for a better life, perseverance, and resourcefulness necessary to survive in their new homes.

What Students Should Already Know

Students in Core Knowledge schools should be familiar with:

Kindergarten

- the Pilgrims: the *Mayflower* and Plymouth Rock

Grade 1

- Lost Colony, Sir Walter Raleigh, Virginia Dare
- Virginia: Jamestown, Captain Smith, Pocahontas, and Powhatan
- slavery, plantations in Southern Colonies
- Massachusetts: Pilgrims, *Mayflower*; Massachusetts Bay Colony, Thanksgiving Day, Puritans

Time Period Background

This timeline provides an overview of key events related to the content of this unit. Use a classroom timeline with students to help them sequence and relate events that occurred from 1513 to 1732.

1513–1565	Early Spanish exploration of Florida led to the founding of St. Augustine
1585–1587	Sir Walter Raleigh and the Lost Colony of Roanoke
1600s	First English settlers hoped to find a new home in the colonies.
1607	Jamestown is founded
1607	Captain John Smith taught people in Jamestown how to survive.
1609	The Starving Time in Jamestown
1609	Hudson explored the area of present-day New York.
First half of 1600s	Pocahontas hoped to make peace with the English settlers.
1617–1629	Growing tobacco made the colonists in Virginia very rich.
1620	Mayflower Compact; Plymouth founded
1624	Dutch purchase of Manhattan for \$24 in trade goods
1630	Massachusetts Bay Colony settled
1630	Boston founded
1634	Maryland founded
1636	Rhode Island founded
c. 1660s	Shift of status of Africans from servants to enslaved workers in Southern Colonies
1663	Carolina founded

1664	English seizure of Dutch colony, renamed New York
1670	Charleston founded
1681	Penn granted charter for Pennsylvania
1682	Philadelphia laid out as planned city
1732	Georgia founded

What Students Need to Learn

- Differences in climate and agriculture among the three colonial regions
- Location of the thirteen colonies and important cities, such as Philadelphia, Boston, New York, Charleston
- Southern Colonies: Virginia (especially the story of Jamestown); Maryland, South Carolina, Georgia; the founders of these colonies, their reliance on slavery; the Middle Passage
- New England colonies: Massachusetts (especially Pilgrims and Puritans), New Hampshire, Connecticut, Rhode Island; development of maritime economy and the influence of religion
- Middle Colonies: New York, New Jersey, Delaware; the Dutch in New York, Penn and the Quakers in Pennsylvania

A Special Note to Teachers—Talking About Slavery

Discussing slavery with younger students is a challenging task. Slavery, which has existed for thousands of years in many cultures, is by definition an inhumane practice—people are reduced to property, to be bought and sold, and often treated with brutality and violence.

Classroom discussion of slavery should acknowledge the cruel realities while remaining mindful of the age of the students. In CKHG materials, we have attempted to convey the inhumane practices of slavery without overly graphic depictions.

Recently, some historians have questioned the language used to talk about slavery. Some contemporary historians urge that we refer not to *slaves* but instead to *enslaved persons* or *enslaved workers*. The term *slave*, these historians argue, implies a commodity, a thing, while *enslaved person* or *enslaved worker* reminds us of the humanity of people forced into bondage and deprived of their freedom. Other historians, however, argue that by avoiding the term *slave*, we may unintentionally minimize the horror of humans being treated as though they were someone else's property.

In CKHG, we acknowledge the logic of both perspectives, and sometimes refer to *slaves* while at other times referring to *enslaved persons* or *enslaved workers*.

AT A GLANCE

The most important ideas in Unit 7 are:

- Climate and physical geography were two reasons that the English colonies developed differently.
- Towns located on good harbors and in proximity to agricultural areas developed into market centers and ultimately into thriving cities.
- While the economy of the Southern Colonies was based on large-scale plantation agriculture, most Southern farms were small.
- Historians disagree about whether the first Africans came as indentured servants or as enslaved workers.
- Religion was the most important influence on the founding of the New England colonies.
- The Middle Colonies were founded for financial and religious motives.

WHAT TEACHERS NEED TO KNOW

New England Colonies

Agriculture in the New England colonies was hampered by both the climate and the physical environment. New England experiences long, cold, and very snowy winters and short, warm summers. Crops that grow well in the other regions, such as rice and wheat, do not thrive in this climate. In addition, the soil is rocky or sandy, and generally poor for growing crops.

As a result, farming in New England was limited to small farms on which families managed to grow enough to feed themselves and not much else. These subsistence farmers grew vegetables, apples, and possibly a field of grain crops (often oats that were fed to livestock).

Fortunately for the colonists, New England was heavily forested and those forests became the basis for thriving maritime industries. Cities like Boston, Massachusetts, and Portsmouth, New Hampshire, became major centers for shipbuilding. Coastal towns were home to fleets of fishing boats that fished in the coastal waters for cod, lobster, and other shellfish. By the mid-1600s, fish was New England's most important export. International trade also depended on New England shipbuilding and sailors. Colonial ships based in New England ports like Boston and Salem, Massachusetts, sailed to England and the Caribbean. Some ships participated in the slave trade between Africa and the Caribbean and North America.

Middle Colonies

The Middle Colonies were located in the Middle Atlantic region, where the climate is more moderate, with milder, shorter winters than in New England

and a longer overall growing season from spring to fall. Because of the more advantageous climate and fertile soil, cereal crops—wheat, oats, corn—and many vegetables and fruits grow well in this region.

Farms in the Middle Colonies varied in size. There were some very large estates on which tenant farmers worked for wealthy owners, but most farms were owned by a single family. The proprietors of Pennsylvania made land available cheaply to anyone willing to work it. As a result, the average farm in these colonies was approximately one hundred acres.

Southern Colonies

The Southern Colonies had a warm climate with a long growing season, abundant rainfall, and fertile soil. Whereas New England farmers were subsistence farmers, farming just enough for their families, and Middle Colony farmers used a system of mixed farming, raising a variety of crops and some livestock, largescale Southern farmers were one-crop farmers. They relied on one cash crop—it might be tobacco, rice, indigo, or (later) cotton—year in and year out. This is not to say that there were no small farmers in the Southern Colonies, but they did not drive the economy. Like New England farmers, small Southern farmers were subsistence farmers, raising just enough to eat with maybe a little left over to sell.

The origin of the one-cash-crop economy can be traced all the way back to Jamestown, where large-scale planting of tobacco was instrumental in saving the colony from economic ruin. Subsequent colonists followed this model, using it to cultivate rice and later indigo, from which a blue dye is made. To be economically viable, these crops all require large amounts of land and many workers. Farmers who worked these crops established large farms that became known as plantations. The landowners were called planters. As these farmers opened up more land, they needed an abundant, cheap source of workers. It became more difficult over time to find indentured servants—Europeans willing to work for a period of seven years in exchange for their passage to the colonies in addition to food, clothing, and shelter. Planters therefore began to rely on enslaved Africans for labor.

Important Cities

The first settlements, regardless of the region, were small villages near the coast. Over time some of these villages grew into towns, and by the late 1600s and early 1700s, a few had become substantial cities. Those that grew into cities had taken advantage of their locations on good harbors to become trading centers. These cities acted as markets not only for international trade with England and English colonies in the West Indies, but also for colonists in the backcountry.

Philadelphia

Philadelphia was founded by William Penn in 1681 and laid out in 1682 as a planned city—Penn’s “greene countrie towne.” At the time of the American Revolution, Philadelphia was the second-largest English-speaking city in the world, following London, with a population of more than 30,000. Philadelphia had one of the world’s largest freshwater harbors, located where the Schuylkill and Delaware rivers merge. Backcountry farmers brought wheat, pork, horses, and flour to Philadelphia to sell. In exchange, Philadelphia merchants imported rum, sugar, molasses, and salt, among other goods. Philadelphia was the capital during the American Revolution and served as the new nation’s capital from 1790 to 1800.

Boston

Boston is located at the mouth of the Charles River on Massachusetts Bay. Settled by the Puritans in 1630, two years later the town became the capital of the Massachusetts Bay Colony. Boston also grew to become an important center for shipbuilding and international trade. Export goods included dried cod, pork, and beef. Iron, salt, and molasses were among the imports. Boston was a hotbed of Patriot activity leading up to the American Revolution.

New York City

Originally settled by the Dutch as New Amsterdam, the area had been seized by the English in 1664 and renamed New York City in honor of the English king’s brother, the Duke of York.

Building on its beginnings as an important center of trade for the Dutch West India Company, especially in furs, New York City continued to grow and prosper as a commercial center. Its excellent harbor and proximity to the Hudson River— and, therefore, upstate communities—were factors in its growth.

During the American Revolution, the British held the city from 1776 to 1781. In 1789 and 1790, the city served as the new nation’s capital, and George Washington was inaugurated there as the first president of the United States in 1789.

Charleston

Originally known as Charles Towne, the city is built on a peninsula between the Cooper and Ashley Rivers, which empty into the Atlantic Ocean. The city was founded in 1670 in what was then the southern portion of the Carolina colony. In 1729, Carolina was divided into two colonies, and Charleston became

the capital of South Carolina. A trading center for rice, indigo, and enslaved workers, Charleston was the largest city in the Southern Colonies.

To learn more about specific topics in this unit, use this link to download the CKHG Online Resource “About the Thirteen Colonies”:

www.coreknowledge.org/ckhg-online-resources

UNIT RESOURCES

Student Component

The Thirteen Colonies Student Reader—sixteen chapters

Teacher Components

The Thirteen Colonies Teacher Guide—sixteen chapters. This includes lessons aligned to each chapter of *The Thirteen Colonies* Student Reader with a daily Check for Understanding and Additional Activities, such as virtual field trips and cross-curricular art and music activities, designed to reinforce the chapter content. A Unit Assessment, Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 118.

- » The Unit Assessment tests knowledge of the entire unit, using standard testing formats.
- » The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or written presentation. In this unit, the presentation is written.
- » The Activity Pages are designed to reinforce and extend content taught in specific chapters throughout the unit. These optional activities are intended to provide choices for teachers.

The Thirteen Colonies Timeline Image Cards—twenty-two individual images depicting significant events and individuals related to the founding of the thirteen colonies. In addition to an image, each card contains a caption, a chapter number, and the Big Question, which outlines the focus of the chapter. You will construct a classroom Timeline with students over the course of the entire unit. The Teacher Guide will prompt you, lesson by lesson, as to which Image Card(s) to add to the Timeline. The Timeline will be a powerful learning tool enabling you and your students to track important themes and events as they occurred within this expansive time period.

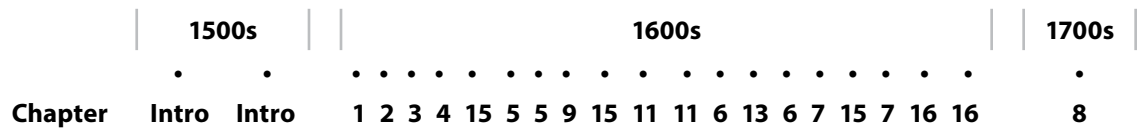
Timeline

Some preparation will be necessary prior to starting *The Thirteen Colonies* unit. You will need to identify available wall space in your classroom of approximately fifteen feet on which you can post the Timeline Image Cards over the course of the unit. The Timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls, whatever works best in your classroom setting. Be creative—some teachers hang a clothesline so that the Image Cards can be attached with clothespins!

Create three time indicators or reference points for the Timeline. Write each of the following dates on sentence strips or large index cards:

- 1500s
- 1600s
- 1700s

Affix these time indicators to your wall space, allowing sufficient space between them to accommodate the actual number of Image Cards that you will be adding to each time period as per the following diagram:



You will want to post all the time indicators on the wall at the outset before you place any Image Cards on the Timeline.

Note: The Introduction to Chapter 1 includes two Timeline Image Cards that give context to the rest of the Timeline. These cards will be discussed during the Chapter 1 Introduction. Also, be aware that Chapters 5, 6, 7, 11, 15, and 16 have multiple Image Cards.

<p>1500s</p>  <p>Introduction</p>	<p>1500s</p>  <p>Introduction</p>	<p>1600s</p>  <p>Chapter 1</p>	<p>1600s</p>  <p>Chapter 2</p>
<p>1600s</p>  <p>Chapter 3</p>	<p>1600s</p>  <p>Chapter 4</p>	<p>1600s</p>  <p>Chapter 15</p>	<p>1600s</p>  <p>Chapter 5</p>

1600s



Chapter 5

1600s



Chapter 9

1600s



Chapter 15

1600s



Chapter 11

1600s



Chapter 11

1600s



Chapter 6

1600s



Chapter 13

1600s



Chapter 6

1600s



Chapter 7

1600s



Chapter 15

1600s



Chapter 7

1600s



Chapter 16

1600s



Chapter 16

1700s



Chapter 8

The Timeline in Relation to the Content in the Student Reader Chapters

The events shown on the Timeline are arranged chronologically. The chapters in *The Thirteen Colonies* unit, however, are not organized in chronological order according to the date each colony was founded, but are grouped instead by colonial region. For example, in referring to the Timeline, you will note that the Starving Time in Jamestown, Virginia, occurred at the same time Henry Hudson was exploring the New York area for the Netherlands, even though these events are discussed in different chapters.

Time to Talk About Time

Before you use the Timeline, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?
3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What does *CE* mean?
9. What is a timeline?

USING THE TEACHER GUIDE

Pacing Guide

The Thirteen Colonies unit is one of seven history and geography units in the Grade 3 Core Knowledge Curriculum Series™. A total of thirty-five days has been allocated to *The Thirteen Colonies* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 3 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs. So, we have also provided you with a blank Pacing Guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

In each chapter, the teacher or a student volunteer will read aloud various sections of the text. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Turn and Talk

In the Guided Reading Supports section of each chapter, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the themes or topics being discussed.

Big Questions

At the beginning of each Teacher Guide chapter, you will find a Big Question, also found at the beginning of each Student Reader chapter. The Big Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Big Questions, by chapter, are:

Chapter	Big Questions
1	Why did people come to settle in the English colonies?
2	What challenges did the colonists in Jamestown face?
3	How did John Smith make sure that everyone worked?
4	What events led to the Starving Time?
5	How did the arrival of John Rolfe affect the Virginia colony?
6	Why was Maryland created, and how did people there escape some of the problems faced by the colonists in Virginia?
7	Why did plantation owners have enslaved workers?
8	Why did James Oglethorpe want to set up a colony in North America?
9	Who were the Pilgrims, and why did they sail to America?
10	Why was it important for the Pilgrims to work hard to prepare for winter?
11	What kinds of jobs were available in the New England colonies?
12	What was life like for children in a Puritan colony?
13	What was the main reason why Roger Williams disagreed with his fellow Puritans?
14	How did the mixing of cultures help the Middle Colonies grow and prosper?
15	Why was Peter Stuyvesant unable to defend New Amsterdam against the English?
16	Why might Philadelphia have been a place that Europeans would want to move to?

Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Reader are listed at the beginning of each Teacher Guide chapter, in the order in which they appear in the Student Reader. Student Reader page numbers are also provided. The vocabulary terms, by chapter, are:

Chapter	Core Vocabulary
1	trader, region, crop, harbor, timber
2	council, gentleman, deck, palisade
3	well
4	gunpowder, governor
5	tobacco, cash crop, self-government, disease, indentured servant
6	official, Roman Catholic, Protestant, pope, toleration
7	Middle Passage, tidal marsh
8	Parliament, debt, profit
9	cargo ship, contract, vote
10	"common house," harvest
11	congregation, mast
12	sermon, minister, charter
13	shorthand, household
14	culture, plow, merchant
15	"freedom of religion"
16	aristocracy, stockade, independence

Activity Pages

Activity Pages



AP 1.1
AP 1.2
AP 1.3
AP 1.4
AP 2.1
AP 5.1
AP 7.1
AP 7.2
AP 10.1
AP 14.1
AP 16.1
AP 16.2

The following Activity Pages can be found in Teacher Resources, pages 127–143. They are to be used with the chapter specified either for additional class work or for homework. Be sure to make sufficient copies for your students prior to conducting the activities.

- Chapter 1—World Map (AP 1.1)
- Chapter 1—Map of the United States (AP 1.2)
- Chapter 1—Map of the Thirteen Colonies (AP 1.3)
- Chapter 1—Important Port Cities (AP 1.4)
- Chapter 2—Letter from Jamestown (AP 2.1)
- Chapter 5—Domain Vocabulary: Chapters 1–5 (AP 5.1)
- Chapter 7—The Middle Passage (AP 7.1)

- Chapter 7—The People Could Fly (AP 7.2)
- Chapter 10—Domain Vocabulary: Chapters 6–10 (AP 10.1)
- Chapter 14—Design a Quilt (AP 14.1)
- Chapter 16—The Thirteen English Colonies (AP 16.1)
- Chapter 16—Domain Vocabulary: Chapters 11–16 (AP 16.2)

Fiction and Nonfiction Excerpts

Use this link to download the CKHG Online Resources, where specific links to the following fiction and nonfiction excerpts may be found:

www.coreknowledge.org/ckhg-online-resources

Nonfiction Excerpt

- Chapter 7—Aboard a Slave Ship (NFE 1)

Fiction Excerpt

- Chapter 10—First Thanksgiving of All (FE 1)

These excerpts may be used with the chapter specified either for additional class work or at the end of the unit as a review and/or culminating activity. Be sure to make sufficient copies for your students prior to conducting the activities.

Additional Activities and Website Links

An Additional Activities section, related to material in the Student Reader, may be found at the end of each chapter. You may choose from among the varied activities when conducting lessons. Many of the activities include website links, and you should check the links prior to using them in class.

CROSS-CURRICULAR CONNECTIONS

Language Arts

Poetry

- “First Thanksgiving of All” by Nancy Byrd Turner

Stories

- “The People Could Fly”

Visual Arts

- Early American quilts
- Edward Hicks, *The Peaceable Kingdom*

Music

- “America (My Country Tis of Thee)”
- “It’s a Grand Old Flag”
- John Philips Sousa, “Stars and Stripes Forever”



A SPECIAL NOTE ABOUT *THE PATHWAY TO CITIZENSHIP*

A critical goal of the Core Knowledge Curriculum Series™, of which these materials are a part, is to ensure that students acquire the foundational knowledge needed to become literate citizens, able to contribute to a democratic society.

We have therefore included an important feature in every American history unit called “The Pathway to Citizenship,” readily distinguished by an icon of the American flag. The specific knowledge, questions, and activities identified by this icon denote opportunities to engage students and deepen their understanding of the geography, historical events, laws, and structure of the American government.

In choosing the specific content to call to your and your students’ attention, we have been guided by the civics test developed by the U.S. Citizenship and Immigration Services that is required for all immigrants wishing to become naturalized American citizens. At the end of Grade 5, students who have used “The Pathway to Citizenship” materials throughout the Core Knowledge Curriculum Series™ will have the opportunity to take an analogous citizenship test to demonstrate that they have acquired the knowledge fundamental to becoming a participatory American citizen. Use this link to download the CKHG Online Resources for this unit, where the specific link to the USCIS Citizenship Resource Center may be found:

www.coreknowledge.org/ckhg-online-resources

BOOKS

Atkins, Jeannette. *Anne Hutchinson’s Way*. Illus. Michael Dooling. CreateSpace Independent Publishing Platform, 2012.

Hermes, Patricia. *Our Strange New Land: Elizabeth’s Jamestown Colony Diary*. New York: Scholastic Inc., 2002.

Raum, Elizabeth. *The Dreadful, Smelly Colonies: The Disgusting Details About Life in Colonial America*. North Mankato, MN: Capstone Press, 2011.

Maestro, Betsy. *The New Americans: Colonial Times: 1620–1689* (The American Story). Illus. Giulio Maestro. New York: Harper Collins, 2004.

Siegelson, Kim L. *In the Time of the Drums*. New York, Lee & Low, 2016.

THE THIRTEEN COLONIES SAMPLE PACING GUIDE

For schools using the *Core Knowledge Sequence* and/or CKLA

TG–Teacher Guide; SR–Student Reader; AP–Activity Page; FE–Fiction Excerpt; NFE–Nonfiction Excerpt

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

The Thirteen Colonies

"The English Colonies" Core Lesson (TG & SR – Chapter 1; AP 1.1, 1.2, 1.3)	"Map of the Thirteen Colonies" and "Important Port Cities" (TG, Chapter 1, Additional Activity; AP 1.3, AP 1.4)	"Starting the Virginia Colony" Core Lesson (TG & SR – Chapter 2; AP 1.1, 1.3)	"Letter from Jamestown" (TG, Chapter 2, Additional Activity; AP 2.1)	"Captain John Smith" Core Lesson (TG & SR – Chapter 3)
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CKLA

"Astronomy"	"Astronomy"	"Astronomy"	"Astronomy"	"Astronomy"
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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

The Thirteen Colonies

"Changing Times in Jamestown" Core Lesson (TG & SR – Chapter 4)	"Jamestown Timeline and Artifacts" (TG, Chapter 4, Additional Activities)	"Virginia Succeeds" Core Lesson (TG & SR – Chapter 5)	"The First Official Thanksgiving" (TG, Chapter 5, Additional Activity)	Domain Vocabulary: Chapters 1–5 (TG, Chapter 5, Additional Activity, AP 5.1)
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CKLA

"Native Americans"	"Native Americans"	"Native Americans"	"Native Americans"	"Native Americans"
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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

The Thirteen Colonies

"Historic Farming in Virginia" (TG, Chapter 5, Additional Activity)	"The Jamestown Story in Words and Pictures" TG, Chapter 5, Additional Activity)	"The Story of Maryland" Core Lesson (TG & SR – Chapter 6; AP 1.3)	"Plantations in South Carolina" Core Lesson (TG & SR – Chapter 7; AP 1.3)	"Aboard a Slave Ship" (TG, Chapter 7, Additional Activity, NFE1)
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CKLA

"Native Americans"	"Native Americans"	"Native Americans"	"Native Americans"	"Native Americans"
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THE THIRTEEN COLONIES SAMPLE PACING GUIDE

For schools using the *Core Knowledge Sequence* and/or CKLA

TG–Teacher Guide; SR–Student Reader; AP–Activity Page; FE–Fiction Excerpt; NFE–Nonfiction Excerpt

Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

The Thirteen Colonies

"The People Could Fly" (TG, Chapter 7, Additional Activity, AP 7.2)	"The Story of Georgia" Core Lesson (TG & SR – Chapter 8; AP 1.3)	"The Pilgrims Come to America" Core Lesson (TG & SR – Chapter 9; AP 1.3)	"Plymouth: The Pilgrim Colony" Core Lesson (TG & SR – Chapter 10)	"Virtual Field Trip to Plymouth" (TG, Chapter 10, Additional Activity)
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CKLA

"Exploration of North America"	"Exploration of North America"	"Exploration of North America"	"Exploration of North America"	"Exploration of North America"
--------------------------------	--------------------------------	--------------------------------	--------------------------------	--------------------------------

Week 5

Day 21

Day 22

Day 23

Day 24

Day 25

The Thirteen Colonies

"Domain Vocabulary: Chapters 6–10" (TG, Chapter 10, Additional Activity, AP 10.1)	"Investigating the First Thanksgiving" (TG, Chapter 10, Additional Activity)	"The First Thanksgiving Video" (TG, Chapter 10, Additional Activity)	"The First Thanksgiving of All" (TG, Chapter 10, Additional Activity, FE1)	"The Massachusetts Bay Colony" Core Lesson (TG & SR – Chapter 11; AP 1.3)
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CKLA

"Exploration of North America"	"Exploration of North America"	"Exploration of North America"	"Exploration of North America"	"Exploration of North America"
--------------------------------	--------------------------------	--------------------------------	--------------------------------	--------------------------------

Week 6

Day 26

Day 27

Day 28

Day 29

Day 30

The Thirteen Colonies

"Living in a Puritan Colony" Core Lesson (TG & SR – Chapter 12)	"The Story of Rhode Island" Core Lesson (TG & SR – Chapter 13; AP 1.3)	"The Middle Colonies" Core Lesson (TG & SR – Chapter 14; AP 1.3)	"Design a Quilt" (TG, Chapter 14, Additional Activity, AP 14.1)	"Classroom Friendship Quilt" (TG, Chapter 14, Additional Activity)
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CKLA

"Exploration of North America"	"Exploration of North America"	"Exploration of North America"	"Exploration of North America"	"Exploration of North America"
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THE THIRTEEN COLONIES SAMPLE PACING GUIDE

For schools using the *Core Knowledge Sequence* and/or CKLA

TG–Teacher Guide; SR–Student Reader; AP–Activity Page; FE–Fiction Excerpt;
NFE–Nonfiction Excerpt

Week 7

Day 31

Day 32

Day 33

Day 34

Day 35

The Thirteen Colonies

<p>“New York: A Dutch Settlement” Core Lesson (TG & SR – Chapter 15; AP 1.3)</p>	<p>“Lady Deborah Moody” (TG, Chapter 15, Additional Activity)</p>	<p>“William Penn and the Quakers” Core Lesson (TG & SR – Chapter 14; AP 1.3)</p>	<p>“The Thirteen English Colonies” and “Domain Vocabulary: Chapters 11–16” (TG, Chapter 16, Additional Activity, AP 16.1, 16.2)</p>	<p>Unit Assessment</p>
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CKLA

<p>“Colonial America”</p>	<p>“Colonial America”</p>	<p>“Colonial America”</p>	<p>“Colonial America”</p>	<p>“Colonial America”</p>
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THE THIRTEEN COLONIES PACING GUIDE

_____ 's Class

(A total of thirty-five days has been allocated to *The Thirteen Colonies* unit in order to complete all Grade 3 history and geography units in the Core Knowledge curriculum.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

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Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

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THE THIRTEEN COLONIES PACING GUIDE

_____’s Class

(A total of thirty-five days has been allocated to the *Geography and Regions of the United States* unit in order to complete all Grade 3 history and geography units in the Core Knowledge curriculum.)

Week 5

Day 21 **Day 22** **Day 23** **Day 24** **Day 25**

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Week 6

Day 26 **Day 27** **Day 28** **Day 29** **Day 30**

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Week 7

Day 31 **Day 32** **Day 33** **Day 34** **Day 35**

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CHAPTER 1

The English Colonies

The Big Question: Why did people come to settle in the English colonies?

Primary Focus Objectives

- ✓ Explain why the settlers came to America. (RI.3.2)
- ✓ Identify the three colonial regions: New England, the Middle Colonies, and the Southern Colonies. (RI.3.2)
- ✓ Summarize the importance of the colonies' chief port cities in the development of trade and government: Boston, New York, Philadelphia, and Charleston. (RI.3.2)
- ✓ Explain the differences in climate from north to south and the corresponding differences in agriculture. (RI.3.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *trader*, *region*, *crop*, *harbor*, and *timber*. (RI.3.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the English Colonies”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.1
AP 1.2
AP 1.3
AP 1.4

- Display and individual student copies of World Map (AP 1.1)
- Display and individual student copies of the Map of the United States (AP 1.2)
- Display and individual student copies of the Map of the Thirteen Colonies (AP 1.3)
- Individual student copies of Important Port Cities (AP 1.4)
- An American flag or photo of the American flag

Use this link to download the CKHG Online Resources for this unit, where the specific link to an image of the American flag may be found:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

trader, n. a person who buys and sells things (2)

Example: The trader brought his wares to sell at the market.

Variation(s): traders

region, n. a large area that may have certain characteristics related to its geography, form of government, or traditions that set it apart from other places (6)

Example: The Southern region of the United States has a warmer climate than the New England region.

Variation(s): regions

crop, n. a plant that is grown in large quantities for food or other use (7)

Example: Wheat was an important crop grown in Pennsylvania.

Variation(s): crops

harbor, n. a part of a body of water that is next to land and provides a safe place for ships to anchor (7)

Example: Many ships sailed in and out of the harbor each day.

Variation(s): harbors

timber, n. wood that is cut from trees and used for building; lumber (7)

Example: Timber became an important industry in the North American colonies.

THE CORE LESSON 25 MIN

Introduce *The Thirteen Colonies* Student Reader

5 MIN

Activity Pages



AP 1.1

AP 1.2



Introduce the unit by displaying the World Map (AP 1.1); distribute copies of the map to students. Have students name and review each of the continents.

Now distribute and display the Map of the United States (AP 1.2), and explain that this is a map of the United States as it exists today. Ask students to locate their own state and then to identify on the World Map the country of the United States as part of the North American continent.

Refer to the continent of Europe on the World Map (AP 1.1), and explain that in this unit, students will read about some of the first Europeans to visit the area in North America that we now call the United States. Reinforce the idea that other people, whom we call Native Americans, already lived in this area of North America before the arrival of Europeans from England, France, Spain, and other countries. Students in Core Knowledge schools using this history program may recall having read about Native Americans in *The Earliest Americans* unit and about European explorers in the *Exploration of North America* unit.

Distribute copies of *The Thirteen Colonies* Student Reader. Explain that a colony is a place that people move to and settle that is ruled by the government of their home country. Tell students that in this unit they will read about the first English colonies in North America—places where people from England settled in North America that were still ruled by the English king.

Introduce “The English Colonies”

5 MIN

Activity Pages



AP 1.1

AP 1.2



Tell or remind students who have read the Grade 3 unit *Exploration of North America* that, even before the English visited and settled areas in North America, people from other European countries visited and explored the continent. Although the thirteen colonies were governed by England and the developing culture was influenced by that country, it was not necessarily inevitable that North America would become English. France, Spain, and England, from time to time, had conflicts over North American territory, and which country or countries would come to dominate was not assured—particularly in the early stages of colonial history.

Display the first Introduction Timeline Card. Read aloud the date and caption, and discuss the image. Explain to students that Juan Ponce de León sailed for Spain and explored the area of present-day Florida in 1513. Have students locate Spain on World Map (AP 1.1), as well as Florida on the Map of the United States (AP 1.2). Display the second Introduction Timeline Card. Read aloud the date and caption, and discuss the image. Explain that Sir Walter Raleigh was an English explorer who sailed to North America in 1585. He helped start an English colony on Roanoke Island, off the coast of North Carolina. Have students locate England on the World Map (AP 1.1) and North Carolina on the Map of the United States (AP 1.2). The English colony on Roanoke Island was not successful—some settlers died as a result of the harsh conditions, some died from fighting with the Native Americans; others returned to England. Post the two Timeline Image Cards under the date referencing the 1500s.

Tell students that, in this chapter, they will read about people from England who came to and settled parts of North America in the early 1600s, almost 20 years after the unsuccessful colony on Roanoke Island. They lived in and started the colonies that would later become the United States. Call attention to the Big Question, and encourage students to look for reasons why people came to settle in the English colonies.

Guided Reading Supports for “The English Colonies”

15 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Thirteen in All” and “Why They Came,” Pages 2–5

Chapter 1
The English Colonies

Thirteen in All The United States began as a group of thirteen English colonies. These thirteen colonies did not begin all at once. Explorers and traders came first. Then slowly, over time, the colonies were created.

The Big Question Why did people come to settle in the English colonies?


Vocabulary Trader, a person who buys and sells things.

The first colony was founded in Virginia in 1607, and the last of the thirteen colonies was founded in Georgia in 1732.

The first European settlers came here from England. They brought with them everything they owned. When the settlers arrived, they had no family to greet them. Sometimes the Native Americans who already lived in North America welcomed the settlers. Other times, however, the Native Americans were not happy to see newcomers settling on their land.

There were no houses to live in, so many of the first settlers lived in tents. Some even lived in caves to survive. Their living conditions were harsh, especially during the winter. Many died of hunger, cold,

Page 2




Page 3 hoped to find a new life in the colonies.

Even though life in the early colonies could be hard, most settlers did not return to England. They started a new life in a new place instead.

Why They Came

Early settlers had different reasons for coming to America. Some people came because they had been very poor in their homeland. In England and other countries, there were often not enough jobs or land. The new colonies needed workers, and as far as the settlers were concerned, there was enough land for everyone who wanted to stay. People who settle in a new place on behalf of another country are called colonists. The settlers were, in fact, colonists.

Some colonists came because they thought they could get rich in America. Some hoped to find gold and silver. Others hoped that farming would make them wealthy. Some were people who had broken the law in England and, as part of their punishment, they were sent to the colonies in North America.



Page 4 very rich in this new land.



Page 5

Even though it was not easy to live in the colonies, many people believed they would have a better life.


Colonists came for religious reasons, too. In England, not everyone could practice their religion in the way that they wanted. Some people came to America because they wanted to worship in their own way. For these colonists, living in a land where they could have religious freedom was important.

Not everyone who crossed the Atlantic Ocean found opportunity and freedom. As the colonies developed and grew larger, some people from Africa were forced to settle in America. They did not choose to settle here. Instead, they were kidnapped from their homes and brought across the ocean to be enslaved workers.

Scaffold understanding as follows:

CORE VOCABULARY—Read aloud the first paragraph of the section “Thirteen in All” on page 2. Call attention to the Core Vocabulary term *trader*, and explain its meaning.


Read aloud the remainder of the section “Thirteen in All” on pages 2–4.

 **SUPPORT**—Remind students that the first people to live in North America were not Europeans from places such as England or Spain. Instead, the first inhabitants of the continent were Native Americans.

SUPPORT—Draw attention to the image on page 3. What was the purpose of the white tents? (*That’s where the settlers lived.*) What does it look like the settlers were building? (*walls*) Why? (*Possible answers: for protection, to mark the edges of their new town.*)

Invite student volunteers to read aloud the section “Why They Came” on pages 4–5.


After students finish reading the text, ask the following questions:

 **LITERAL**—Who already lived on the land where the English settled?

» Native Americans

LITERAL—What was life like for the first English colonists who arrived in North America?

» Life was difficult for the first English colonists. They did not have homes and were forced to live at first in tents or sometimes even in caves. Many died because there was not enough food to eat. Others died from the cold or because they became sick.

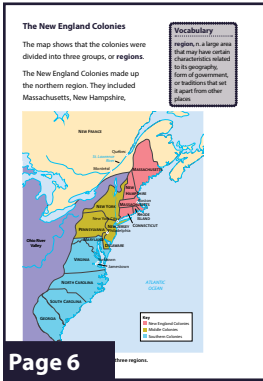
 **LITERAL**—What were some of the reasons people came to the colonies?

» People came for different reasons. Some came because they did not have jobs or land in England and they hoped to find new opportunities in the colonies. Some people who had broken the law in England were sent to the colonies as punishment. Some people came because they were not permitted to practice their religion as they wanted to in England.

 **LITERAL**—Which people were forced to come to the colonies?

» Englishmen who broke the law were sent to the colonies as punishment. People from Africa were kidnapped and forced to come work in the colonies.

“The New England Colonies,” Pages 6–7

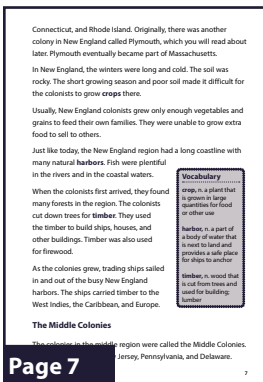


Activity Pages




AP 1.1

AP 1.3



Scaffold understanding as follows:

CORE VOCABULARY—Read aloud the first three paragraphs of the section “The New England Colonies” on pages 6–7. Call attention to the Core Vocabulary terms *region* and *crop*, and explain their meanings.

 **SUPPORT**—Call attention to the map on page 6 or the Map of the Thirteen Colonies (AP 1.3). Have students locate the New England region, each of the New England colonies, and the Atlantic Ocean on the map. Use the World Map (AP 1.1) to remind students where England is relative to the New England colonies.

CORE VOCABULARY—Read aloud the remainder of the section on page 7. Call attention to the Core Vocabulary terms *harbor* and *timber*, and explain their meanings.

After you finish reading the text, ask the following questions:

LITERAL—What colonies made up the New England region?

- » Massachusetts, New Hampshire, Connecticut, and Rhode Island made up the New England region.

LITERAL—Why were the many forests in New England important to the development of these colonies?

- » The trees in the forests provided timber for the colonists. They used the timber for firewood and to build ships, houses, and other buildings.

LITERAL—Why was the location of the colonies along the coastline of the Atlantic Ocean important?

- » Coastal waters had plenty of fish that could be used for food. As the colonies grew they began to sell timber to the West Indies and other places in the Caribbean, as well as to Europe. The coastline of these colonies had many natural harbors that ships carrying timber and other goods for trade could sail to and from.

“The Middle Colonies” and “The Southern Colonies,” Pages 7–9


Scaffold understanding as follows:

Have students read independently the section “The Middle Colonies” on pages 7–8.

Activity Page



AP 1.3


 **SUPPORT**—Have students refer back to the Map of the Thirteen Colonies (AP 1.3) or the map on page 6. Have students locate the region of Middle Colonies and identify each of the colonies that made up this region.

Have students read independently the section “The Southern Colonies” on pages 8–9.

Activity Page



AP 1.3

 **SUPPORT**—Have students refer back to the Map of the Thirteen Colonies (AP 1.3) or map on page 6 to locate the region of Southern Colonies and identify each of the colonies that made up this region.

After students read the text, ask the following questions:

LITERAL—Which colonies made up the Middle Colonies?

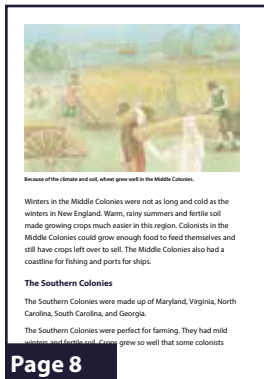
- » New York, New Jersey, Delaware, and Pennsylvania made up the Middle Colonies.

LITERAL—Which colonies made up the Southern Colonies?

- » Maryland, Virginia, North Carolina, South Carolina, and Georgia made up the Southern Colonies.

LITERAL—In which region did the colonists build plantations?

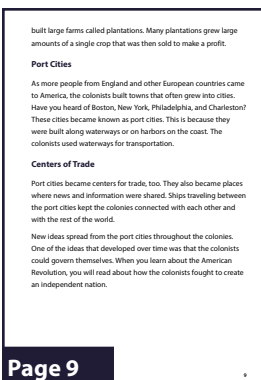
- » The colonists built plantations in the Southern region.




“Port Cities” and “Centers of Trade,” Page 9

Scaffold understanding as follows:

Invite student volunteers to read aloud the sections “Port Cities” and “Centers of Trade” on page 9.



 **SUPPORT**—Have students refer back to the Map of the Thirteen Colonies (AP 1.3) or the map on page 6. Have students locate the port cities of Philadelphia, New York City, and Boston. Reinforce for students that these cities were located on major waterways, making them important centers of trade.

Activity Page



AP 1.3

After students finish reading the text, ask the following questions:


LITERAL—Why were cities such as New York City and Boston called “port cities”?

» They were built along a harbor or natural waterway.

LITERAL—What role did trade play in major port cities?

» Trade helped the colonies connect with each other. Ships carried news and information from colony to colony.

Timeline

- Show students the remaining Chapter 1 Timeline Image Card. Read and discuss the caption.
- Review and discuss the Big Question: “Why did people come to settle in the English colonies?”
- Post the Image Card on the Timeline under the date referencing the 1600s; refer to the illustration in the Unit 7 Introduction for guidance on the placement of each Image Card to the Timeline.
-  Summarize the chapter by noting that there were thirteen English colonies. Show students an American flag or a photo of an American flag, and ask them to count the number of red and white stripes. Explain to students that there are thirteen stripes on the American flag to represent the original thirteen colonies. The thirteen colonies became the first thirteen states of the United States.



CHECK FOR UNDERSTANDING 5 MIN

Ask students to do one of the following:

- **Turn and Talk**—Tell a partner the answer to the Big Question, “Why did people come to settle in the English colonies?”
 - » Key points students should cite include: People came to settle in the English colonies for many reasons. Some came for religious freedom because they were treated unfairly in their home countries. Others wanted to find jobs or land. Some hoped to get rich. Some people came to North America as part of their punishment for breaking the law.
- Choose one of the Core Vocabulary words (*trader, region, crop, harbor, or timber*), and say a sentence aloud using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities



Map of the Thirteen Colonies (RI.3.7)

15 MIN

Activity Page



AP 1.3

Materials Needed: Sufficient copies of Map of the Thirteen Colonies (AP 1.3)

Distribute copies of Map of the Thirteen Colonies (AP 1.3). Read aloud the directions. Instruct students to complete the table with the missing colonies. Students may work independently or with partners to complete the activity.



Important Port Cities (RI.3.7)

15 MIN

Activity Page



AP 1.4

Materials Needed: Sufficient copies of Important Port Cities (AP 1.4)

Distribute copies of Important Port Cities (AP 1.4). Read aloud the directions. Instruct students to use the map to answer the questions. Students may work independently or with partners to complete the activity.

CHAPTER 2

Starting the Virginia Colony

The Big Question: What challenges did the colonists in Jamestown face?

Primary Focus Objectives

- ✓ Understand why the Virginia Company founded Jamestown. (RI.3.2)
- ✓ Identify John Smith. (RI.3.2)
- ✓ Summarize why the colony almost failed in its first year. (RI.3.2)
- ✓ Locate on a map Chesapeake Bay and the James River. (RI.3.7)
- ✓ Understand the meaning of the following domain-specific vocabulary: *council*, *gentleman*, *deck*, and *palisade*. (RI.3.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the Virginia Colony”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.1
AP 1.3
AP 2.1

- Display and individual student copies of the World Map (AP 1.1)
- Display and individual student copies of Map of the Thirteen Colonies (AP 1.3)
- Blue pencils or crayons for each student
- Individual student copies of Letter from Jamestown (AP 2.1)

Core Vocabulary (Student Reader page numbers listed below)

council, n. group of people who meet to help run a government (13)

Example: Members of the council met to discuss important town business.

Variation(s): councils

gentleman, n. a man with high position in society; not a laborer (14)

Example: The gentleman had very polite manners.

Variation(s): gentlemen

deck, n. the floor of a ship that people walk on (14)

Example: The sailor strolled across the deck of the ship as he admired the blue ocean around him.

Variation(s): decks

palisade, n. a fence made from wooden or metal stakes driven into the ground (15)

Example: The settlers built a palisade around the town to protect it against attack.

Variation(s): palisades

THE CORE LESSON 25 MIN

Introduce “Starting the Virginia Colony”

5 MIN

Activity Page



AP 1.3



Review with students what they learned in the previous chapter. While referencing the Map of the Thirteen Colonies (AP 1.3), if necessary, students should be able to identify each of the three colonial regions (New England, Middle, and Southern) and each of the thirteen colonies (Massachusetts, Rhode Island, New Hampshire, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Virginia, Maryland, North Carolina, South Carolina, and Georgia). List on the board each of the regions and the colonies. Ask students to recall the reasons why people came to the colonies, and record their responses. Students should recall that people came so they could practice their religion, get a job, own land, or find wealth. Students may also note that Africans did not come to the colonies for the same reasons as other settlers; they were forced there against their will and then enslaved.

Explain to students that today they will be learning about the first permanent English settlement in North America, which was located in Virginia, one of the Southern Colonies. Remind students of the colonies included in the Southern region (Virginia, Maryland, North and South Carolina, and Georgia), and have them lightly shade those colonies blue. Call attention to the Big Question, and encourage students to look for the different challenges faced by people living in Jamestown.

Guided Reading Supports for “Starting the Virginia Colony”

20 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

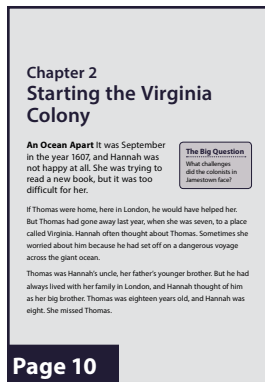
“An Ocean Apart,” Pages 10–11

Activity Pages




AP 1.1

AP 1.3



Read aloud the section “An Ocean Apart” on page 10.

 **SUPPORT**—Have students take out their copies of the World Map (AP 1.1) and the Map of the Thirteen Colonies (AP 1.3) to first identify Hannah’s location in London, England, and then Thomas’s location in the colony of Virginia. Explain to students that Virginia was the first of the Southern Colonies to be founded.

After you finish reading the text, ask the following question:


LITERAL—Where did Thomas go?

» He went across the Atlantic Ocean to a place called Virginia.

“Letter from Jamestown,” Page 12

Invite student volunteers to read aloud the section “Letter from Jamestown.”

SUPPORT—Explain that Hannah and Thomas are fictional characters, not real people. However, the people, places, and events described by Thomas in his letter are real.

 **SUPPORT**—Have students refer to Map of the Thirteen Colonies (AP 1.3), and indicate to students the relative location of Jamestown and Chesapeake Bay. Remind students that in 1607, the time of Thomas’s voyage, there were no airplanes or telephones. The ships used in the early 1600s to cross the Atlantic Ocean were sailboats powered by the wind.

Activity Page



AP 1.3

Letter from Jamestown

"Hannah, Hannah, come quickly! We have a letter from Thomas!" Mother was very excited.

Hannah raced into the parlor. She laughed and jumped up and down before falling into a chair. "What does Thomas say? Oh, read it, please. Mother. Read it to me, please!"

Hannah's mother unfolded the letter. She laughed. She looked so happy. She had worried about Thomas, too. "His letter is dated June 1607. That was more than three months ago! Virginia certainly is far away," Hannah's mother said.

Thomas began his letter. "To my family,

"Six months ago our three ships, the *Discovery*, the *Godspeed*, and the *Susan Constant*, sailed from England. We men of the Virginia Company of London were eager to sail. We thought the adventure in Virginia would make us rich.

"We were at sea four long months before we saw land again. During those months, we grew very tired of sailing—and of each other.

"One man argued with Mr. Edward Wingfield, a very important man aboard the ship. The poor fellow was then locked in chains for the rest of the voyage. I became friends with that man, and he has proved to be a most unusual fellow.

"We finally reached the Chesapeake Bay in April. That's when I saw Virginia for the first time. It is a beautiful land, with great forests and a bay that is clear and deep and filled

Page 12

They did not have motors or engines, so it took far more time than it does today to cross the Atlantic by boat. The only means of communication was by writing letters that also had to be sent between the colonies and England by boat. It took Thomas's letter three months to reach his family in England.

After students finish reading the text, ask the following questions:

LITERAL—Who were the people who sailed to Virginia in 1607 on the three ships, the *Discovery*, the *Godspeed*, and the *Susan Constant*?

» They were men who were part of the Virginia Company of London.



LITERAL—What did these men want to find in Virginia?

» They wanted to find riches.

LITERAL—When did the men arrive in Virginia?

» April 1607

"Instructions from London," Pages 13–14

Instructions from London

"We were all so happy to see land stretching out before us!"

Instructions from London

"We put ashore at a point we called Cape Henry, named for the king's oldest son. Shortly afterward, Captain Newport of the *Susan Constant* brought out a sea chest. Instructions from the Virginia Company had been locked in there since we left England.

"We were to follow the instructions. First, we were to sail up a deep river and find a place for a settlement. Then we were to build a fort to protect us from attack.

"The instructions included the names of seven men who were to make rules for the colony. They would be called the council.

Vocabulary
council, n. group of people who meet to help run a government.

Page 13

Read aloud the section "Instructions from London" on pages 13–14. Be sure that students understand that this is a continuation of Thomas's letter.

CORE VOCABULARY—Call attention to the Core Vocabulary terms *council*, *gentleman*, and *deck*, and explain each word's meaning.

After you finish reading the text, ask the following questions:

LITERAL—What was locked in the sea chest aboard the *Susan Constant*?

» The sea chest held instructions from the Virginia Company for setting up a colony, including a place to settle and live, who should make decisions about the colony, etc.

LITERAL—Why did the other members of the council disapprove of John Smith?

» John Smith was not a rich gentleman, and the other members of the council refused to accept him as their equal.

"Jamestown," Pages 14–15

Have students read independently the sections "Jamestown" and on pages 14–15.

CORE VOCABULARY—Before students begin reading, call attention to the Core Vocabulary term *palisade*, and explain its meaning.



AP 1.3

for they were important gentlemen or ship captains.

"But one name was a great surprise to everyone—John Smith. John Smith was not a rich gentleman. He was the man who had been locked in chains below deck, my new friend.

"The six gentlemen who were named to the council would not accept John Smith as an equal. They would not let him on the council, but they did take off his chains.

Jamestown

"We followed the Virginia Company's instructions. We sailed up a clear, deep river, which we named the James River after the King. About sixty miles upriver, we came upon a place that all the gentlemen thought would be just right for our settlement. This place would be safe and unwatched by our enemy, the Spanish. We named the place Jamestown, once again in honor of King James.

Vocabulary
gentleman, n. a man with high position in society; not a laborer
deck, n. the floor of a ship that people walk on

The passengers were happy to leave their ships after such a long voyage.

Page 14

"We were all very happy to get off the ships and onto land. But trouble began almost at once.

"Our first task was to build a fort to protect us from Native Americans and the Spanish. Most of us had never built anything before. Many of the gentlemen had never worked a day in their lives, and they did not want to work now. What they really wanted was for someone else to do the work while they looked for gold.

"John Smith knew a lot about building. He showed me how to chop down trees and carve them into thick posts.

"He also showed me how to bury the lower part of the posts into the ground close together so that they could stand up straight. These posts became a strong wall called the palisade that protected the fort.

Vocabulary
palisade, n. a fence made from wooden or metal stakes driven into the ground

Finding Food

"John Smith took me to the river each day to fish. Sometimes the other gentlemen joined us, but they rarely caught anything. Smith almost always caught fish for us to eat. I watched him carefully and did what he did. Soon I was able to catch fish, too.

"Smith also taught me how to find other foods. I learned where to look for berries and nuts. Native Americans watched us as we worked.

Page 15

“Finding Food” and “Trouble at the Fort,” Pages 15–17

"After a few weeks of hard work, the fort was partly finished. But then the council decided to send Captain Newport and John Smith to explore farther up the James River. I wanted to go, too. I wanted to see more of the land.

"John Smith did not want to explore the James River. He did not want anyone else to explore it, either. He thought we should finish the fort first.

"Many of the gentlemen were angry because they had not found any gold. They did very little except eat, sleep, and argue.

"Smith became angry. He said it was very important to prepare for the coming winter. The council did not listen to Smith. They ordered us to explore the river instead.

Trouble at the Fort

"We did as we were told and left to explore the river. We traveled up the river for several days. Eventually, we came to a place where the water ran over huge rocks that could destroy our boat. We had to return to Jamestown.

"When we got back, we heard bad news. While we were gone, there had been conflict between the men left behind and Native Americans. Two of our men were killed. Ten more were wounded. The fort had also been damaged.

"John Smith had been right, and the council had been wrong. Now the council was ready to listen to John Smith. He told the men to not go out and not to go to the fort.

Page 16

SUPPORT—Have students locate Jamestown on Map of the Thirteen Colonies (AP 1.3).

SUPPORT—Tell students that this area was available to the colonists because the Powhatan Native Americans viewed the land as marginal and did not want it.

After students finish reading the text, ask the following questions:

LITERAL—In whose honor were the James River and Jamestown named?

- » They were named in honor of King James, the king of England.

INFERENTIAL—Why do you think John Smith had the settlers build a palisade?

- » He likely did this to protect the settlement from potential danger.

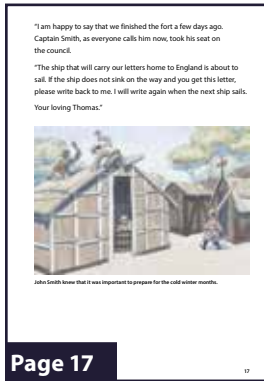
Invite student volunteers to read aloud the section “Finding Food” on pages 15–16.

Have students read independently the section “Trouble at the Fort” on pages 16–17.

After students finish reading the text, ask the following questions:

LITERAL—What did John Smith want the colonists to do before exploring farther up the James River?

- » He wanted them to finish the fort and prepare for winter.



LITERAL—What did Thomas discover when he returned to Jamestown?

- » Because the fort was incomplete, some of the settlers had died during a Native American attack.

Timeline

- Show students the Chapter 2 Timeline Image Card of the founding of Jamestown. Read and discuss the caption.
- Review and discuss the Big Question: "What challenges did the colonists in Jamestown face?"
- Post the Image Card on the Timeline under the date referencing the 1600s; refer to the illustration in the Unit 7 Introduction for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 5 MIN

Ask students to do one of the following:

- **Turn and Talk**—Tell a partner the answer to the Big Question, "What challenges did the colonists in Jamestown face?"
 - » Key points students should cite include: The colonists faced the challenges of exploring an unknown land, building a new settlement (including a fort and shelter), and finding food. The colonists were also at risk of Native American attacks.
- Choose one of the Core Vocabulary words (*council, gentleman, deck, or palisade*), and say a sentence aloud using the word.


To wrap up the lesson, ask several students to share their responses.

Additional Activities

Arrival in Jamestown (RI.3.7)

30 MIN

Materials Needed: Internet access; sufficient copies of the Arrival in Jamestown Activity Sheet

 **Background for Teachers:** Before beginning this activity, download and print sufficient copies of the Arrival in Jamestown Activity Sheet.

Use this link to download the CKHG Online Resources for this unit, where specific links to the activity and the Activity Sheet may be found:

www.coreknowledge.org/ckhg-online-resources

Note: The activity requires Adobe Flash and Shockwave in order to function properly. Please make sure the computers used for this activity have Adobe add-ons installed. Adobe Flash Player is not compatible with Chrome, so please use a different browser.

You may conduct this activity as a whole class or in small groups, depending on available time and computer availability. The following instructions are for a whole class activity.

Display and read the activity directions. Then, click Start. Point out the sign in the image, noting the time and place. Begin by clicking on the ships, the larger one first. Invite student volunteers to read the text that pops up. Then, click one by one on each person in the image, inviting student volunteers to read the text in the speech bubbles. Note that *Indians* is another word for Native Americans.

After you have “visited” each person, leave the image on display, and distribute the Arrival in Jamestown activity sheet. Have students refer to the image as they complete the sheet.

If time allows, use one or all of the last three questions on the activity sheet to generate class discussion.



Letter from Jamestown (W.3.3, L.3.3, L3.6)

30 MIN

Activity Page



AP 2.1

Materials Needed: sufficient copies of Letter from Jamestown (AP 2.1); pens or pencils

Distribute copies of Letter from Jamestown (AP 2.1). Tell students that they, like the character of Thomas in Chapter 2, will write a letter describing the beginnings of the colony of Jamestown.

Review the structure of a letter: greeting, body, closing. Use Thomas’s letter in Chapter 2 as an example. Remind students that their letters should also follow this structure.

Students should use the words provided in the Activity Page’s word bank in their letters and should incorporate details from Chapter 2 in the Student Reader. Encourage students to use their imaginations to flesh out the details of their letters. If necessary, permit students to finish their letters for homework.

CHAPTER 3

Captain John Smith

The Big Question: How did John Smith make sure that everyone worked?

Primary Focus Objectives

- ✓ Describe John Smith. (RI.3.2)
- ✓ Explain how John Smith helped the Virginia colony survive. (RI.3.2)
- ✓ Explain the importance of trade with the Powhatan. (RI.3.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *well*. (RI.3.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Captain John Smith”:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

well, n. a hole dug deep into the ground to get water (20)


Example: The settlers had to dig a well more than six feet deep in order to reach water.

Variation(s): wells

THE CORE LESSON 25 MIN

Introduce “Captain John Smith”

5 MIN

-  Review with students what they learned in the previous chapter. Call attention to the Chapter 2 Timeline Card, and review the caption and image. Encourage students to share what they recall about the founding of Jamestown. Students should note that the colony was founded by the Virginia Company of London and that its first settlers hoped to get rich. Students should also identify John Smith. Remind students that John Smith disagreed with many of the gentlemen on the council that governed Jamestown. Explain that in this chapter, they will read more about John Smith’s leadership in Virginia colony. Call attention to the Big Question, and encourage students to look for how John Smith made sure everyone in the colony worked.

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“News from Jamestown” and “Three Years Later,” Pages 18–20

Chapter 3
Captain John Smith

News from Jamestown Hannah and her mother wrote a letter back to Thomas. They told him that they missed him very much and asked him to write again as soon as he could.

The Big Question
How did John Smith make sure that everyone worked?

Months later, in the spring of 1608, Thomas's next letter arrived. Captain Newport brought the letter when he returned from Jamestown.

"To my family," Thomas's letter began. "There have been many changes in our life here in Jamestown. In many ways, life has been hard, but we are working to keep our tiny colony alive. We owe our lives to John Smith. Without him, none of us would be alive today.

"When John Smith took his seat on the council, we were running low on food. He knew that it was too late in the year to plant crops. He also knew that the Native Americans who we now know as the Powhatan (/pow'at'an/) had corn and other food. John Smith began visiting their villages. I often went with him. He began to learn their


Page 18

Read aloud the section “News from Jamestown” on pages 18–20.

SUPPORT—Call attention to the pronunciation key for *Powhatan*, and encourage students to correctly pronounce the word.

Have students read independently the section “Three Years Later” on page 20.

After students finish reading the text, ask the following questions:

 **LITERAL**—Who were the Powhatan?

- » They were Native Americans who lived in Virginia at the time the Virginia colony was established.

LITERAL—How did John Smith get to understand the Powhatan so well?

- » He began to visit the Powhatan villages and learned their language and their way of life.

LITERAL—How did John Smith get the Powhatan to give the settlers food?

- » He traded blankets, axes, and other items for food.



Page 19

“A New Rule,” Pages 20–21

"We began to trade. We gave the Powhatan blankets, axes, and other things from England. In exchange, they gave us corn and fresh meat. Their food kept everyone from starving. We can all thank Captain Smith—and the Powhatan—for saving our colony."

Three Years Later

It was a long time before Hannah and her mother received another letter from Thomas. Finally, in 1611, news from Thomas arrived.

"Please forgive me for waiting so long to write. I wanted to send you good news about Jamestown, but it was a long time before things got better.

"In fact, life in the colony became even harder than at the beginning, and many men died. The people living in Jamestown could not learn to work together. The council could not make life better for the colony.

A New Rule

"Then the council chose John Smith to be the leader of the colony. Smith made a new rule. Those who did not work could not eat. Some of the gentlemen complained, but Smith stayed firm. He would not change the rule.

"After Captain Smith's new rule, more work got done. The fort was made larger, and more houses were built. We dug a well for to drink.

Vocabulary
well, n. a hole dug down into the ground to get water

Page 20

Invite student volunteers to read aloud the section “A New Rule” on pages 20–21.

CORE VOCABULARY—Call attention to the Core Vocabulary term *well* as it is encountered in the text, and explain its meaning.

After students finish reading the text, ask the following questions:

LITERAL—What rule did John Smith make when he became leader of the colony?

- » Smith said that those who did not work could not eat.

LITERAL—Was everyone happy about John Smith's new rule?

- » Not everyone was happy with John Smith's new rule, especially gentlemen living in the colony.



EVALUATIVE—How did John Smith’s rule make it possible for the settlers to survive?

- » Because of John Smith’s rule, more houses were built, a well was dug, crops were grown, and fish were caught. That gave the settlers places to live and the water and food they needed to survive.

Timeline

- Show students the Chapter 3 Timeline Image Card of the John Smith teaching the Jamestown settlers. Read and discuss the caption.
- Review and discuss the Big Question: “How did John Smith make sure that everyone worked?”
- Post the Image Card on the Timeline under the date referencing the 1600s; refer to the illustration in the Unit 7 Introduction for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 5 MIN

Ask students to do one of the following:

- **Turn and Talk**—Tell a partner the answer to the Big Question, “How did John Smith make sure that everyone worked?”
 - » Key points students should cite include: John Smith made a new rule for the colony. If people did not work, then they would not be fed.
- Use the Core Vocabulary word *well*, and say a sentence aloud using the word.

To wrap up the lesson, ask several students to share their responses.

Changing Times in Jamestown

The Big Question: What events led to the Starving Time?

Primary Focus Objectives

- ✓ Explain why the strong colony John Smith built fell on hard times. **(RI.3.2)**
- ✓ List the reasons for conflict between Native Americans and settlers in Jamestown. **(RI.3.2)**
- ✓ Summarize the Starving Time. **(RI.3.2)**
- ✓ Explain that disease killed both colonists and Native Americans in Jamestown. **(RI.3.2)**
- ✓ Explain how the surviving colonists were rescued. **(RI.3.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *gunpowder* and *governor*. **(RI.3.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource “Changing Times in Jamestown”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

- Internet access

Core Vocabulary (Student Reader page numbers listed below)

gunpowder, n. an explosive material used to make guns shoot **(24)**

Example: The soldier poured gunpowder into the mouth of the cannon.

governor, n. a person appointed by the king to oversee and make decisions in a region or colony **(26)**

Example: The governor brought order back to Jamestown.

Variation(s): governors

Introduce “Changing Times in Jamestown”

5 MIN

Review with students what they learned in the previous chapter. Call attention to the Chapter 3 Timeline Card, and ask students to describe the ways John Smith helped the Jamestown colony. Students should note that John Smith implemented a new rule: if settlers did not work, then they did not eat. He also formed important relationships with the Powhatan. Explain that in this chapter, they will learn about hard times in the Jamestown colony. Call attention to the Big Question, and encourage students to look for causes of the Starving Time as they read the text.

Guided Reading Supports for “Changing Times in Jamestown”

20 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Working Together,” Pages 22–23

Read aloud the section “Working Together” on pages 22–23.

SUPPORT—Explain to students that the Powhatan were a confederacy, meaning that many smaller groups of Native Americans came together under a more central government.

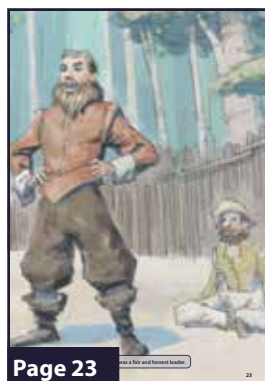
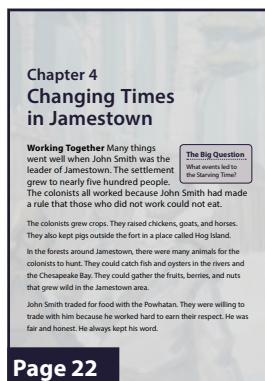
After you finish reading the text, ask the following questions:

EVALUATIVE—What details in the text support the author’s claim that “things went well when John Smith was the leader of Jamestown”?

- » The settlement grew to nearly five hundred people. They grew crops. They raised chickens, goats, horses, and pigs. The people could hunt and fish, and gather more food. The Powhatan traded with John Smith.

LITERAL—Why were the Powhatan willing to trade with John Smith?

- » He worked hard to earn their respect, and he was always fair and honest with them.



“New Problems” and “The Starving Time,” Pages 24–25

New Problems

Then one night a terrible thing happened. Captain Smith was very badly hurt in a gunpowder explosion. He had to return to England for medical help to heal his wounds.

When Captain Smith left, the colonists had a good supply of food in their storehouses. They had enough for more than two months. They also had a clean water supply, warm houses, and a strong fort.

Many of the colonists were happy to see John Smith go back to England. They were tired of working so hard. But after he left, the colonists were missing something important—a good leader.

Vocabulary
gunpowder, n. an explosive material used to make guns shoot.



Page 24

The new leader was not as strong as Captain Smith had been. He did not make the colonists work hard to survive.

A group of colonists went to trade with the Powhatan, but they tried to cheat the Native Americans. A fight broke out, and the colonists were killed.

Now the Powhatan were angry, and they would not trade for food. The colonists' food supply continued to grow smaller.

Outnumbered, the colonists were trapped inside the walls of the Jamestown fort. The colonists could not go out to hunt or fish. They also needed firewood for the coming winter. The people of Jamestown began knocking down the houses they had worked so hard to build.

The Starving Time

The colonists grew hungry. Before long, they had eaten everything in the storehouses. Then they ate the chickens, the goats, and even the horses. After the large animals were gone, the colonists ate the dogs and then the cats. Then they ate the rats and finally the mice. They were so hungry that they even ate their boots and shoes.

Many of the colonists died from hunger, disease, and freezing temperatures. By the spring of 1610, only sixty people were still alive. The colonists had a special name for the winter of 1609 and the spring of 1610. They called it the Starving Time.

Page 25

Invite student volunteers to read aloud the section “New Problems” on pages 24–25.

CORE VOCABULARY—Call attention to the Core Vocabulary term *gunpowder* as it is encountered in the text, and explain its meaning.

Have students read independently the section “The Starving Time” on page 25.

SUPPORT—Explain that many colonists died of disease during the Starving Time. Colonists were not the only ones who died from disease, however. Many Native Americans died after the arrival of European colonists. This is because they did not have the immunities to fight off these new diseases.

After students finish reading the text, ask the following questions:

LITERAL—Why did John Smith return to England?

- » He needed medical help after being injured in a gunpowder explosion.

LITERAL—Why were some of the colonists happy to see John Smith leave?

- » They were tired of working so hard under his leadership.

LITERAL—How did relations with the Powhatan change after John Smith returned to England?

- » Some colonists tried to cheat the Powhatan, causing conflict to break out. The Powhatan no longer trusted the colonists and refused to trade food with them anymore.


EVALUATIVE—Why were the winter of 1609 and the spring of 1610 called the Starving Time?

- » The colonists could not find enough to eat. They were trapped inside the fort and had eaten everything in the storehouses, and all of their animals. Many people died from hunger, disease, and freezing temperatures.

INFERENTIAL—How might the Starving Time have been avoided?

- » The colonists could have worked harder. If they had treated the Powhatan fairly, they might have continued trading for food. The colonists would have at least been able to hunt for food themselves instead of being trapped inside the fort.

“A New Leader” and “A New Start,” Pages 26–27



Many people died from the cold and hunger during the Starving Time.

A New Leader

The colonists decided to leave Jamestown, but they did not get far. As they sailed down the James River, they saw sails in the distance.

The sails belonged to two English ships on their way to Jamestown. The ships carried a new **governor**, more new colonists, and lots of supplies. The colony was saved!

The new governor was a strong leader. He warned the colonists that they would be punished if they did not work hard. He ordered everyone to clean the fort.

Vocabulary

governor, n. a person appointed by the king to oversee and make decisions in a region or colony.

Page 26

A New Start

Finally the Starving Time was over. The colonists began to clear the land around the fort. They built small farmhouses. The English colonists in Virginia had survived their worst struggles. Slowly life in Jamestown began to get better. The Powhatan and the colonists began to trade again. But neither side fully trusted the other anymore.

Page 27

Read aloud the section “A New Leader” on page 26.

CORE VOCABULARY—Call attention to the Core Vocabulary term *governor* as it is encountered in the text, and explain its meaning.

Note: Core Knowledge students may recall the term *governor* from the unit *Ancient Rome*. Point out that the meaning of *governor* is slightly different in this unit. In *Ancient Rome*, a governor was the leader of the government in a province. Here, the governor is appointed by the king to oversee a colony and make decisions.

Have students read independently the last section “A New Start” on page 27.

After students read the text, ask the following question:

LITERAL—What did the colonists do when the Starving Time was over?

- » They cleared the land around the fort and built small farmhouses. A few colonists and Native Americans began to trade again.

Timeline

- Show students the Chapter 4 Timeline Image Card of the Starving Time in Jamestown. Read and discuss the caption.
- Review and discuss the Big Question: “What events led to the Starving Time?”
- Post the Image Card on the Timeline under the date referencing the 1600s; refer to the illustration in the Unit 7 Introduction for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 5 MIN

Ask students to do one of the following:

- **Turn and Talk**—Tell a partner the answer to the Big Question, “What events led to the Starving Time?”
 - » Key points students should cite include: After John Smith returned to England, many of the colonists grew lazy and did not work hard enough to prepare for winter. Others cheated the Powhatan, causing their trade partnership to fall apart. The Powhatan also responded by trapping the colonists inside their fort. Many died of disease, starvation, and exposure during the winter of 1609.

- Choose one of the Core Vocabulary words (*gunpowder* or *governor*), and say a sentence aloud using the word.


To wrap up the lesson, ask several students to share their responses.

Additional Activities

The Jamestown Adventure Game (RI.3.7)

30 MIN

Materials Needed: Internet access

-  **Background for Teachers:** Before beginning this activity, play through the Jamestown Adventure Game to familiarize yourself with the game. It is recommended that you play through the activity at least once as an entire class. Depending on the availability of computers, students may again play individually or in small groups.

Use this link to download the CKHG Online Resources for this unit, where a specific link with the interactive activity may be found:

www.coreknowledge.org/ckhg-online-resources


Note: The game requires Adobe Flash and Shockwave in order to function properly. Please make sure the computers used for this activity have these Adobe add-ons installed. Adobe Flash Player is not compatible with Chrome, so please use a different browser.

Begin the activity by explaining the purpose of the game. Students will answer a series of questions that will help them build a settlement in the Virginia colony. Explain that depending on the question, students will have the opportunity to ask a colonist or a Native American for advice. Students may also hover over map features for additional information. At the end of the game, they will learn whether their decisions were good or bad. Encourage students to read these explanations to learn more about the Virginia colony's geography and its early settlement. Time permitting, students may play through the game multiple times, making different decisions to influence an alternate outcome of the game.

Jamestown Timeline and Artifacts (RI.3.7)

30 MIN

Materials Needed: Internet access

-  **Background for Teachers:** Before beginning this activity, review the timeline of Jamestown history and selected artifacts relevant to "The Starving Time," "Dress and Personal Accessories," and "Entertainment."

Use this link to download the CKHG Online Resources for this unit, where specific links to the timeline and artifacts may be found:

www.coreknowledge.org/ckhg-online-resources

Note: If classroom Internet access is not available, print the pictures and descriptions of pertinent artifacts.

Start the activity by first walking students through the Jamestown timeline. Read the descriptions for each of the dates listed below, and discuss important points associated with each date.

- April 1606
- December 20, 1606
- April 26, 1606—Call attention to the fact that the colonists' voyage took nearly four months to complete. Today, people can fly across the Atlantic Ocean in just a little more time than the length of an average school day.
- December 1607 and December 9, 1607—Note to students that this encounter marks the beginning of a very profitable trade relationship between John Smith, Jamestown, and the Powhatan. This relationship will later be damaged after Smith returns to England.
- January 1608—Explain that John Smith was so unpopular in Jamestown that some of his fellow colonists wanted to put him to death. Fortunately, his life was spared and he went on to be a strong leader of the colony.
- September 10, 1608—Remind students that John Smith's new rule was a turning point in Jamestown. The colonists had to work much harder, and their efforts helped make the colony successful.
- Winter 1609–1610
- June 8, 1610 and June 10, 1610—Explain to students that Lord De La Warr was the governor who helped save Jamestown after the Starving Time. Like John Smith, he was a strong leader who demanded much of the colonists.

Next, display for students the images of Jamestown artifacts. Begin with the artifacts discovered from the Starving Time. Explain to students that the bones of dogs and horses were found in waste pits in Jamestown, revealing to archaeologists that these animals were consumed during the Starving Time.

Next, display for students the artifact of a child's shoe. Explain to students that shoes were a rare commodity in Jamestown. The child that owned the shoe likely had wealthy parents.

Finally, walk students through each of the artifacts that reflect forms of entertainment in Jamestown. Students may recognize the dice, the toys, and the playing pieces. Explain to students that a Jew's harp is a type of musical instrument. The cymbal is also a type of musical instrument.

After students finish viewing the timeline and the artifacts, ask the following questions:

What new information did you learn about Jamestown that you did not know before? What surprised you the most? (*Student responses may vary, but should highlight an interesting fact discussed during the activity.*)

Time permitting, allow students to share their responses with the class.

Virginia Succeeds

The Big Question: How did the arrival of John Rolfe affect the Virginia colony?

Primary Focus Objectives

- ✓ Identify John Rolfe, Chief Powhatan, and Pocahontas. **(RI.3.2)**
- ✓ Explain how the development of tobacco as a cash crop helped the Virginia colony succeed. **(RI.3.2)**
- ✓ Describe the first laborers brought to Virginia in 1619. **(RI.3.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *tobacco*, *cash crop*, *self-government*, *disease*, and *indentured servant*. **(RI.3.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Virginia Succeeds”:

www.coreknowledge.org/ckhg-online-resources

Note to Teacher: The story of Pocahontas has been retold and fictionalized, often introducing inaccuracies about the historical events that took place. For additional background on the life and times of Pocahontas, please see the following book.

Custalow, Dr. Linwood “Little Bear,” and Angela L. Daniel “Silver Star.”
The True Story of Pocahontas: The Other Side of History. Golden, CO:
Fulcrum Publishing, 2007.

Materials Needed

Activity Page



AP 5.1

- Internet access
- Individual student copies of Domain Vocabulary: Chapters 1–5 (AP 5.1)
- Individual student copies of “Write Your Own Adventure” and “Pocahontas,” and assorted colored pencils or crayons

Use this link to download the CKHG Online Resources for this unit, where a specific link to the coloring page may be found:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

tobacco, n. a plant whose leaves are used for chewing or smoking (31)

Example: Native Americans first introduced Europeans to the tobacco plant.

cash crop, n. a crop that is grown to be sold (31)

Example: Many colonies grew cash crops that were sent to be sold in England.

Variation(s): cash crops

self-government, n. the ability of people to rule themselves and make their own laws (32)

Example: Many colonists preferred self-government over rule by a government far away.

disease, n. sickness (34)

Example: Colonists living in Jamestown often suffered from disease.

Variation(s): diseases

indentured servant, n. a person who owes an employer a certain amount of work for a certain amount of time in exchange for some benefit (35)

Example: The indentured servant worked for five years before paying back his debt.

Variation(s): indentured servants

THE CORE LESSON 25 MIN

Introduce “Virginia Succeeds”

5 MIN

Review with students what they learned in the previous chapter. Call attention to the Chapter 4 Timeline Card, and ask students to explain the causes and effects of the Starving Time. Students should note that after John Smith left Jamestown, the colonists did not work as hard. They also cheated the Native Americans, which caused the Native Americans to trap the colonists in Fort James. During the winter of 1609 and the spring of 1610, most of the colonists died of hunger, starvation, or exposure. Explain to students that, in this chapter, they will learn about changes in the Virginia colony after the Starving Time. Call attention to the Big Question, and encourage students to look for ways John Rolfe affected the Virginia colony.

Guided Reading Supports for “Virginia Succeeds”

20 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The Native American Princess” and “Saved by a Shipwreck,” Pages 28–31

Read aloud the section “The Native American Princess” on page 28.

SUPPORT—Call attention to the pronunciation key for *Pocahontas*, and encourage students to correctly pronounce the name.

CORE VOCABULARY—Read aloud the section “Saved by a Shipwreck” on pages 30–31. Call students’ attention to the unusual title for this section. As they listen to this part read aloud, ask them about what the section title might mean. Call attention to the Core Vocabulary term *tobacco* as it is encountered in the text, and explain its meaning.

SUPPORT—Call attention to the pronunciation key for *Henrico*, and encourage students to correctly pronounce the name.

After you finish reading the text, ask the following questions:

LITERAL—Which Native American princess became friends with John Smith?

- » Pocahontas became friends with John Smith.

LITERAL—What problems did John Rolfe face on his voyage to Jamestown?

- » While sailing across the Atlantic, the ships were caught in a storm. One ship sank, while the other was wrecked. Rolfe and the other passengers managed to salvage wood from the wrecked ship and built two smaller ships to bring the passengers to Jamestown.

EVALUATIVE—Even though John Rolfe’s ship was wrecked during a storm and delayed his arrival in Jamestown by nearly a year, why is this section of the chapter called “Saved by a Shipwreck”?

- » If John Rolfe’s ship had not been destroyed and his arrival in Jamestown delayed, he would have arrived in Jamestown during the Starving Time and, like the colonists there, might have died from disease or lack of food.

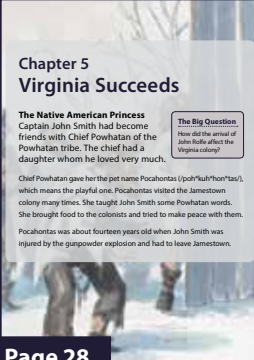
Chapter 5
Virginia Succeeds

The Native American Princess
Captain John Smith had become friends with Chief Powhatan of the Powhatan tribe. The chief had a daughter whom he loved very much.

The Big Question
How did the arrival of John Rolfe affect the Virginia colony?

Chief Powhatan gave her the first name Pocahontas (/poh-‘hah-‘hoon-‘tas/), which means the playful one. Pocahontas visited the Jamestown colony many times. She taught John Smith some Powhatan words. She brought food to the colonists and tried to make peace with them.

Pocahontas was about fourteen years old when John Smith was injured by the gangpowder explosion and had to leave Jamestown.



Page 28



Page 29 make peace with the English settlers.

Saved by a Shipwreck

At about the same time John Smith was sailing back to England, another Englishman, named John Rolfe, was on his way to Virginia. There were two interesting things about John Rolfe. First, he was a very, very lucky man. Second, like many people of his time, he really liked to smoke his pipe.

In 1609, several ships left England bound for Jamestown. One ship was called the *Sea Venture* and another was called the *Catch*. John Rolfe sailed aboard the *Sea Venture*.

Things did not go very well. The ships were caught in a storm. The *Catch* and all of its passengers sank to the bottom of the ocean. The *Sea Venture* was wrecked on an island seven hundred miles from Jamestown. It could not be repaired. The only way for



Page 30 catch sank to the bottom of the ocean.

“Growing Tobacco,” Pages 31–33

Invite student volunteers to read aloud the first two paragraphs of the section “Growing Tobacco” on page 31.

CORE VOCABULARY—Call attention to the Core Vocabulary term *cash crop*, and explain its meaning.

CORE VOCABULARY—Read aloud the next two paragraphs at the top of page 32. Call attention to the Core Vocabulary term *self-government* as it is encountered in the text, and explain its meaning.

everyone to get to Jamestown was to make two smaller ships from the remaining pieces of the *Sea Venture*.

It took a long time to build the two ships. By the time the ships finally reached Jamestown, they were almost a year late.

Because of the shipwreck, Rolfe and the men with him were not in Jamestown during the Starving Time. Many of the people in Jamestown during that awful time had died.

Soon after Rolfe reached Jamestown, he ran out of tobacco for his pipe. He had been smoking tobacco that the Spanish had brought to Europe from the Americas.

Now Rolfe tried the tobacco that the Native Americans in Virginia grew. He did not like it at all.

John Rolfe left Jamestown and moved farther up the James River. There, he started a farm near the new village of Henrico (/hen-‘rye-‘kuh/).

Growing Tobacco

Rolfe decided to buy seeds of the tobacco that grew in South America and seeds of the tobacco that grew in the West Indies. He tested the different kinds of tobacco plants to find one that would grow well in Virginia. Soon Rolfe was growing excellent tobacco and shipping it back to England.

People in England liked John Rolfe’s Virginia tobacco, too.

Vocabulary
tobacco, a plant whose leaves are used for chewing or smoking
cash crop, a crop that is grown to be sold


Page 31 ‘s cash crop.

Everywhere in the colony, people started planting tobacco—even in the streets and in graveyards. Soon the colony was shipping thousands of pounds of Virginia tobacco to England.

In 1619 the people of Jamestown established the House of Burgesses. This was the first example of **self-government** in the colonies. Also, colonists were now able to own land and keep the money earned from the tobacco they sold. The ability for people to make money from tobacco increased the need for land and for workers.

Smoking became very popular in England. Few English people understood how unhealthy it was. King James was one of the

Vocabulary
self-government, n. the ability of people to rule themselves and make their own laws.



Page 32

Invite student volunteers to read aloud the remainder of the section on pages 32–33.

After students finish reading the text, ask the following questions:

LITERAL—How did John Rolfe make tobacco a cash crop for Virginia?

- » He bought better tobacco seeds from South America and the West Indies and tested the plants to find the kind that would grow best in Virginia.

LITERAL—What was important about the House of Burgesses?

- » It was the first example of self-government in the colonies.

“More Adventures for Pocahontas,” Pages 33–35

few people in England who decided that smoking was bad. He wrote a book called *A Counterblast to Tobacco* that warned against smoking the “stinking weed.” Smoking, he said, was “loathsome [disgusting] to the eye, hateful to the nose, harmful to the brain,” and also “dangerous to the lungs.” But no one paid attention.

More Adventures for Pocahontas

Meanwhile, Pocahontas went to visit some friends in a nearby village. While she was there, an English sea captain kidnapped her. He took her up the river to the village of Henrico.

When Pocahontas got to Henrico, the women there gave her English clothes to wear. They taught her to speak English and to read the Bible. Pocahontas took the name Rebecca.

John Rolfe met Pocahontas in Henrico. The Native American princess fell in love with him. Her father, Chief Powhatan, said they could get married. Everyone was happy for Pocahontas and John Rolfe. Their marriage means that the Powhatan and the colonists lived in peace for several years.

A year after Pocahontas and John Rolfe were married, their son Thomas was born. They took the baby to England to visit John Rolfe’s family.

While Pocahontas was in England, everyone treated her like a queen. They called her Lady Rebecca. She made many new friends there, including King James. She also had a happy meeting with her old friend Captain John Smith.

Page 33

Read aloud the section “More Adventures for Pocahontas” on pages 33–35.

CORE VOCABULARY—Call attention to the Core Vocabulary term *disease* as it is encountered in the text, and explain its meaning.

After you finish reading the text, ask the following questions:

LITERAL—Who did Pocahontas marry?

- » Pocahontas married John Rolfe.

LITERAL—What happened after Pocahontas got married?

- » She had a child and moved to England, where she was treated like royalty. She died of disease before returning to Virginia.

LITERAL—The English colonists hoped to become rich by growing more tobacco. What conflicts took place as a result of the English colonists’ desire to grow more and more tobacco?

- » The colonists wanted more and more land to grow tobacco. They fought with the Native Americans in order to get more land.

The Native American princess met the king of England.

Pocahontas was about to leave England to go home when she caught a terrible disease and died. She was only twenty-two years old. She was buried in England.

The same year that Pocahontas died, the Virginia colony shipped twenty thousand pounds of tobacco to England. The gentlemen of Virginia intended to get rich growing tobacco. To do this, they cleared new land for large farms called plantations. Because they owned plantations, they came to be known as “planters.” At first, planters, like John Rolfe, thought that growing tobacco would make them as rich as if they had found gold.

John Rolfe was a very lucky man, and he became rich by growing tobacco. Other English colonists and Native Americans were lucky, too.

Vocabulary
disease, n. sickness.



Page 34

“A Changing Workforce,” Page 35

Have students read independently the section “A Changing Workforce” on page 35.

CORE VOCABULARY—Before students begin reading, call attention to the Core Vocabulary term *indentured servant*, and explain its meaning.

Tobacco plantations needed a lot of land and a lot of workers. The English colonists were greedy for all the land they could get. This caused several wars to break out between the Native Americans and the English.

By 1625, the colonists had finally won. Although the Native Americans outnumbered the English, the English had guns. This gave them a great advantage. Many Native Americans also died from diseases that had been brought to North America by the colonists.

A Changing Workforce

As time passed, plantations grew larger and larger. Some plantations looked like tiny towns. There was a large house for the owner and small cabins for the field workers. There were other buildings where carpenters and blacksmiths worked.

Vocabulary
indentured servant, in a person who owes an employer a certain amount of work for a certain amount of time in exchange for some benefit.

In the early days of the Virginia colony, planters hired *indentured servants* to work in their fields. The plantation owners paid for the indentured servants to sail from England and gave them shelter, food, water, and clothes when they arrived. In exchange, the indentured servants worked for the plantation owners to pay back the money they owed. After a certain number of years, the indentured servants were free to leave. Over time indentured servants came from other countries. Eventually, indentured servants in Virginia were replaced by enslaved workers from Africa.

the hard lives of enslaved people in later

Page 35

After students finish reading the text, ask the following question:

LITERAL—How did farming tobacco affect the Virginia colony?

- » Many people began to plant and trade tobacco. Planters created huge plantations. They started to use enslaved African workers do the hard work on the plantations.

Timeline

- Show students the Chapter 5 Timeline Image Cards of Pocahontas and growing tobacco. Read and discuss the captions.
- Review and discuss the Big Question: “How did the arrival of John Rolfe affect the Virginia colony?”
- Post the Image Cards on the Timeline under the date referencing the 1600s; refer to the illustration in the Unit 7 Introduction for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 5 MIN

Ask students to do one of the following:

- **Turn and Talk**—Tell a partner the answer to the Big Question, “How did the arrival of John Rolfe affect the Virginia colony?”
 - » Key points students should cite include: John Rolfe introduced a type of tobacco that tasted good and grew well in Virginia. Tobacco became an important cash crop that made the Virginia colony successful.
- Choose one of the Core Vocabulary words (*tobacco, cash crop, self-government, disease, or indentured servant*), and say a sentence aloud using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Domain Vocabulary: Chapters 1–5 (RI.3.4, L.3.6)

30 MIN

Activity Page




AP 5.1

Materials: Sufficient copies of Domain Vocabulary: Chapters 1–5 (AP 5.1)

Distribute copies of Domain Vocabulary: Chapters 1–5 (AP 5.1). Read aloud the directions. Encourage students to use Chapters 1–5 in the Student Reader to answer the questions. Students may complete this activity independently or with partners.

Materials Needed: Internet access

-  **Background for Teachers:** Before beginning this activity, play through the activity to familiarize yourself with the game. Depending on the availability of computers, students may play individually, in small groups, or as a class.


Use this link to download the CKHG Online Resources for this unit, where a specific link with the interactive activity may be found:

www.coreknowledge.org/ckhg-online-resources

Note: The game requires Adobe Flash and Shockwave in order to function properly. Please make sure the computers used for this activity have these Adobe add-ons installed. Adobe Flash Player is not compatible with Chrome, so please use a different browser.

Begin the activity by reading aloud the instructions for the game. Explain to students that each question they answer correctly will bring them closer to building Jamestown. Call attention to the Next button in the lower right-hand corner; explain that once students have answered a question, they must hit the Next button to move to the next part of the game. Students may play through the game multiple times to improve their scores.

Materials Needed: Sufficient copies of “Write your own adventure” and “Pocahontas” coloring pages; assorted colored pencils or crayons


-  **Background for Teachers:** Before beginning this activity, download and print sufficient copies of the “Write your own adventure” and “Pocahontas” coloring pages.

Use this link to download the CKHG Online Resources for this unit, where a specific link with the coloring pages may be found:

www.coreknowledge.org/ckhg-online-resources

Distribute copies of the coloring pages and colored pencils or crayons. Explain to students that the coloring page “Write your own adventure” includes word bubbles with which they can create their own stories. Have students color in the pages and write a story about Jamestown. Time permitting, allow students to share their adventures with the class.

Materials Needed: Internet access

-  **Background for Teachers:** Before beginning this activity, preview parts 1, 2, 3, 4, and 8 of the video “The First Official Thanksgiving.” The selected video segments are approximately 18 minutes long in total.

Use this link to download the CKHG Online Resources for this unit, where a specific link to the video may be found:


www.coreknowledge.org/ckhg-online-resources

Begin the activity by asking students whether they know where the first Thanksgiving took place. Some students will recognize the Pilgrims as having held the first Thanksgiving celebration at Plymouth Rock. Explain that, today, they will watch a video that shares a different idea about the first Thanksgiving in North America. Play for students segments 1, 2, 3, 4, and 8.

After students finish watching the video, ask the following questions for group discussion.

- Where was the actual first Thanksgiving held?
 - » It was held in Virginia, a year before the Pilgrims landed at Plymouth Rock.
- What are the Nibley Papers?
 - » The Nibley Papers document the crossing of a group of English settlers headed for the Virginia colony.
- Who let people know about the real first Thanksgiving?
 - » Lyon Tyler, the son of president John Tyler, let people know about his discovery.
- How was the journey of the English settlers across the Atlantic Ocean?
 - » Their journey was very dangerous, and they passed through many storms.
- Why did the English settlers give thanks in Virginia?
 - » They were instructed by the English government to give thanks when they arrived in North America. They were also grateful to have gotten to their destination safely.
- How does the Virginia Thanksgiving compare to the Pilgrim Thanksgiving?
 - » The Virginia Thanksgiving happened as soon as the settlers arrived, and it did not involve Native Americans like the Pilgrim Thanksgiving.

Materials Needed: Internet access

 **Background for Teachers:** Before beginning this activity, preview the two videos, “Historic Farming” (3:30 minutes) and “Tobacco in the Colonies” (6:00 minutes), and the historic farming slideshow. Please make sure the computers used for this activity have Adobe Flash Player installed. Adobe Flash Player is not compatible with Chrome, so please use a different browser. You may wish to download photos and place them into a slideshow presentation rather than conducting the presentation online.

Use this link to download the CKHG Online Resources for this unit, where specific links to the videos and slideshow may be found:

www.coreknowledge.org/ckhg-online-resources

Begin the activity by explaining to students that they will take a look at the way people farmed in the Virginia colony during the 1600s and 1700s. The videos and slideshow they will view are from Williamsburg, an important colonial city in Virginia. The techniques used by colonists in Williamsburg were the same as those used by people in Jamestown and other colonial Virginia towns. Explain to students that it is possible to visit Williamsburg today as a place where people in colonial dress re-enact life in colonial times so visitors get a better understanding of what life was like in colonial Virginia.

First, share with students the video “Historic Farming.” Pose the following questions for students to consider as they watch the video. After the video is finished, discuss each question as a class.


- What guides the farmers in Williamsburg?
 - » The weather and the seasons guide the farmers.
- When are cotton and tobacco planted and harvested?
 - » Cotton and tobacco are planted in May. Tobacco is harvested in August, and cotton is harvested in October.
- When is wheat planted and harvested?
 - » Wheat is planted in the fall and harvested in June.
- How do the farming techniques in the video compare to farming today?
 - » The farmers in the video only use human and animal labor. They do not use machinery to farm like people do today.

Next, share with students the historic farming slideshow. Progress through the slideshow slowly, allowing students a few moments to understand what each photograph depicts. Post the following Looking Questions for students to

consider as they look at each photograph. Discuss the Looking Questions as a class before progressing to the next photograph.

- What do you see? Who or what is in the photograph?
- What actions are taking place?
- What does this photograph tell you about the past?

Finally, share with students the video “Tobacco in the Colonies.” Pose the following questions for students to consider as they watch the video. After the video is finished, discuss each question as a class.

-  Why did people come to the Virginia colony?
 - » They came hoping to become rich.
- What was the most valuable resource discovered in Virginia?
 - » The most valuable resource was the soil because it could be used to grow crops like tobacco.
- What was cow penning, and why did the colonists do it?
 - » Cow penning was a way to make land more fertile so that plants would grow. The colonists kept cows on a patch of land so their manure would fertilize the soil.
- What was the most common equipment used by the colonists for farming in the 1600s?
 - » The most common equipment were hand hoes.

The Story of Maryland

The Big Question: Why was Maryland created, and how did people there escape some of the problems faced by the colonists in Virginia?

Primary Focus Objectives

- ✓ Identify Lord Baltimore. (RI.3.2)
- ✓ Describe how the Calverts created Maryland as a colony that would be a refuge for Catholics. (RI.3.2)
- ✓ Explain why the tobacco planters of Virginia and Maryland began to use enslaved workers. (RI.3.2)
- ✓ Describe the differences between indentured servitude and slavery. (RI.3.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *official*, *Roman Catholic*, *Protestant*, *pope*, and *toleration*. (RI.3.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Maryland”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 1.3

- Display and individual student copies of Map of the Thirteen Colonies (AP 1.3)

Core Vocabulary (Student Reader page numbers listed below)

official, n. a person who carries out a government duty (36)

Example: The official met with leaders of the foreign country to discuss important government matters.

Variation(s): officials

Roman Catholic, n. a person who follows the teachings of the Catholic Church, a Christian church that has its headquarters in Rome, Italy (36)

Example: The group of Roman Catholics traveled to Italy to see its beautiful churches and cathedrals.

Variation(s): Roman Catholics

Protestant, n. a person who follows the teachings of a Christian church that separated from the Roman Catholic Church (36)

Example: The Protestant leader started a new church in the Maryland colony.

Variation(s): Protestants

pope, n. the head of the Roman Catholic Church (38)

Example: The pope traveled from his home in Rome to meet with members of the Catholic Church.

toleration, n. acceptance of different beliefs or practices (40)

Example: Colonists in Maryland practiced toleration when it came to different religious beliefs.

THE CORE LESSON 25 MIN

Introduce “The Story of Maryland”

5 MIN

Review with students what they learned in the previous chapter. Call attention to the Chapter 5 Timeline Cards, and ask students to explain the roles of Pocahontas and John Rolfe in the development of the colony of Virginia. Students should recall that Pocahontas, a Native American girl, taught John Smith to speak Powhatan and formed close ties with the English, eventually marrying John Rolfe and visiting England. John Rolfe introduced a better strain of tobacco to Virginia, causing it to become the colony’s most important cash crop. Explain to students that, today, they will be learning about another colony in the Southern region: Maryland. Call attention to the Big Question, and encourage students to look for the reasons why Maryland was established, and for the ways its colonists avoided problems faced by Virginia colonists.

Guided Reading Supports for “The Story of Maryland”

20 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

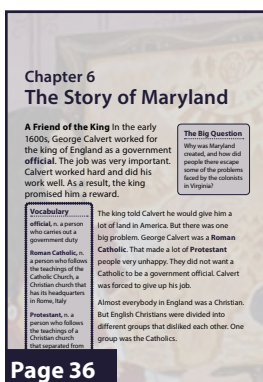
“A Friend of the King,” Pages 36–38

Read aloud the first three paragraphs of the section “A Friend of the King” on page 36.

CORE VOCABULARY—Call attention to the Core Vocabulary terms *official*, *Roman Catholic*, and *Protestant* as they are encountered in the text, and explain their meanings.

Read aloud the remainder of the section on pages 36–38.

CORE VOCABULARY—Call attention to the Core Vocabulary term *pope* as it is encountered in the text, and explain its meaning.





After you finish reading the text, ask the following questions:

LITERAL—Why were many people unhappy that the king of England had made George Calvert a government official in England?

- » He was a Roman Catholic, and many Protestants in England did not want a Catholic government official.

LITERAL—What title did the king give to George Calvert?

- » The king gave George Calvert the title Lord Baltimore.

“Maryland’s First Owner,” “Maryland’s Second Owner,” and “The New Colony,” Pages 38–39

Catholics believed that the pope in Rome was the head of the whole Church. Another group was the Protestants. Most English Protestants believed that the king was the head of the Church in England.

Although George Calvert had changed his religion from Protestant to Roman Catholic, the king liked him. He gave Calvert the title of Lord Baltimore—the first Baron of Baltimore. He was named Lord Baltimore after a small place in Ireland. Most people who lived there were Catholics.

Because most of the people in England were Protestants, the laws of England were sometimes unfair to Catholics. But in countries where most of the people were Catholics, such as France, Spain, and Portugal, the laws were sometimes unfair to Protestants.


Maryland’s First Owner

George Calvert wanted to start a colony where English Catholics and Protestants would all be treated fairly. This colony would be a refuge, or a place where English Catholics would be protected. The king thought this was a fine idea. So, he gave Calvert permission to build a colony just north of Virginia. The new colony was named Maryland for Queen Henrietta Maria, the king’s wife.

George Calvert died shortly after the king gave him Maryland. His oldest son, Cecilus, became the second Lord Baltimore and the


Page 38

Invite student volunteers to read aloud the section “Maryland’s First Owner” on page 38.

 **SUPPORT**—Remind students that people came to the English colonies for many reasons, including religious freedom. George Calvert wanted to create a new colony where English Catholics would be safe to practice their beliefs.

Invite student volunteers to read aloud the section “Maryland’s Second Owner” on page 39.

Have students read independently the section “The New Colony” on page 39.

 **SUPPORT**—Have students take out their copies of Map of the Thirteen Colonies (AP 1.3) and locate the colony of Maryland.

Activity Page



AP 1.3

After students finish reading the text, ask the following questions:

LITERAL—Why did the king of England give George Calvert land in America?

- » The king gave George Calvert the land to reward him for the hard work he had done.

LITERAL—Why did Calvert name his colony Maryland?

- » He named it Maryland after the king’s wife, Henrietta Maria.

LITERAL—For whom did Calvert want his colony to be a refuge?

- » He wanted his colony to be a refuge for English Catholics.

LITERAL—Who became the second owner of the Maryland colony?

- » Cecilus Calvert, George Calvert’s son, became the second owner and the second Lord Baltimore after his father died.

Maryland’s Second Owner

Unlike Virginia, which was owned by a company, Maryland was owned by one man. Although he lived in England, Cecilus Calvert owned all the land and made all the rules.

The new Lord Baltimore asked his younger brother Leonard to go to Maryland with the first group of colonists. Leonard would be the governor of the new colony. The Calverts started Maryland as a colony for Catholics. But they also wanted Protestants to come there to increase the colony’s population.

The New Colony

In early spring 1634, two small ships called into the Chesapeake Bay. Governor Leonard Calvert and nearly two hundred colonists were on board. The ships had no extra space. The passengers had brought with them most of what they would need to survive their first year in the new colony.

Governor Calvert told a group of Native Americans that he wanted to buy one of their villages. The Native Americans were not using the village. They agreed to let the newcomers live there while the colonists built their own houses and planted crops. The governor knew how badly the people in Virginia had suffered. He made sure that the people of his colony had enough food and supplies to avoid a starving time.

Governor Calvert named the colonists’ new home Saint Mary’s city. This became the first settlement in the Maryland colony.

Page 39

INFERENTIAL—How did the experience of the colonists who landed in Maryland differ from the experience of those who landed in Jamestown?

- » The Maryland colonists were able to buy a village from local Native Americans. The governor of Maryland also wanted to make sure that his colonists did not repeat the same mistakes that led Virginians to face the Starving Time, so they brought plenty of food and supplies with them.

“Home in a Wigwam Village,” Page 40

Home in a Wigwam Village

Two years later, in 1636, the settlement still looked like a Native American village. The colonists lived in wigwams that the Native Americans had built. Some of the Maryland colonists were wealthy Catholics. But more Protestants than Catholics came to Maryland. Many of the Protestants worked for the Catholic gentlemen as servants. Everyone in Saint Mary's City worked hard to get the colony started. Catholic gentlemen and Protestant servants worked side by side. Governor Calvert had the colonists build a chapel or small church, for Saint Mary's City. Both Catholics and Protestants shared the chapel so that each group could worship in its own way.

In 1649, the Toleration Act was created in Maryland. The act gave religious freedom to all Christians in the colony.

Tough Times for All

In both Maryland and Virginia, things did not work out as the colonists had hoped. The Virginia Company lost so much and took direct control of Virginia.

Page 40



The colonists had permission to live in traditional Native American wigwams.

Vocabulary

Toleration, or acceptance of different beliefs or practices.

Invite student volunteers to read aloud the section, “Home in a Wigwam Village” on page 40.

CORE VOCABULARY—Call attention to the Core Vocabulary term *toleration*, and explain its meaning.

After students finish reading the text, ask the following questions:

LITERAL—What was the Toleration Act?

- » It was a law that said that Christians could practice the religion of their choice without having to worry about being punished or treated unfairly.

INFERENTIAL—Why do you think the Maryland colony passed the Toleration Act?

- » The founders of the colony were Roman Catholics who had been treated unfairly for their beliefs in England. They likely did not want the same thing to happen in their new homes.

“Tough Times for All,” Pages 40–42

Page 41



Many of the first colonists became sick and died.

The Calvert family still owned Maryland, but not too many Catholics actually settled there.


In the early days in Virginia and Maryland, many colonists became sick and died. Some even saw one or both of their parents die.

Have students read independently the section “Tough Times for All” on pages 40–42.

At first, Virginia and Maryland planters thought that raising tobacco was almost as good as finding gold. But soon they were shipping so much to England, they could not sell it all. There was too much tobacco and not enough customers. This caused the price of tobacco to drop. After the first few years, anyone who raised tobacco had a very hard time making money.

The only way planters could make money from raising tobacco was to own lots of land, have lots of workers, and ship lots of tobacco to many places. Getting enough land was not that hard to do. Finding workers, however, was more difficult.

Fewer English people were willing to move to Virginia and Maryland to be indentured servants. Keeping indentured servants was also very expensive. Planters needed another way to find large numbers of workers. They found these workers in Africa.



Page 42

How to grow tobacco in North America.

After students finish reading the text, ask the following question:

LITERAL—Why was it difficult to make money selling tobacco? What did the colonists do to try to make money selling tobacco?

- » The price of tobacco was low, so to make money, the colonists needed to sell a lot of tobacco. To sell a lot of tobacco, they needed to plant more tobacco and have many workers who did not cost a lot to have.

“Servants and Enslaved Workers,” Page 43

Servants and Enslaved Workers

The very first Africans were brought to Virginia in the year 1619. Some historians think that these African workers were indentured servants; others believe they may have been enslaved. They worked for a period of time on a plantation, and then they were free to leave. Some became free landowners, just as English indentured servants did.


In the mid-1600s, however, Virginia and Maryland planters changed the rules. Africans brought to the colonies were forced to become enslaved workers. They were considered the property of an owner. They were not paid, and most would never be freed. Their children would become enslaved workers, too. And relying on enslaved workers meant that plantation owners could make more money.

By the late 1600s, large numbers of enslaved Africans were brought to work on plantations near the Chesapeake Bay. They were treated harshly.

In one Southern colony, so many enslaved Africans were brought in that more than half of the people living there were originally from Africa. That colony was called Carolina.

Page 43

Read aloud the section “Servants and Enslaved Workers” on page 43.

 **SUPPORT**—Explain to students that while the Calvert family and their followers came to Maryland willingly, some people did not. Africans were captured from their homes in Africa and forced to come to the colonies in North America where they became enslaved workers. They could not earn their freedom.

After you finish reading the text, ask the following question:

LITERAL—How did the roles of Africans change in Maryland and Virginia between 1619 and the mid-1600s?

- » Some historians think that the first Africans in the colonies were indentured servants who would eventually work long enough to repay their debt and be set free. Other historians believe that even the first Africans who came to the colonies were enslaved.

Timeline

- Show students the Chapter 6 Timeline Image Cards of the founding of Maryland and the shift from indentured servitude to slavery. Read and discuss the captions.
- Review and discuss the Big Question: “Why was Maryland created, and how did people there escape some of the problems faced by the colonists in Virginia?”
- Post the Image Cards on the Timeline under the date referencing the 1600s; refer to the illustration in the Unit 7 Introduction for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 5 MIN

Ask students to do one of the following:

- **Turn and Talk**—Tell a partner the answer to the Big Question, “Why was Maryland created, and how did people there escape some of the problems faced by the colonists in Virginia?”
 - » Key points students should cite include: The Maryland colony was created as a safe place where Catholics could practice their religion. Unlike the Virginia colonists, the Maryland colonists had shelter when they first arrived, and their governor made sure that everyone worked so that they would not have a Starving Time of their own.
- Choose one of the Core Vocabulary words (*official, Roman Catholic, Protestant, pope, or toleration*), and say a sentence aloud using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Colonial Scavenger Hunt (RI.3.7)

30 MIN

Materials Needed: Internet access



Background for Teachers: Before beginning this activity, preview and play through the colonial treasure hunt interactive.

Use this link to download the CKHG Online Resources for this unit, where a specific link to the activity may be found:

www.coreknowledge.org/ckhg-online-resources

Begin the activity by explaining to students that today they will do a colonial scavenger hunt in the city of Williamsburg, Virginia. Explain that other cities and towns in colonial America were similar to Williamsburg. The same jobs, items, and animals could be found across the colonies.

Explain how the scavenger hunt is played by demonstrating how the first item is located. Call attention to the item list on the left, and tell students that clicking on an item will give them a brief description of where that item may be found. Students can hover over the various locations on the map to see a label. Students should click on locations to determine whether the item may be found there. Show students that they can move the map around by clicking and dragging. Students may complete the activity independently, with partners, or in small groups.

CHAPTER 7

Plantations in South Carolina

The Big Question: Why did plantation owners have enslaved workers?

Primary Focus Objectives

- ✓ Describe trade between Charleston, England, and Africa. **(RI.3.2)**
- ✓ Describe life on a South Carolina plantation, including the role of slavery. **(RI.3.2)**
- ✓ Identify important cash crops grown in South Carolina. **(RI.3.2)**
- ✓ Explain why South Carolina’s rice plantations were so successful. **(RI.3.2)**
- ✓ Describe the Middle Passage. **(RI.3.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *Middle Passage* and *tidal marsh*. **(RI.3.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Plantations in South Carolina”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.3
AP 7.2

- Display and individual student copies of Map of the Thirteen Colonies (AP 1.3)
- Individual student copies of The People Could Fly (AP 7.2)
- Individual student copies of “Aboard a Slave Ship” (NFE 1)

Use this link to download the CKHG Online Resources, where a specific link to the nonfiction excerpt may be found:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

Middle Passage, n. the forced voyage made by enslaved Africans from Africa to the American colonies **(47)**

Example: The harsh conditions of the Middle Passage caused the deaths of many Africans.

tidal marsh, n. an area of soft wet land where water levels are the result of the rise and fall of a river or ocean (48)

Example: The dampness of the marsh attracted mosquitoes.

Variation(s): marshes

THE CORE LESSON 25 MIN

Introduce “Plantations in South Carolina”

5 MIN

Review with students what they learned in the previous chapter. Call attention to the Chapter 6 Timeline Cards, and ask students to explain the purpose of the Maryland colony and daily life in the colony. Students should note it was founded by Lord Baltimore as a refuge or safe place for Catholics to live and worship, and the colony grew and sold tobacco, similar to the Virginia colony. Explain to students that, in this lesson, they will learn about another Southern Colony: South Carolina. Call attention to the Big Question, and encourage students to look for reasons why plantation owners used enslaved workers.

Guided Reading Supports for “Plantations in South Carolina”

20 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“A Charleston Sea Captain” and “Settling Charleston,” Pages 44–46

Chapter 7
Plantations in South Carolina

A Charleston Sea Captain It is the year 1710. Eliza and her father are having breakfast at home. Her father, Edward Jones, is a sea captain. Their house overlooks Charleston harbor in the Carolina colony.

The Big Question
Why did plantation owners have enslaved workers?

Captain Jones leaves tomorrow on a long sea voyage. His ships will sail to the West Indies, England, and Africa before returning to Charleston. While her father is at sea, Eliza will live with her uncle, Joseph Jones. He owns two plantations and a house in Charleston.

The port of Charleston lies near the mouths of the Ashley and Cooper rivers. These two rivers connect Charleston to the large plantations inland. From Charleston's harbor, ships can trade with the whole world.

Settling Charleston
In 1710, when Eliza's story takes place, Charleston was the only large city, about thirty years after the Maryland colony. A group of rich English

Page 44


Activity Page




AP 1.3

SUPPORT—Explain to students that this unit tells the story of a little girl named Eliza living in the South Carolina colony. Much of the chapter is written in the present tense to reflect what the little girl experiences in her daily life. Even though Eliza and her family are not real people, the details she gives about Carolina and Charleston are factually accurate.

Invite student volunteers to read aloud the section “A Charleston Sea Captain” on page 44.

 **SUPPORT**—Have students take out their copies of Map of the Thirteen Colonies (AP 1.3) and locate the colony of South Carolina and the city of Charleston. Call attention to the colony of North Carolina, and explain to students that the Carolina colony was split into two separate colonies.

Have students read independently the section “Settling Charleston” on page 44–46.

 **SUPPORT**—Explain to students that, as in the Virginia and Maryland colonies, enslaved Africans were also forced to come to the South Carolina colony.



After students finish reading the text, ask the following questions:

LITERAL—What was the only large town in the Carolina colony?

» Charleston was the only large town.

LITERAL—Who were both Carolina and Charleston named for?

» They were both named for King Charles II of England.

LITERAL—What two cash crops were grown in South Carolina?

» Rice and indigo were grown in South Carolina.

“At the Dock,” Pages 46–47

gentlemen another colony in North America. In honor of King Charles, the gentlemen named the colony Carolina. Carolina comes from carolin, which is Latin for Charles.

Wealthy gentlemen started plantations in Carolina to make money by growing cash crops. Tobacco would not grow in the area around Charleston, but Carolina planters discovered they could grow and sell other crops for lots of money. These crops were rice and indigo, a plant from which a blue-green dye is made. A woman by the name of Eliza Lucas was mainly responsible for making indigo a very successful cash crop. Selling these cash crops made some Carolina planters very rich. Like plantation owners in Virginia and Maryland, they began to use enslaved workers.

At the Dock

After breakfast, Eliza and her father go to the dock. Captain Jones looks over his two ships.

The first ship, the *Sea Hawk*, will soon sail for the West Indies. It is filled with lumber and cattle for plantations there.

The second ship, the *Raven*, will sail for England. It will carry a cargo of tobacco, indigo, and rice to England; the captain will deliver the ship's cargo and buy English goods. The *Raven* will then sail to Africa. There, Captain Edward will trade English goods for enslaved workers. Finally, the *Raven* will sail back to Charleston.

Eliza watches as the sailors load cattle and lumber onto the *Sea Hawk*. On the *Raven*, workers roll huge barrels of rice up the dock.

Page 46

Invite student volunteers to read aloud the first four paragraphs of the section “At the Dock” on page 46.

CORE VOCABULARY—Read aloud the remaining paragraph of the section on page 47. Call attention to the Core Vocabulary term *Middle Passage*, and explain its meaning. Emphasize to students the harsh conditions endured by enslaved Africans on the voyage from Africa to the American colonies.

SUPPORT—Call attention to the image on page 48, and call on a student volunteer to read aloud the caption. Use the image to emphasize the conditions of the Middle Passage.

Trade was an important part of the developing economy in the South.

When the *Raven* reaches Africa, the ship will take enslaved Africans on board. The trip across the Atlantic Ocean, called the Middle Passage, is brutal. The enslaved Africans must stay in cramped, dirty quarters beneath the deck of the ship.

When the *Raven* returns to Charleston, the sold mostly to

Vocabulary

Middle Passage, n. the forced voyage made by enslaved Africans from Africa to the American colonies.

Page 47

After you finish reading the text, ask the following question:

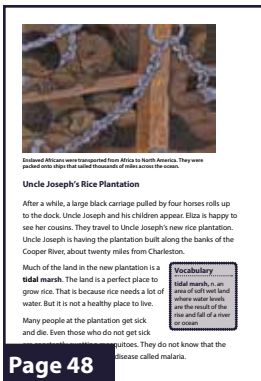
LITERAL—What route will Captain Edward’s ship *The Raven* take once it leaves Charleston?

» *The Raven* will sail to England where Captain Edward will trade goods from the colonies for goods in England. He will then sail from England to Africa where he will trade English goods for enslaved Africans. He will then sail home to Charleston.

“Uncle Joseph’s Rice Plantation,” Pages 48–49

Invite a student volunteer to read aloud the first paragraph of the section “Uncle Joseph’s Rice Plantation” on page 48.

CORE VOCABULARY—Read aloud the second paragraph of the section on page 48. Call attention to the Core Vocabulary term *tidal marsh*, and explain its meaning.



Invite student volunteers to read aloud the remainder of the section “Uncle Joseph’s Rice Plantation” on pages 48–49.

After students finish reading the text, ask the following questions:

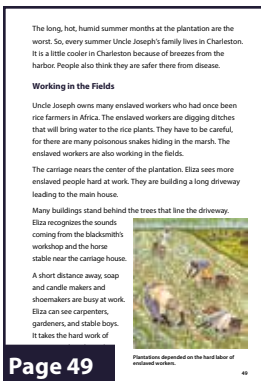
LITERAL—Why was South Carolina a perfect place to grow rice?

- » Rice grows in standing water, and there was a lot of standing water in the tidal marshes in South Carolina.

LITERAL—Why did many people on the rice plantations get sick and die?

- » Mosquitoes that lived in the tidal marshes spread a deadly disease called malaria.

“Working in the Fields,” Page 49



Have students read independently the section “Working in the Fields” on page 49.

SUPPORT—Call attention to the image on page 49, and call on a student volunteer to read aloud the caption.

After students finish reading the text, ask the following questions:

LITERAL—Who did the South Carolina plantation owners use to grow rice for them?

- » The plantation owners used enslaved Africans who were previously rice farmers in Africa.

EVALUATIVE—Does the way the chapter is told make the story seem more real? Why or why not?

- » Student responses may vary, but may note that the use of present tense makes it seem like that the events are happening in real time as the characters experience daily life in the South Carolina colony.

Timeline

- Show students the Chapter 7 Timeline Image Cards of the founding of Carolina and Charleston. Read and discuss the captions.
- Review and discuss the Big Question: “Why did plantation owners have enslaved workers?”
- Post the Image Cards on the Timeline under the date referencing the 1600s; refer to the illustration in the Unit 7 Introduction for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 5 MIN

Ask students to do one of the following:

- **Turn and Talk**—Tell a partner the answer to the Big Question, “Why did plantation owners have enslaved workers?”
 - » Key points students should cite include: Planters relied on the hard work of enslaved workers to grow large amounts of cash crops. Using enslaved workers meant that the planters did not have to pay their workers, which led them to make even more money.
- Choose one of the Core Vocabulary words (*Middle Passage* or *tidal marsh*), and say a sentence aloud using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities



The Middle Passage (RI.3.7)

15 MIN

Activity Page



AP 7.1

Materials Needed: Sufficient copies of The Middle Passage (AP 7.1)

Distribute copies of The Middle Passage (AP 7.1). Read aloud the directions. Instruct students to study the map to answer the questions. Remind students that the Triangular Slave Trade is the name given to the journey between the colonies, England, and Europe. Students may work independently or with partners to complete the activity.

“Aboard a Slave Ship” (RL.3.10)

30 MIN

Activity Page



AP 1.1

Materials Needed: Sufficient copies of Aboard a Slave Ship (NFE 1); World Map (AP 1.1)

Use this link to download the CKHG Online Resources, where specific link to the following nonfiction excerpt may be found:

www.coreknowledge.org/ckhg-online-resources

Distribute copies of Aboard a Slave Ship (NFE 1). Explain to students that they will hear a firsthand account of the conditions of a slave ship that was sailing from Africa to South America. Note the date of the document, 1829, and point out that this was written about 100 years after the city of Charleston and the colony of South Carolina were founded.

By the 1800s, slave ships continued to bring enslaved Africans to work not just in the British colonies in North America, but to islands throughout the Caribbean and to South America. Guide students in identifying the various

locations on the World Map (AP 1.1). Also, point out that the account was written by Rev. Robert Walsh, a minister and a doctor, who encountered and boarded the slave ship, which was named the *Feloz*, while he was traveling on another ship.

Read aloud the text, as students follow along. Pause frequently, as needed, to explain unfamiliar vocabulary. You can enhance students' understanding by drawing on the board simple sketches or diagrams as you read aloud.

You may want to call attention to these words and their meanings as they are encountered:

swivel—a mechanism that allows something to revolve around

bow—the back of a ship

slaver—a person who kidnaps and transports enslaved Africans

appendage—something that is attached; a limb or extremity on a human or animal like an arm

hatchway—an opening in a ship's deck

branded—to be marked by a hot iron

thong—a thin strip of leather

visage—a person's face or facial expression

odor—a strong, unpleasant smell

torpid—inactive

dysentery—an infection that causes abdominal discomfort and sickness

vessel—a ship

As you read or after completing the entire account, pose the following questions for class discussion.

- How many enslaved Africans were originally taken aboard the ship?
 - » 562—336 men and 226 women
- Where did the enslaved Africans live while on the ship? What were the conditions like?
 - » They were forced down below the deck. The conditions were extremely cramped; the people were chained and barely able to turn around, let alone lie down.
- Why were the enslaved Africans branded?
 - » The brands were used to show who claimed to own the enslaved people.

- What happened when the enslaved Africans were let above deck?
 - » They were extremely happy and rejoiced to see water and feel the sunshine. Some began to fight over water, something they did not get enough of below deck.
- What happened to the enslaved Africans who died while on the voyage?
 - » Their bodies are thrown into the ocean.
- How does the narrator feel about what he sees? How can you tell?
 - » The narrator dislikes what he sees. He refers to the crew as “pirates,” a word with a negative connotation. He also comments on the various smells, sights, and cruelties he witnesses. He seems to feel badly for the people held below deck.

The People Could Fly (RL.3.2)

30 MIN

Note to Teacher: This activity may be completed in one of two ways. You may assign parts of the folktale to students to be read aloud as a whole class. You may also break the class into groups of five to read the folktale.

Materials Needed: Sufficient copies of *The People Could Fly* (AP 7.2)

Distribute copies of *The People Could Fly* (AP 7.2). Explain to students that in this activity, they will get the chance to act out parts of an African American folktale. A folktale is a traditional story that has been shared or passed on orally by people from generation to generation. Often, a folktale tries to explain an experience or event common to a particular group of people.

Assign students to read the parts of Readers 1, 2, 3, and 4, and to the part of the Overseer. Have the students read the folktale as a class or in small groups.

After students finish reading the text, pose the following questions for class discussion.

- What caused the people in the story to lose their wings?
 - » They lost their wings when they were taken from their homes and enslaved in the Americas.
- What happened to Sarah in the field?
 - » Sarah collapsed from exhaustion.
- What happened when the old man spoke the magic words?
 - » Sarah and her baby rose into the air like eagles above the overseer.

Activity Page



AP 7.2

- What happened when the old man kept shouting the magic words?
 - » The overseer became angry as more and more enslaved workers flew away.
- Where did the people fly to?
 - » They flew back to Africa.
- What do you think is the main idea of the story?
 - » Student answers may vary. Some may note that lack of freedom prevents people from rising to their greatest potential. Others may note that people can overcome large obstacles.
- Why do you think this folktale developed?
 - » Student answers may vary. They may note that the folktale was a way for enslaved people to express their hopes for freedom or a better life.

CHAPTER 8

The Story of Georgia

The Big Question: Why did James Oglethorpe want to set up a colony in North America?

Primary Focus Objectives

- ✓ Describe the British debtor’s prison system. **(RI.3.2)**
- ✓ Summarize James Oglethorpe’s plans for Georgia. **(RI.3.2)**
- ✓ Explain why Oglethorpe’s dream for Georgia did not come true. **(RI.3.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *Parliament*, *debt*, and *profit*. **(RI.3.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Georgia”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 1.3

- Display and individual student copies of Map of the Thirteen Colonies (AP 1.3)

Core Vocabulary (Student Reader page numbers listed below)

Parliament, n. a group made up of representatives and the king or queen, who make the laws for a country; a term used especially in England to describe the lawmaking part of the government **(50)**

Example: Members of Parliament voted to pass a new law.

debt, n. something that is owed, such as money **(50)**

Example: Jane owed a debt to her friend after borrowing money for ice cream.

Variation(s): debts

profit, n. the money that is made by a business once all expenses have been paid (53)

Example: Many of the American colonies were founded to make a profit.

Variation(s): profits

THE CORE LESSON 25 MIN

Introduce “The Story of Georgia”

5 MIN

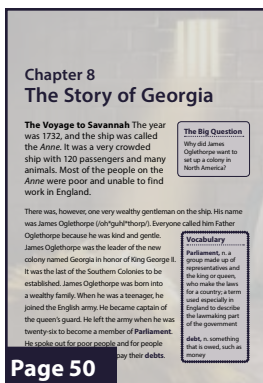
Review with students what they learned in the previous chapter. Call attention to the Chapter 7 Timeline Cards, and ask students to recall what they learned about the South Carolina colony. Students should note that trade was important to the colony and that traders sailed to England, then Africa, before returning with enslaved Africans on the Middle Passage. South Carolina was ideal for growing rice because of its marshy lands. Plantation owners increasingly depended on enslaved labor to work their fields. Explain to students that, today, they will be learning about the last of the Southern colonies: Georgia. Call attention to the Big Question, and encourage students to look for James Oglethorpe’s reasons for wanting to start the Georgia colony as they read the text.

Guided Reading Supports for “The Story of Georgia”

20 MIN


When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The Voyage to Savannah,” Pages 50–51



SUPPORT—Before reading the text, explain to students that around the time that Georgia was founded, England was undergoing some changes. The country had expanded to include other countries and was referred to as Great Britain. The colonies in North America are called both the English and the British colonies.

Read aloud the first paragraph of the section “The Voyage to Savannah” on page 50.

 **SUPPORT**—Have students take out their copies of Map of the Thirteen Colonies (AP 1.3) and locate the colony of Georgia and the city of Savannah.

SUPPORT—Call attention to the pronunciation key for *Oglethorpe*, and encourage students to correctly pronounce the word.

Activity Page



AP 1.3



Page 51

Invite student volunteers to read aloud the remainder of the section “The Voyage to Savannah” on page 50.

CORE VOCABULARY—Call attention to the Core Vocabulary terms *Parliament* and *debt*, and explain their meanings.

After students finish reading the text, ask the following questions:

LITERAL—What was James Oglethorpe’s nickname, and how did he earn it?

- » People called James Oglethorpe “Father Oglethorpe” because he was so kind.

LITERAL—What happened to people who could not pay their debts in England?

- » They were put in jail.

“The Story of Georgia,” Pages 52–53



Page 52

Have students read independently the section “The Story of Georgia” on pages 52–53.

After students finish reading the text, ask the following questions:

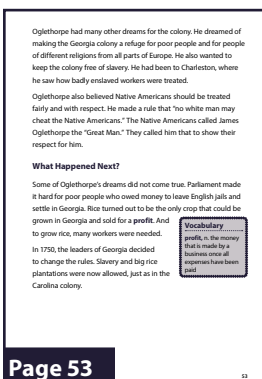
LITERAL—What kind of colony did Oglethorpe want Georgia to be?

- » He wanted it to be a place where poor people, debtors, people fleeing other countries, and people of different religions could get a new start. He also did not want planters in the colony to use enslaved workers.

EVALUATIVE—How did Oglethorpe’s reasons for creating the Georgia colony differ from the reasons of the Virginia Company for creating the Virginia colony?

- » Oglethorpe wanted to create a colony that helped the people living there get a new start. The Virginia Company, on the other hand, established the Virginia colony to make money.

“What Happened Next?” Page 53



Page 53

Invite student volunteers to read aloud the section “What Happened Next?” on page 53.

CORE VOCABULARY—Call attention to the Core Vocabulary term *profit*, and explain its meaning.

LITERAL—Why did few debtors make it to Georgia?

- » Parliament made it hard for debtors to leave English jails and go to Georgia.

LITERAL—Why was slavery eventually allowed in Georgia?

- » Rice was the only cash crop that could be grown in Georgia, and laborers were needed to work on plantations.

Timeline

- Show students the Chapter 8 Timeline Image Card of the founding of Georgia. Read and discuss the caption.
- Review and discuss the Big Question: “Why did James Oglethorpe want to set up a colony in North America?”
- Post the Image Card on the Timeline under the date referencing the 1600s; refer to the illustration in the Unit 7 Introduction for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 5 MIN

Ask students to do one of the following:

- **Turn and Talk**—Tell a partner the answer to the Big Question, “Why did James Oglethorpe want to set up a colony in North America?”
 - » Key points students should cite include: He wanted to establish a colony that was a refuge for debtors, poor people, and people of all backgrounds who were looking for a new start.
- Choose one of the Core Vocabulary words (*Parliament*, *debt*, or *profit*), and say a sentence aloud using the word.

To wrap up the lesson, ask several students to share their responses.

The Pilgrims Come to America

The Big Question: Who were the Pilgrims, and why did they sail to America?

Primary Focus Objectives

- ✓ Explain why the Pilgrims' came to New England. (RI.3.2)
- ✓ Describe the Pilgrims' journey on the *Mayflower*. (RI.3.2)
- ✓ Explain the purpose of the Mayflower Compact. (RI.3.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *cargo ship*, *contract*, and *vote*. (RI.3.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource "About the Pilgrims":

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.1
AP 1.2
AP 1.3

- Display and individual student copies of Map of the Thirteen Colonies (AP 1.3)
- Display copy of Map of the United States (AP 1.2)
- Display copy of World Map (AP 1.1)
- Red pencils or crayons for each student

Core Vocabulary (Student Reader page numbers listed below)

cargo ship, n. a large boat used to carry things from one place to another to be bought and sold (58)

Example: The cargo ship carried goods across the ocean.

Variation(s): cargo ships

contract, n. a written or spoken agreement, usually about business (59)

Example: As a part of the contract, the business agreed to send monthly letters to its clients.

Variation(s): contracts

vote, v. to make a decision as a group, usually by casting ballots, raising hands, or speaking aloud (60)

Example: The Pilgrims decided to vote on important matters in the colony.

Variation(s): votes, voting, voted

THE CORE LESSON 25 MIN

Introduce “The Pilgrims Come to America”

5 MIN

Review with students what they learned in the previous chapter. Call attention to the Chapter 8 Timeline Card, and ask students to recall what they learned about the Georgia colony. Students should recall that it was established by James Oglethorpe as a refuge for debtors, the poor, and the persecuted. Students should also recall that the colony eventually allowed slavery; the colony was ideal for growing rice, and plantation owners needed a large labor force.

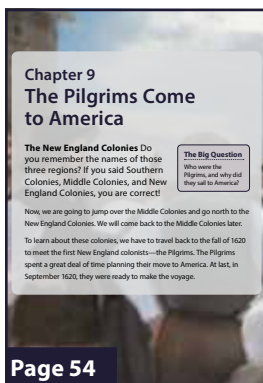
Explain to students that today they will be learning about the first English people to arrive in the New England colonies. Call attention to the Big Question, and encourage students to look for the reasons the Pilgrims had for sailing to America as they read the text.

Guided Reading Supports for “The Pilgrims Come to America”

20 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The New England Colonies” and “The Pilgrims,” Pages 54–56



Activity Page



AP 1.3

Read aloud the section “The New England Colonies” on page 54.

SUPPORT—Have students take out their copies of Map of the Thirteen Colonies (AP 1.3) and locate the New England colonies. Tell students that the following colonies were considered part of the New England region: Massachusetts, Connecticut, Rhode Island, and New Hampshire. Ask students to lightly shade the New England colonies red. Briefly display the modern Map of the United States (AP 1.2), and ask students what differences they see in the New England region on this map as compared to the Map of the Thirteen Colonies. (The modern day states of Maine and Vermont are not identified on the Map of the Thirteen Colonies. The land of these modern states was included in the Massachusetts colony.)



Page 55

Invite student volunteers to read aloud the section “The Pilgrims” on page 56.

SUPPORT—Explain to students that the Pilgrims—like the Calvert family and Catholics in Maryland—came to the Americas for religious freedom.

After students finish reading the text, ask the following questions:

LITERAL—Where had the *Mayflower* set sail for, and where did it land instead?

- » It had set sail for Virginia but landed at Cape Cod, Massachusetts.

LITERAL—What is a pilgrim?

- » A pilgrim is a person who travels for religious reasons.

LITERAL—Why were the Pilgrims called Separatists in England?

- » They wanted to separate from the Church of England.

The Pilgrims

“Land ho! Land ho!” the sailors cried. The passengers crowded onto the deck of the *Mayflower*. They wanted to have their first look at America. The *Mayflower* had been sailing for Virginia, but it ended up in what is now Massachusetts.

A month later, the *Mayflower* crossed the bay. On a cold morning in November 1620, its passengers got ready to land. Who were these people on board the ship? Today, we call the *Mayflower*’s passengers the Pilgrims. A pilgrim is someone who travels for religious reasons. The people on the *Mayflower* had left their homes in England for a new life.

The Pilgrims were not like the first Jamestown settlers. The first Jamestown settlers had wanted to find gold and other riches. Many refused to do hard work. They did not want to build houses or plant crops. They only wanted to return to England as rich men.

The Pilgrims were not looking for gold. They wanted to build houses and start farms. They wanted to raise families in a new land. They did not want to go back to England.

In England, King James made everyone obey the rules of the Church of England. The Pilgrims, however, did not wish to do so. They believed so strongly that God wanted them to worship in a certain way that they left the Church of England. They were called Separatists because they wanted to separate, or break away, from the Church of England. That was against the law, and they risked

Page 56

“Trouble for the Separatists” and “A Long, Hard Journey,” Pages 57–58

Trouble for the Separatists

When the king found out about the Separatists, he was angry. He did everything he could to make their lives miserable. He even put some of them in prison.

The Separatists were afraid to stay in England, so they went to the Netherlands. But life there was difficult. People had to work very hard for little money.

The people in the Netherlands spoke Dutch. The Separatists were afraid their children would forget how to speak English.

About twelve years later, the Separatists decided to leave the Netherlands. They wanted to cross the ocean and start a colony. In their new home, they would have their own land and could worship God in their own way.

Page 57

Read aloud the section “Trouble for the Separatists” on pages 57–58.

SUPPORT—Use the display copy of the World Map (AP 1.1) to illustrate that the Separatists moved first from England to the Netherlands. Twelve years later, they sailed from the Netherlands to the New England area.

Have students read independently the section “A Long, Hard Journey” on page 58.

CORE VOCABULARY—Before students begin reading the text, call attention to the Core Vocabulary term *cargo ship*, and explain its meaning.

SUPPORT—Call attention to the image of the *Mayflower* on page 57, and call on a student volunteer to read aloud the caption. Explain that the *Mayflower* was a cargo ship.

After students finish reading the text, ask the following questions:

LITERAL—Why didn’t the Separatists stay in the Netherlands, where they were safe from the English king?

- » Life in the Netherlands was difficult. The Separatists worried that their children would forget how to speak English.

Activity Page



AP 1.1

Not all of the people on the *Mayflower* were Separatists. Other people from England had joined them. Like the Separatists, these people were sailing to America to begin a new life.

A Long, Hard Journey

Altogether, 102 passengers and 30 sailors sailed on the *Mayflower*. There were also some hens, goats, and two dogs.

The journey to North America was difficult. The *Mayflower* was a cargo ship. It was not made to carry people. It was very crowded. The Pilgrims slept on the floor below the main deck. There was hardly any light and no fresh air.

For the first month, the *Mayflower* sailed in good weather. After that, the ship and its passengers faced one storm after another. The wind howled and waves crashed on the deck. Most of the passengers became seasick. The Pilgrims were afraid that the ship would sink. The Pilgrims thought the terrible voyage would never end. But finally it did.

Standing on the ship's deck that November morning, the Pilgrims saw a sandy beach lined with trees. This was Cape Cod, Massachusetts. Behind them was the cold, gray, late autumn ocean.

The New Decision

The Pilgrims were excited and afraid. They were very far from home. There might be wild animals.

Page 58

LITERAL—What was the journey to America like for the Pilgrims?

- » The journey was very difficult. The cargo ship they sailed on was cramped and damp. Rough storms made many of the passengers ill.

EVALUATIVE—Do you think the Pilgrims believed their rough journey to America was worthwhile? Why or why not?

- » Student responses may vary. Some may note that the journey was worthwhile because the Pilgrims could now practice their religion in peace. Others may say that the rough conditions and arrival in a strange place were not worthwhile.

“The New Decision” and “Starting a New Life,” Pages 58–61

The Pilgrim leaders said they would have to live on the *Mayflower* until they found a good place to settle and build houses.

Some of the passengers did not like this decision. They were tired of being crowded together on the damp, smelly ship. They wanted to go ashore.

However, the Pilgrim leaders knew that they would have to stay together for safety. If they did not, they would not survive in this new land.

The Pilgrims also knew that they needed rules and laws and good leaders to help them live together peacefully. Before the Pilgrims got off the ship, they wrote and signed a contract.

Page 59

Invite student volunteers to read aloud the first five paragraphs of section “The New Decision” on pages 58–59.

CORE VOCABULARY—Call attention to the Core Vocabulary term *contract*, and explain its meaning.

Invite student volunteers to read aloud the remainder of the section on page 60.

CORE VOCABULARY—Call attention to the Core Vocabulary term *vote* as it is encountered in the text, and explain its meaning.

Have students read independently the section “Starting a New Life” on pages 60–61.

After students finish reading the text, ask the following question:

LITERAL—What was the Mayflower Compact?

- » It was a contract that the Pilgrims drew up before they left the *Mayflower*. It said that all the passengers would work together to govern themselves in the new land.

The Pilgrim leaders called their contract the *Mayflower Compact*. The compact said that all the passengers would work together to govern themselves in the new land.

The Pilgrims agreed to vote. That means the Pilgrims agreed to do whatever the majority, or most, of the Pilgrims voted to do. They all promised to obey these rules after they left the ship.

Starting a New Life

After they signed the *Mayflower Compact*, the passengers were allowed to go ashore on Cape Cod. Everyone's legs were wobbly after being at sea for so long. Even though it had already snowed, the children ran on the cold, sandy beach. The men searched for fresh water and dry firewood. They also explored the area.

The women washed clothes. Soon the rocks and bushes were dotted with clothing spread out to dry.

It took the Pilgrims almost a month to find a permanent place to settle. They finally decided on a spot on the other side of Massachusetts Bay from Cape Cod. There the water was deep enough to anchor their ship.

When they explored the land, they found Native American fields that had already been cleared for planting. They found freshwater streams and forests for timber. The Pilgrims named their new

Page 60

The Pilgrims were ready to begin a new life.

Page 61

Timeline

- Show students the Chapter 9 Timeline Image Card of the Mayflower Compact. Read and discuss the caption.
- Review and discuss the Big Question: “Who were the Pilgrims, and why did they sail to America?”
- Post the Image Card on the Timeline under the date referencing the 1600s; refer to the illustration in the Unit 7 Introduction for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 5 MIN

Ask students to do one of the following:

- **Turn and Talk**—Tell a partner the answer to the Big Question, “Who were the Pilgrims, and why did they sail to America?”
 - » Key points students should cite include: The Pilgrims were a group of Separatists that disagreed with the Church of England. They sailed to America to have religious freedom.
- Choose one of the Core Vocabulary words (*cargo ship*, *contract*, or *vote*), and say a sentence aloud using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

The Pilgrims: Mayflower Descendants (RI.3.7)

15 MIN

Materials Needed: Internet access



Background for Teachers: Before beginning this activity, read the video introduction and preview the video. The video is approximately 1 minute, 30 seconds long. Because the video is very short, it is recommended that you play through it twice so students can fully grasp the content.

Use this link to download the CKHG Online Resources for this unit, where a specific link with the video may be found:

www.coreknowledge.org/ckhg-online-resources

Begin the activity by asking the students to list some facts they may know about the Pilgrims. These facts can be both from what they’ve learned so far in the unit or from outside of class. Explain that they are about to watch a short video that explains the importance of one Pilgrim who crossed over on the

Mayflower. Tell students they will watch the video twice so they can better listen for key details.

After students finish watching the video, ask the following questions for group discussion:

- What challenges did the *Mayflower* face?
 - » The *Mayflower* faced severe storms that were dangerous to people on board the ship.
- What happened to John Howland shortly after the *Mayflower* left England?
 - » He was accidentally tossed overboard by a wave and had to be saved by members of the crew.
- What happened to John Howland after arriving in America?
 - » John Howland went on to marry Elizabeth Tilley, and the couple had ten children. He became an important member of the Massachusetts community and many of his descendants became important and famous people in the United States.
- What famous people are related to John Howland?
 - » Some famous people include Ralph Waldo Emerson, Joseph Smith, Ben Franklin, Franklin Roosevelt, and both George H.W. and George W. Bush.
- What might have happened if John Howland had not survived the trip across the Atlantic Ocean?
 - » Student responses may vary. Students should note that many important Americans would not have been born, which would have had an impact on the course of American history.

Plymouth: The Pilgrim Colony

The Big Question: Why was it important for the Pilgrims to work hard to prepare for winter?

Primary Focus Objectives

- ✓ Describe the Pilgrims' first winter in Plymouth colony. **(RI.3.2)**
- ✓ Identify the leaders of Plymouth, including William Bradford. **(RI.3.2)**
- ✓ Identify Native Americans who helped the Pilgrims survive, including the Wampanoag, Squanto, and Massasoit. **(RI.3.2)**
- ✓ Describe the first Thanksgiving. **(RI.3.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *harvest*; and of the phrase "common house." **(RI.3.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource "About Plymouth":

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 10.1

- Internet access
- Individual student copies of Domain Vocabulary: Chapters 6–10 (AP 10.1)
- Individual student copies of "The First Thanksgiving of All" (FE 1)

Use this link to download the CKHG Online Resources, where the specific link to the fiction excerpt may be found:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

"common house," (phrase) a building used for meetings and worship **(64)**

Example: The Pilgrims gathered in the town common house for Sunday prayers.

harvest, n. the crops collected at the end of a growing season **(67)**

Example: The harvest provided enough food for the colonists to survive winter.

Variation(s): harvests

Introduce “Plymouth: The Pilgrim Colony”

5 MIN

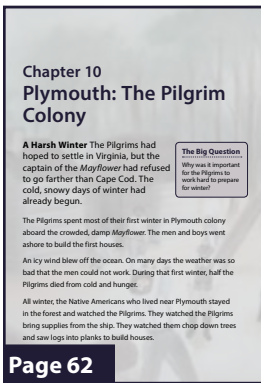
Review with students what they learned in the previous chapter. Call attention to the Chapter 9 Timeline Card, and ask students to recall what they learned about the Pilgrims and the founding of the Plymouth colony. Students should recall that the Pilgrims were Separatists who moved to America for religious freedom. They sailed on the *Mayflower* from England to America. Their intended destination was Virginia, but they landed accidentally in Massachusetts. They signed the Mayflower Compact, a contract to govern the colony, before exploring their new home. Explain to students that today they will learn more about daily life in the Plymouth colony. Call attention to the Big Question, and encourage students to look for reasons why it was important for the Pilgrims to prepare for the winter.

Guided Reading Supports for “Plymouth: The Pilgrim Colony”

20 MIN

When you or a student reads aloud, always prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“A Harsh Winter” and “Setting Up a Colony,” Pages 62–64



Invite student volunteers to read aloud the section “A Harsh Winter” on page 62.

SUPPORT—Call attention to the image on page 63, and call on a student volunteer to read aloud the caption.

Read aloud the section “Setting up a Colony” on page 64.

CORE VOCABULARY—Call attention to the Core Vocabulary phrase “common house,” and explain its meaning.

After you finish reading the text, ask the following questions:

EVALUATIVE—How did the Pilgrims’ first winter in Plymouth compare to the first winter experienced by the first colonists in Virginia?

- » Like the colonists in Virginia, the Pilgrims experienced a harsh and cold winter and many Pilgrims died. However, during the winter, they were able to continue to live on the *Mayflower* for shelter.

LITERAL—What did the Pilgrims build first, and what was it used for?

- » The Pilgrims first built a common house. Initially, it was used for storage and shelter. It was later used as a place of worship.



“A Visitor” and “A Friendship Grows,” Pages 64–66

Setting up a Colony

The first house the Pilgrims built was called the common house. At first, it was used as a shelter and a place to store tools. Later, it was used as a place of worship.

When spring finally came, the Pilgrims moved off the Mayflower and into the houses. They began to plant crops. They had to work hard. Once the Mayflower sailed back to England, they were on their own.

During the warm summer, the Pilgrims tended their gardens. They were already preparing for the winter ahead.

A Visitor

One day a tall Native American warrior with long black hair appeared at the edge of the woods. He walked boldly into Plymouth. The Pilgrims came out of their houses and in from the fields to see the visitor.

“Welcome, Englishmen,” he said. “My name is Samoset.” The Pilgrims were astonished that he spoke English. It turned out that Samoset had learned the Pilgrims’ language from English fishermen who died their nets and packed their fish along the shore.

Samoset spoke to John Carver, the first governor of Plymouth. He told the governor that the chief of the Wampanoag (wuh-muh-puh-nuh-ag) was coming to visit the Pilgrims. The Wampanoag lived nearby.

Samoset told the Pilgrims about the Native Americans who used Pilgrims had built their village. He showed the fields around Plymouth.

Vocabulary
“common house” (showed a building used for meetings and worship)

Page 64

A few years before, Samoset told the Pilgrims, a strange sickness had killed every member of that nation.

The only person left in that nation was Squanto, a warrior. Squanto had been taken to England by fishermen before the strange sickness broke out. When Squanto returned, he was the only one of his people still alive.

A Friendship Grows

A few days later, Samoset brought the chief of the Wampanoag to Plymouth colony. With him were several warriors, including Squanto. The Pilgrims and the Native Americans exchanged gifts. Then they ate and drank together. Afterward, Governor Carver and the chief made a peace treaty that lasted fifty-four years.

The chief and other Native Americans left. But Squanto stayed behind to live with the Pilgrims. He showed the Pilgrims where to find fish. He pointed out which nuts and berries were safe to eat.

Page 65

Boys and girls worked very hard in Plymouth. Everyone had to help prepare for winter.

The Pilgrims were very busy that first spring. Both boys and girls gathered mussels from the rocks in the shallow water at the edge of the sea. They dug clams from the wet sand. They carried water and wood. They stuffed linen sacks with cornhusks to make mattresses.

In the late spring, Governor Carver died. The Pilgrims chose William Bradford as their new governor. Bradford was governor of Plymouth for the next thirty-five years. He even wrote a history of the colony that people today still study.

Giving Thanks

In the fall, Governor Bradford gathered all the Pilgrims together. He told them that they had many things to be thankful for. They worshiped God in their own way. And

Page 66

Read aloud the first three paragraphs of the section “A Visitor” on page 64.

SUPPORT—Call attention to the pronunciation key for *Wampanoag*, and encourage students to correctly pronounce the name.

Invite student volunteers to read aloud the remainder of the section on pages 64–65.

Have students read independently the section “A Friendship Grows” on pages 65–66.

After students finish reading the text, ask the following questions:

LITERAL—Who was Samoset, and what did he tell the Pilgrims?

- » Samoset was a Native American warrior who spoke English. He told the Pilgrims that all but one of the Native Americans who used to live in the area of Plymouth had died of a strange sickness.

INFERENTIAL—How was Squanto able to communicate with the Pilgrims?

- » Squanto had been taken to England by fishermen, so he spoke English.

LITERAL—How did Squanto help the Pilgrims?

- » He taught them how to fish and grow food better. He also taught them which nuts and berries were safe to eat, and he helped them trade with other Native Americans.

LITERAL—Who was William Bradford?


- » He was governor of Plymouth for thirty-five years and the colony’s historian.

“Giving Thanks,” Pages 66–67

Read aloud the first paragraph of the section “Giving Thanks” on pages 66–67.

CORE VOCABULARY—Call attention to the Core Vocabulary term *harvest*, and explain its meaning.

Invite student volunteers to read aloud the remainder of the section.

 **SUPPORT**—Explain to students that the Pilgrims’ thanksgiving feast with the Native Americans inspired the Thanksgiving holiday and tradition that Americans celebrate today.

thanks to their Native American friends, their harvest would be plentiful. If they were careful, no one would go hungry during the next winter.

To celebrate, Governor Bradford invited the Pilgrims' Native American friends to feast with them and offer prayers of thanksgiving.

The feast lasted three days. That feast was a thanksgiving celebration that has become an American tradition. We do not know for certain whether they ate turkey, but Governor Bradford did write that they had "fowl" or birds, for dinner, as well as other kinds of meat.

When we celebrate Thanksgiving today, we remember how the Pilgrims came to the Americas in search of religious freedom, how much they had to suffer, and how grateful they were for their new life. We also think about the Native Americans who helped them and who shared in their celebration.

Vocabulary
harvest, n. the crops collected at the end of a growing season.



Page 67

After students finish reading the text, ask the following questions:

LITERAL—What did the Pilgrims give thanks for at their thanksgiving feast?

- » They had found religious freedom, and thanks to their Native American friends, they would not starve.



EVALUATIVE—How does the Pilgrims' thanksgiving compare to the Thanksgiving we celebrate today?

- » Both celebrations are meant to express thankfulness for what we have. The Pilgrims' feast lasted many days, while modern American Thanksgiving is celebrated on just one day every year.

 **CHECK FOR UNDERSTANDING 5 MIN**

Ask students to do one of the following:

- **Turn and Talk**—Tell a partner the answer to the Big Question, "Why was it important for the Pilgrims to work hard to prepare for winter?"
 - » Key points students should cite include: The Pilgrims needed to work hard to prepare for the winter so they could survive. They wanted to be sure they had food and shelter to get them through the cold winter months.
- Choose the Core Vocabulary word *harvest* or the phrase "common house," and say a sentence aloud using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Domain Vocabulary: Chapters 6–10 (RI.3.4, L.3.6) 30 MIN

Activity Page



AP 10.1

Materials: Sufficient copies of Domain Vocabulary: Chapters 6–10 (AP 10.1)

Distribute copies of Domain Vocabulary: Chapters 6–10 (AP 10.1). Read aloud the directions. Encourage students to use Chapters 6–10 in the Student Reader to answer the questions. Students may complete this activity independently or with partners. This activity page may also be assigned as homework.



Virtual Field Trip to Plymouth (RI.3.7)

30 MIN

Materials Needed: Internet access



Background for Teachers: Before beginning this activity, preview the virtual fieldtrip video (18:38).

Use this link to download the CKHG Online Resources for this unit, where a specific link to the virtual field trip may be found:

www.coreknowledge.org/ckhg-online-resources

Begin the activity by telling students that they will get the chance to take a virtual tour of Plymouth, including important buildings and significant places in the colony. Encourage students to listen closely as they watch the video.

After students finish watching the video, ask the following questions. Time permitting, allow students to share their responses with the class.

- What did you find most interesting about the video?
- What information did you learn from the video that you did not know before?



“First Thanksgiving of All” (RL.3.10)

30 MIN

Activity Page



FE 1

Materials Needed: Sufficient copies of “First Thanksgiving of All” (FE 1).



Background for Teachers: Before beginning the lesson, preview the poem and read the biography of Nancy Byrd Turner.

Use this link to download the CKHG Online Resources, where specific link to the following fiction excerpt and biography may be found:

www.coreknowledge.org/ckhg-online-resources

Distribute copies of “First Thanksgiving of All” (FE 1). Explain to students that in this activity they will read a poem about the first thanksgiving held by the Pilgrims. Share with students the biography of Nancy Byrd Turner.

Invite student volunteers to read three to four lines of the poem, allowing for as many students to read as possible. It is suggested that you read through the poem twice for students to identify any patterns, rhyme schemes, or imagery.

After students have finished reading the poem, pose the following questions for class discussion:

- Who are the main characters in the poem?
 - » Peace, Mercy, Jonathan, and Patience

- How would you describe the first thanksgiving? What details does the poet include to describe the meal?
 - » It was very meager. The poet says that there was little to eat, and there was no tablecloth implying that the meal was not fancy.
- For what were the Pilgrims thankful?
 - » They were thankful to have made it to America safely, to have a roof over their heads, their family, food to eat, and for the flowers that would come in the spring.
- What patterns do you notice in the poem?
 - » The author repeats “And Patience (very small)” several times. She also repeats the word *thankful* and *glad*.
- What is the rhyming pattern in the poem?
 - » The rhyming pattern is AABCC. The last words of every two lines rhyme with each other.



Investigating the First Thanksgiving (RI.3.7)

30 MIN

Materials Needed: Internet access



Background for Teachers: Before beginning this activity, read and listen to each activity beginning with the one listed at the top of the page. It is suggested that students complete this activity as an entire class.

Use this link to download the CKHG Online Resources for this unit, where a specific link to the activity may be found:

www.coreknowledge.org/ckhg-online-resources

Begin the activity by explaining to students that, today, they will play the role of historian. They will listen to multiple perspectives from both Pilgrims and Wampanoag Native Americans who lived on or near Plymouth Plantation. Read about the two young historians before proceeding with the activity. Work your way through each activity. Encourage students to listen closely to oral accounts that play throughout the activity. For text that does not have audio, encourage student volunteers to read aloud.

Have students complete independently the last activity, “Share what you’ve discovered.” Explain to students that they will come up with a brief description of the two images the same way a historian would. Time permitting, allow students to share their descriptions with the class.



Materials Needed: Internet access



Background for Teachers: Before beginning this activity, preview the video about the thanksgiving held between the Pilgrims and the Wampanoag (5:04).

Use this link to download the CKHG Online Resources for this unit, where a specific link to the video may be found:

www.coreknowledge.org/ckhg-online-resources

Begin the activity by explaining to students that they will watch a short video on the background of the first thanksgiving. Explain to students that the Thanksgiving holiday we celebrate today is much different than the original feast between the Pilgrims and their Native American friends. Encourage students to listen closely as they watch the video.

After students finish the video, pose the following questions. Discuss the answer to each question as a class.

- About how many of the Pilgrims did not survive their first winter in Plymouth?
 - » About fifty Pilgrims died that winter.
- How did the Pilgrims initially respond to Samoset?
 - » They were alarmed. Written accounts describe him as a savage.
- How did the Wampanoag respond to the arrival of the Pilgrims?
 - » The Wampanoag were uneasy at first, but eventually decided it was in their best interest to form an alliance with the Pilgrims.
- Who did Samoset bring with him to meet the Pilgrims?
 - » Samoset brought Massasoit and Squanto to meet the Pilgrims.
- What did the Pilgrims and the Wampanoag agree not to do? Why did they make this agreement?
 - » They agreed not to fight or attack one another. Both groups of people had suffered many losses and needed to rely on each other for safety and survival.

The Massachusetts Bay Colony

The Big Question: What kinds of jobs were available in the New England colonies?

Primary Focus Objectives

- ✓ Summarize the Great Migration to Massachusetts Bay Colony. **(RI.3.2)**
- ✓ Describe the New England region. **(RI.3.2)**
- ✓ Explain the development of New England’s maritime economy. **(RI.3.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *congregation* and *mast*. **(RI.3.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the Massachusetts Bay Colony”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 1.3

- Display and individual student copies of Map of the Thirteen Colonies (AP 1.3)

Core Vocabulary (Student Reader page numbers listed below)

congregation, n. a group of people who gather for the purpose of religious worship **(70)**

Example: The congregation met each Sunday at the common house.

Variation(s): congregations

mast, n. a large vertical post on a ship that helps hold up the sails **(72)**

Example: The captain ordered that the sails be run up the mast.

Variation(s): masts

Introduce “The Massachusetts Bay Colony”

5 MIN

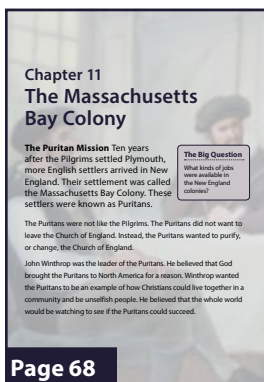
Review with students what they learned in the previous chapter. Students should recall that life was challenging in the Plymouth colony, and the Pilgrims worked very hard to survive. They formed an invaluable relationship with the Wampanoag and received help from Native Americans, such as Squanto. The Pilgrims had a thanksgiving feast with their Native American friends. Explain to students that today they will be learning about another colony that was formed in Massachusetts. Call attention to the Big Question, and encourage students to look for the types of jobs available in the New England colonies as they read the text.

Guided Reading Supports for “The Massachusetts Bay Colony”


20 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The Puritan Mission” and “The Great Migration,” Pages 68–70



Read aloud the section “The Puritan Mission” on page 68.

 **SUPPORT**—Have students take out their copies of Map of the Thirteen Colonies (AP 1.3) and locate the Massachusetts Bay Colony and Boston. Explain that the Puritans established a colony near Plymouth; the two would eventually merge to form the Massachusetts colony.

Invite student volunteers to read aloud the section “The Great Migration” on page 70.

SUPPORT—Call attention to the image on page 70, and call on a student volunteer to read aloud the caption. Point out the meetinghouse in the center of the town, and emphasize to students that the meetinghouse was the center of town life.

After students finish reading the text, ask the following questions:

EVALUTIVE—How were the Puritans different from the Pilgrims?

- » The Puritans wanted to purify the Church of England, not leave it, as the Pilgrims did.

 **LITERAL**—Why did the Puritans settle in North America?

- » They believed God brought them there to set an example of how Christians could live together in a community and be unselfish people.



LITERAL—What was the Great Migration?

- » The Great Migration was the wave of settlement from 1630 to 1660 when thousands of English Puritans came to settle in Massachusetts Bay Colony.

EVALUATIVE—How did the size of the Massachusetts Bay Colony compare to the size of the Plymouth colony when they were founded?


- » Plymouth was founded by roughly one hundred Pilgrims, while Massachusetts Bay Colony was established by nearly twenty-five thousand Puritans.

“Strict Rules,” Pages 70–71

The Great Migration

In the beginning, about one hundred Pilgrims started Plymouth colony. But almost twenty-five thousand Puritans came to Massachusetts Bay Colony from 1630 to 1660. This enormous wave of settlement is called “the Great Migration.” A migration is a movement from one place to another.

During the Great Migration, Puritans started small towns all over eastern Massachusetts. In each town, they built their houses and their meetinghouse, or house of worship, near a large grassy area called a common.



Life in Puritan towns centered around the town meetinghouse. Generally, most people lived close to the house of worship.

Strict Rules

Everyone who lived in a Puritan town had to obey strict rules. Each town was governed by landowning men who met to make rules and decisions. Only members of a town's Puritan congregation could own land or vote in the town meeting. Joining a congregation was not always hard.

Vocabulary

congregation, *n.* a group of people who gather for the purpose of religious worship

Page 70

Have students read independently the section “Strict Rules” on pages 70–71.

CORE VOCABULARY—Before students begin reading, call attention to the Core Vocabulary term *congregation*, and explain its meaning.

After students finish reading the text, ask the following question:

LITERAL—Who governed the Puritan towns?


- » Towns were governed by a meeting of men who owned land and were therefore members of the town’s Puritan congregation.

“A Growing Population,” Pages 71–72

People who were not Puritans did not enjoy religious freedom. They could attend their own churches. But they were forced to also attend Puritan services and pay taxes to support the Puritan ministers. Those who opposed Puritan religious teachings were punished. Some were forced to leave town. People who were forced to leave Puritan towns sometimes started their own towns. Many of these towns were founded in a new colony called Rhode Island, which you will read about in a later chapter.

A Growing Population

Through the 1640s, new settlers kept coming to the colonies from England. The population was also growing naturally. Unlike in England, and even in the Southern Colonies, more and more New England children lived to become adults and parents. This was largely because there was less disease.



Colony	1630	1660	1679	1680	1689	1700
Connecticut	4,138	7,968	12,683	17,246	21,845	25,075
Massachusetts (including Plymouth)	15,683	22,862	31,333	40,152	48,628	51,941
New Hampshire	1,885	3,355	3,885	3,267	4,164	4,958
Rhode Island	788	1,239	2,195	3,057	4,224	5,894

Page 71

Invite student volunteers to read aloud the section “A Growing Population” on pages 71–72.

SUPPORT—Call attention to the chart on page 71. Explain to students that this chart shows the population, or the number of people, living in the New England colonies over a period of fifty years.

After students finish reading the text, ask the following questions:

LITERAL—Why did more New England children grow up to be adults?

- » There was less disease in the New England colonies than in England or in the Southern Colonies.

LITERAL—According to the chart on page 71, how many people lived in Massachusetts in 1650?

- » 15,603 people lived in Massachusetts in 1650.

LITERAL—How many people lived there just twenty years later in 1670?

- » 35,333 people lived in Massachusetts in 1670.

EVALUATIVE—What does the population growth in Massachusetts between 1650 and 1670 tell you about the colonies that were formed there?

- » The colonies were very successful. The population nearly doubled, indicating that either more people were surviving or that a growing number of people were moving to live there.

“The New England Region,” Pages 72–73

These growing families needed more land. So, two new colonies were later founded by Puritans from Massachusetts. These colonies were Connecticut and New Hampshire.

The New England Region

Although New England was a healthier place to live than the South during the 1600s, the colonies in New England did not have good soil. The winters were long and cold. This meant that the growing season was short. Most New England families could grow only enough food to feed themselves.

However, the region was rich in other ways. There were great forests and a long coastline with natural harbors for ships. The New England colonists built some of their towns along the coast. These towns became centers for fishing, shipbuilding, and trade. New Englanders became very good at fishing in the ocean off the coast. This part of the ocean had plenty of fish, especially cod. Cod was tasty, and many people in Europe liked to eat it. The colonists dried the cod so the meat would not spoil. Then they shipped the cod to England and to the West Indies. Dried cod became the New England cash crop. It was the Southern Colonies.

New Englanders cut timber from the forests for shipbuilding. Tall trees were chopped down to make masts for ships. Carpenters used wood to make the masts. Blacksmiths made the masts.

Page 72

Vocabulary mast, a large vertical post on a ship that helps hold up the sails.

Read aloud the section “The New England Region” on pages 72–73.

CORE VOCABULARY—Call attention to the Core Vocabulary term *mast* as it is encountered in the text, and explain its meaning.

Note: Core Knowledge students may recall the term *mast* from the unit, *The Vikings*.

SUPPORT—Call attention to the image on page 73, and call on a student volunteer to read aloud the caption. Explain to students that the men shown in the image are coopers, or barrel-makers.

After you finish reading the text, ask the following question:

LITERAL—What workers were needed to build a ship in New England?

- » Woodcutters, carpenters, sail makers, blacksmiths, and coopers were needed to build a ship.

“Harbor Towns,” Page 73



Making barrels was an important job. Sails, while blacksmiths made the ship's anchors. Men called coopers made barrels to hold cargo, food, and fresh water for long voyages.

Harbor Towns

New England harbor towns were busy places. Ships were loaded with dried cod, timber, and furs. The ships sailed to England, the West Indies, or other colonies. Other ships arrived with sugar and enslaved workers. Still, more ships brought tools, glassware, and mail from England. The harbor towns grew faster than the other New England towns. Ships filled with people and their belongings also sailed into the harbor towns. New colonists came to live and work in New England. The harbor towns provided jobs for many people. Others and in warehouses.

Page 73

Have students read independently the section “Harbor Towns” on page 73.

After students finish reading the text, ask the following questions:

LITERAL—What kinds of goods were traded in New England harbor towns?

- » People living in New England produced dried cod, timber, and furs, while outside ships brought sugar, enslaved workers, tools, and glassware.

INFERENTIAL—Why did harbor towns grow faster than other towns in New England?

- » Harbor towns were located on the coast, which meant they were the first place that people arrived when they came to New England. They were also important centers of trade and industry, which led many people to settle there.

Timeline

- Show students the Chapter 11 Timeline Image Cards of the founding of Massachusetts Bay Colony and the founding of Boston. Read and discuss the captions.
- Review and discuss the Big Question: “What kinds of jobs were available in the New England colonies?”
- Post the Image Cards on the Timeline under the date referencing the 1600s; refer to the illustration in the Unit 7 Introduction for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 5 MIN

Ask students to do one of the following:

- **Turn and Talk**—Tell a partner the answer to the Big Question, “What kinds of jobs were available in the New England colonies?”
 - » Key points students should cite include: There were many types of jobs, especially related to the ship industry. People could be woodcutters, carpenters, sail makers, or coopers. People also got jobs as traders and fishermen.
- Choose one of the Core Vocabulary words (*congregation* or *mast*), and say a sentence aloud using the word.

To wrap up the lesson, ask several students to share their responses.

CHAPTER 12

Living in a Puritan Colony

The Big Question: What was life like for children in a Puritan colony?

Primary Focus Objectives

- ✓ Describe a Puritan school and Puritan family life. **(RI.3.2)**
- ✓ Describe Puritan beliefs and Puritan attitudes toward the Church of England. **(RI.3.2)**
- ✓ Explain why the Puritans came to America. **(RI.3.2)**
- ✓ Explain the meaning of, “We shall be as a city upon a hill.” **(RI.3.2)**
- ✓ Explain the importance of reading, education, and the *New England Primer*. **(RI.3.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *sermon*, *minister*, and *charter*. **(RI.3.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Life in a Puritan Colony”:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

sermon, n. a speech on a religious topic given by a religious leader **(77)**

Example: The congregation listened closely to the sermon about the Ten Commandments.

Variation(s): sermons

minister, n. a religious leader, usually in a Protestant church **(77)**

Example: The minister explained the meaning of the Bible passage to the children.

Variation(s): ministers

charter, n. a document given by a ruler to a group of people that allows them to elect their own government officials (80)

Example: The king granted the Puritans a charter to start the Massachusetts Bay Colony.

Variation(s): charters

THE CORE LESSON 25 MIN

Introduce “Living in a Puritan Colony”

5 MIN

Review with students what they learned in the previous chapter. Call attention to the Chapter 11 Timeline Cards, and ask students to recall what they learned about the Puritans. Students should note that the Puritans, like the Pilgrims, settled in Massachusetts and came to America for religious reasons. Unlike the Pilgrims, the Puritans came in much greater numbers. The fishing and shipbuilding industries became important to the Massachusetts Bay Colony. Explain to students that today they will learn more about daily life for Puritans in the Massachusetts Bay Colony. Call attention to the Big Question and encourage students to look for reasons why the Puritans disliked the Church of England as they read the text.

Guided Reading Supports for “Living in a Puritan Colony”

20 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Family Life,” “A School Day” and “Reading and Writing Lessons,” Pages 74–77

Chapter 12
Living in a Puritan Colony

Family Life Families were very important to the Puritans. Puritan parents raised their children according to strict rules.

The Big Question
What was life like for children in a Puritan colony?

A School Day
It is the year 1640. In Salem, one of the harbor towns in Massachusetts colony, Patience and Hope have just arrived at Mistress Darby’s “dame school.” A dame school is a private school run by a woman teacher.

The school is not in a special building like the ones students attend today. It is in Mistress Darby’s own small house. And she is very strict.

Page 74

SUPPORT—Explain to students that this unit tells the story of two Puritan girls named Patience and Hope living in the Massachusetts Bay Colony. Much of the chapter is written in the present tense to reflect what the girls experience in their daily lives.

Invite student volunteers to read aloud “Family Life” and the first two paragraphs of the section “A School Day” on page 74.

SUPPORT—Call attention to the image on page 74, and call on a student volunteer to read aloud the caption. Ask students to consider the expression on Mistress Darby’s face and what it shows about her personality. Students should note that she appears angry, very demanding, and strict.



Page 75

Have student volunteers continue reading aloud the remainder of the section “A School Day” on page 75.

Read aloud the section “Reading and Writing Lessons” on pages 76–77.

SUPPORT—Call attention to the rhyme on page 77, and call on a student volunteer to first read aloud the caption then the rhyme. Call attention to the bold letters in the text. Emphasize to students that these rhymes were one way Puritan children learned the alphabet.

After you finish reading the text, ask the following questions:

LITERAL—How were Puritan boys and girls educated differently?

- » After two years at a dame school, boys went to a common school while girls stayed at home to learn household skills.

EVALUATIVE—How does the education of Puritan children compare to the education of children today?

- » Puritan children were educated in dame schools and received far less education overall. Children today attend much larger schools where most learn from kindergarten to twelfth grade. Boys and girls today receive the same educational opportunities.

Parents pay Mistress Darby to teach their children in her kitchen—one of just two rooms in her house. There, Patience and Hope are learning how to read, write, and do arithmetic.

The two girls will attend the dame school together for two years. After that they will stay home and learn how to cook, weave, and sew. They will not go to school anymore. Puritan boys, however, will get the chance to continue their education.

Reading and Writing Lessons

The children have spent the morning practicing their ABCs using a hornbook. A hornbook is not really a book. It is a flat board that looks like a paddle. The alphabet is printed on one side. On the other side is a prayer.

In the afternoon, the children are beginning to study their only textbook, the *New England Primer*. It has rhymes that teach the alphabet and spelling words. The *Primer* also has many prayers, poems, and questions about the Bible. Mistress Darby has told each child to learn certain poems by heart. She expects them to be said perfectly.

“Patience!” Mistress Darby calls sharply. “Repeat your lesson.”

Patience stands and recites, “Be you to others kind and true, as you’d have others be to you: And neither do nor say to men, what you would not take again!”

Patience slowly lets out her breath. She has remembered it correctly.

—for now!

Page 76

“Passing the Meetinghouse,” Pages 77–78

CORE VOCABULARY—Have students read independently the section “Passing the Meetinghouse” on pages 77–78. Before students begin reading, call attention to the Core Vocabulary terms *sermon* and *minister*, and explain their meanings.

After students finish reading the text, ask the following question:

LITERAL—What did Puritans do on Sundays?

- » They spent the entire day in the meetinghouse worshipping and listening to long sermons.

In Adam’s Fall
We sinned all
The life to men,
This Book (the Bible)
attend (pay attention to).
The Cat doth play
And after day.

A Dog will bite
A Thief at night
An Eagle’s flight
Is out of sight,
The idle Fool
Is whipp’d at School.

Rhymes like these helped children learn their ABCs.

Finally, it is time to go home. Patience is glad that she remembered her lesson today!

Passing the Meetinghouse

After school, Patience and Hope walk home, crossing the large, grassy common. The common is an open pasture that belongs to everyone in the town. The townspeople bring their cows to graze on the common. The children walk past the meetinghouse. On Sundays, every family in Salem must worship there.

They listen to long sermons, read from the Bible, and sing hymns. The service lasts all day, and the minister is very serious. His sermons are full of hard words, but Father later explains what the minister has said.

Vocabulary
sermon, n. a speech or religious topic given by a religious leader.
minister, n. a religious leader, especially in a Protestant church.

Page 77

“A Family Home” and “An Important Story,” Pages 78–79

Invite student volunteers to read aloud the section “A Family Home” on pages 78–79.

Have students read independently the section “An Important Story.”

After students finish reading the text, ask the following questions:

LITERAL—What is the keeping room, and what is it used for?

- » The keeping room is the only room with a fireplace that is used to heat the rest of the home. The family meets in the keeping room to cook, eat, and study.

On Sundays, Patience and Hope know good Puritans are not supposed to do anything except go to the meetinghouse to worship God. They do not even make their beds. Adults do not work, and children certainly are not allowed to play.

Last Sunday, Patience and Hope were both punished. They were running and jumping as the townspeople walked home from the meetinghouse.

A Family Home

Now, coming home from school, Patience and Hope reach the door of their small two-story house. The downstairs is one large room. It is called the keeping room.

The keeping room is the only room in the house with a fireplace. The fireplace is used for both heating and cooking. It is so big that you can walk right into it and make a small fire in one of the corners! Everyone gathers in the keeping room to eat, to do chores, and to study. In the winter the whole family sleeps here.

The children’s father has just come in from the fields with their big brother, Josiah. Their older sister, Hannah, is helping their mother prepare a meal. Patience and Hope do not speak. They know that

The minister is an important member of the community.

Page 78

EVALUATIVE—Why do Patience and Hope remain silent when they see their father? How is this behavior different from children today?

- » Hope and Patience remain silent because Puritan children are expected to be quiet until spoken to. Today, children do not generally have to follow such strict rules.

LITERAL—What is Father telling Josiah when the girls return from school?

- » Father is sharing the story of why the Puritans came to America.

“Puritan Beliefs,” “Coming to a New Land,” and “Working Together,” Pages 79–81

Puritan fathers expect their children to be silent until he speaks to them first.

An Important Story
Father is telling Josiah how the Puritans came to Massachusetts from England. That was before Patience and Hope were born. “When we lived in England, we Puritans were not happy with the leaders of the Church of England,” Father tells Josiah. Patience and Hope are quiet. They want to hear the story, too, instead of being sent outside to do chores.

Puritan Beliefs
“The Church of England is too fancy. We do not like its stained-glass windows or the organ music that is played during its worship services. We do not like the fancy robes that its ministers must wear. Many Puritans were thrown in jail because they wanted to change the Church of England. So we decided that we would leave England and come to this new land.”

Coming to a New Land
All the children listen carefully as Father continues his story: “While we were on the ship, Governor Winthrop told us that in Massachusetts we Puritans must be ‘as a city upon a hill.’ That means we must be an example for people everywhere in the world to follow.”

Page 79

Invite a student volunteer to read aloud the section “Puritan Beliefs” on page 79.

Read aloud the section “Coming to a New Land” on pages 79–80.

CORE VOCABULARY—Call attention to the Core Vocabulary term *charter*, and explain its meaning.

Have the students read independently the section “Working Together” on page 80.

After students finish reading the text, ask the following questions:

LITERAL—Why did the Puritans think God wanted them to come to New England?

- » The Puritans believed that God had chosen them to be an example for all people to follow.

LITERAL—Why did the king of England give the Puritans a charter to start their own colony in New England?

- » He was glad to have the Puritans move far away from England because he thought they were troublemakers.

INFERENTIAL—Why do you think Governor Winthrop said that the Puritans would be like a “city upon a hill”?

- » A city upon a hill is something that can be seen in the distance. Governor Winthrop made this comparison to explain that others would look to the Puritans for the example they set.

“We formed a company called the Massachusetts Bay Company. The king gave our company a **charter** to start our own colony in New England. The king was glad to have us move far away from England. He thought we were troublemakers. In 1630, eleven ships, carrying more than seven hundred men, women, and children, sailed to New England.”

Vocabulary
charter is a document given by a ruler to a group of people that allows them to elect their own government officials.

Working Together
Father continues: “When we arrived, we could see that New England was beautiful. The trees were so green! The forests were full of deer, and the ocean was filled with fish. We worked very hard to settle here.”
Father turns to Patience and Hope.
“Children,” he says, “you have learned how we Puritans came to New England. But it is time to go back to work. You both have chores to do outside, and I have wood to chop.”
The girls smile at their father before racing outside to the garden.

Page 80



Just like all Puritan children, Patience and Hope had chores to do.

Page 81



CHECK FOR UNDERSTANDING 5 MIN

Ask students to do one of the following:

- **Turn and Talk**—Tell a partner the answer to the Big Question, “What was life like for children in a Puritan colony?”
 - » Key points students should cite include: They lived according to strict rules. They went to school. Boys went to school longer than girls. Children had to learn their lessons by heart. They worshipped at the meetinghouse every Sunday. No work or play was allowed on Sundays.
- Choose one of the Core Vocabulary words (*sermon*, *minister*, or *charter*), and say a sentence aloud using the word.

To wrap up the lesson, ask several students to share their responses.

CHAPTER 13

The Story of Rhode Island

The Big Question: What was the main reason why Roger Williams disagreed with his fellow Puritans?

Primary Focus Objectives

- ✓ Identify Roger Williams and his belief in religious toleration. **(RI.3.2)**
- ✓ Identify Anne Hutchinson. **(RI.3.2)**
- ✓ Describe how Rhode Island became a model for the separation of church and state. **(RI.3.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *shorthand* and *household*. **(RI.3.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Rhode Island”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 1.3

- Display and individual student copies of Map of the Thirteen Colonies (AP 1.3)

Core Vocabulary (Student Reader page numbers listed below)

shorthand, n. a system of abbreviations and symbols used to make writing faster **(82)**

Example: The student used shorthand to take notes more quickly.

household, n. a house and all of the people who live within it **(82)**

Example: The Puritan household was a two-story house where sisters Patience, Hope, and Honor lived with their brother Josiah and their parents.

Variation(s): households

Introduce “The Story of Rhode Island”

5 MIN

Review with students what they learned in the previous chapter. Students should recall that daily life for the Puritans was very strict. Children attended a dame school for two years before boys attended common school and girls were taught household work. Children did not speak unless spoken to. Sundays were spent at the meetinghouse listening to long sermons. The Puritans came to America because they disliked the Church of England; the king granted their charter because he was happy to see them leave England. Explain to students that, in this lesson, they will learn about Rhode Island, a colony that was formed by people who once lived in the Massachusetts Bay Colony. Call attention to the Big Question, and encourage students to look for reasons why Roger Williams disagreed with his fellow Puritans as they read the text.

Guided Reading Supports for “The Story of Rhode Island”

20 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“An English Man,” “Wanting Freedom,” and “Expressing His Beliefs,” Pages 82–84

Chapter 13
The Story of Rhode Island

An English Man Roger Williams was born in London, England. As a boy, he learned to write in a special way called **shorthand**. When he went to church, he used shorthand to write down what the minister said. Roger's shorthand notes helped him to study the Bible.

The Big Question
What was the main reason why Roger Williams disagreed with his fellow Puritans?

When Roger grew up, he went to Cambridge University, one of England's famous schools. During his time at Cambridge, he became a Puritan, and eventually he became a minister.

Vocabulary
shorthand, n. a system of abbreviations and symbols used to make writing faster
household, n. a house and all of the people who live in it

Wanting Freedom
Roger Williams knew that the king did not like Puritans because they disagreed with the Church of England. Roger Williams worked as a minister in the household of a Puritan who was a member of Parliament. There, he met Puritans who wanted to leave England and live in North America.

Page 82

Read aloud the section “An English Man” on page 82.

CORE VOCABULARY—Call attention to the Core Vocabulary term *shorthand*, and explain its meaning.

Invite student volunteers to read aloud the section “Wanting Freedom” on pages 82–84.

CORE VOCABULARY—Before students begin reading, call attention to the Core Vocabulary term *household*, and explain its meaning.



Page 83

Roger Williams decided to join the Puritans in Massachusetts. He wanted to be free of the king and the church leaders in England.

However, as you have discovered, the Puritans who traveled to Massachusetts were not Separatists like the Pilgrims in Plymouth. Puritans wanted to change the Church of England by example.

In 1631, Roger Williams sailed to Boston, Massachusetts. Governor John Winthrop offered him a job as minister to Boston's Puritan congregation. Roger Williams now disagreed with his fellow Puritans. He believed that it was time to leave the Church of England. Williams told Governor Winthrop that he could not take the job.

Expressing His Beliefs

Roger Williams found other work as a minister, first in Plymouth and then in Salem. He spoke out against forcing people to pay taxes to support Puritan congregations. He feared that close ties with the government were harming the Church. He also thought that Puritans were not strict enough in their religious beliefs.

Puritan leaders became angry with Roger Williams.

Roger Williams also believed that the king had no right to take land from Native Americans. Williams said the colonists should pay the Native Americans for any land they wished to have. Williams became friends with a group of Native Americans. He knew many languages, including Latin, Greek, and Hebrew, and he learned their language, too. Williams earned the respect of the

Page 84

Have students read independently the section “Expressing His Beliefs” on page 84.

After students finish reading the text, ask the following question:

LITERAL—What did Roger Williams come to believe as a minister in Massachusetts Bay Colony?

- » He spoke out against taxes paid to support Puritan congregations and against the close ties between the Church and the government. He also thought Puritans were not strict enough and that colonists should pay Native Americans for the land they used.

“The Puritans Disagree” and “Where the People Rule,” Pages 85–86

The Puritans Disagree

The Puritans decided to send Roger Williams back to England. It was almost winter, and he was sick. So, Governor Winthrop said that Williams could wait and return to England in the spring.

But Williams did not wish to return to England. Instead, he escaped from Massachusetts and went to what is now Rhode Island. There, he spent the winter with his Native American friends, the Wampanoag. In the spring, some of Williams's Puritan friends came to help him. He built a house and planted crops.

Williams bought land from the Narragansett Native Americans. With his Puritan friends, Roger Williams started a town on that land. He called the town Providence. It was the first town in the colony that would eventually be called Rhode Island.



Page 85

Invite student volunteers to read aloud the section “The Puritans Disagree” on page 85 and “Where the People Rule” on page 86.

SUPPORT—Have students take out their copies of Map of the Thirteen Colonies (AP 1.3) and locate the Rhode Island colony. Call attention to the fact that it is very close to Massachusetts.

After students finish reading the text, ask the following questions:

LITERAL—What did the Puritan leaders in the Massachusetts Bay Colony decide about Roger Williams?

- » They decided to send him back to England.

LITERAL—How did Roger Williams and the Native Americans show they liked each other?

- » Williams learned the Native Americans' native language and spoke out against taking land from them. The Native Americans took care of Williams when he escaped from Massachusetts.

LITERAL—What was the first town started by Roger Williams and his followers?

- » The first town was Providence.

Activity Page



AP 1.3

“Anne Hutchinson” and “A Successful Colony,” Pages 86–87

Where the People Rule

The town of Providence was ruled by the people, not by the members of a religious congregation. People had religious freedom. They were not punished for their beliefs, even if Williams disagreed with them.

Unlike in Massachusetts, the people living in Rhode Island were not forced to pay taxes to support the Puritan congregation.

In fact, no taxes were paid to any religious group. People of different religions who settled in Providence were responsible for supporting themselves.

Anne Hutchinson

Little by little, more towns were set up near Providence. Like Roger Williams, another famous Puritan moved from Massachusetts to Rhode Island. She was a very brave woman named Anne Hutchinson.

Anne Hutchinson always spoke her mind. She read the Bible very carefully. She believed that God inspired her directly. She said that she did not need the Puritan ministers telling her what to believe. Like Roger Williams, Anne did not believe that the Puritans were strict enough in their beliefs. The Puritans did not like having people challenge their religious beliefs, especially a woman.

Like Roger Williams, Anne Hutchinson soon got into trouble with Governor Winthrop and the other Puritan leaders. When the Puritan leaders ordered her and her family to leave Massachusetts, her

Page 86

Read aloud the section “Anne Hutchinson” on page 86.

Have students read independently the section “A Successful Colony” on page 87.



After students finish reading the text, ask the following questions:

EVALUATIVE—How were Anne Hutchinson and Roger Williams alike? How were they different?

- » Both Anne Hutchinson and Roger Williams spoke up for their beliefs, which angered Puritan leaders. They both believed the Puritans were not strict enough in their religious beliefs. Roger Williams started the town of Providence in Rhode Island. Anne Hutchinson and her friends started the town of Portsmouth, Rhode Island.

Timeline

- Show students the Chapter 13 Timeline Image Card of the founding of Rhode Island. Read and discuss the caption.
- Review and discuss the Big Question: “What was the main reason why Roger Williams disagreed with his fellow Puritans?”
- Post the Image Card on the Timeline under the date referencing the 1600s; refer to the illustration in the Unit 7 Introduction for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 5 MIN

Ask students to do one of the following:

- **Turn and Talk**—Tell a partner the answer to the Big Question, “What was the main reason why Roger Williams disagreed with his fellow Puritans?”
 - » Key points students should cite include: Roger Williams believed that non-Puritans should not have to pay taxes to support Puritan congregations. He believed that the Puritans should separate from the Church of England and adhere to stricter religious beliefs. Williams also believed that Native Americans should be treated fairly.
- Choose one of the Core Vocabulary words (*shorthand* or *household*), and say a sentence aloud using the word.

To wrap up the lesson, ask several students to share their responses.

The Middle Colonies

The Big Question: How did the mixing of cultures help the Middle Colonies grow and prosper?

Primary Focus Objectives

- ✓ Identify the Middle Colonies: New York, New Jersey, Delaware, and Pennsylvania. **(RI.3.2)**
- ✓ Explain the mixing of cultures in the Middle Colonies. **(RI.3.2)**
- ✓ Locate on a map the Hudson and the Delaware rivers and their port cities, New York and Philadelphia. **(RI.3.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *culture*, *plow*, and *merchant*. **(RI.3.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the Middle Colonies”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.3
AP 14.1

- Display and individual student copies of Map of the Thirteen Colonies (AP 1.3)
- Yellow crayons or colored pencils
- Individual student copies of Design a Quilt (AP 14.1), scrap paper, colored pencils or crayons
- Eight-inch by eight-inch paper squares, colored pencils or crayons

Core Vocabulary (Student Reader page numbers listed below)

culture, n. the language, religion, customs, traditions, and material possessions of a group of people **(88)**

Example: Many cultures blended in the Middle Colonies.

Variation(s): cultures

plow, n. a tool used to prepare soil for farming **(90)**

Example: The farmer plowed the earth before planting the seeds.

Variation(s): plows

merchant, n. a person who buys and sells things to earn money (92)

Example: The merchant sold many fabrics at the market.

Variation(s): merchants

THE CORE LESSON 25 MIN

Introduce “The Middle Colonies”

5 MIN

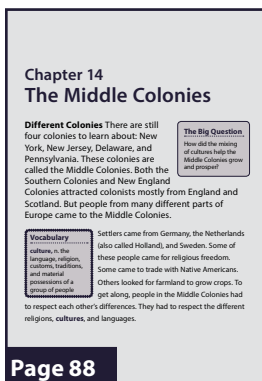
Review with students what they learned in the previous chapter. Call attention to the Chapter 13 Timeline Card, and review the caption and image. Encourage students to share what they recall about the founding of Rhode Island. Students should note that the colony was founded by Roger Williams who escaped from the Massachusetts colony after disagreeing with Puritan leaders. Williams believed there should be more religious tolerance, that the Puritans should separate from the Church of England, and that Native Americans should be treated more fairly. Anne Hutchinson was also forced to leave Massachusetts and brought her followers to Rhode Island. Explain to students that today they will learn about the last colonial region: the Middle Colonies. Call attention to the Big Question, and encourage students to look for the ways the mixing of cultures helped the Middle Colonies to grow and prosper.

Guided Reading Supports for “The Middle Colonies”

20 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.


“Different Colonies” and “A Mixing of Cultures,” Pages 88–90



Read aloud the section “Different Colonies” on page 88.

CORE VOCABULARY—Call attention to the Core Vocabulary term *culture*, and explain its meaning.

Note: Core Knowledge students may recall the term *culture* from their study of Canada.

 **SUPPORT**—Have students take out their copies of Map of the Thirteen Colonies (AP 1.2) and locate the Middle Colonies of New York, New Jersey, Delaware and Pennsylvania. Have students lightly shade this region yellow.

Invite student volunteers to read aloud the section “A Mixing of Cultures” on page 90.

CORE VOCABULARY—Call attention to the Core Vocabulary term *plow*, and explain its meaning.



After students finish reading the text, ask the following questions:

LITERAL—How did the backgrounds of the Middle Colonies’ settlers differ from those of New England and the Southern Colonies?

- » Most of the colonists in New England and the South had come from England. The Middle Colonies also had settlers from Germany, the Netherlands, and Sweden.

LITERAL—What kinds of things did the settlers in the Middle Colonies share with each other and teach each other?

- » The Germans taught people better farming techniques; the Dutch shared how to build better wagons and plows; the Swedes shared their skills at building strong houses. They also shared activities with each other, for example, the Dutch taught other colonists about ice skating and bowling.

“Farming in the Middle Colonies,” Page 90

A Mixing of Cultures

Colonists from different countries brought unique skills to the Middle Colonies. The Germans were skilled farmers. The Dutch were very good at building wagons and plows. The Swedes built strong log houses.

The colonists taught these skills to each other. Sometimes they even shared ways to have fun. For example, the Dutch taught the other colonists about ice skating and bowling.

Sharing among different peoples caused cultures to mix. This mixing of cultures helped the Middle Colonies grow and prosper.

Farming in the Middle Colonies

Like the New England Colonies, the Middle Colonies had large forests. The forests provided lumber for building things like houses and ships.

But unlike New England, the Middle Colonies were a good place to farm. The soil was rich. The climate was usually mild. Summers were warm and rainy. Many kinds of crops grew well there.

The early settlers grew different kinds of fruits and vegetables. Farmers grew enough crops to feed their families. They also had enough left over to sell for a profit.

Soon farmers grew cash crops just to sell. The main cash crops in the Middle Colonies were grains, such as wheat, rye, and oats. They grew large amounts of grains, they colonies.”

Page 90

Vocabulary
plow, a tool used to prepare soil for farming

Have students read independently the section “Farming in the Middle Colonies” on page 90.

After students finish reading the text, ask the following questions:

LITERAL—Why were the Middle Colonies better for farming than New England?

- » The soil was richer, and the climate was usually milder. Summers were warm and rainy. Many kinds of crops grew well in the Middle Colonies.

EVALUATIVE—Why were the Middle Colonies called “the breadbasket colonies”?

- » The Middle Colonies grew many grains, such as wheat, rye, and oats, that can be used to make bread.

“River Highways” and “Important Cities,” Pages 91–93

River Highways

After the harvest, many farmers took their wheat to a miller. The miller, a person who owns a mill, would then grind the wheat into flour.

Page 91

As brought to a mill. Early mills were often powered

Invite student volunteers to read aloud the first three paragraphs of the section “River Highways” on pages 91–92.

SUPPORT—Stop after reading the first paragraph of “River Highways” on page 91, and direct students to the image on that page. Read aloud the caption, and have students identify the wheat (in the horse-drawn cart) and the mill. Point out the water wheel, and explain that the flow of the river pushed the wheel around. As the wheel moved, it provided power to the mill.

CORE VOCABULARY—Read aloud the final paragraph of the section “River Highways” on page 92. Call attention to the Core Vocabulary term *merchant*, and explain its meaning.



AP 1.3

Now the farmers were ready to sell their flour in markets in big port cities, such as Philadelphia and New York City. But how would they get the flour there?

Farmers in Pennsylvania used the Delaware River to move crops from their farms to Philadelphia. Farmers in New York used the Hudson River to move crops to markets in New York City. Both the Delaware and Hudson rivers are very wide and deep. This made it possible for ships to travel almost one hundred miles upstream.

When the farmers reached Philadelphia or New York City, they sold their flour and other crops to **merchants**. Sometimes the merchants shipped the crops to other colonies. Other times the merchants shipped the crops to England or other European countries.

Vocabulary
merchant, a person who buys and sells things for their money

Important Cities
 New York City and Philadelphia became centers for trade and shipping. They also became centers for the mixing of cultures. People with special skills and new ideas came to these port cities. They started schools, built libraries, and printed newspapers. Over time, different cultures, beliefs, and ideas began to create something entirely new—an American culture.

Page 92

Page 93



SUPPORT—Have students use Map of the Thirteen Colonies (AP 1.3) to locate the colonies of Pennsylvania and New York, the cities of Philadelphia and New York City, and the Delaware and Hudson Rivers.

Have students read independently the section “Important Cities” on page 92.

After students are finished reading the text, ask the following questions:

LITERAL—How did farmers in Pennsylvania and New York get their crops to Philadelphia and New York City?

- » They used the Delaware and Hudson Rivers as “highways” to move crops.

LITERAL—What two cities became centers for trade and shipping in the Middle Colonies?

- » Philadelphia and New York City became centers for trade and shipping.

LITERAL—What culture grew from the mixing of cultures among the colonists?

- » The American culture grew from the mixing of other cultures in the colonies.



CHECK FOR UNDERSTANDING 5 MIN

Ask students to do one of the following:

- **Turn and Talk**—Tell a partner the answer to the Big Question, “How did the mixing of cultures help the Middle Colonies grow and prosper?”
 - » Key points students should cite include: People from other cultures shared their ideas, beliefs, and skills. For example, German farmers helped other colonists become better farmers, while the Dutch showed others how to build better wagons and plows. Over time, these cultures came together to form a new, American culture.
- Choose one of the Core Vocabulary words (*culture*, *plow*, or *merchant*), and say a sentence aloud using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Design a Quilt (RL.3.7)


30 MIN

Activity Page



AP 14.1

Materials Needed: Internet access; Design a Quilt (AP 14.1); colored pencils or crayons

 **Background for Teachers:** Before beginning this activity, read the background information on colonial quilts and preview the slideshow of American quilts.

Use this link to download the CKHG Online Resources for this unit, where specific links to the background information and slideshow may be found:

www.coreknowledge.org/ckhg-online-resources

Explain to students that, in this activity, they will be learning about quilts, a type of blanket made by people in the colonies. When people first arrived in America, many people brought quilts with them that were made in Europe. Over time, quilting became an American folk art that reflected the lives, locations, and interests of the people who made them. Colonial women often held “quilting bees,” or social events where they spent time together sewing.

Explain that quilts come in many shapes and sizes and are made in many ways. Tell students that quilts generally have three layers like a sandwich: the top layer, which is often decorative, a middle layer for insulation, and a bottom layer. Early colonial women made three different types of quilts. The first two types were made with one large piece of cloth that they stitched patterns on or appliques (smaller pieces of fabric) to create designs. The other type of quilt was made with small pieces of fabric stitched together to make patterns.


Display for students the slideshow of quilts, calling attention to the various patterns and designs. Call attention to the date each quilt was sewn. Explain that quilters often used repeating patterns to create a design. Quilts also had borders around the central design.

Next, distribute copies of Design a Quilt (AP 14.1) and the colored pencils or crayons. Read aloud the directions, and answer any questions students may have.

Class Friendship Quilt (RL.3.7)

30 MIN

Materials Needed: Internet access; 8” x 8” paper squares; colored pencils or crayons.

 **Background for Teachers:** Before beginning this activity, read the background information on friendship and album quilts.

Use this link to download the CKHG Online Resources for this unit, where a specific link to the background information may be found:

www.coreknowledge.org/ckhg-online-resources

Explain to students that in this activity, they will be learning about friendship, or album, quilts. Ask students to think about what an album is. Students should note that an album holds photographs and memories. Explain that the colonists did not have photographs, but they did have other ways to remember important memories. Colonial women sometimes made friendship quilts, also called album quilts, that they gave to each other, kind of like the way people share friendship bracelets today. Each person made a small part of the quilt, then all of the parts were sewn together to make a whole.

Tell students that they will get the chance to make a class friendship quilt. Distribute the 8" x 8" paper squares and the colored pencils or crayons. Instruct students to design a quilt square to represent them on the class quilt. Students may use symbols that share something about them. Alternatively, they may draw shapes, patterns, or figures. Students should sign their quilt squares. After students finish their quilt squares. Arrange them as a patchwork quilt to display on a bulletin board or a wall in the classroom. Use colored paper or have students complete additional quilt squares if additional squares are required to complete the quilt.

New York: A Dutch Settlement

The Big Question: Why was Peter Stuyvesant unable to defend New Amsterdam against the English?

Primary Focus Objectives

- ✓ Locate on a map the colony of New York. **(RI.3.2)**
- ✓ Describe daily life for Dutch colonists in New Netherland. **(RI.3.2)**
- ✓ Explain why New Netherland was established. **(RI.3.2)**
- ✓ Summarize how the Dutch obtained Manhattan and Long Island from Native Americans. **(RI.3.2)**
- ✓ Summarize how New Netherland became New York. **(RI.3.2)**
- ✓ Understand the meaning of the following phrase: “freedom of religion.” **(RI.3.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource “About New York”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 1.3

- Display and individual student copies of Map of the Thirteen Colonies (AP 1.3)
- Internet access

Core Vocabulary (Student Reader page numbers listed below)

“freedom of religion,” (phrase) the ability to practice any religion without fear of punishment **(99)**

Example: Freedom of religion was very important to people living in the Middle Colonies.

Introduce “New York: A Dutch Settlement”

5 MIN

Review with students what they learned in the previous chapter. Students should recall that people from many different places settled in the Middle Colonies, unlike New England and the Southern Colonies where most people were English or Scottish. The Middle Colonies were good for growing crops, and “river highways” were used to transport flour and grains to port cities like Philadelphia and New York City. Many different cultures eventually came together to form a new American culture. Explain to students that today they will be learning about New York, one of the Middle Colonies. Call attention to the Big Question, and encourage students to look for why Peter Stuyvesant could not defend New Amsterdam from the British as they read the text.

Guided Reading Supports for “New York: A Dutch Settlement”

20 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Dutch Culture” and “An Explorer for the Dutch,” Pages 94–96

Chapter 15
New York: A Dutch Settlement

Dutch Culture The Dutch colonists brought many things to the North American colonies. They brought foods, such as waffles and coleslaw. They brought activities, such as sledding, ice skating, and bowling. They even brought the idea of Santa Claus.

Their colony was located right in the middle of England’s North American colonies. It was between the Puritan towns of New England and the plantations of the Southern Colonies.

An Explorer for the Dutch

It was a pleasant September morning in 1609, about two years after the Jamestown settlers sailed up the James River in Virginia. An explorer sailed his small ship up a wide, deep river. He was looking for a waterway through North America to Asia.

Page 94

The Big Question
Why was Peter Stuyvesant unable to defend New Amsterdam against the English?

Read aloud the section “Dutch Culture” on page 94.

Have students read independently the section “An Explorer for the Dutch” on pages 94–96.

SUPPORT—Call attention to the image on page 95, and call on a student volunteer to read aloud the caption. Have students identify the different foods shown in the image.


After students finish reading the text, ask the following questions:

LITERAL—Who was Henry Hudson?

» He was an English explorer who sailed for the Dutch.

LITERAL—What was Henry Hudson trying to find?

» He was looking for a waterway through North America to Asia.



Page 95

Look to North America, north to waffles and coleslaw.

“A Good Trading Post” Page 96

The explorer's name was Henry Hudson. He was an Englishman. But he was working for the Dutch. The river he found is now called the Hudson River.

A Good Trading Post

Henry Hudson did not find a waterway to Asia. Instead he found Native Americans who wanted to trade valuable furs for his tools, weapons, and colorful cloth.

Hudson also found dense forests and good land for farming. He claimed a large area of this land for the Dutch.

The Dutch decided the territory would make a great trading post. They called the trading post New Netherland after their homeland.

In 1621, a group of wealthy Dutchmen formed the Dutch West India Company. The Dutch government gave the Dutch West India Company the right to settle New Netherland and the right to trade with Native Americans. The company named a governor to run the new colony. The colony's purpose was to make the people who owned the company rich.

The company sent a ship to New Netherland with 110 people. The biggest group started a settlement far up the Hudson River in a place that is now Albany, New York. That was as far up the river as oceangoing ships could sail. It was a good place to buy furs from the Native Americans, especially the Hudsonianones. Furs sold for very high prices in Europe.

A small group settled on Manhattan, an island at the mouth of the Hudson River. The group built a fort on the island.

Page 96

Activity Page



AP 1.3

Invite student volunteers to read aloud the section “A Good Trading Post” on page 96.



SUPPORT—Have students take out their Map of the Thirteen Colonies (AP 1.3). Guide them to find the Hudson River and then trace it north to the approximate location of Albany. Then, guide them to find the island of Manhattan. Explain that Manhattan is part of present-day New York City.

After students finish reading the section, ask the following questions:

LITERAL—How did the Dutch come to have a claim to the land they named New Netherland?

- » The area had been claimed for the Dutch by the explorer Henry Hudson.



LITERAL—Why was the colony of New Netherland established?

- » It was established to trade with Native Americans and to make the owners of the Dutch West India Company rich.

“Buying an Island,” Pages 97–98

Buying an Island

The next year more people came to the island of Manhattan. They built a town they called New Amsterdam, after the city of Amsterdam in the Netherlands. The governor of New Netherland, Peter Minuit, thought it was a good idea to buy the whole island from the Native Americans.

The governor offered some cloth, knives, beads, and other small things to the Native Americans in exchange for Manhattan Island. The total value of everything the governor offered was said to be about \$24.

The governor probably thought he had done very well in the trade. The Native Americans probably thought they had done very well.



Page 97

Invite student volunteers to read aloud the section “Buying an Island” on pages 97–98.



SUPPORT—Call attention to the image on page 97, and call on a student volunteer to read aloud the caption. Remind students that Native Americans lived in North America before the arrival of European explorers and settlers.

After students finish reading the text, ask the following questions:

LITERAL—What was the total value of everything the Dutch governor gave the Native Americans for Manhattan Island?

- » The value was about \$24.

LITERAL—How did the Native Americans’ view of land differ from the Europeans’ view?

- » The Native Americans did not believe that land could be owned by anyone. So, when they traded with the Europeans for Manhattan Island, the Native Americans believed they were letting the Europeans simply use the land, not take it permanently.

“Settling New Amsterdam” and “A Tolerant People and a Harsh Leader,” Pages 98–99

too. Native Americans did not think about owning land in the same way as Europeans. They did not think that land could be owned by anyone. They believed they were giving the land to the Dutch to use, not to possess.

Settling New Amsterdam

The Dutch built houses, streets, and public buildings in New Amsterdam. The houses they built were tall and narrow with steep roofs. They looked like houses back in the Netherlands.

The Dutch built a wall across the island at one end of the town. Outside the wall, they started farms that they called *bouweries* (‘boov-er-ees’).

The Dutch worked in their new town. They also loved to have fun. Boys and girls in New Amsterdam went to school year-round. The Dutch settlers even had special holidays.

One of their holidays was called First Skating Day. That was the first day that the ponds were frozen hard enough for ice skating. On that day, the schools closed and the whole town went ice skating.

A Tolerant People and a Harsh Leader

Most Dutch people were tolerant. They invited people from other countries to move to New Amsterdam.

Peter Stuyvesant (‘stuy-‘stuh-vent) was named the second governor of New Amsterdam. Stuyvesant had a wooden leg. If he did not get his way, he would stamp his wooden leg and swear.

Page 98

Read aloud the first two paragraphs of the section “Settling New Amsterdam” on page 98.


SUPPORT—Call attention to the pronunciation key for *bouweries*, and encourage students to correctly pronounce the word.

Invite student volunteers to read aloud the remainder of the section “Settling New Amsterdam” on page 98.

Read aloud the first two paragraphs of the section “A Tolerant People and a Harsh Leader” on page 99.

SUPPORT—Call attention to the pronunciation key for *Stuyvesant*, and encourage students to correctly pronounce the name.

Continue reading aloud the remainder of the section “A Tolerant People and a Harsh Leader” on pages 98–99.

 **CORE VOCABULARY**—Call attention to the Core Vocabulary phrase “freedom of religion,” and explain its meaning. Remind students that many people came to America in search of freedom of religion.

After you finish reading the text, ask the following question:


LITERAL—How did Peter Stuyvesant’s attitude toward people from other countries differ from the feelings of most Dutch settlers in New Netherland?

» Stuyvesant was not tolerant of people who disagreed with him, though most Dutch settlers were tolerant to all.

“The English Take Over,” Pages 99–100

Invite student volunteers to read aloud the section “The English Take Over” on pages 99–100.

SUPPORT—Call attention to the images on pages 100–101, and call on student volunteers to read aloud the captions.

 **SUPPORT**—Have students take out their copies of Map of the Thirteen Colonies (AP 1.3) and locate New York and New York City. Explain that this colony was the former New Netherland, and New York City was the former New Amsterdam.

Stuyvesant disliked anyone who disagreed with him. When someone disagreed with him, he threatened to ship the person back to the Netherlands—in pieces.

New Amsterdam was doing well, but it was growing quite slowly. Most of the Dutch people back in the Netherlands were happy. They did not want to move to America. They had jobs and they had **freedom of religion**. Very few wanted to travel thousands of miles to start over in New Netherland.

The English Take Over

Life was very different for the people who lived in England in the 1600s. They had many good reasons to leave.

The king wanted an English colony, not a Dutch colony, between the New England Colonies and the Southern Colonies. New Amsterdam was valuable because it was the gateway to the Hudson River, a valuable trade route.

In 1664, a war started between England and the Netherlands. The king of England gave his brother the job of taking New Netherland from the Dutch. The king promised his brother, the Duke of York, that he could have the colony if he was successful.

The Duke of York sent warships and several hundred soldiers to New Amsterdam. As the ships sailed into the harbor, the English prepared to fight.

Vocabulary
“Freedom of religion,” (noun)
the ability to practice any religion without fear of punishment

Page 99

After students finish reading the text, ask the following questions:

LITERAL—Why did England want to capture New Netherland and make it their own?

- » The English had many reasons for leaving for America, and the king wanted English colonies between New England and the Southern Colonies.

LITERAL—What happened after the English arrived in New Netherland?

- » Peter Stuyvesant surrendered the colony without fighting the British.

“The English and Dutch Get Along” and “New York City,” Pages 100–101

Have students read independently the sections “The English and Dutch Get Along” and “New York City” on pages 100–101.

After students finish reading the text, ask the following questions:

LITERAL—How did the English and the Dutch get along with one another in the colony?

- » They got along very well and coexisted peacefully.

LITERAL—What happened to Peter Stuyvesant after he surrendered New Netherland to the English?

- » He was no longer in charge and became a farmer on Manhattan Island.

LITERAL—What name did the English give New Amsterdam?

- » They renamed it New York City.



Timeline

- Show students the Chapter 15 Timeline Image Cards of Henry Hudson, the purchase of Manhattan Island, and the capture of New Netherland. Read and discuss the captions.
- Review and discuss the Big Question: “Why was Peter Stuyvesant unable to defend New Amsterdam against the English?”
- Post the Image Cards on the Timeline under the date referencing the 1600s; refer to the illustration in the Unit 7 Introduction for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 5 MIN

Ask students to do one of the following:

- **Turn and Talk**—Tell a partner the answer to the Big Question, “Why was Peter Stuyvesant unable to defend New Amsterdam against the English?”
 - » Key points students should cite include: Stuyvesant did not have enough gunpowder or soldiers to defend the city, and the Dutch settlers did not want to fight.
- Use the Core Vocabulary phrase “freedom of religion,” and say a sentence aloud.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Lady Deborah Moody (RI.3.7)

30 MIN

Materials Needed: Internet access



Background for Teachers: Before beginning this activity, read the biography of Lady Deborah Moody, preview the images, and read about the Lady Moody House.

Use this link to download the CKHG Online Resources for this unit, where specific links to the biography, images, and article about Deborah Moody’s house may be found:

www.coreknowledge.org/ckhg-online-resources

Begin the activity by asking students to briefly recall how women in the colonies were treated. Students should note that women did not have the same rights as men and were not allowed to speak their minds freely. Tell students that they will learn about a woman who was unlike many other women of her time.

Read for students the biography of Lady Deborah Moody. Pause periodically to gauge student’s understanding and to allow students to ask questions. Clarify any challenging vocabulary words as you progress through the text.

Show students the picture of the New York Park Service Triangle memorializing Lady Deborah Moody and share with students the article about the Lady Deborah Moody house. Read aloud the article, and display the images of the house and neighborhood for students to see.

Finish the activity by posing the following questions for class discussion.

- Who was Lady Deborah Moody, and why is she an important historical figure?
 - » She was an English noblewoman who moved to the colonies. She was the first woman to own land in America.
- Why did Lady Moody move to New England?
 - » She wanted religious freedom.
- Why did John Endecott call her a “dangerous woman”? Do you agree with his description, why or why not?
 - » He disagreed with her religious beliefs and her outspokenness. Student responses may vary, though students will likely note that she was not dangerous; he simply disagreed with her beliefs.
- Where did Lady Moody go after she was kicked out of New England?
 - » She moved to the Dutch colony of New Amsterdam where she and her followers built their own town.

William Penn and the Quakers

The Big Question: Why might Philadelphia have been a place that Europeans would want to move to?

Primary Focus Objectives

- ✓ Explain why William Penn founded a colony in America. (RI.3.2)
- ✓ Describe the Quakers. (RI.3.2)
- ✓ Describe the people and natural resources of Pennsylvania. (RI.3.2)
- ✓ Explain why Philadelphia became the largest and wealthiest city in the English colonies. (RI.3.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *aristocracy*, *stockade*, and *independence*. (RI.3.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Pennsylvania”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.3
AP 16.1
AP 16.2

- Display and individual student copies of Map of the Thirteen Colonies (AP 1.3)
- Individual student copies of The Thirteen English Colonies (AP 16.1)
- Individual student copies of Domain Vocabulary: Chapters 11–16 (AP 16.2)

Core Vocabulary (Student Reader page numbers listed below)

aristocracy, n. the upper or noble class whose members’ status is usually inherited (104)

Example: The aristocracy had a lot of power because of its members’ wealth and position in society.

Variation(s): aristocracies

stockade, n. a defensive wall, usually made from stakes or poles driven into the ground (107)

Example: The colonists built a stockade to protect their settlement.

Variation(s): stockades

independence, n. freedom from the control of a person or group of people (109)

Example: Many colonists came to North America seeking independence from the Church of England.

THE CORE LESSON 25 MIN

Introduce “William Penn and the Quakers”

5 MIN

Review with students what they learned in the previous chapter. Call attention to the Chapter 15 Timeline Cards, and ask students to explain the founding of the New York colony. Students should note it was claimed by Henry Hudson for the Dutch and was originally named New Netherland. The area was settled to make Dutch companies wealthy from trade. Manhattan Island was purchased from Native Americans for approximately \$24 worth of trade goods. New Amsterdam was ruled by Peter Stuyvesant, an intolerant man who was unlike the people he ruled. New Netherland was taken over by the English Duke of York who renamed the colony New York. The Dutch and English peacefully coexisted in New York. Explain to students that they will learn about the Pennsylvania colony. Call attention to the Big Question, and encourage students to look for reasons why Europeans would have wanted to move to Philadelphia as they read the text.

Guided Reading Supports for “William Penn and the Quakers”

20 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“An Important Letter,” Pages 102–104

Invite student volunteers to read aloud the section “An Important Letter” on pages 102–104.

After students finish reading the text, ask the following question:

Chapter 16
William Penn and
the Quakers

An Important Letter William Penn sat at his desk in his large house in England. He looked down at the charter in front of him. The king of England had signed the charter. It was dated 1681.

The Big Question
Why might Philadelphia have been a place that Europeans would want to move to?

The charter gave William Penn the right to start a colony in North America. The name of the colony would be Pennsylvania, which means Penn's Woods.

Before he left England, Penn wrote a letter to the Native Americans who lived in his new colony.

First, Penn told the Native Americans that he and his colonists would sail to North America soon. They planned to arrive in the summer of 1682.

Next, Penn told the Native Americans that he knew they had been mistreated by English colonists in the past. He promised that the Pennsylvania colonists would be kind and fair. Any colonist who would be punished.

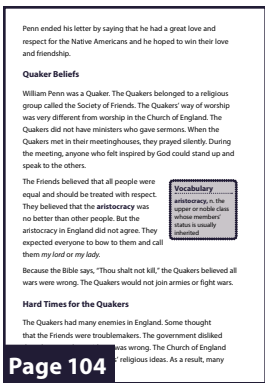
Page 102



EVALUATIVE—How did William Penn differ from other Englishmen of his time?

- » Penn had a great respect for the Native Americans and wished to treat them fairly when he arrived in America.

“Quaker Beliefs” and “Hard Times for the Quakers,” Pages 104–105



Read aloud the section “Quaker Beliefs” on page 104.

CORE VOCABULARY—Call attention to the Core Vocabulary term *aristocracy*, and explain its meaning.

Have students read independently the section “Hard Times for Quakers” on pages 104–105.

After students finish reading the text, ask the following questions:

LITERAL—How did the Quakers’ way of worship differ from worship in the Church of England?

- » The Quakers did not give or listen to long sermons. Instead, they prayed silently in meetinghouses, and those who were inspired by God could speak.


LITERAL—What were two beliefs held by the Quakers?

- » They believed that all people were equal and should be treated with respect. They also believed that war was wrong and refused to join armies or fight.

LITERAL—Why were many Quakers, including William Penn, put in jail?

- » They were put in jail because the Church of England disagreed with the Quakers’ religious beliefs.

“Settling Pennsylvania” and “Planning Philadelphia,” Pages 105–107



William Penn, like many other Quakers, was put in prison for his religious beliefs. Quakers were put in prison for their beliefs. Life in England became harder and harder for the Society of Friends. William Penn was perhaps the best known Quaker in England. Because of his Quaker beliefs, Penn had also been sent to jail several times.

Settling Pennsylvania

William Penn was a good person to lead a colony. He was a lawyer and a town planner. He was also a just man who treated all people fairly.

Penn called his colony a “holy experiment.” He wanted when Quakers and other religious in harmony.


Page 105

Penn also opened his new colony to people who were not Quakers. To advertise his colony, Penn printed booklets. In his booklets, he told about the beauty of the land, and he promised religious freedom for everyone who settled in Pennsylvania.

Planning Philadelphia


Penn helped design the city of Philadelphia, the first major city in Pennsylvania. In Greek, the name Philadelphia means “brotherly love.” This name was very fitting for the Quaker city.

William Penn’s plan for the city looked like a checkerboard. He laid out the streets in that pattern. He gave numbers to all the streets that ran from north to south. Penn gave tree names, like Pine and Walnut, to streets that ran from east to west. He put in a



Page 106

Invite student volunteers to read aloud the section “Settling Pennsylvania” on pages 105–106.

 **SUPPORT**—Have students take out their copies of Map of the Thirteen Colonies (AP 1.3) and locate the Pennsylvania colony and Philadelphia.

Read aloud the section “Planning Philadelphia” on pages 106–107.

CORE VOCABULARY—Call attention to the Core Vocabulary term *stockade*, and explain its meaning.

SUPPORT—Call attention to the map on page 106, and call on a student volunteer to read aloud the caption. Emphasize the shape of the city’s layout, explaining to students that Penn intentionally designed the city to be like a checkerboard of a grid. This made traveling throughout the city much simpler.

After you finish reading the text, ask the following questions:

LITERAL—Why did Penn call his colony a “holy experiment”?

- » He wanted Pennsylvania to be a place where Quakers and other religious groups could try to live together in harmony.

LITERAL—Why did Penn give out booklets about Pennsylvania?

- » He wanted to advertise his colony to all different kinds of people from many lands.

LITERAL—How did William Penn organize the city of Philadelphia?

- » He laid out the streets like a checkerboard. He numbered the streets running from north to south and gave tree names to streets running from east to west. He also planned a central square where people could meet.

“Delaware Valley Settlers,” Page 107

central square where people could meet. He planned many parks and gardens.

Penn did not have walls or stockades built around Philadelphia. He said it was a city where everyone would live in peace. Soon other colonial towns used Penn’s city plan as an example.

Philadelphia grew very quickly. The colonists could not build houses fast enough. Some colonists had to live in caves along the banks of the Delaware River while they built their houses.

William Penn soon returned to England. He spent less than four years of his life in Pennsylvania. He spent most of his time in England, defending the rights of the settlers in Pennsylvania.

Delaware Valley Settlers

People from all over Europe settled in Pennsylvania for many reasons. They came for religious freedom. They came because they could afford to buy the rich farmland, and the climate was mild for farming. They came for the promise of good trade. They also came because the colony was at peace with Native Americans.

Two other Middle Colonies were also located along the Delaware River Valley, New Jersey and Delaware. Before William Penn’s colony, Dutch and Swedish settlements existed in this area.

When England took over New Netherland and renamed it New York, the king made New Jersey an English colony, too. At the beginning of the 1700s, some Pennsylvania settlers formed the

Vocabulary

stockade, n. a defensive wall, usually made from stakes or poles driven into the ground.

Page 107

Have students read independently the section “Delaware Valley Settlers” on page 107.

After students finish reading the text, ask the following question:

 **LITERAL**—Why did people come to Pennsylvania?

- » They could afford to buy land there; they were promised religious freedom; the colony was at peace with Native Americans; the farmland and climate were good; there was a promise of good trade.

“Philadelphia,” Pages 108–109



Invite student volunteers to read aloud the first three paragraphs of the section “Philadelphia” on page 108.

SUPPORT—Call attention to the image on page 108, and call on a student volunteer to read aloud the caption. Have students identify each of the activities in the image. Students should note that it includes a baker, a carpenter, a farmer, and a blacksmith.

Read aloud the remainder of the section “Philadelphia” on page 109.

CORE VOCABULARY—Call attention to the Core Vocabulary term *independence*, and explain its meaning.

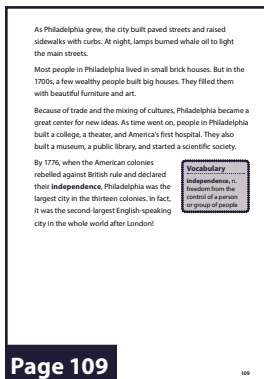
After you finish reading the text, ask the following questions:

LITERAL—What helped the city of Philadelphia to grow?

- » There was very fertile farmland in the region, and the city became an important center of trade.

LITERAL—How did the city of Philadelphia change over time?

- » As the city grew, the colonists paved streets and built raised sidewalks with curbs. They installed lamps to burn on the main streets at night. They also built a college, a theater, America’s first hospital, a museum, and a public library.



Timeline

- Show students the Chapter 16 Timeline Image Cards of Penn’s charter and the planning of Philadelphia. Read and discuss the captions.
- Review and discuss the Big Question: “Why might Philadelphia have been a place that Europeans would want to move to?”
- Post the Image Cards on the Timeline under the date referencing the 1600s; refer to the illustration in the Unit 7 Introduction for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 5 MIN

Ask students to do one of the following:

- **Turn and Talk**—Tell a partner the answer to the Big Question, “Why might Philadelphia have been a place that Europeans would want to move to?”
 - » Key points students should cite include: The area around Philadelphia had very fertile and affordable land, and the city was an important center of trade. Overtime, the city offered many amenities and became a desirable place for people to live.
- Choose one of the Core Vocabulary words (*aristocracy*, *stockade*, or *independence*), and say a sentence aloud using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

The Thirteen English Colonies (RI.3.2)

15 MIN

Activity Page



AP 16.1

Materials Needed: Sufficient copies of The Thirteen English Colonies (AP 16.1)

Distribute copies of The Thirteen English Colonies (AP 16.1). Read aloud the directions. Students may work independently or with partners to complete the activity.

Domain Vocabulary: Chapters 11–16 (RI.3.4, L.3.6)

15 MIN

Activity Page




AP 16.2

Materials Needed: Sufficient copies of Domain Vocabulary: Chapters 11–16 (AP 16.2)

Distribute copies of Domain Vocabulary: Chapters 11–16 (AP 16.2). Read aloud the directions. Students may work independently or with partners to complete the activity.

Materials Needed: Internet access

 **Background for Teachers:** Before beginning this activity, play through the activity to familiarize yourself with the game. Depending on the availability of computers, students may play individually, in small groups, or as a class.

Use this link to download the CKHG Online Resources for this unit, where a specific link to the game may be found:

www.coreknowledge.org/ckhg-online-resources

Note: The game requires Adobe Flash and Shockwave in order to function properly. Please make sure the computers used for this activity have these Adobe add-ons installed. Adobe Flash Player is not compatible with Chrome, so please use a different browser.

Begin the activity by reading aloud the instructions for the game. Explain to students that each question they answer correctly will bring them closer to building Philadelphia. Call attention to the Next button in the lower right-hand corner; explain that once students have answered a question, they must hit the Next button to move to the next part of the game. Students may play through the game multiple times to improve their scores.

Teacher Resources

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The following fiction and nonfiction excerpts (Primary Source Documents) can be found and downloaded at:

www.coreknowledge.org/ckhg-online-resources

Fiction Excerpt

- First Thanksgiving of All (FE 1)

Nonfiction Excerpt (Primary Source Document)

- Aboard a Slave Ship (NFE 1)

Name _____

Date _____

Unit Assessment: *The Thirteen Colonies*

A. Circle the letter of the best answer.

1. The Middle Colonies were nicknamed the
 - a) breadbasket colonies.
 - b) last colonies.
 - c) lost colonies.
 - d) bay colonies.

2. Which city became the largest in the thirteen colonies?
 - a) Charleston
 - b) New York City
 - c) Philadelphia
 - d) Boston

3. Which was the first permanent English settlement?
 - a) Plymouth
 - b) Savannah
 - c) Roanoke
 - d) Jamestown

4. John Smith said that the colonists who did not work
 - a) would be sent back to England.
 - b) could not eat.
 - c) would be put in jail.
 - d) should be whipped.

5. Which colony began as a refuge, or safe place, for English Catholics?
 - a) Georgia
 - b) Rhode Island
 - c) New Jersey
 - d) Maryland

6. The trip from Africa to America was called
 - a) the Middle Passage.
 - b) Croatoan.
 - c) Starving Time.
 - d) the Trail of Tears.

7. What were colonial South Carolina's biggest cash crops?
 - a) rice and indigo
 - b) tobacco and rye
 - c) wheat and corn
 - d) timber and furs

8. On large plantations, most of the work was done by
 - a) debtors.
 - b) Catholics.
 - c) dames.
 - d) enslaved Africans.

9. James Oglethorpe tried to start a colony in Georgia for which group?
 - a) poor people
 - b) Quakers
 - c) Catholics
 - d) rich people

10. The Pilgrims sailed to America on the
 - a) *Anne*.
 - b) *Mayflower*.
 - c) *Susan Constant*.
 - d) *Godspeed*.

11. What was the name of the contract written by the Pilgrims?
 - a) Bill of Rights
 - b) Constitution
 - c) Mayflower Compact
 - d) Declaration of Independence

12. People living in a Puritan colony had
 - a) many kinds of entertainment.
 - b) little work to do.
 - c) strict rules.
 - d) few rules.

13. Which group founded Massachusetts Bay Colony?
 - a) Quakers
 - b) Pilgrims
 - c) Catholics
 - d) Puritans

- 14.** Roger Williams believed that religion should be
- a)** outlawed in America.
 - b)** separate from government.
 - c)** required of everyone.
 - d)** kept out of Rhode Island.
- 15.** Settlers in the Middle Colonies came from
- a)** Germany.
 - b)** the Netherlands.
 - c)** Sweden.
 - d)** all of the above.
- 16.** New England had
- a)** no harbors but good farmland.
 - b)** poor fishing but good timberland.
 - c)** poor farmland but good harbors.
 - d)** good farmland and good fishing.
- 17.** What is New Amsterdam called today?
- a)** New York City
 - b)** Philadelphia
 - c)** Boston
 - d)** Holland
- 18.** The Quakers believed that
- a)** all people are equal.
 - b)** the aristocracy is better than other people.
 - c)** the colonists were better than the Native Americans.
 - d)** war was a good way to solve problems.

B. Match the following vocabulary terms with their definitions. Write the correct letter on the line.

Terms

_____ 19. cash crop

_____ 20. independence

_____ 21. debt

_____ 22. contract

_____ 23. Indentured servant

_____ 24. harvest

_____ 25. Protestant

_____ 26. freedom of religion

_____ 27. governor

_____ 28. sermon

Definitions

a) a person who follows the teachings of a Christian church that separated from the Catholic Church

b) a speech on a religious topic given by a religious leader

c) a crop that is grown to be sold

d) the ability to practice any religion without fear of punishment

e) freedom from the control of a person or group of people

f) the crops collected at the end of a growing season

g) a person appointed by the king to oversee and make decisions in a region or colony

h) a person who owes an employer a certain amount of work for a certain amount of time in exchange for some benefit

i) a written or spoken agreement, usually about business

j) something that is owed, such as money

Performance Task: *The Thirteen Colonies*

Teacher Directions: Ask students to create a travel brochure describing one of the colonies they studied in the unit. In their brochures, students should identify each colony's region, when it was founded, by whom it was founded, and why it was founded; important crops and economic activities; interactions with native Americans; geography, climate, and important cities; any challenges faced by the colonists; and at least one additional interesting fact. Encourage students to use the Student Reader to take notes and organize their thoughts on the table provided. Instruct students on how to trifold an 8 ½" x 11" sheet of paper so they have three panels on each side, six panels in total, for their brochures. Explain to students that they should include one topic with decorations or images on each panel.

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started. Individual students are not expected to provide a comparable finished table. Their goal is to write one to three specific details for each category of their brochure that describe their chosen colony.

Colony: Georgia Region: Southern Colonies	Key Ideas and Details
Details of who founded the colony, when, and why	<ul style="list-style-type: none"> • James Oglethorpe • 1732 • refuge for debtors, the poor, and the persecuted
Main Crops and Ways of Making a Living	<ul style="list-style-type: none"> • Farming and agriculture • Rice
Relationship with Native Americans	<ul style="list-style-type: none"> • James Oglethorpe believed in treating the Native Americans fairly and with respect. They called him "Great Man."
Geography, Climate, and Important Cities	<ul style="list-style-type: none"> • fertile soil good for farming • mild winters, hot summers • Savannah
Challenges	<ul style="list-style-type: none"> • Georgia was only suited to growing rice as a cash crop • Parliament made it difficult for debtors to move to Georgia
Interesting Fact(s)	<ul style="list-style-type: none"> • James Oglethorpe originally wanted Georgia to be free of slavery

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their travel brochures, using the rubric.

Students should not be evaluated on the completion of the Notes Table, which is intended to be a support for students as they first think about their written responses.

Above Average	Travel brochure is accurate, detailed, and colorful. The student clearly identifies and explains key details about their chosen colony, including the history of its founding; its economic activities and main crops; its geography, climate, and important cities; its interactions with Native Americans; its challenges; and interesting facts. The student demonstrates exceptional background knowledge of the colony and provides three specific details for each brochure category. The writing is clearly articulated and focused and demonstrates strong understanding of the subjects discussed; a few minor errors may be present.
Average	Response is mostly accurate and somewhat detailed. The student demonstrates sufficient background knowledge of their chosen colony and provides two specific details for each brochure category. The writing is focused and demonstrates control of conventions; some minor errors may be present.
Adequate	Response is mostly accurate but lacks detail. The student demonstrates some background knowledge of their chosen colony and provides one specific detail for each brochure category. The writing may exhibit issues with organization, focus, or control of standard English grammar.
Inadequate	Response is incomplete and demonstrates a minimal understanding of the content in the unit. The student demonstrates incomplete or inaccurate background knowledge of their chosen colony. The writing may exhibit major issues with organization, focus, or control of standard English grammar.

Name _____

Date _____

Performance Task Activity: *The Thirteen Colonies*

Choose one of the colonies in this unit that you found most interesting or would most like to visit. You will create a travel brochure that includes six sections about your colony, providing one to three details for each brochure section. The six sections are:

- Founding of the colony, including who founded it, when it was founded, and why it was founded
- Main crops and Ways of Making a Living
- Relationship with Native Americans
- Geography, climate, and important cities
- Challenges faced by the colonists
- Interesting facts

Your brochure should include a title. Make sure to color and decorate your travel brochure with images and designs that reflect your chosen colony.

Use the table on the next page to take notes and organize your thoughts. You may refer to the chapters in *The Thirteen Colonies* as well as any outside resources you may wish to use.

Name _____

Date _____

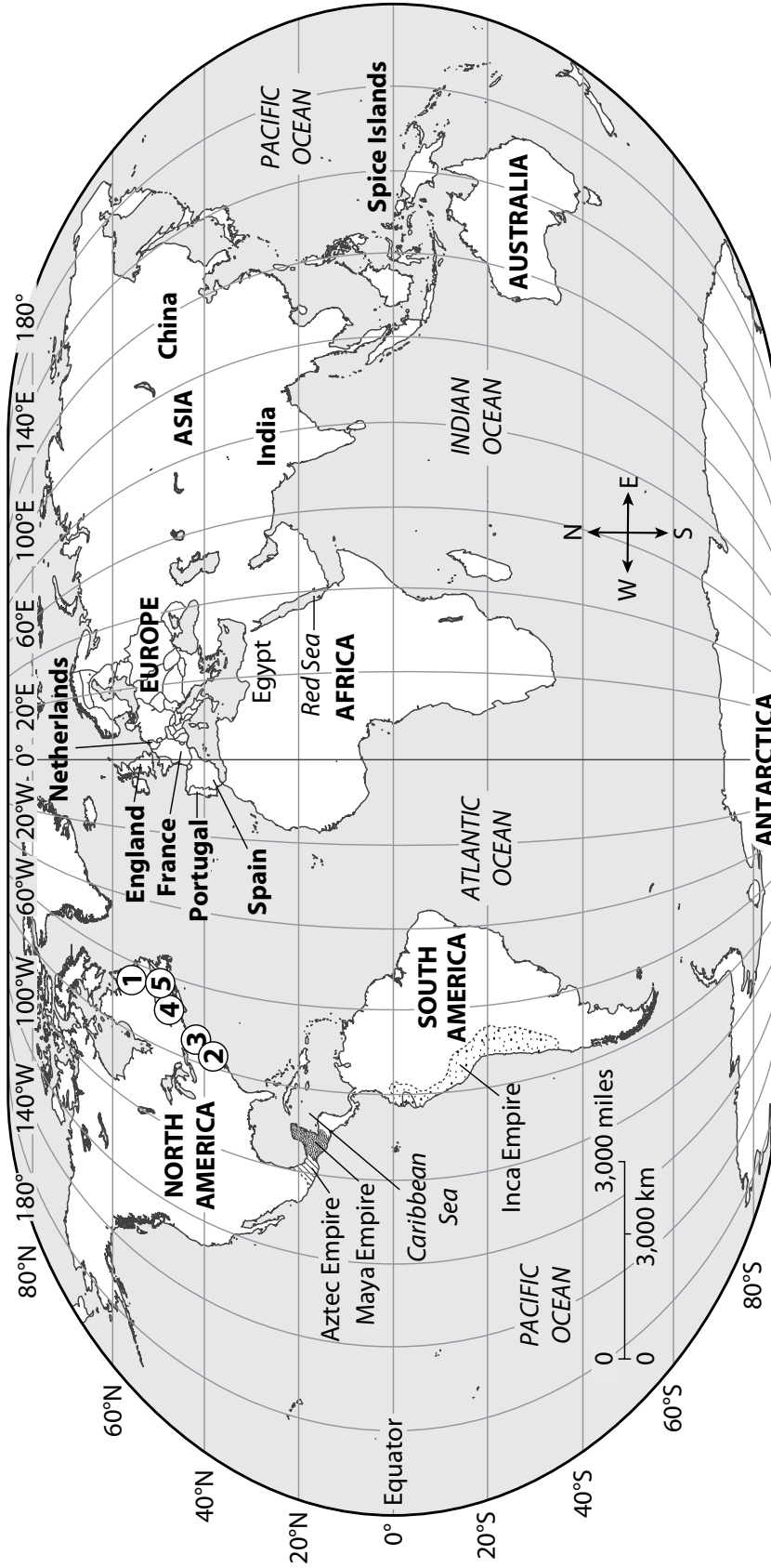
The Thirteen Colonies Performance Task Notes Table

Use the table below to help organize your thoughts as you refer to the chapters in *The Thirteen Colonies*. You do not need to complete the entire table to create your travel brochure, but you should try to have one to three specific examples for each of the six sections in your brochure.

Colony: Region:	Key Ideas and Details
Details of who founded the colony, when, and why	
Main Crops and Ways of Making a Living	
Relationship with Native Americans	
Geography, Climate, and Important Cities	
Challenges	
Interesting Fact(s)	

Name _____ Date _____

World Map



- ① Newfoundland
- ② Roanoke Island
- ③ Jamestown
- ④ Plymouth
- ⑤ Massachusetts Bay

Activity Page 1.3

Use with Chapters 1–16

The Thirteen Colonies

Study the names and locations of the thirteen English colonies. Then, use the map to complete the chart.



Name _____

Date _____

Activity Page 1.3 Continued

Use with Chapters 1–16

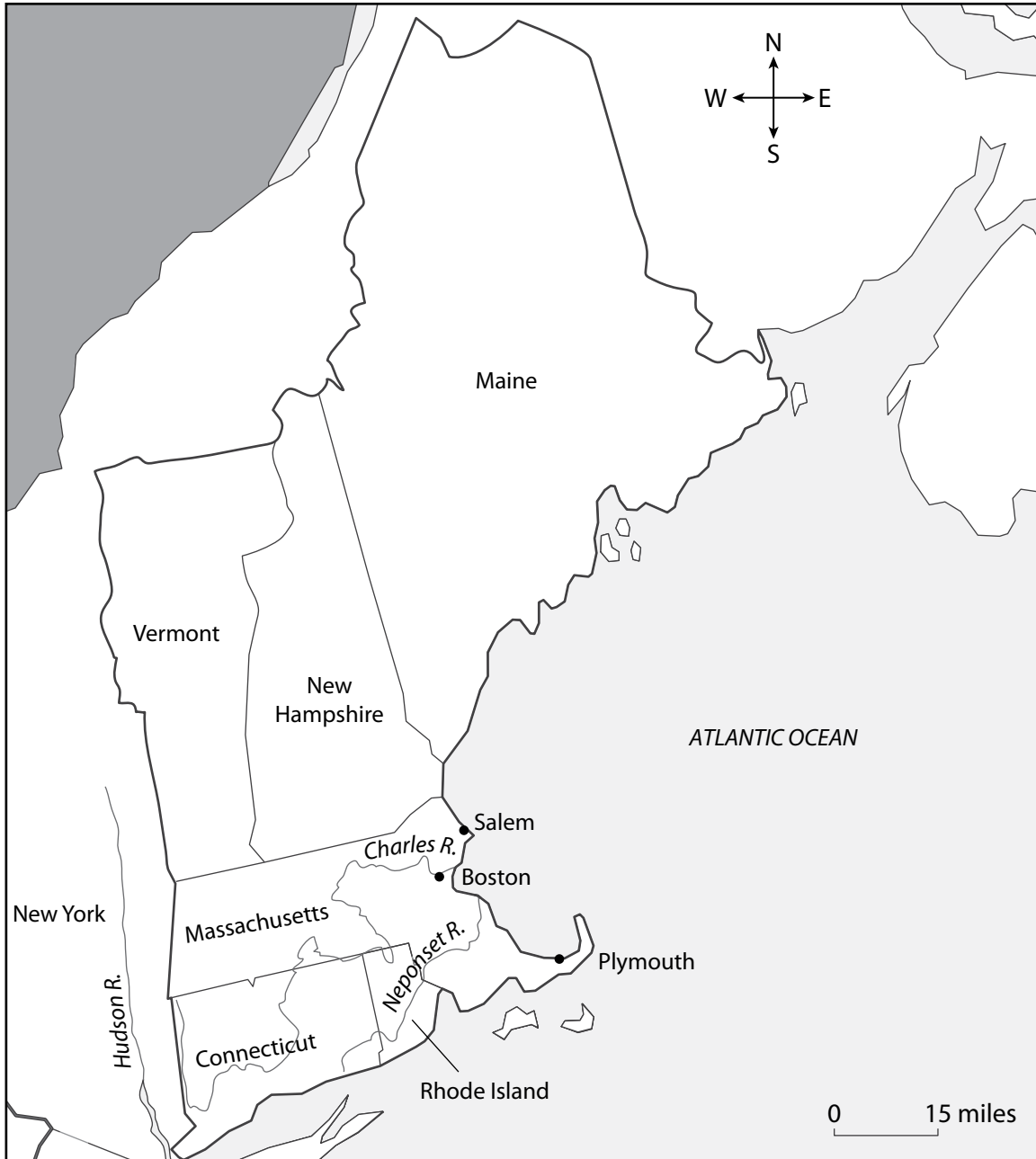
Southern Colonies	Middle Colonies	New England Colonies
Maryland _____	New York _____	New Hampshire _____
North Carolina South Carolina _____	Pennsylvania _____	Massachusetts _____

Activity Page 1.4

Use with Chapter 1

Important Port Cities

Study the names and locations of the important colonial port cities. Then, use the maps to answer the questions.



1. On which rivers is the port city of Boston located? _____
2. What two other port cities are in the New England colonies? _____

Activity Page 1.4 Continued

Use with Chapter 1



3. Which three important port cities are located in the Middle and Southern Colonies?

4. On which body of water is the city of Philadelphia located? _____

5. Which two rivers form a natural harbor around New York? _____

Name _____

Date _____

Activity Page 5.1

Use with Chapters 1–5

Domain Vocabulary: Chapters 1–5

Use the clues to complete the crossword puzzle with the terms from the box. For terms made up of two words, leave out the space between words when writing them in the puzzle.

trader	region	crop	harbor	timber	council
gentleman	deck	palisade	well	gunpowder	governor
tobacco	cash crop	self-government	disease	indentured servant	

Across

- 3. a hole dug deep into the ground to get water
- 4. a crop that is grown to be sold
- 9. a person who owes an employer a certain amount of work for a certain amount of time in exchange for some benefit
- 14. a fence made from wooden or metal stakes driven into the ground
- 15. group of people who meet to help run a government
- 17. a large area that may have certain characteristics related to its geography, form of government, or traditions that set it apart from other places

Down

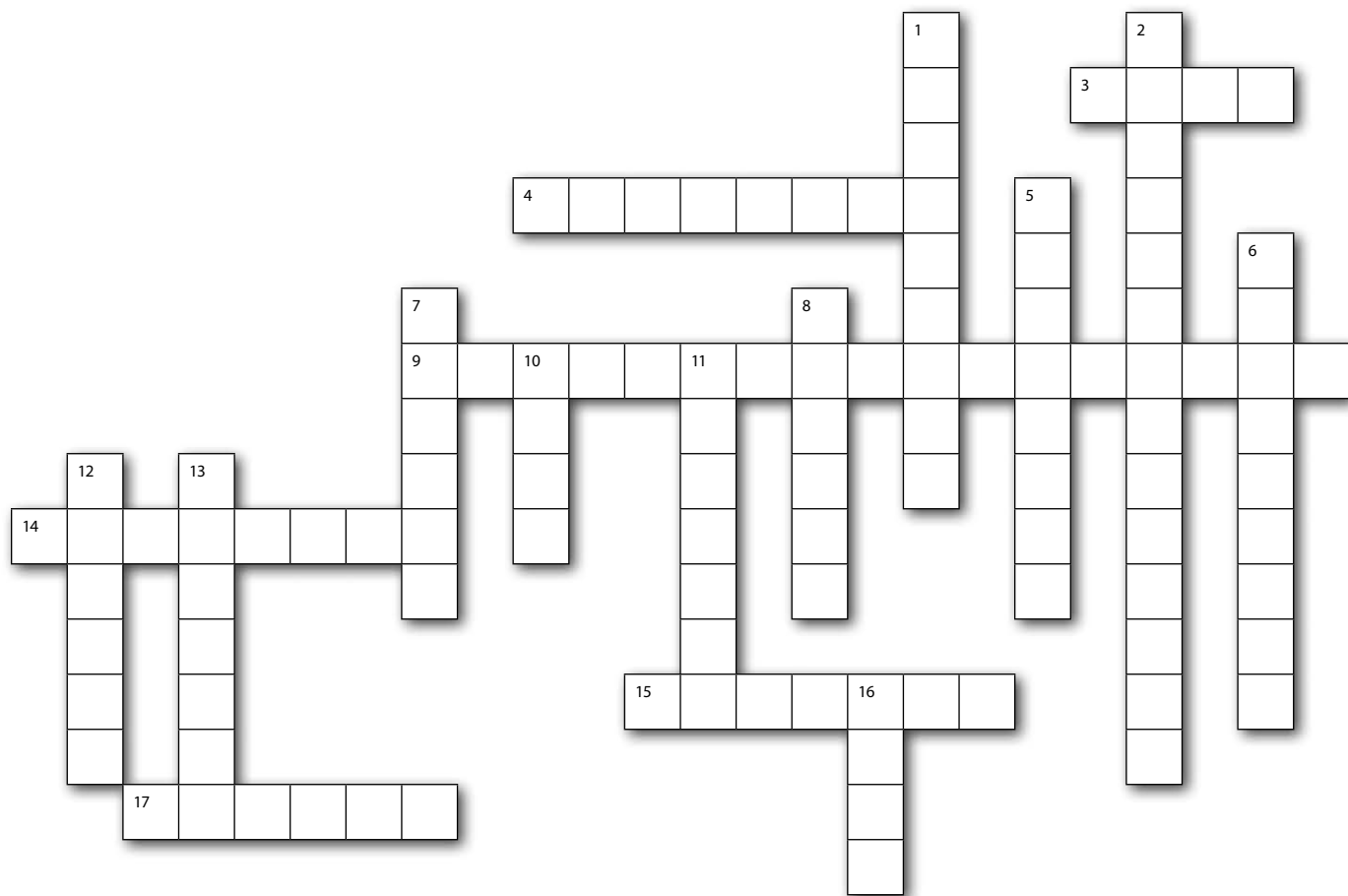
- 1. an explosive material used to make guns shoot
- 2. the ability of people to rule themselves and make their own laws
- 5. a person appointed by the king to oversee and make decisions in a region or colony
- 6. a man with high position in society; not a laborer
- 7. wood that is cut from trees and used for building; lumber
- 8. a person who buys and sells things
- 10. the floor of a ship that people walk on
- 11. a plant whose leaves are used for chewing or smoking
- 12. a part of a body of water that is next to land and provides a safe place for ships to anchor
- 13. sickness
- 16. a plant that is grown in large quantities for food or other use

Name _____

Date _____

Activity Page 5.1 *Continued*

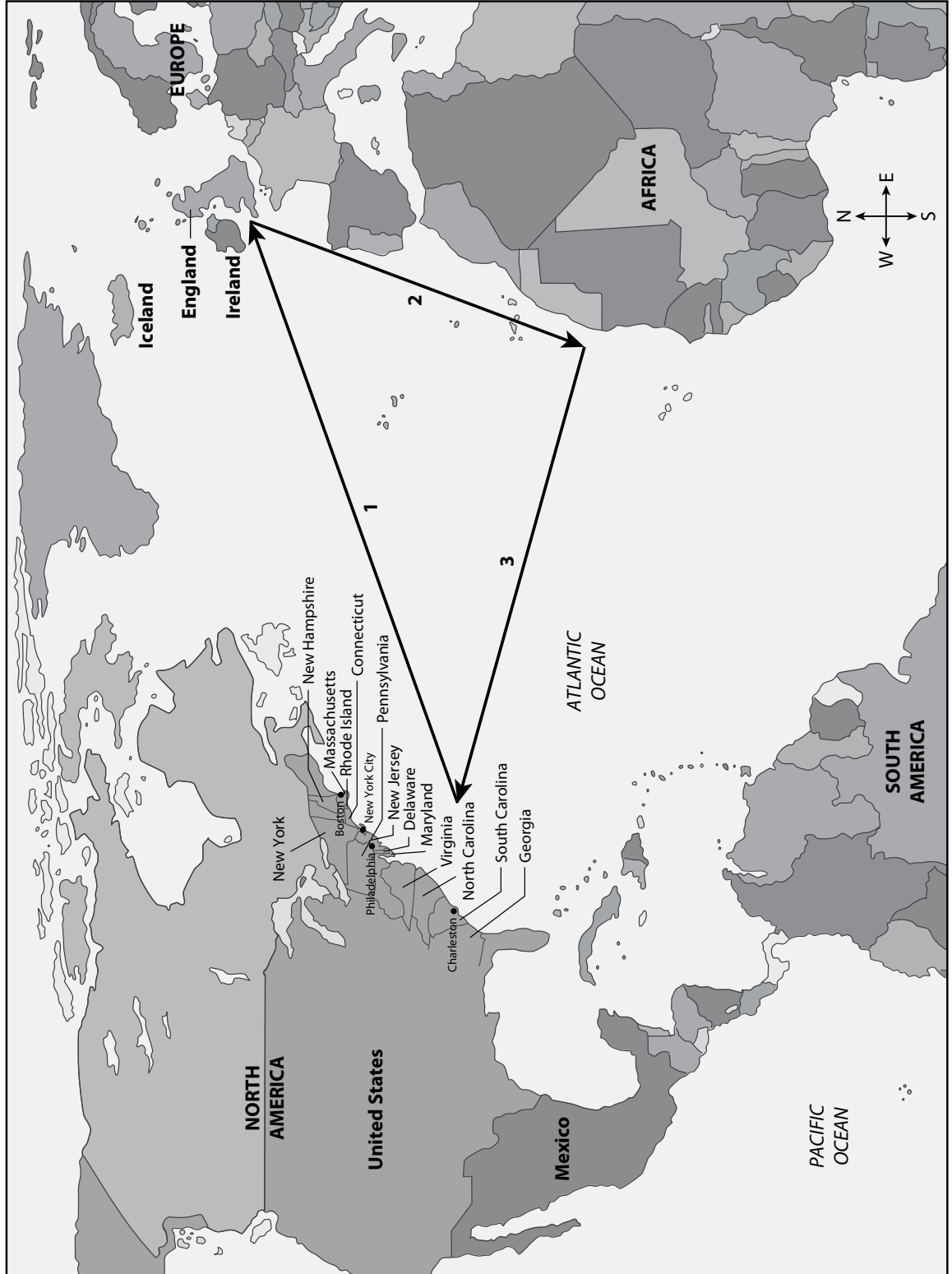
Use with Chapters 1–5



Name _____ Date _____

Study the map to answer the questions that follow.

The Middle Passage



Name _____

Date _____

Activity Page 7.1 *Continued*

Use with Chapter 7

1. Based on the map, why do you think the journey among the colonies, England, and Africa is called the “Triangular Slave Trade”?

2. Which arrow shown on the map labels the Middle Passage? What types of conditions did passengers experience on this part of the journey?

3. What types of goods would be carried on ships on the part of the journey marked number 1?

4. The part of the journey labeled number 2 is between which two places?

5. The Triangular Slave Trade went across which ocean?

Activity Page 7.2

Use with Chapter 7

The People Could Fly

(adapted from *What Your Third Grader Needs to Know*)
A Reader's Theater for Five Voices

Reader 1	Reader 2	Reader 3
Reader 4 (Sarah's voice)	Overseer	

R1: Long ago in Africa,

R2: They say some people could fly.

R3: These people would shout a few magic words and lift themselves into the air like crows, flapping their black wings.

R1: They say when these people were brought to America and put to work in the fields as slaves, they lost the freedom to spread their wings.

R3: And they could not imagine flying.

R2: But not all of them forgot the magic words.

R1: One hot, sticky summer afternoon, the slaves were busy picking cotton in the fields. They had been picking since sunup without rest, and the whole sky seemed to boil over with heat.

R4: One young woman, Sarah, was carrying her child on her back and was wearier than she had ever been. She fainted.

O: Back to work. This isn't the time for rest!

R1: All the other slaves stopped to watch her.

R4: Sarah staggered to her feet, put her child on her back, and began to pick again.

R2: An old man worked his way toward her.

R4: Before he could reach her, she fell again.

R2: Snapping his whip, the overseer roared,

O: Up!

R4: Sarah rose again. When the old man reached Sarah's side, he whispered quietly in her ear. [R1 whispers to R4.] Sarah began to pass the message on but kept picking. [R4 whispers to R3.] Suddenly, Sarah's baby began to cry, and Sarah had to stop to comfort him.

R3: The overseer rode toward her. Just as the lash was about to hit her back, the old man shouted the magic words.

Name _____

Date _____

Activity Page 7.2 Continued

Use with Chapter 7

R4: They say that Sarah and her baby began to rise. Her arms lifted and felt like wings. She rose above the overseer's whip like an eagle.

R1: Wheeling his horse around, the overseer bellowed,

O: Who was that shouting those words? What did he say?

R2: But the slaves were quiet and busy picking cotton. They were happy Sarah and her baby had flown to freedom.

R3: The sun was so hot, soon others began to fall. Again and again, the overseer went to raise his whip, but again a shout rang out and the weary slaves rose into the air.

R1: In fury and confusion, the overseer watched as each slave he tried to whip rose into the air. Then he saw the old man open his mouth to shout the magic words.

O: Seize the old man! Seize the old man!

R2: Just then the old man shouted.

R3: The people joined hands in a ring,

R1: and chanting the magic words,

R2: they slowly rose with the notes of their song.

R3: They flew above the field, beyond the fences and the whip of the overseer.

R1: Some say those slaves flew back to Africa.

R2: We don't really know. But we remember, and their story is still whispered by those who try, in their hearts and minds, to lift their wings and fly.

ALL: [whisper, whisper, whisper]

Name _____

Date _____

Activity Page 10.1

Use with Chapters 6–10

Domain Vocabulary: Chapters 6–10

Choose words from the box to complete the sentences. You will not use all the words.

official	Roman Catholic	Protestant	pope	toleration
tidal marsh	Middle Passage	Parliament	debt	profit
cargo ship	contract	vote	common house	harvest

1. After arriving in Plymouth, the Pilgrims built a _____ .
2. The journey from Africa to America is called the _____ .
3. James Oglethorpe wanted to create a colony where people who owed a _____ could start over.
4. George Calvert was a _____ who started the colony of Maryland.
5. Rice grew well in the wet grounds of the _____ .
6. The _____ is the leader of the Roman Catholic Church.
7. The Pilgrims signed a _____ when they first arrived in America.
8. The government _____ made sure people followed the law.
9. The plantation owner earned a _____ from the cash crops he sold.
10. The Wampanoag shared their _____ with the Pilgrims.

Name _____

Date _____

Activity Page 14.1

Use with Chapter 14

Design a Quilt

Design your own American quilt following the steps below.

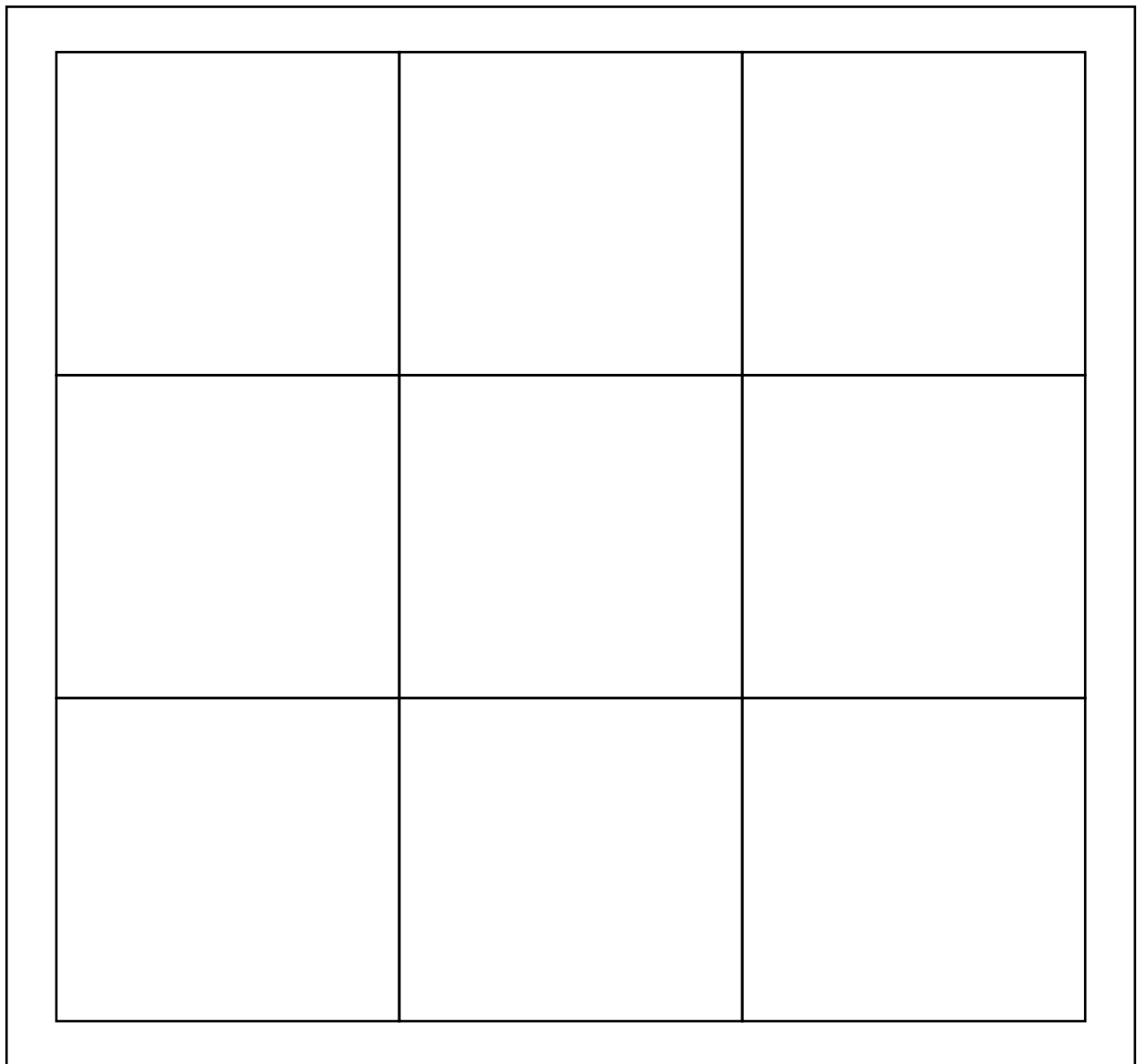
Step 1: On a sheet of paper, draw a square.

Step 2: Use colors, lines, and shapes to create a simple design in the square. It can be a realistic or an abstract image.

Step 3: Repeat your design exactly in each of the nine squares below.

Step 4: Create a border for your quilt, and write a title that describes your quilt.

Quilt Title: _____



Name _____

Date _____

Activity Page 16.1

Use with Chapter 16

The Thirteen English Colonies

Read the names of the seven colonies in the box. Then, read each sentence. Write the name of the colony described by each sentence.

New York	Maryland	Georgia	Massachusetts
Virginia	Pennsylvania	Rhode Island	

1. By 1619, tobacco had become this colony's most profitable crop. _____
2. This colony was founded as a place where Roman Catholics could worship freely. _____
3. This Southern Colony was the last colony to be established. _____
4. The city of Boston became the capital of this New England colony. _____
5. Roger Williams established religious freedom here. _____
6. This colony was originally founded by the Dutch as New Netherland. _____
7. William Penn, a Quaker, wanted people of all religions to feel welcome here. _____

You wrote the names of seven colonies. Write the names of the other six colonies below.

Name _____

Date _____

Activity Page 16.2

Use with Chapter 16

Domain Vocabulary: Chapters 11–16

Use the words in the box to answer the riddles below. You will not use all the words.

congregation	mast	sermon	minister	charter
shorthand	household	freedom of religion	culture	merchant
aristocracy	stockade	independence		

1. I am a defensive wall built to protect a town. I am a _____ .
2. I hold up the sails on a ship. What am I? _____
3. I sell things to others for profit. I am a _____ .
4. I make it possible for people to practice any religion they choose.
What am I? _____
5. I give permission from a ruler to let people elect their own officials.
I am a _____ .
6. I am a Protestant church leader. Who am I? _____
7. I am made up of the people who live together under one roof.
I am a _____ .
8. I am a speech that talks about religious topics. What am I? _____
9. I give people freedom from the control of others. I am _____ .
10. I make it possible to write down notes quickly. What am I? _____ .

Answer Key: *The Thirteen Colonies*

Unit Assessment (pages 119–122)

1. a 2. c 3. d 4. b 5. d 6. a 7. a 8. d 9. a 10. b 11. c
12. c 13. d 14. b 15. d 16. c 17. a 18. a 19. c 20. e
21. j 22. i 23. h 24. f 25. a 26. d 27. g 28. b

Activity Pages

Map of the Thirteen Colonies (AP 1.3) (pages 129–130)

Southern Colonies: Georgia, Virginia

Middle Colonies: Delaware, New Jersey

New England Colonies: Connecticut, Rhode Island

Important Port Cities (AP 1.4) (pages 131–132)

1. Charles River, Neponset River
2. Salem and Plymouth
3. Philadelphia, New York, Charleston
4. Delaware River
5. Hudson River, East River

Domain Vocabulary: Chapters 1–5 (AP 5.1) (pages 134–135)

Across

3. well
4. cash crop
9. indentured servant
14. palisade
15. council
17. region

Down

1. gunpowder
2. self-government
5. governor
6. gentleman
7. timber
8. trader
10. deck
11. tobacco
12. harbor
13. disease
16. crop

The Middle Passage (AP 7.1) (pages 136–137)

1. The three legs of the journey formed the shape of a triangle.
2. It is labeled number 3. The journey was very harsh for enslaved Africans forced onto the ships back to the colonies. They were kept below the ships' decks in quarters that were cramped and dirty.
3. Ships carried goods made or grown in the colonies, including cash crops like tobacco, indigo, and rice.
4. England and Africa
5. Atlantic Ocean

Domain Vocabulary: Chapters 6–10 (AP 10.1) (page 140)

1. common house
2. Middle Passage
3. debt
4. Roman Catholic
5. tidal marsh
6. pope
7. contract
8. official
9. profit
10. harvest

The Thirteen English Colonies (AP 16.1) (page 142)

1. Virginia
2. Maryland
3. Georgia
4. Massachusetts
5. Rhode Island
6. New York
7. Pennsylvania

North Carolina, South Carolina, New Jersey, Delaware, New Hampshire, Connecticut

Domain Vocabulary: Chapters 11–16 (AP 16.2)
(page 143)

1. stockade
2. mast
3. merchant
4. freedom of religion
5. charter
6. minister
7. household
8. sermon
9. independence
10. shorthand



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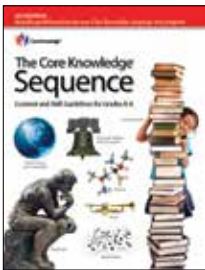
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Core Knowledge **HISTORY AND GEOGRAPHY™**

The Thirteen Colonies

Core Knowledge History and Geography 3



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