



# Language Studio

Activity Book

Grade 3

Volume 3

Grade 3

Language Studio 9–11

# Volume 3

## Activity Book



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Language Studio 9

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# Early Explorations of North America

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LANGUAGE STUDIO 9: EARLY EXPLORATIONS OF NORTH AMERICA

European Exploration of North America KWL Chart

Directions: Fill in the chart with what you already know about European exploration and what you want to know. Fill in the column labeled What I Learned after each lesson.

European Exploration of North America KWL Chart		
What I Know	What I Want to Know	What I Learned





## LANGUAGE STUDIO 9: EARLY EXPLORATIONS OF NORTH AMERICA

### Native Population as Slaves

Meanwhile, Columbus continued to look for gold, using cruel methods to get as much gold as he could. He made laws that enslaved and punished Hispaniola's native people, the Taino, if they didn't collect enough gold for the Spaniards. What made the laws even crueler was the fact that Hispaniola had only a little gold. There was no way the native people could supply the amount of gold Columbus demanded. As if this weren't bad enough, many of the Taino became infected with diseases to which many of the Spanish had become **immune**. The Taino on Hispaniola had never been exposed to the types of germs the Spanish carried in their bodies. Through interacting with the Spaniards, the Taino came in contact with germs that their bodies could not fight. Over the next several years, many of the Taino became sick, and hundreds of thousands of them died of diseases, the most common of which was smallpox. Before Columbus's voyage, the Taino had a population of around 2 million. After disease and Spanish conquest during the years following the arrival of Columbus and his men, the Taino population dropped to only a few thousand.





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## LANGUAGE STUDIO 9: EARLY EXPLORATIONS OF NORTH AMERICA

By 1496 it was clear that there was no more gold to be found on Hispaniola. Columbus made a new law declaring that the native people had to help develop large farms called plantations and work as slaves for the Spanish. In just a few years, the Spanish were firmly in control of Hispaniola. After



that point, they began to spread out, exploring and **conquering** other nearby islands in the Caribbean. The many men who led these voyages of exploration and conquest were known as **conquistadors**, the Spanish word for *conquerors*. These conquistadors were travelers, soldiers, and explorers from Spain who traveled to North, Central, and South America to look for wealth, conquer the native people, and gain control of land. They came to the Americas to find the same things Columbus had been looking for: gold, spices, land, slaves, fame, and power.

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**LANGUAGE STUDIO 9: EARLY EXPLORATIONS OF NORTH AMERICA****Noun Phrases**

*Directions: Underline the noun phrases in the sentences below. Some sentences contain more than one noun phrase.*

1. The conquistadors took a long voyage across the Atlantic Ocean, from Spain to the Americas.
2. Christopher Columbus completed four voyages to the West Indies.
3. The second voyage involved many more brave adventurers than the first voyage.
4. Columbus commanded a fleet of three ships and about 100 men for his first voyage. On the second voyage, he commanded a fleet of 17 ships and more than 1,000 men!
5. When recruiting sailors for his first voyage, Columbus had a hard time finding sailors who were willing to sail west into uncharted waters.
6. When recruiting men for his second voyage, he found many eager, interested sailors who wanted to sign up.



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**LANGUAGE STUDIO 9: EARLY EXPLORATIONS OF NORTH AMERICA****Juan Ponce de León's Expeditions***Directions: Read the passage and determine the main idea in each paragraph.*

Christopher Columbus chose Juan Ponce de León to accompany him on his second voyage. They set sail in September of 1493. When the two explorers returned to the fort on Hispaniola, they found that the fort had been destroyed. Ponce de León helped Columbus to conquer the Hispaniola native people and later settled on the island.

Ponce de León enjoyed his life on the island, but he yearned for adventure. He heard stories about gold on the island of Puerto Rico. He led an expedition to Puerto Rico in 1506. Ponce de León met with the native people of the island and formed a treaty with one of the island's chiefs. The treaty permitted the Spaniards to hike across the island, where they found nuggets of gold in the rivers and streams. The Spaniards also found an excellent harbor, which is now known as San Juan Bay.

Ponce de León returned to Puerto Rico again in 1508. One of the island's leaders supplied him with workers. The workers built a settlement near San Juan Bay and cleared land for a plantation while the Spaniards searched for gold.

In 1509, Ponce de León was appointed governor of Puerto Rico. He encouraged the Spanish to settle on the island and to search for more gold. In 1511, the native people of Puerto Rico rebelled because they no longer wanted to be controlled by the Spaniards. Ponce de León and the Spanish crushed

the rebellion. In the meantime, Diego Columbus, the son of Christopher Columbus, was in charge of Hispaniola. He didn't like Ponce de León, so he forced Ponce de León to leave office.

Ponce de León decided to explore new lands outside the territory governed by his enemy, Diego Columbus. In March of 1513, Ponce de León sailed from Puerto Rico. He and his crew sighted land on April 3rd. Ponce de León thought he had come upon another island, but in fact, it was a peninsula—an area of land that that is almost completely surrounded by water. Ponce de León had arrived at the land that is now Florida!





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LANGUAGE STUDIO 9: EARLY EXPLORATIONS OF NORTH AMERICA

“Juan Ponce de León’s Expeditions” Main Ideas Drawings

Directions: Illustrate three of the main ideas from the text “Juan Ponce de León’s Expeditions.”

Main Idea 1	
Main Idea 2	
Main Idea 3	



## LANGUAGE STUDIO 9: EARLY EXPLORATIONS OF NORTH AMERICA

### Hernando de Soto Preparing for the Expedition

Hernando de Soto knew about the explorations of Ponce de León and Narváez. He knew it would be dangerous to explore Florida, but he felt he could achieve more than the men who had explored before him. After all, de Soto had been in Peru with Francisco Pizarro, one of the most successful of all the conquistadors, when Pizarro captured the Inca emperor Atahualpa [ah-tah-WAL-pa]. De Soto had helped collect the great ransom of silver and gold that made Pizarro very rich. De Soto, too, became a wealthy man through his relationship with Pizarro. De Soto believed he could make even more money by conquering Florida and gathering the gold that was rumored to be there. De Soto invested much of his own money in his Florida expedition, and he prepared for it carefully. De Soto signed up many other experts for the expedition, including soldiers, sailors, tailors, shoemakers, engineers, and priests. Most of the 700 men on his expedition were Spaniards, but there were a number of recruits from other countries in Europe. The expedition sailed from Spain in April of 1538. After a year in Cuba, de Soto and his men sailed to Florida, arriving at the end of May in 1539.





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4.2

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## LANGUAGE STUDIO 9: EARLY EXPLORATIONS OF NORTH AMERICA

### Hernando de Soto Finding Juan Ortiz at de Soto's Base Camp

De Soto sent a **scouting party** inland, and the men discovered an abandoned Native American village. Finding abandoned villages was not unusual. By this time, Native Americans had learned that the arrival of Spaniards was usually not good news. Many Native American chiefs decided the



safest course of action was to abandon their village and avoid the Spanish. Sometimes the Native American groups would return to their village after the Spanish had moved away. De Soto and his men established a base in the abandoned village and began to explore the surrounding land. They made a remarkable discovery during their exploration. They found a Spaniard who had been living among the Native Americans and had learned a little of their language. His name was Juan Ortiz, and he had been a member of the **disastrous** Narváez expedition. Ortiz had been treated cruelly by one Native American chief and was later adopted by another Native American group. The Spanish were astonished to find him living like a Native American. Native Americans would sometimes adopt outsiders—including Europeans—into their groups, even though their experience taught them that Europeans were interested in conquering their lands. The Spanish listened to Ortiz's stories and made Ortiz one of their translators.





## LANGUAGE STUDIO 9: EARLY EXPLORATIONS OF NORTH AMERICA

### Identifying Adverbials

Types of Adverbs		
<b>Time</b>	tell <i>when, how often, or how long</i>	Ponce de León had explored Florida <u>first</u> .
<b>Place</b>	tell <i>where</i>	Pánfilo de Narváez marched <u>inland</u> in search of gold.
<b>Manner</b>	tell <i>how</i> something is done	Juan Ortiz had been treated <u>cruelly</u> by one Native American chief.
<b>Degree</b>	tell <i>how much or how little</i>	Native Americans had learned that the arrival of Spaniards was <u>usually</u> bad news.

*Directions: Underline the adverb in each sentence and identify the type of adverb: time, place, manner, or degree. Refer to the chart above for help.*

1. Conquistador Hernando de Soto led a group of Spaniards ashore.

Type of adverb: \_\_\_\_\_

2. Narváez and his men hurriedly constructed makeshift boats.

Type of adverb: \_\_\_\_\_



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**4.3**  
CONTINUED

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## LANGUAGE STUDIO 9: EARLY EXPLORATIONS OF NORTH AMERICA

3. Pizarro and de Soto became very rich men.

Type of adverb: \_\_\_\_\_

4. Later de Soto arrested the Lady of Cofitachequi and held her hostage.

Type of adverb: \_\_\_\_\_

5. He had lost many of his men, and his horses could barely walk.

Type of adverb: \_\_\_\_\_



## LANGUAGE STUDIO 9: EARLY EXPLORATIONS OF NORTH AMERICA

### Francisco Vasquez de Coronado

*Directions: As you read the passage below, pay close attention to the words in bold. Highlight words and phrases that help you determine the meaning of these words.*

Francisco Vasquez de Coronado and his men explored the region of Cibola. They found many pueblo villages, but no gold. Coronado decided to split his **forces**. He sent **scouting** parties, or groups, off in several different directions. One party traveled northwest through Hopi territory in what is now northern Arizona. They continued until they came upon a **massive** canyon, more than a mile deep. The canyon was the Grand Canyon! These men from the Coronado expedition became the first Europeans known to see the Grand Canyon. Another party traveled southwest along the Colorado River. Today this section of the river forms the border between California and Arizona. A third party headed east from Cibola through eastern New Mexico. This party crossed the Rio Grande, a large river that runs south through New Mexico and now forms the border between the United States and Mexico.



Coronado and his men passed north through the land of the twelve Rio Grande Pueblos. They **observed** the Great Plains where great herds of buffalo **roamed**, or wandered. The shaggy buffalo fascinated the Spaniards. At first they





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**5.1**  
CONTINUED

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## LANGUAGE STUDIO 9: EARLY EXPLORATIONS OF NORTH AMERICA

found it difficult to hunt these massive animals. In time, however, they learned to hunt the animal with spears just like the Native Americans.

One of their native guides told them about a place far to the east called Quivira, a wealthy city. Hearing this, Coronado decided to march east, hoping to find Quivira and the gold he had missed in Cibola. Coronado and his men crossed into Texas, then onto the Great Plains, where tens of thousands of buffalo **grazed** around them.

During their journey, they met the Querechos [kuh-*RAH*-choes], **nomadic** natives of the Great Plains, who lived by following the buffalo herds. These Native Americans were buffalo hunters. They ate the meat of the buffalo. They used buffalo skins to make clothing and shoes. They used buffalo bones, as well as stones, to make tools. They burned buffalo **dung**, or manure, for fuel. Coronado and his men learned a lot about the Querechos' way of life, including the fact that the Querechos had no gold. Coronado and his men decided to move on and made their way through parts of Texas, Oklahoma, and Kansas.

Finally, Coronado and his men reached Quivira [*KWAH*-veer-ah]. Rather than a wealthy city, they found a few villages and some grass huts. Again, they did not find gold. Coronado and his men, who had been so confident that they would find gold, were unsuccessful. They returned to Mexico empty-handed and not one bit richer.

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LANGUAGE STUDIO 9: EARLY EXPLORATIONS OF NORTH AMERICA

Francisco Vasquez de Coronado Vocabulary Words

Word	Definition
forces	
scouting	
massive	
observed	
roamed	
grazed	
nomadic	
dung	



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**5.3**

ACTIVITY PAGE

**LANGUAGE STUDIO 9: EARLY EXPLORATIONS OF NORTH AMERICA****Adverbial Phrases**

<b>Types of Adverbial Phrases</b>		
<b>Time</b>	tell <i>when, how often, or how long</i>	For the next few weeks, Coronado and his men continued to explore the region of Cibola.
<b>Place</b>	tell <i>where</i>	Don Antonio de Mendoza, viceroy of New Spain, sat <u>in his office in Mexico City</u> .
<b>Manner</b>	tell <i>how</i> something is done	The Spanish listened <u>very closely</u> to Friar Marcos.
<b>Degree</b>	tell <i>how much or how little</i>	While they were living with the Native Americans, Cabeza de Vaca had heard <u>much</u> talk about a land that was rich in gold.

*Directions: Underline the adverbial phrase in each sentence and identify the type of adverbial phrase. Refer to the chart above for help.*

1. Coronado discovered extremely quickly that Hawikuh was not a vast city.

What type? \_\_\_\_\_

2. Mendoza was fascinated by Cabeza de Vaca's amazing tale of adventure and survival in foreign lands.

What type? \_\_\_\_\_

3. But the part of the story that interested Mendoza the very most was Cabeza de Vaca's report about golden cities.

What type? \_\_\_\_\_

4. In February of 1540, Coronado assembled an expedition.

What type? \_\_\_\_\_

5. Coronado and his men, who had started out with so much confidence, never found gold.

What type? \_\_\_\_\_



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**6.1**

ACTIVITY PAGE

## LANGUAGE STUDIO 9: EARLY EXPLORATIONS OF NORTH AMERICA

### Highlighting Important Ideas and Details

*Directions: First, highlight the important ideas and details in the passage. Then, on Activity Page 6.2, you will use your highlights to write a short summary of the passage.*

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#### Life in a Spanish Mission

In the 1590s, the Spanish began establishing missions in the Southwest, in what we now call the states of New Mexico, Arizona, and Texas. In the 1700s, the Spanish built a string of missions along the Pacific Coast of California. The Spanish established the missions for two reasons. They wanted to convert the natives to Christianity, and they needed allies in North America. Many American cities in the Southwest began as missions named after Christian saints, including San Diego, San Francisco, San Jose, and Santa Barbara in California, and San Antonio in Texas. The center of each mission was a church. Churches were built of stone masonry or adobe—clay bricks—depending on the local materials. Missionaries often lived in one building, and the converted Native Americans lived within the mission in their own houses, which were also built of stone or adobe. Most missions included farms and orchards for growing food. The native peoples learned to grow crops, such as corn, wheat, and barley, using European farming techniques. Some natives also learned skills, such as carpentry, woodworking, weaving, soap-making, and candle-making. Livestock, including cattle and sheep, were raised on cattle ranches located just outside some missions. Most missions included bakeries, workshops, and storerooms for the crops that were grown there. Many missions included skilled tailors, carpenters, and blacksmiths.







## LANGUAGE STUDIO 9: EARLY EXPLORATIONS OF NORTH AMERICA

## Summary of “Life in a Spanish Mission”

*Directions: Refer to your highlights on Activity 6.1 and write a summary about the passage “Life in a Spanish Mission.”*

[illegible]



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**6.3**

ACTIVITY PAGE

**LANGUAGE STUDIO 9: EARLY EXPLORATIONS OF NORTH AMERICA****Prepositional Phrases**

*Directions: Complete each sentence below with a prepositional phrase. If you need help, use the prepositional phrases in the Word Box.*

Prepositional Phrases		
in one building	from Spain	around a church
in their own houses	in the regions	on the farms and orchards
in the Caribbean	in the Caribbean, Mexico, and South America	at the local missions

1. The Spaniards decided that there was no gold to be found \_\_\_\_\_ of the North American mainland explored by de Soto and Coronado.
2. The Spaniards decided to focus most of their attention on the colonies they had established farther south \_\_\_\_\_.
3. Some Native Americans accepted Christianity and lived \_\_\_\_\_.
4. Pirates attacked Spanish ships \_\_\_\_\_.

5. Some missionaries made slaves of the natives and put them to work \_\_\_\_\_.
6. Every mission was centered \_\_\_\_\_.
7. Missionaries would often live \_\_\_\_\_,  
and the converted Native Americans would live within the mission  
\_\_\_\_\_.
8. Menéndez insisted that any ships coming \_\_\_\_\_  
must include a priest who could serve as a missionary.



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**7.1**

ACTIVITY PAGE

## LANGUAGE STUDIO 9: EARLY EXPLORATIONS OF NORTH AMERICA

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### Cabot's First and Second Journeys

Cabot attempted three voyages across the Atlantic. The first voyage departed from Bristol, England and was not successful. Cabot and his men encountered terrible weather and ran short of supplies. In addition, Cabot and his crew disagreed about their route. Since they had so much trouble, Cabot decided to turn around and sail back to Bristol.

Cabot's second voyage was more successful. Again, he had only one ship. It was a small ship, called the *Matthew*, with a crew of just 18 men. Cabot and his men set sail from Bristol in May 1497. They sailed past Ireland and across the Atlantic. On June 24, they sighted land. Historians believe that Cabot landed his ship somewhere in the area of southern Labrador, Newfoundland, or Cape Breton Island in present-day Canada, but the exact location is not known for certain.

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LANGUAGE STUDIO 9: EARLY EXPLORATIONS OF NORTH AMERICA

Two-Column Note-Taking Chart

*Directions: As you listen to the passage, fill in the two-column chart below with main ideas and important details from the passage. Draw a picture if that helps you understand the ideas. Note difficult vocabulary words, so that you can look them up later.*

Title of Passage:	
Main Ideas	Important Details



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**7.3**

ACTIVITY PAGE

## LANGUAGE STUDIO 9: EARLY EXPLORATIONS OF NORTH AMERICA

### Cabot on the Coast of North America

#### Cabot on the Coast of North America

Cabot did not spend much time on land. It appears that he and his men left the ship only once and did not wander more than a few hundred feet inland. They did not encounter any Native Americans but did find signs of their settlement. Cabot claimed the land for England, collected some fresh water, and got back on board his ship. Cabot and his men explored the coast of the area now known as the Cabot Strait—a channel sixty miles wide between northern Cape Breton Island and southwestern Newfoundland. Cabot and his crew discovered some very good fishing grounds as they explored the coast. As far as we know, Cabot was the first European to set foot in this part of North America since the Vikings about 500 years earlier.





## LANGUAGE STUDIO 9: EARLY EXPLORATIONS OF NORTH AMERICA

### Henry Hudson's Search for the Northwest Passage to the Indies

In May 1607, Hudson departed England with a small crew and a single ship named the *Hopewell*. Six weeks later, Hudson and his crew sighted the eastern coast of Greenland. They sailed along the eastern coast of Greenland then turned and sailed northeast. Hudson planned to travel north but the ice prevented him from traveling very far. As they continued their voyage, the men saw many **unfamiliar** creatures, including whales, seals, and walrus. In mid-July they reached the Spitsbergen **archipelago** [ahr-kuh-PELuh-goh], a chain of islands with an arctic climate. Hudson tried to navigate through the chain of islands but found that the chain was almost completely surrounded by pack ice—frozen seawater. Hudson's ship was nearly stuck in the ice. For a while, it was “touch and go.” A few days later, Hudson gave up on his idea to reach the North Pole because the ice made it too difficult to continue. He turned around and returned to England.



In 1608, Hudson tried once again to reach the East Indies by sailing the *Hopewell* across the North Pole. He sailed north of Scandinavia and Russia. He sailed more than 2,500 miles, reaching the islands off the coast of Russia known as *Novaya Zemlya* (“New Land”). Again, there was too much ice, and he had to turn back.





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**8.1**  
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## LANGUAGE STUDIO 9: EARLY EXPLORATIONS OF NORTH AMERICA

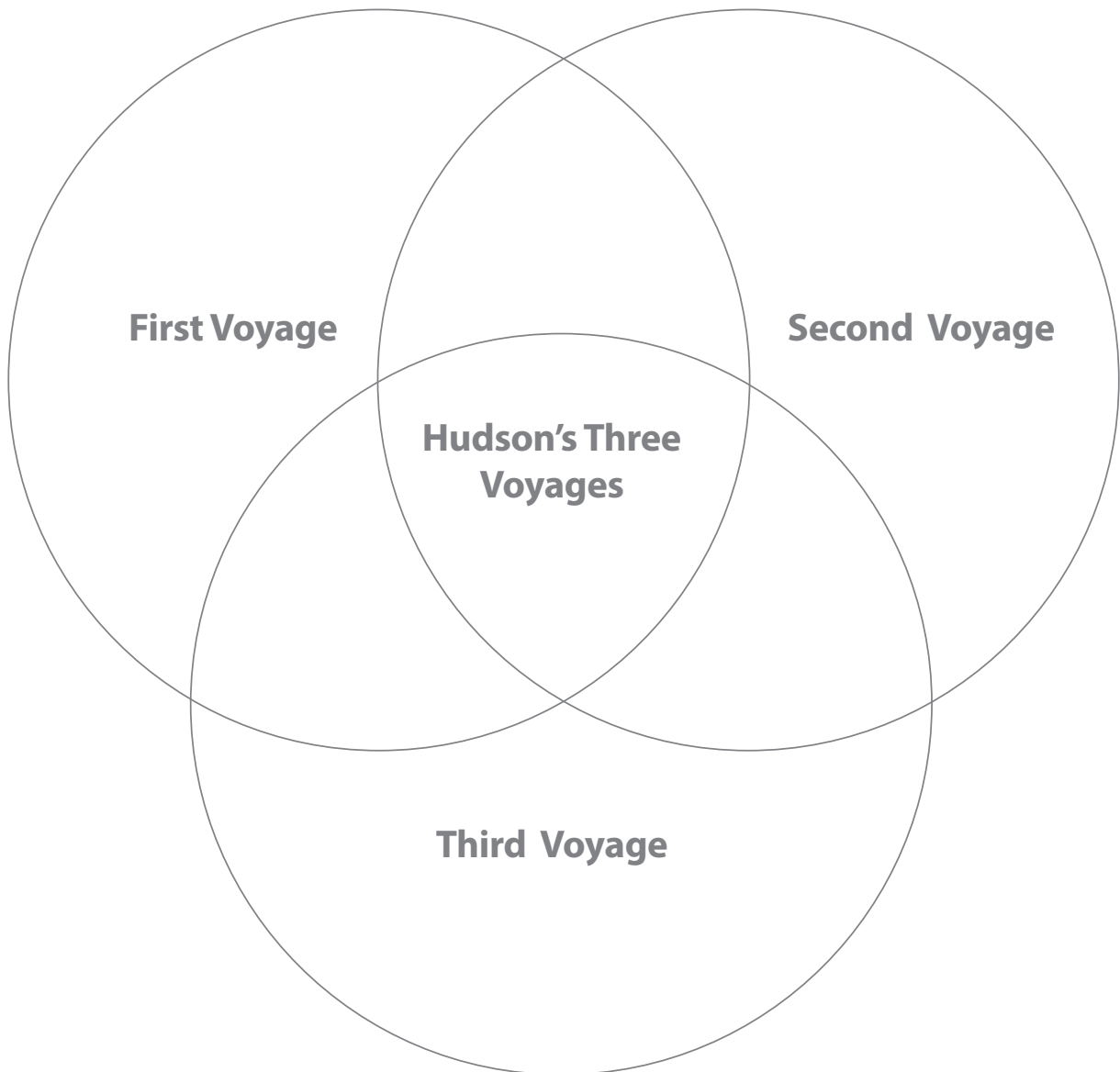
In 1609, Hudson made a third attempt to find the Northwest Passage. This time he was hired by the Dutch and sailed for the Dutch East India Company. The Dutch East India Company was a trading company that was formed to protect Dutch trade in the East Indies. The company hired Hudson and told him to follow the same route that he had sailed on the previous voyage, sailing north of Scandinavia and Russia. They still believed that he could sail over the North Pole and reach Asia. Hudson left Amsterdam, the Netherlands, in April 1609 onboard the Dutch ship, the *Half Moon*. As he headed north, the ice became thicker. By mid May, there was so much ice that Hudson again gave up and turned around. However, rather than following directions and sailing back to Amsterdam, Hudson boldly decided to sail west. Hudson crossed the Atlantic and sighted Newfoundland on July 12. He sailed along the coast of North America, exploring much of what is now the east coast of United States. He and his men sailed as far south as Virginia, where the Jamestown settlement had recently been established. Then they turned north. On September 3, they came upon a large river that emptied into the Atlantic. Hudson and his men sailed upstream to explore the river. When the river became wider, Hudson thought it might be the Northwest Passage that would lead all the way through North America. As they traveled further, the river again **narrowed**. Hudson then realized that the river might not lead through the continent. Nevertheless, it was an interesting discovery. Hudson claimed the area for the Netherlands and the Dutch.

Hudson returned to Europe in late September. He would have preferred to spend the winter in the “New World” but his crew insisted on returning to Europe. So Hudson was forced to return.



**LANGUAGE STUDIO 9: EARLY EXPLORATIONS OF NORTH AMERICA****Henry Hudson's Three Voyages**

*Directions: Complete the Venn diagram to compare and contrast the three voyages of Henry Hudson.*





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**9.1**

ACTIVITY PAGE

## LANGUAGE STUDIO 9: EARLY EXPLORATIONS OF NORTH AMERICA

### Samuel de Champlain, Part 1

In 1603, Champlain was invited to sail with a French fur-trading expedition to an area known at the time as “New France” in present-day Canada. Decades before Champlain’s expeditions, a French navigator and explorer named Jacques Cartier claimed the shores of the St. Lawrence River, the Gulf of St. Lawrence, and the areas now known as Newfoundland and Nova Scotia in honor of France. Cartier’s attempt to colonize an area around present-day Quebec failed at that time, but these explorations were only the beginning of a fur-trading relationship between France and the natives in the area of “New France.”



The goal of Champlain’s 1603 expedition was to trade with the native people in the area of “New France” and return home with beaver **pelts** and other furs to sell in France. During this voyage, Champlain talked to fur traders and fishermen and met people native to the areas he visited. He made a map of the St. Lawrence River, a long river that flows away from the Great Lakes and empties into the Atlantic Ocean. When he returned home to France, Champlain published a report on his expedition.



By 1604, Champlain took part in an attempt to start a French colony in “New France” with a small group of colonists. The group suffered through a difficult winter in their original settlement near the mouth of the St. Croix River, during which almost half of the colonists died. After Champlain and a few men scouted the surrounding area, the surviving colonists moved to the area presently known as Nova Scotia. This colonization attempt was not successful, but Champlain took this time to explore and map areas along the Atlantic coast. He eventually sailed as far south as Cape Cod.



After exploring several possible locations along the northeastern Atlantic coast, Champlain decided that the best place for a French colony was along the St. Lawrence River. Champlain **envisioned** this colony as a control center for the fur trade. This was a sign of an important change in European thinking about North America. John Cabot and Henry Hudson had been looking for a route *around* America or a way to go *through* it. They were not especially interested in America and its resources. They were interested in goods from Asia and the East Indies, such as spices and silk. They thought of America as land that was blocking their way. But Champlain thought about this in a new way. Champlain was still interested in finding a Northwest Passage. He went on several expeditions with that goal. But he and many of the men who came after him began to think of North America as more than as an obstacle in the way. They began to think of America as a place that was profitable in its own right—and a place that might be worth settling.





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**9.2**

ACTIVITY PAGE

**LANGUAGE STUDIO 9: EARLY EXPLORATIONS OF NORTH AMERICA****Samuel de Champlain, Part 2**

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**Paragraph 1**

In 1608, Champlain received permission to lead an expedition of three ships and about thirty-two colonists from France. He sailed up the river and established a settlement, which he named Quebec City. Only nine of the original colonists, including Champlain, survived the first cold winter in Quebec City, but more settlers arrived the following June. At first, Quebec City was little more than a fort, but Champlain had a dream—he hoped that Quebec City would be the capital of a large and prosperous French colony. He spent the rest of his life working to make that dream come true. Champlain set up a fur-trading station in Quebec City. Native Americans could bring animal furs to the city, and French traders would buy the furs and ship them back to France.

**Paragraph 2**

In order to make sure that the settlers at Quebec City would not be attacked by the local native people, Champlain made an alliance with some of the tribes who lived along the St. Lawrence, including the Huron and the Algonquin people. He supported these tribes in a war against the Iroquois, a large confederacy of tribes who lived to the



south, in what is now New York State. Champlain led expeditions against the Iroquois. During the first of these expeditions in 1609, he became the first European to visit the lake that is now named for him, Lake Champlain. In 1615, he became the first known European to arrive at the Great Lakes. There was more than just a military alliance between Champlain and the tribes, however; they learned things from each other as well. Even the name of the new city, Quebec, was borrowed from the Algonquian language spoken by many Native Americans throughout North America. The word *Quebec* comes from the Algonquian word *kebek* meaning “where the river narrows.”

### Paragraph 3

Champlain made several trips to France to recruit new settlers and secure French government support of his colony. He eventually married and brought his new wife to settle with him in Quebec City. He also brought missionaries to “New France” to teach the native people about Christianity. The missionaries worked with the fur traders and the settlers to extend French settlements farther inland. In the end, Champlain was successful. The colony of Quebec did not just survive; it prospered. It became the first permanent French settlement on the continent of North America. The areas that made up “New France” remained part of the French empire for more than a hundred years and in time became part of a larger country now known as Canada.





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**9.3**

ACTIVITY PAGE

## LANGUAGE STUDIO 9: EARLY EXPLORATIONS OF NORTH AMERICA

### Asking and Answering Questions

*Directions: Write three questions you have about your assigned paragraph. Then exchange your paper with one of your group members. Answer your group member's questions.*

Paragraph Number \_\_\_\_\_

Question 1:

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Answer:

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Question 2:

---

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Answer:

---

---

Question 3:

---

---

Answer:

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NAME: \_\_\_\_\_

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**10.1**

ACTIVITY PAGE

**LANGUAGE STUDIO 9: EARLY EXPLORATIONS OF NORTH AMERICA**

<b>European Explorers of North America</b>	
<b>Explorer</b>	<b>Facts and Accomplishments</b>
Christopher Columbus	<ul style="list-style-type: none"><li>• born in Genoa, Italy</li><li>• worked as a sailor and mapmaker when he was young</li><li>• hoped to find a shorter route to the East Indies to find gold and spices by going west</li><li>• King Ferdinand and Queen Isabella paid for his 1492 voyage.</li><li>• set sail for the East Indies in August 1492 on the ships <i>Nina</i>, <i>Pinta</i>, and <i>Santa Maria</i></li><li>• when he sighted land, he thought he had reached the East Indies, but had really reached the West Indies off the coast of North America</li><li>• claimed the land for Spain and named it Hispaniola, built a fort there, and left some men to guard it when he returned to Spain</li><li>• traded beads and bells for fresh water, food, and parrots with the native peoples who were friendly</li><li>• never found gold, but when he returned to Spain, he lied to the king and queen saying that he had found gold, hoping that they would sponsor another trip</li><li>• made four voyages to the West Indies which he thought were the East Indies</li><li>• when he returned to Hispaniola, he continued to look for gold and enslaved the native peoples</li><li>• the native peoples became infected with diseases and many of them died</li></ul>



<p>Juan Ponce de León</p>	<ul style="list-style-type: none"> <li>• trained as a knight</li> <li>• in 1493, accompanied Columbus on second voyage to Hispaniola</li> <li>• helped conquer and settle Hispaniola</li> <li>• in 1504, became the governor of Hispaniola as a reward for stopping a rebellion by the native peoples</li> <li>• used slaves to work on his plantation which grew sweet potatoes and cassava</li> <li>• led an expedition to Puerto Rico in 1506 to look for gold</li> <li>• found gold in Puerto Rico</li> <li>• made governor of Puerto Rico in 1509</li> <li>• Columbus's son, who didn't like de León, had him removed from office.</li> <li>• led another expedition in 1513 looking for gold and the fountain of youth</li> <li>• discovered Florida and tried to sail around it because he thought it was an island</li> <li>• after returning to Spain, he wasn't able to return to Florida until 1521</li> <li>• tried setting up a colony, but the native peoples fought him off</li> <li>• died of a wound from the battle in July of 1521</li> </ul>
<p>Hernando de Soto</p>	<ul style="list-style-type: none"> <li>• explored Peru with the conquistador Francisco Pizarro</li> <li>• helped capture the Inca emperor and as a result, became rich when the Incas paid a ransom in gold and silver</li> <li>• in 1538 led an expedition to Florida; not the first person to explore Florida</li> <li>• landed in Florida in 1539 and claimed the land for Spain</li> <li>• found a Spaniard named Juan Ortiz living like a native</li> <li>• traveled further north into what is now Georgia and South Carolina, fighting and killing natives along the way</li> </ul>



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**10.1**  
CONTINUED

ACTIVITY PAGE

**LANGUAGE STUDIO 9: EARLY EXPLORATIONS OF NORTH AMERICA**

	<ul style="list-style-type: none"><li>• encounters a female chief who was thought to have gold, but she had little gold and some pearls</li><li>• took her hostage, but she is thought to have escaped</li><li>• continued to look for gold but never found any</li><li>• his men were tired and convinced there was no gold</li><li>• his men wanted to quit but de Soto pushed on</li><li>• in May of 1541, de Soto and his men reached the Mississippi River; they crossed the river at night in makeshift rafts</li><li>• explored Arkansas where they saw native peoples living in tipis and buffalo</li><li>• by this time, de Soto was discouraged—he had found no gold, lost most of his men, his translator Juan Ortiz had died, and his horses could barely walk</li><li>• died of a fever in May 1542</li><li>• after his death, his men sank him in a river because de Soto had previously told the native peoples that he was immortal, and his men didn't want them to know he had lied.</li></ul>
Francisco Vasquez de Coronado	<ul style="list-style-type: none"><li>• in February of 1540, led an expedition to Cibola, Mexico, to look for gold because of rumors from a Catholic Friar who had said he'd seen lots of gold there.</li><li>• didn't find any gold, so he traveled north into what is now the United States</li><li>• encountered the Zuni, who attacked them</li><li>• de Coronado was injured in the fight, but his men kept fighting and beat the Zuni.</li><li>• discovered that the Zuni had no gold or other valuables</li><li>• continued to look for gold, sending scouting parties off in several different directions</li></ul>

	<ul style="list-style-type: none"> <li>• discovered what is today called the Grand Canyon</li> <li>• traveled as far as to what is called today the Great Plains where they saw herds of buffalo, which fascinated them</li> <li>• treated the natives horribly, killing many of them</li> <li>• never found any gold and returned southward to Mexico</li> <li>• lost a lot of money that he had invested in the expedition</li> </ul>
John Cabot	<ul style="list-style-type: none"> <li>• Italian but sailed for England</li> <li>• born at the same time as Christopher Columbus</li> <li>• lived for many years in Venice, Italy</li> <li>• worked as a merchant and a sailor</li> <li>• in 1495 moved to England</li> <li>• thought he could get to the East Indies by sailing north instead of west</li> <li>• wanted to find a Northwest Passage to the East Indies</li> <li>• in 1496, King Henry VII, king of England, sponsored his expedition; tells Cabot that Cabot can have some of the profit he brings back</li> <li>• attempts three voyages across the Atlantic</li> <li>• returned back to England on the first voyage due bad weather and arguments with his men about the route</li> <li>• second voyage in 1497 was more successful; sighted land that is thought to have been Labrador, Newfoundland, or Cape Breton off what is Canada today</li> <li>• probably the first European to set foot on North America since the Vikings in 1000 CE</li> <li>• discovered some good fishing grounds</li> <li>• claimed the land for England</li> <li>• thought he had found Asia</li> <li>• The king was happy because at that time fish was expensive.</li> </ul>



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**10.1**  
CONTINUED

ACTIVITY PAGE

**LANGUAGE STUDIO 9: EARLY EXPLORATIONS OF NORTH AMERICA**

	<ul style="list-style-type: none"><li>• On his third voyage in 1498, his ships became damaged, and the whole fleet had to stop in Ireland due to severe storms.</li><li>• Some historians think he died on this voyage, and others think he returned to England until 1500.</li></ul>
Henry Hudson	<ul style="list-style-type: none"><li>• sailed for England</li><li>• had an interest early in life in exploring Arctic geography</li><li>• first attempt to find the Northwest Passage in 1607</li><li>• His idea to find the Northwest Passage was to sail north over the North Pole.</li><li>• left England in 1607 and sighted Greenland and then sailed northeast because ice prevented him from traveling north</li><li>• saw many unfamiliar animals, such as whales, seals, and walruses</li><li>• could not reach the North Pole and had to return to England because there was too much ice</li><li>• in 1608, made another attempt to find the Northwest Passage; sailed north of Scandinavia and Russia</li><li>• sailed more than 2,500 miles to islands off the coast of Russia but again had to turn back because of ice</li><li>• in 1609, made a third attempt to find the Northwest Passage, but this time he sailed for the Dutch</li><li>• was supposed to follow the same path as his last voyage, but again he encountered too much ice; instead of sailing back to the Netherlands like he was supposed to do, he sailed west</li><li>• He sighted Newfoundland and explored the coast of North America.</li><li>• discovered area near what is now called the Hudson River and claimed the area for the Dutch</li></ul>

	<ul style="list-style-type: none"> <li>• returned in 1610 to the Hudson River area to explore the area; his ship got stuck in ice</li> <li>• His crew was sick and wanted to return to England, but Hudson didn't want to.</li> <li>• His crew put him and his son on a small boat and sailed the ship back to the Netherlands.</li> <li>• Hudson was never heard from again.</li> </ul>
Samuel de Champlain	<ul style="list-style-type: none"> <li>• sailed for France</li> <li>• earned reputation as a talented navigator who had led expeditions to the West Indies and to North America</li> <li>• son of a sea captain</li> <li>• a talented mapmaker</li> <li>• given title of "royal geographer" by King Henry VI of France</li> <li>• In 1603, he was asked to sail to "New France," now known as Canada; the purpose for this expedition was to trade with the native peoples—beaver pelts and other furs.</li> <li>• made maps of the area</li> <li>• in 1604, tried to start a colony in New France without any success—most of the colonists died due to the cold weather</li> <li>• During this expedition, he explored more and made more maps.</li> <li>• decided the best place for a French colony was along the St. Lawrence River</li> <li>• thought the colony could be a center for the fur trade</li> <li>• People in Europe began to view North America as a place of resources, not just gold.</li> <li>• in 1608, established a settlement which is now known as Quebec</li> <li>• spent the rest of his life making his dream come true—making Quebec into a fur-trading center</li> <li>• He brought missionaries to Quebec to teach the native peoples about Christianity.</li> <li>• Quebec was a success.</li> </ul>



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**10.2**

ACTIVITY PAGE

## LANGUAGE STUDIO 9: EARLY EXPLORATIONS OF NORTH AMERICA

### Explorer Interview Graphic Organizer

*Directions: Fill in the circles with ideas about your explorer. You will be using these ideas to write questions for your Explorer Interview. Write your explorer's name in the center circle. Refer to Activity Page 10.1 for facts about your explorer.*

**LANGUAGE STUDIO 9: EARLY EXPLORATIONS OF NORTH AMERICA****Explorer Interview Draft**

Explorer Name:

Newspaper Reporter Question 1:

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Explorer Answer 1:

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Newspaper Reporter Question 2:

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Explorer Answer 2:

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**11.1**  
CONTINUED

ACTIVITY PAGE

## LANGUAGE STUDIO 9: EARLY EXPLORATIONS OF NORTH AMERICA

Newspaper Reporter Question 3:

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Explorer Answer 3:

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Newspaper Reporter Question 4:

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Explorer Answer 4:

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Newspaper Reporter Question 5:

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Explorer Answer 5:

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Newspaper Reporter Question 6:

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Explorer Answer 6:

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Newspaper Reporter Question 7:

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Explorer Answer 7:

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**11.1**  
CONTINUED

ACTIVITY PAGE

## LANGUAGE STUDIO 9: EARLY EXPLORATIONS OF NORTH AMERICA

Newspaper Reporter Question 8:

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Explorer Answer 8:

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## LANGUAGE STUDIO 9: EARLY EXPLORATIONS OF NORTH AMERICA

### Presentation Rubric

	<b>Newspaper Reporter <i>wh</i>-Questions</b>	<b>Explorer Answers</b>	<b>Formal Language Delivery</b>
3	Writes a variety of <i>wh</i> - questions that ask who, what, where, when, why, and how	Writes answers to the <i>wh</i> - questions that are specific and detailed	Speaks clearly at an appropriate pace, tone, and volume.
2	Writes a variety of <i>wh</i> - questions that ask who, what, where, when, why, or how but may not include all	Writes some answers to the <i>wh</i> - questions that are specific and detailed	Speaks clearly most of the time at mostly an appropriate pace, tone, and volume
1	Writes only one or two types of <i>wh</i> - questions	Writes few answers to the <i>wh</i> - questions that are specific and detailed	Speaks in an unclear manner at an inappropriate pace, tone, and volume





Language Studio 10

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# Colonial America

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NAME: \_\_\_\_\_

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**1.1**

ACTIVITY PAGE

## LANGUAGE STUDIO 10: COLONIAL AMERICA

### The English Colonies KWL Chart

*Directions: A KWL chart tracks what you know (K), want to know (W), and have learned (L). Fill in the first two columns of the KWL chart. You will fill in the third column as you learn about the English colonies in future lessons.*

The English Colonies		
What I Know	What I Want to Know	What I Have Learned





## LANGUAGE STUDIO 10: COLONIAL AMERICA

### The Founding of Jamestown

King James I of England had heard stories about the gold discovered in the New World by the Spanish. He wanted some of that gold for England. So, in December 1606, three English ships set sail for Virginia. More than 100 men and a few boys were on board.

A company called the Virginia Company of London paid for the voyage. The main purpose of the expedition was to make money by trading. The Virginia Company planned to trade with the native people and to find precious metals, such as gold. King James had also given the men a charter. A charter is an official document. It allowed them to claim a very large area of land in the New World. This area of land stretched from what is now the state of South Carolina all the way up the east coast to Canada.

The journey was long and hard; the group finally spotted land in May 1607, five months after leaving England. Rather than stopping right away, however, they decided to sail up a wide river, which they named the James River





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**2.1**  
CONTINUED

ACTIVITY PAGE

**LANGUAGE STUDIO 10: COLONIAL AMERICA**

in honor of King James. They sailed upriver, looking for a good place to dock their ships. After traveling upriver for about sixty miles, they found an area of land with deep water near the shoreline. They decided to drop anchor.

The settlers set to work. They built homes, a storehouse, and a chapel. To protect their settlement, they surrounded it with high walls made of logs and placed a cannon nearby. They named their new settlement Jamestown. Jamestown became England's first permanent settlement in America.

Before long a group of Powhatan Indians, led by Chief Powhatan, came to investigate. As the days went by, the Powhatan became angry because it seemed that the English settlers meant to stay. Eventually the Powhatan took action and attacked the settlers.

The settlers had not chosen the site of their settlement very wisely. The land was marshy and full of mosquitoes because it was too close to the water. The water was undrinkable because it was salty.

To make things worse, some of the settlers preferred to search for gold and silver rather than plant seeds to grow crops. The group began to argue. The settlers of Jamestown needed a leader.

During the summer, a small group of men sailed back to England planning to return with more men and supplies. Someone needed to take charge of those who stayed behind. The men argued about what to do and how to survive. Then as the weather warmed, some settlers became sick with fever and disease that could not be cured. People began to die.



With death, sickness, and daily arguments, no one was preparing for the cold winter months ahead. One man took the lead to prepare a plan. His name was Captain John Smith.

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**2.2**

ACTIVITY PAGE

## LANGUAGE STUDIO 10: COLONIAL AMERICA

### “The Founding of Jamestown”: What’s It All About?

*Directions: After reading the passage on Activity Page 2.1, answer the following questions.*

1. What is the main idea in the first paragraph?

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2. Write one detail from the first paragraph that supports the main idea.

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3. What is the main idea of the sixth paragraph?

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4. Write one detail from paragraph six that supports the main idea.

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5. Write a new title that describes the main idea of the passage.

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**LANGUAGE STUDIO 10: COLONIAL AMERICA****Pronouns that Refer Back to Nouns**

*Directions: Read the sentences below and circle the nouns that the underlined pronouns refer to.*

1. Many explorers thought they would discover new trade routes to the East Indies.
2. Spain focused most of its energy on getting as much gold and silver from Central and South America as it could.
3. King James I of England had given the men a charter, or official document, that allowed them to claim a very large area of land in the New World.
4. King James had not considered that other people might be living on this land who might not want him to claim it as his own.
5. However, the passengers and crew survived, and five months later, in May 1607, they finally caught a glimpse of land.
6. The Eastern Woodland Indians had lived in this region for many, many years. No one really knows what they thought when these uninvited visitors arrived.
7. Although some Native Americans had heard about and come in contact with Europeans, they did not know or trust this particular group.
8. When the settlers dug down into the earth to find drinking water, they found the water was undrinkable because it was salty.



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**3.1**

ACTIVITY PAGE

**LANGUAGE STUDIO 10: COLONIAL AMERICA****Cause-and-Effect Relationships in “Jamestown and the Powhatan”**

*Directions: Read each paragraph below. Look for a cause and an effect, and then fill in the chart.*

Paragraph	Causes	Effects
<p>Captain John Smith was hardworking and organized. Many historians believe that without him, Jamestown would not have survived.</p> 		<p>Jamestown survived.</p>
<p>When Smith returned to the Jamestown settlement, the colonists had stopped working. They were fighting among themselves again. Snow was on the ground, and their food supply was very low.</p>	<p>The colonists had stopped working.</p>	

Paragraph	Causes	Effects
<p>The Powhatan took pity on the colonists. They brought them much needed food. They also taught the English new hunting and farming techniques. The food the Powhatan provided was enough to keep the English alive until help from their homeland arrived.</p> 		<p>The colonists survived until help from their homeland arrived.</p>
<p>For a while, the situation for Smith and his men improved. With more food to eat, they had energy to work. With more men, they had more hands to help construct the much-needed homes.</p>	<p>The colonists had more food to eat.</p> <p>There were more men.</p>	



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**4.1**

ACTIVITY PAGE

**LANGUAGE STUDIO 10: COLONIAL AMERICA****John Rolfe Presenting Tobacco to King James**

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As you heard, John Rolfe is well-known for marrying Chief Powhatan’s daughter, Pocahontas—also known as Matoaka [*MAH-toe-AH-kah*—and for making Jamestown (and therefore Virginia) an important economic center. John Rolfe did this by growing and exporting tobacco, and then shipping it out of the area to places that wanted to buy it.

You might be thinking—yuck! *Tobacco* means smoking, and we all know that is a very unhealthy habit. Even land-greedy King James thought so. He once said that smoking is “a custom loathsome to the eye, hateful to the nose, harmful to the brain, dangerous to the lungs . . .” However, because many people still wanted tobacco, and were willing to pay for it, tobacco became a huge part of the Southern colonies’ economy.

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

When the English arrived in North America, they, too, found that many Native Americans grew and used tobacco. The English settlers’ get-rich



plan had not succeeded when they failed to find gold. Some settlers had also experimented with growing crops such as rice and grapes, but they, too, were unsuccessful. However, John Rolfe, with the guidance of the Powhatan, made a pivotal contribution to the doomed Jamestown economy.

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**5.1**

ACTIVITY PAGE

**LANGUAGE STUDIO 10: COLONIAL AMERICA****The Founding of Maryland and Georgia****The Founding of Maryland**

Maryland was different from Virginia. The people that governed Maryland wanted it to be a safe place for Catholics. In 1634, Leonard Calvert led the first group of Catholics to this colony. Calvert became the first governor of Maryland.

The colonists in Maryland made peace with the local Native Americans right away. They did not waste time searching for gold. They established farms and trading posts.

People in Europe heard that Maryland was a nice place to live. Many Europeans journeyed to the Maryland colony. They hoped to escape poverty and practice their religion without fear. Roman Catholics and Christians who belonged to different churches came to Maryland. Maryland became known as a place of religious freedom for Christians of many faiths. In 1649, the Act of Toleration was passed. This law stated that all Christians in Maryland would be tolerated, or allowed the freedom to worship.

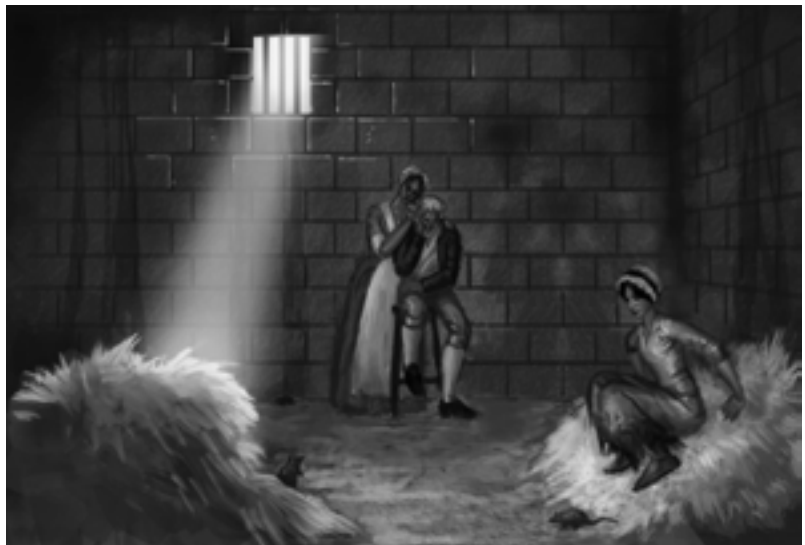


## The Founding of Georgia

The last Southern colony to be founded was Georgia. A man named James Oglethorpe had an idea. He noticed that the English jails were filled with debtors. In England at this time, people were sent to a jail called a debtor's prison if they were unable to pay their debts, or money that they owed to people. Oglethorpe noticed that many debtors remained in jail for the rest of their lives. This meant that they could never pay back the money that they had borrowed. Oglethorpe had the idea to establish a new colony in North America to give debtors another chance. They would be given land in the colony to help them begin a new life. Then they could work to pay back the money they owed.

King George II liked this idea. He gave Oglethorpe a charter and permission to take debtors from England to the area of land in the New World between South Carolina and Spanish Florida. When Oglethorpe arrived, he named the area Georgia in honor of the king.

It was difficult to persuade many debtors to leave their homeland to go to America. They didn't know what to expect. Once they arrived, the debtors would have to build their own homes and would have to gather, hunt, and grow their own food. Many debtors decided they would rather stay in jail in England than face the unknown in the New World. Only about 100 debtors agreed to go to North America.





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**5.1**  
CONTINUED

ACTIVITY PAGE

## LANGUAGE STUDIO 10: COLONIAL AMERICA

Although very few debtors agreed to come to Georgia, many poor Europeans arrived from other countries and established farms in this colony. They came mostly from Ireland and Germany. The colonists soon found that farming was a very hard job. They began bringing slaves from Africa to help with the farm work, even though Georgia was supposed to be a slave-free colony. Within 100 years, there were more plantations worked by slaves in Georgia than in any other state in the South. Georgia was also home to the second largest number of enslaved Africans in the United States.

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**LANGUAGE STUDIO 10: COLONIAL AMERICA****Nouns and Noun Phrases**

*Directions: Read each sentence. Fill in each blank with an adjective from the Word Bank below to create a noun phrase.*

Adjectives		
safe	first	local
better	this	religious
new	these	second
many	poor	other

1. The people who governed Maryland wanted it to be a \_\_\_\_\_ place for Catholics.
2. Leonard Calvert led the \_\_\_\_\_ group of Catholics who came to this colony.
3. The colonists in Maryland thought it important to make peace with the \_\_\_\_\_ Native Americans right away.
4. Europeans searching for a \_\_\_\_\_ life free of poverty and religious persecution journeyed to \_\_\_\_\_ colony.



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**5.2**  
CONTINUED

ACTIVITY PAGE

## LANGUAGE STUDIO 10: COLONIAL AMERICA

5. Maryland became known as a place that practiced \_\_\_\_\_ freedom.
6. Oglethorpe's idea was to set up a \_\_\_\_\_ colony in North America where \_\_\_\_\_ debtors would be given a \_\_\_\_\_ chance.
7. \_\_\_\_\_ Europeans from \_\_\_\_\_ countries began to arrive and establish farms in this colony.



## LANGUAGE STUDIO 10: COLONIAL AMERICA

### Religious Freedom and the First Thanksgiving

In 1620, King James was the king of England. He was also the head of the Church of England. He took his job seriously. He believed that people who did not support the Church of England might not support the king. So King James did not allow people to practice any other religion. People who didn't obey this law could be punished, or even killed.



This law upset many people, including two groups known as the Puritans and the Separatists. The Puritans were unhappy because they believed that the Church of England was not strict enough. The Separatists were unhappy because they believed that people should have the freedom to worship as they pleased.

The Separatists grew very frustrated and unhappy with the king. So, in September 1620, a group of Separatists called Pilgrims set sail for North America on the *Mayflower*. Not everyone on board the *Mayflower* was a Pilgrim. There were military officers, adventurers, merchants, craftsmen, indentured servants, and would-be farmers, too. During the trip, the two



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**6.1**  
CONTINUED

ACTIVITY PAGE

## LANGUAGE STUDIO 10: COLONIAL AMERICA

leaders, William Bradford and William Brewster, wrote the Mayflower Compact. The Mayflower Compact was a plan outlining how the new colony would be governed. Today, the Mayflower Compact is a very important document because it was the first document in the English colonies to guarantee self-government.

The *Mayflower* sailed to an area the Pilgrims named Plymouth. They reached Plymouth in the middle of winter on December 21, 1620. The settlers were not prepared for the bitter cold of New England. Many of the settlers were already sick. Without warm clothing and shelter, and with very little food, many settlers became sick and died. Almost half of the group died during that first winter.

A Native American named Squanto decided to help the Pilgrims. Squanto, who had once lived in England and Spain, was a member of the Wampanoag tribe. He taught the settlers how to grow crops such as corn, squash, and beans in the New England soil. Squanto also showed the settlers where to hunt and fish and pointed out the local plants that were good to eat.





As their crops grew in the warm New England sunshine, and the men hunted and fished in the woods and rivers, the settlers became more hopeful. When the first fall arrived, the settlers had enough food to see them safely through the next winter. They were very grateful.

The settlers invited the Wampanoag Indians who lived nearby to a thanksgiving celebration to thank them for their help. The event lasted for several days as the settlers and their guests feasted on deer, duck, lobster, fish, cornbread, pumpkin, squash, and berries. They hunted, played games, and ran races. This Pilgrim and Wampanoag celebration is often called “the first Thanksgiving.”

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**6.2**

ACTIVITY PAGE

**LANGUAGE STUDIO 10: COLONIAL AMERICA****Evidence in Informational Text**

*Directions: With a partner, take turns reading paragraphs three through seven on Activity Page 6.1. Then work together to fill in the Evidence Chart below.*

<b>Evidence Chart</b>	
The Separatists grew very frustrated and unhappy with the king.	
Not everyone on the Mayflower was a Pilgrim.	
	Without warm clothing and shelter and with very little food, many settlers became sick and died. Almost half of the group died during that first winter.
Squanto helped the settlers survive.	
	The settlers invited the Wampanoag to a thanksgiving celebration.



## LANGUAGE STUDIO 10: COLONIAL AMERICA

### Religious Dissent and the New England Colonies

*Directions: As you read the passage, circle the words and phrases that indicate time order.*

~~~~~

In England, a religious group known as the Puritans was unhappy with the Church of England. They didn't like the strong influence of the Catholics. In 1628, some Puritans decided to leave England and travel to America. John Winthrop was their leader. Then, in 1629, the Puritans and some merchants formed the Massachusetts Company. The purpose of the company was to make money for the Puritan colony by trading furs, fishing, and shipbuilding.

Finally, in 1630, John Winthrop set sail for New England with three ships and about 700 colonists. The ships carried a large amount of food, as well as cows, horses, and tools. They were better prepared than any of the other English settlers who had gone before them. When they arrived, they found some small buildings from Salem, an earlier English settlement. Other settlements were established later. This Puritan colony was named the Massachusetts Bay Colony, and John Winthrop became its governor.

The Massachusetts Bay Colony differed from the colonies in the South. Its laws were very strict. For example, one law required that everyone attend





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**7.1**

CONTINUED

ACTIVITY PAGE

## LANGUAGE STUDIO 10: COLONIAL AMERICA

church. The colony was soon successful, and it grew quickly. Each family received land on which to build a home and farm. The Puritans also believed in the power of education. They wanted their children to be able to read, so they could read the Bible.

In 1631, Roger Williams, a minister from London, arrived at the Massachusetts Bay Colony. Williams did not agree with some of the colony's leaders. He believed that the leaders of the colony had too much control over people's lives. He thought the church and government were too close. He noticed that the laws seemed very similar to the English system they had left behind. The leaders of the Massachusetts Bay Colony felt threatened by his views. Williams also believed that Native Americans should be paid for the land that was taken from them. Before long, the leaders of the Massachusetts Bay Colony decided that Williams was a troublemaker. They called him a religious dissenter and forced him to leave the colony.

However, in 1636, before they could send him back to England, Roger Williams and some of his supporters left the colony in the middle of the night in the dead of winter. It was bitterly cold, and the group had nowhere to go. They survived in the woods for three months with the help of some Native Americans. Eventually, Williams made his way south to what would become Providence, Rhode Island, where he purchased land from a local Native American tribe. This area became the colony of Rhode Island. Gradually, other settlers who found it difficult to follow the strict Puritan way of life also followed Williams. Rhode Island became a place for people who wanted the

freedom to practice their faith, or religious beliefs, in their own way. Rhode Island became the first English colony to allow people complete religious freedom. The colony welcomed Puritans as well as Quakers, Roman Catholics, Jewish people, and others.

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**8.1**

ACTIVITY PAGE

## LANGUAGE STUDIO 10: COLONIAL AMERICA

### The Middle Colonies

The population in the Middle colonies grew rapidly. These colonies attracted not only people from England, but people from many other European countries, too. In fact, the population in all of the English colonies increased steadily. Within



100 years after King Charles II reclaimed his throne, the population in the colonies grew to two million! Two of the most populous cities in North America at this time were located in the Middle Atlantic region: New York City and Philadelphia. These cities became bustling **commercial** centers.

People who moved to the Middle colonies from other countries brought their own languages, culture, and range of skills. The people who settled in the Middle colonies were particularly **diverse**, or varied. The new arrivals spoke different languages, wore different styles of clothing, built different types of homes, and ate many different kinds of food. Despite their differences, however, the people who moved to North America shared the same hope: they all wanted a better life.

There were also a variety of reasons that people chose to come to the Middle colonies. First of all, the harbors were good for ships and the rivers were long and wide. The English knew that this region would be good for trade. Also, people



knew that they were free to practice their religions in the Middle colonies. People also liked the fact that elected officials made most of the day-to-day decisions in the Middle colonies; however, the Duke of York, George Carteret, and John Berkeley had the final say.

Another reason people moved to the Middle colonies was because the area was easy to farm. The climate and soil in the Middle colonies were perfect for farming, especially when compared to the climate and soil of the Northern and Southern colonies. In terms of climate, it was neither too hot nor too cold. Wheat grew well in these conditions. As a result, these Middle colonies became known as “the breadbasket” because the area supplied large amounts of flour to England, as well as to other English colonies—particularly in the West Indies.

Many mills were built in this region to grind the wheat into flour. The flour was packaged and exported. Other crops, such as rye, potatoes, peas, and flax, also thrived. Farming became the main **occupation**, or job. There were other occupations, too. There was also a need for sailors, trappers, lumbermen, merchants, and craftsmen. Shipbuilding became an important industry, too.



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**8.1**  
CONTINUED

ACTIVITY PAGE

## LANGUAGE STUDIO 10: COLONIAL AMERICA

There were some enslaved Africans in the Middle colonies, just as there were in the Southern colonies. Unlike the Southern colonies, however, people in the Middle colonies used the rapidly increasing population as the main source of workers, and they paid them wages. As a result, there was less **dependence** on slavery in this region.

Builders were needed in the Middle colonies, too. People built houses of different styles, which often reflected the culture of their homeland. Networks of roads, though very basic, slowly developed. The Great Wagon Road became an important “highway,” stretching from Pennsylvania, south through Maryland, Virginia, and North Carolina. Workshops, stores, and coffee shops opened. Thanks to an English king 3,000 miles away who needed money, a vibrant new culture began to emerge.

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## LANGUAGE STUDIO 10: COLONIAL AMERICA

### Transitions

*Directions: Fill in the blanks with transitions to connect the ideas in the sentences. Use the chart for help.*

| Transitions                       |             |                   |                 |              |             |                |
|-----------------------------------|-------------|-------------------|-----------------|--------------|-------------|----------------|
| <b>Words that show location</b>   | above       | on top of         | to the right    | against      | down        | between        |
| <b>Words that show time</b>       | before long | soon after        | meanwhile       | next         | then        | now            |
| <b>Words that compare</b>         | as          | also              | in the same way | yet          | while       | similarly      |
| <b>Words that contrast</b>        | not only    | on the other hand | although        | but          | however     | otherwise      |
| <b>Words that summarize</b>       | as a result | finally           | in conclusion   | lastly       | because     | therefore      |
| <b>Words that add information</b> | and         | also              | for example     | for instance | in addition | another reason |



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**8.2**  
CONTINUED

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## LANGUAGE STUDIO 10: COLONIAL AMERICA

1. The harbor area was named New Amsterdam, and the colony was named New Netherlands. Hudson did, \_\_\_\_\_, name the Hudson River after himself.
2. Henry Hudson was hired by the Dutch East India Company to find a northwest passage but instead claimed some land in the New World for the Dutch. \_\_\_\_\_, a Dutch colony in North America was established. \_\_\_\_\_, this Dutch colony began to develop as an important fur-trading center.
3. \_\_\_\_\_ was New Amsterdam poorly defended, \_\_\_\_\_ the townspeople did not particularly like their overbearing governor at the time, Peter Stuyvesant.
4. \_\_\_\_\_, the English took an area known as Delaware away from the Dutch, too.



LANGUAGE STUDIO 10: COLONIAL AMERICA

Using Transitions

Directions: Write a three-to four-sentence paragraph about the Middle colonies that includes two or three transitions to connect your ideas. Refer to Activity Page 8.1 and the chart for help. Illustrate your paragraph.

| Transitions                |             |                   |                 |              |             |                |
|----------------------------|-------------|-------------------|-----------------|--------------|-------------|----------------|
| Words that show location   | above       | on top of         | to the right    | against      | down        | between        |
| Words that show time       | before long | soon after        | meanwhile       | next         | then        | now            |
| Words that compare         | as          | also              | in the same way | yet          | while       | similarly      |
| Words that contrast        | not only    | on the other hand | although        | but          | however     | otherwise      |
| Words that summarize       | as a result | finally           | in conclusion   | lastly       | because     | therefore      |
| Words that add information | and         | also              | for example     | for instance | in addition | another reason |

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**8.3**  
CONTINUED

ACTIVITY PAGE

## LANGUAGE STUDIO 10: COLONIAL AMERICA

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## LANGUAGE STUDIO 10: COLONIAL AMERICA

### Pennsylvania and the Quakers

Quakers believe that all people of every race, religion, and gender are equal. They do not believe in war. Quakers do not believe that people need to go to church to worship God; they believe that people can pray to God directly and therefore do not need priests or pastors to help them do this. Quakers also encouraged women to speak out, which was considered shocking at the time!

As a result of their religious views, Quakers refused to support the Church of England, to swear oaths in court, or to fight in wars. These beliefs not only challenged the Church of England, but some of the laws of the land, too. Some regarded the Quakers as disloyal and troublesome. Quakers who lived in England were often persecuted, or treated unfairly. Many English people, including the king, wanted the Quakers to simply leave England, but even some of the first English colonies in North America did not welcome Quakers.

Over the years, William Penn was arrested and placed in jail many times because of his Quaker views. When he received the gift of land from the king, he knew exactly what he wanted to do with it—he planned to create a colony that would be a “holy





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**9.1**  
CONTINUED

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**LANGUAGE STUDIO 10: COLONIAL AMERICA**

experiment.” Penn planned to welcome people of all faiths and those from different countries to his colony. Prior to this, a small group of Quakers had already settled in what is now New Jersey.

However, unlike some other colonists, William Penn intended to pay for

his land. He wrote to the Lenni-Lenape [*LEN-ee-LEN-ah-pee*] Native Americans of Pennsylvania and told them he would do so. He also told them that he hoped they could be good neighbors to each other.



William Penn had a clear idea about how to govern his colony. He also had a vision of how the main settlement in his colony should look. A plan for this future city was drawn up before it was built. He decided to develop the main settlement on some land between two rivers, the Schuylkill [*SKOO-kull*] and the Delaware, near one of the largest freshwater harbors in the world. He planned to name the settlement Philadelphia—the City of Brotherly Love. Penn wanted Philadelphia to have a grid pattern of wide, tree-lined streets. He planned open areas where people could walk. Philadelphia was the very first English settlement to be planned before it was built.

**LANGUAGE STUDIO 10: COLONIAL AMERICA****Pennsylvania and the Quakers Idea Cluster**

*Directions: Create an idea cluster that includes the most important information from “Pennsylvania and the Quakers.” Make sure to use only words or phrases, not sentences.*



## 9.3

## LANGUAGE STUDIO 10: COLONIAL AMERICA

*Directions: Using your idea cluster from Activity Page 9.2 and in your own words, write a one-paragraph summary of “Pennsylvania and the Quakers.” Make sure to use complete sentences.*

[illegible]

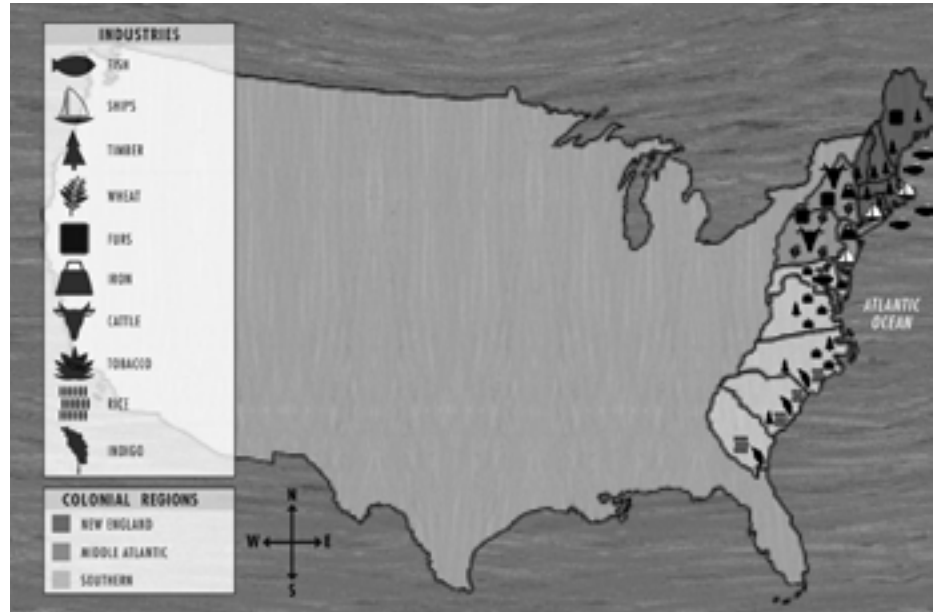




## LANGUAGE STUDIO 10: COLONIAL AMERICA

### Colonial Life

People from England and other parts of Europe settled in different regions for different reasons. Slowly, these regions—and the colonies within them—began to take shape. The weather was warm



weather and the rainfall was adequate in the South. Small farms and large plantations began to dot the landscape. Enslaved Africans did most of the work on the large plantations. The economy in the South was based on farming cash crops such as tobacco, rice, and indigo. They were called “cash crops” because farmers made a lot of money from selling them. Tobacco, rice, and indigo, a plant used to dye cloth blue, were exported to England and the West Indies and sold by merchants there. Trade among the thirteen colonies also began to grow. The soil in the New England colonies was not as suitable for farming. There were some small farms, but timber from the many forests in the area became an important trade good. By the time the colonies were established, the forests in England had largely disappeared. As a result, timber to make ships and homes in England was exported from the colonies. Other colonies also needed timber to build fishing and trading ships, homes, and barrels.



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**10.1**  
CONTINUED

ACTIVITY PAGE

## LANGUAGE STUDIO 10: COLONIAL AMERICA

Farming was a main source of income in the Middle colonies. So much wheat was grown in this area that the region was named the “breadbasket,” since wheat is used to bake bread. Mills were built to grind the wheat into flour, and the flour was sold to other colonies. Large amounts of flour were also sold to England and its colonies in the West Indies. Settlers from around the world came to this region, which made the Middle colonies very diverse.



Can you imagine what it was like to grow up back then? Let’s find out what life was like in the English colonies. In the early days, only boys who lived in Massachusetts were sent to school. The first schools were one-room schoolhouses. Boys of different ages learned reading, writing, and math all in the same classroom. Sometimes the older boys helped to teach the younger ones. In 1647, a law was passed in Massachusetts that required every town with fifty or more families to support an elementary school. Towns with more than one hundred families supported a grammar school, where boys would learn Latin to prepare for college. This was the beginning of **public** education in America. Over time, every colony began to provide a basic public education. The very first college, Harvard, was founded in New England in 1636. In 1693, the second college, College of William and Mary, was founded in Virginia. It was named after King William III and Queen Mary II of England.

Some boys attended private schools, and others were educated at home. Puritan girls were taught to read, so they could read the Bible. For many children, the goal of an education was to learn a skill, so that they could grow

up and support a family. Girls learned household skills, such as cooking, vegetable gardening, sewing, candle making, and child-raising. Some girls learned dressmaking skills.



Boys mostly learned how to farm. Boys might also become apprentices. Boys as young as eleven served as apprentices and learned a skill from an experienced artisan. They could learn to be shoemakers, blacksmiths, carpenters, shipbuilders,

printers, surveyors, millers, merchants, and glassmakers, among other things. Boys could also train to become lawyers, doctors, or teachers.

Boys who became apprentices left home to live with the skilled artisans who were responsible for their training. Apprentices usually worked twelve hours every day.

Apprentices received food and a place to live but were not paid. Apprenticeships usually lasted for several years. At end of their apprenticeship, the young man either joined an existing business or started his own.



Even young children had many chores. If you lived on a farm—and many people did—you would gather firewood, tend to the farm animals, milk the cows, collect eggs from the chickens, make candles, plant and harvest



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**10.1**  
CONTINUED

ACTIVITY PAGE

## LANGUAGE STUDIO 10: COLONIAL AMERICA

vegetables, and carry water from the well. Almost all of your food came from your farm. No one had electricity, indoor plumbing, or central heating and air conditioning, of course!

However, colonial children also had fun! They found ways to make games out of their work. For instance, a game of hide and seek might follow a day of weeding the garden or picking the vegetables. Carding wool, carrying firewood, or churning butter could be turned into races to the finish line!

Children might also sing songs, tell stories, and ask each other riddles as they worked. Games such as blind man's bluff, hopscotch, tag, and a form of jacks using rocks were popular end-of-the-day activities. Colonists made

toys from the things they found around their homes or farms. Dolls were made from cornhusks or rags. Scraps of wood, leather, or left over string might become tops or spinners or a cup-and-ball game. Colonists also made board games. One favorite toy was a hoop left over from barrel making. Children would turn the hoops on their sides and roll them with a stick through the streets.



**LANGUAGE STUDIO 10: COLONIAL AMERICA****Friendly Letter about Colonial Life**

*Directions: Pretend that you are a child who lived in Colonial America. Write a letter to a family member or friend about your life in Colonial America. Make sure to include a salutation, the body, closing, and a signature. Refer to the Parts of Friendly Letter on the board/chart paper and to the text in Activity Page 10.1. Draw pictures to add interest and provide details to your letter.*

Dear \_\_\_\_\_ ,

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Sincerely,

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**11.1**

ACTIVITY PAGE

**LANGUAGE STUDIO 10: COLONIAL AMERICA****The Road to the Revolution, Part 1**

Organized attacks on British settlers continued under the leadership of Chief Pontiac of the Ottawa tribe. These assaults were known as Pontiac's Rebellion. They involved a vast network of at least 13 Native American tribes



that joined together to resist the British settlers. The British soon realized that they did not have the strength to defend this land or protect the settlers. Instead, the British Parliament and King George III decided that settlers could not live on land west of the Appalachian Mountains. In 1763, King George issued a proclamation forbidding settlement west of the Appalachian Mountains. The colonists were furious. Many ignored the proclamation and moved west anyway.

The French and Indian War had been very expensive for the British. Once the war ended, the British Parliament had to figure out some way to raise money to pay its debts. The Parliament asked George Grenville, the prime minister, to come up with a plan to pay off Britain's debt. "How about **taxing** the colonists?" he thought to himself. "After all, Great Britain

fought the war to defend the colonists against the French and the Native Americans!” Grenville presented his plan to King George III and Parliament. They agreed that it was a great plan.

The British Parliament passed the Sugar Act in 1764. This law placed a tax on sugar and molasses that came from countries that were not controlled by the British. Since foreign sugar and molasses were now more expensive, the colonists were forced to buy these goods from the British producers in the West Indies. However, sugar was not the only product that was taxed. Colonists also had to pay taxes on wine, cloth, coffee, and silk if they bought those items from other nations.

The Sugar Act was followed by the Stamp Act in 1765. According to the Stamp Act, all printed materials produced in the colonies would be taxed. Newspapers, magazines, legal documents, and—believe it or not—even cards would cost more because of the tax. People

were required to buy a stamp and place it on any paper item they had purchased. That same year, the British Parliament passed the Quartering Act. The Quartering Act forced the colonists to provide quarters, or temporary places to live, for the British soldiers stationed in the colonies. The colonists also had to provide supplies, such as food, bedding, candles, and firewood.





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**11.1**  
CONTINUED

ACTIVITY PAGE

## LANGUAGE STUDIO 10: COLONIAL AMERICA

For many years, the colonists had taken care of their own business. Suddenly, the British government, which was 3,000 miles away across the Atlantic Ocean, had voted to tax the colonists. The colonists did not vote for these British leaders, so they had no say in these decisions. Many colonists thought it was unfair that they had to pay so many taxes. The British responded that the colonies were not independent. They were part of the entire British empire. Although most colonists had accepted the Sugar Act and the Quartering Act, the Stamp Act was just too much! Some **outspoken** colonists suggested that they should not pay that tax. They cried, “No taxation without representation!”

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## LANGUAGE STUDIO 10: COLONIAL AMERICA

### The Road to the Revolution, Part 2

As you have heard, the colonists were in strong opposition to the taxes Great Britain kept heaping on them. Their famous words were, “No taxation without representation!”

One man in particular, Patrick Henry, began to speak up. Patrick Henry was a Virginia lawyer. In Williamsburg, Virginia, he stood before the House of Burgesses and spoke out against the king and the new tax. Patrick Henry stated that only colonial governments should have the power to introduce new taxes in the colonies.



In 1765, the 27 elected leaders of nine colonies made their way to New York. They met to discuss what could be done about the Stamp Act. This meeting became known as the Stamp Act Congress. Members of the Congress informed the British Parliament that this tax was **unjust**.

Another outspoken leader at this time was a man named Samuel Adams from Massachusetts. He organized a group of people who became known as the Sons of Liberty. These men protested in the streets, burned the stamps, and threatened the agents whose job it was to collect the taxes. It soon became



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**12.1**  
CONTINUED

ACTIVITY PAGE

**LANGUAGE STUDIO 10: COLONIAL AMERICA**

impossible to impose the Stamp Act. And so in 1766, the British Parliament was forced to **repeal** it. When the colonists heard this news, they celebrated their victory.

Members of Parliament were not happy. King George insisted that it was Britain's right to tax the colonies. A new plan was needed. This time a man named Charles Townshend had another idea. They would put a tax on items that they knew the colonists really needed. These items, which were used daily in colonial times to make many things—including paint, paper, glass, lead, tea, wool, and silk.



In response, the colonists decided to **boycott** these items from Britain. They began to make their own products. Colonists purchased tea from other sources or drank “liberty tea” made from herbs and berries. Many women even began making their own cloth. This hurt British manufacturers, and before long, this tax was also removed—that is, all except for the tax on tea. So, the colonists' boycott of British tea continued.

Alarmed by the level of protests, Britain sent troops to the colonies. They arrived in Boston Harbor in 1768. The colonists did not like the presence of British soldiers, especially because the soldiers had been sent to control them. **Tension** between the colonists and Britain continued to grow.

In 1770, a scuffle, or brief fight, broke out in Boston between British soldiers and a group of colonists. In the confusion, British soldiers fired their guns into the crowd and killed five colonists, injuring six others. The first to die was a man



named Crispus Attucks. People were **horrified**. The soldiers were immediately arrested. This terrible event became known as the Boston Massacre. The relationship between the colonists and Britain was becoming much worse.

It would not be fair to say that tea caused the American Revolution, but it played a part. The colonists were still refusing to buy tea from Britain. And King George and his government were refusing to listen to the colonists. In 1773, the British Parliament introduced a new law called the Tea Act. This time they said that only the British East India Company could sell tea to the colonies—and the tea would still be taxed.

The colonists responded that, not only did they not want this tea, they didn't want trade ships bringing it into the colonies, either. In other words, they would give up drinking British tea altogether.

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**12.2**

ACTIVITY PAGE

**LANGUAGE STUDIO 10: COLONIAL AMERICA****The Road to the Revolution, Part 3****Paragraph 1**

In 1773, three British trade ships loaded with tea appeared in the Boston Harbor. The Sons of Liberty took action. Wearing elements of Native American war



clothing, they threw all of the tea into the water! This event became known as The Boston Tea Party.

**Paragraph 2**

Now the king was really mad. You could say the colonists' "actions spoke louder than their words." The British government decided to punish this colony. A British general was placed in control of Massachusetts. Boston Harbor was closed, and more British soldiers were sent to Boston. With the port closed, many colonial businesses began to suffer. The colonists called these recent British decisions the **Intolerable** Acts because they were not willing to put up with them.

### Paragraph 3

Rather than back down, the colonists began to join together. Many colonists were even more convinced now that the British did not understand them or care about them. Colonists were now daring to think about, and talk about, establishing their **independence** from England and becoming their own nation. Those who wanted to become independent, or free, of England were called Patriots. People still loyal to England and the king were known as Loyalists.

### Paragraph 4

It was clear that the colonists' relationship with Britain was changing, and elected leaders of the colonies had to decide what to do.

George Washington, John Adams, Thomas Jefferson, James Madison, Benjamin Franklin, John Hancock, and



other leaders came together for a gathering in Philadelphia known as the First Continental Congress. In this meeting, the leaders voted to end all trade with Britain until Britain repealed the Intolerable Acts. Most people still hoped that these **issues** could be resolved peacefully. However, it was decided that each colony should begin to store weapons and train men for war.



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**12.2**  
CONTINUED

ACTIVITY PAGE

**LANGUAGE STUDIO 10: COLONIAL AMERICA****Paragraph 5**

On April 18, 1775, British soldiers were given information about colonial weapons that had been secretly stored in a town called Concord, about twenty miles from Boston. The soldiers were ordered to seize the weapons and destroy them. The British soldiers began to march towards Concord. A colonist named Paul Revere rode through the night to inform his fellow Patriots that the British were coming.

**Paragraph 6**

Perhaps you are familiar with this first part of a famous poem called “Paul Revere’s Ride,” by Henry Wadsworth Longfellow, based on this historic event:

*Listen, my children, and you shall hear  
Of the midnight ride of Paul Revere,  
On the eighteenth of April, in Seventy-five:  
Hardly a man is now alive  
Who remembers that famous day and year.  
He said to his friend, “If the British march  
By land or sea from the town to-night,  
Hang a lantern aloft in the belfry arch*

*Of the North Church tower as a signal-light,  
One, if by land, and two, if by sea;  
And I on the opposite shore will be . . .”*

### **Paragraph 7**

Paul Revere saw the signal of two lanterns lit by his friend in the church tower. That meant the British were coming by sea, so he rode all night to Concord to warn the colonists. Although Paul Revere was captured, the colonial soldiers, called Minutemen, were warned and prepared for the arrival of the British.

### **Paragraph 8**

The very first shots of the American Revolution were fired in Lexington on April 19, 1775, as the British soldiers were on their way to Concord. Historians are not certain who fired the first shot. Several Minutemen died in this exchange of fire. The British soldiers continued their march toward Concord. However, when they got there, the weapons were nowhere to be found.

### **Paragraph 9**

Paul Revere’s heroic ride had warned the colonists in time for them to move their weapons. The British began to retreat. As they did, they were fired upon by Minutemen. Many British soldiers were killed.

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**12.3**

ACTIVITY PAGE

## LANGUAGE STUDIO 10: COLONIAL AMERICA

### Asking and Answering Questions

*Directions: Write three questions you have about the paragraph you have been assigned. Then exchange your paper with one of your group members. Answer your group member's questions.*

Paragraph Number \_\_\_\_\_

Question 1:

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Answer:

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Question 2:

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Answer:

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Question 3:

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Answer:

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DATE: \_\_\_\_\_

**13.1**

ACTIVITY PAGE

## LANGUAGE STUDIO 10: COLONIAL AMERICA

### My Colonial Life Journal

*Directions: Choose one title from the board. Write five to six journal entries as if you were a colonist experiencing life in the colonies at that time. Include drawings that illustrate two or more of your journal entries.*

#### Journal Entry 1

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## LANGUAGE STUDIO 10: COLONIAL AMERICA

## Journal Entry 2

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NAME: \_\_\_\_\_

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**13.1**  
CONTINUED

ACTIVITY PAGE

## LANGUAGE STUDIO 10: COLONIAL AMERICA

### Journal Entry 3

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## LANGUAGE STUDIO 10: COLONIAL AMERICA

## Journal Entry 4

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**13.1**  
CONTINUED

ACTIVITY PAGE

## LANGUAGE STUDIO 10: COLONIAL AMERICA

### Journal Entry 5

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## LANGUAGE STUDIO 10: COLONIAL AMERICA

## Journal Entry 6

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**14.1**

ACTIVITY PAGE

**LANGUAGE STUDIO 10: COLONIAL AMERICA****Presentation Rubric**

|   | <b>Content</b>                                                                                                                                                                                        | <b>Speaking</b>                                                             |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| 3 | <ul style="list-style-type: none"><li>• Wrote five to six journal entries from the point of view of a colonist.</li><li>• Includes drawings that illustrate two or more journal entries.</li></ul>    | Speaks clearly at an appropriate pace, tone, and volume.                    |
| 2 | <ul style="list-style-type: none"><li>• Wrote three to four journal entries from the point of view of a colonist.</li><li>• Includes at least one drawing that illustrates a journal entry.</li></ul> | Speaks clearly most of the time at an appropriate pace, tone, and volume.   |
| 1 | <ul style="list-style-type: none"><li>• Wrote only one or two journal entries that may or may not be from the point of view of a colonist.</li><li>• Does not include any drawings.</li></ul>         | Speaks in an unclear manner. Pace, tone, and volume interfere with meaning. |





Language Studio 11

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# Ecology

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**1.1**

ACTIVITY PAGE

**LANGUAGE STUDIO 11: ECOLOGY****Ecology: True or False?***Directions: Part 1: Read the statements. Write True or False in the center column.*

| Statement                                                                                       | True or False? | Rewritten Statement |
|-------------------------------------------------------------------------------------------------|----------------|---------------------|
| 1. Ecosystems include living organisms and nonliving things.                                    |                |                     |
| 2. All organisms are organized by species. Each species has its own traits and characteristics. |                |                     |
| 3. An ecosystem is an animal's or plant's habitat.                                              |                |                     |
| 4. Ecosystems only occur on land, not on water.                                                 |                |                     |
| 5. The nonliving parts of an ecosystem help the plants and animals survive.                     |                |                     |

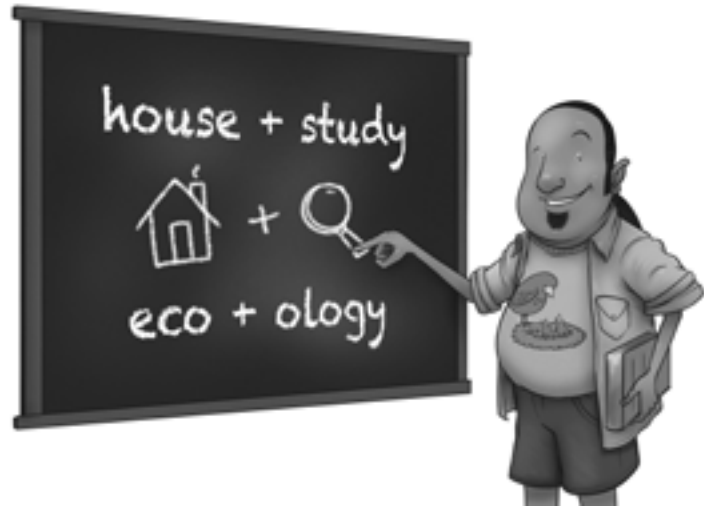
*Directions: Part 2: After listening to the passage on Activity Page 1.2, rewrite your false statements to make them true. Highlight or underline the statements in the passage that make your rewritten statements true.*



## LANGUAGE STUDIO 11: ECOLOGY

### What Is Ecology?

Hi, my name is Zeke, and I am one of those people who never stops wondering and asking questions. When I was your age, I asked, “What do worms eat? Why do some animals migrate from place to place? Where do mosquitoes live? How do flowers live in the desert? Who can survive on glaciers?” When I grew up, I decided to become a scientist to try and find the answers to my growing number of questions.



The science that I studied in college is called **ecology**. Its name comes from the Greek language: the word oikos [OY-kos], meaning “house” or “household,” spelled ‘eco’ in English; and the suffix *-ology*, meaning “the study of.” Ecology is the study of households— the households of living things such as plants and animals, that is. Plants and animals do not live alone. They are part of a system of households, communities called **ecosystems**.

As an ecologist, I study ecosystems all over the world. I learn about plant and animal relationships, and how they interact with one another and with their environment. I love my job because I help others understand how everything on Earth is connected.



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**1.2**  
CONTINUED

ACTIVITY PAGE

**LANGUAGE STUDIO 11: ECOLOGY**

Ecosystems exist on plains and in deserts, forests, lakes, rivers, and oceans. They may be as small as a puddle or as large as a rainforest. They may occupy water or land. No matter their size or location, ecosystems always include living **organisms**.

Organisms are sorted by species. For example, you are a member of the human species. You may look quite different from the person sitting next to you, but you are similar enough so that nobody will mistakenly think that you may be a member of the cat or dog species. Ants belong to their own species, quite different from humans. Jellyfish and elephants each have their own separate species, too. Each species is unique and has characteristics or traits unlike any other species.

An ecosystem is home to a variety of species, groups of living plant and animal organisms. But an ecosystem includes lots more than just living things, and many parts of an ecosystem are hidden from view. Sunlight, water, air, sand, rocks, and soil are all important parts of an ecosystem. These nonliving parts help determine what kinds of plants and animals are able to live in each different ecosystem. For example, plants needing shade and plenty of water would not be very **tolerant** of, or able to endure, hot desert climates. Each species has its own **habitat**, or special home, within the ecosystem.

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**2.1**

ACTIVITY PAGE

**LANGUAGE STUDIO 11: ECOLOGY****Food Chain, Part 1: Read-Aloud Passage**

*Directions: As you read, underline or highlight key details that tell you about the three tiers of the food chain.*

**Tier 1: Producers**

All food chains begin with living things that produce their own food. On land, green plants are the main **producers**. Plants are the only living things that make their own food. How do they do that? That's

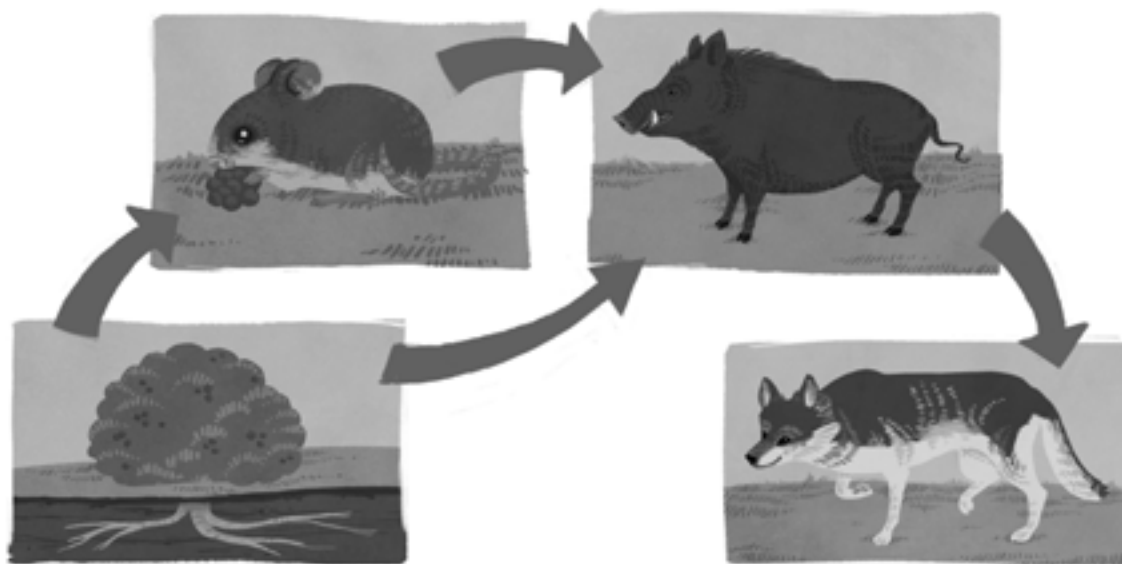


right, they depend on the sun. The sun's energy enters the plants' leaves. Plants absorb water through their underground roots, and take in carbon dioxide, a gas, from the air. With the help of the sun's energy, plants change water and carbon dioxide into the food they need to grow. This is called **photosynthesis**. Producers include algae, lichens, and mosses, in addition to plants like trees and grasses. Plants are the first feeding step, or trophic level, of every food chain. All animals depend on plants to live, even if they do not eat plants themselves. Producers, at the bottom of every food chain, perform another very important job in an ecosystem. As they take in water, sunlight, and carbon



dioxide, they also release oxygen into the air. Oxygen is a gas that is essential for all organisms to live. There are producers in every ecosystem. Without them, there would be no life on Earth.

## Tier 2: Consumers



The next trophic level is composed of **consumers**. Animals cannot make their own food. Even though animals and humans receive some energy directly from the sun, they also must consume, or eat, food to get the energy and nutrients they need to survive. Sometimes this trophic level is broken into more than one level, or feeding step, because there are several different types of consumers, or eaters. The consumers in this image are the mouse, the boar, and the wolf. Some consumers eat only plants, some eat only animals, and others eat both plants and animals. These three types of consumers have specific names. Who remembers what we call animal consumers who consume only plants? Yes, plant-eaters are called herbivores. Herbivores may be as small



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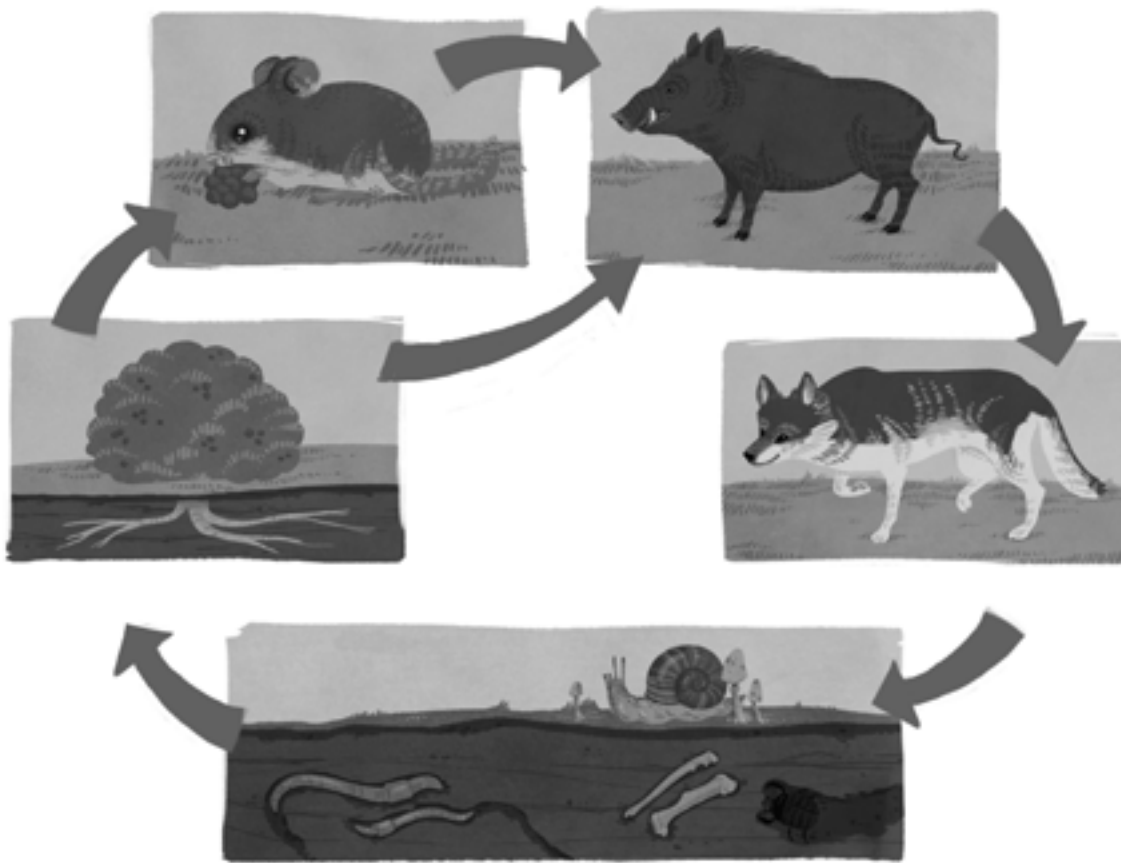
**2.1**  
CONTINUED

ACTIVITY PAGE

## LANGUAGE STUDIO 11: ECOLOGY

as squirrels or as large as elephants. Can you name some other herbivores, consumers who eat only producers? The second type of consumers belongs to the group called carnivores. Carnivores are primarily meat-eaters. Carnivores usually do not eat producers, but instead eat other consumers. Examples of carnivorous animals include lions, polar bears, and sharks. Omnivores are the third type of consumers. They eat both producers and other consumers. Rats, raccoons, skunks, and pigs are all omnivores. Many humans are omnivores, too, eating both plants and animals.

### Tier 3: Decomposers



When plants and animals die, they sometimes become food for other animals. Have you ever seen a vulture or a crow eating dead animals by the roadside? These consumers are animals called scavengers. But scavengers rarely finish the job. For that, nature relies upon another essential part of the food chain. Who remembers the name of the organisms that work together with the producers and the consumers? They are the decomposers. Decomposers are a special type of consumer that continues the work of scavengers if parts are left behind. Decomposers decompose, or break down, dead plants and animals and their wastes. By doing so, they feed themselves while returning valuable nutrients back into the soil to be reused by other organisms in the food chain. Just as with scavengers, some decomposers also eat living plants and animals. Decomposers—worms, slugs, snails, beetles and other insects, microscopic bacteria, and fungi—are some of Earth’s greatest recyclers. They are very important to an ecosystem. Without decomposers, plants would not get the nutrients they need, and Earth would be crowded with the dead remains of plants and animals.

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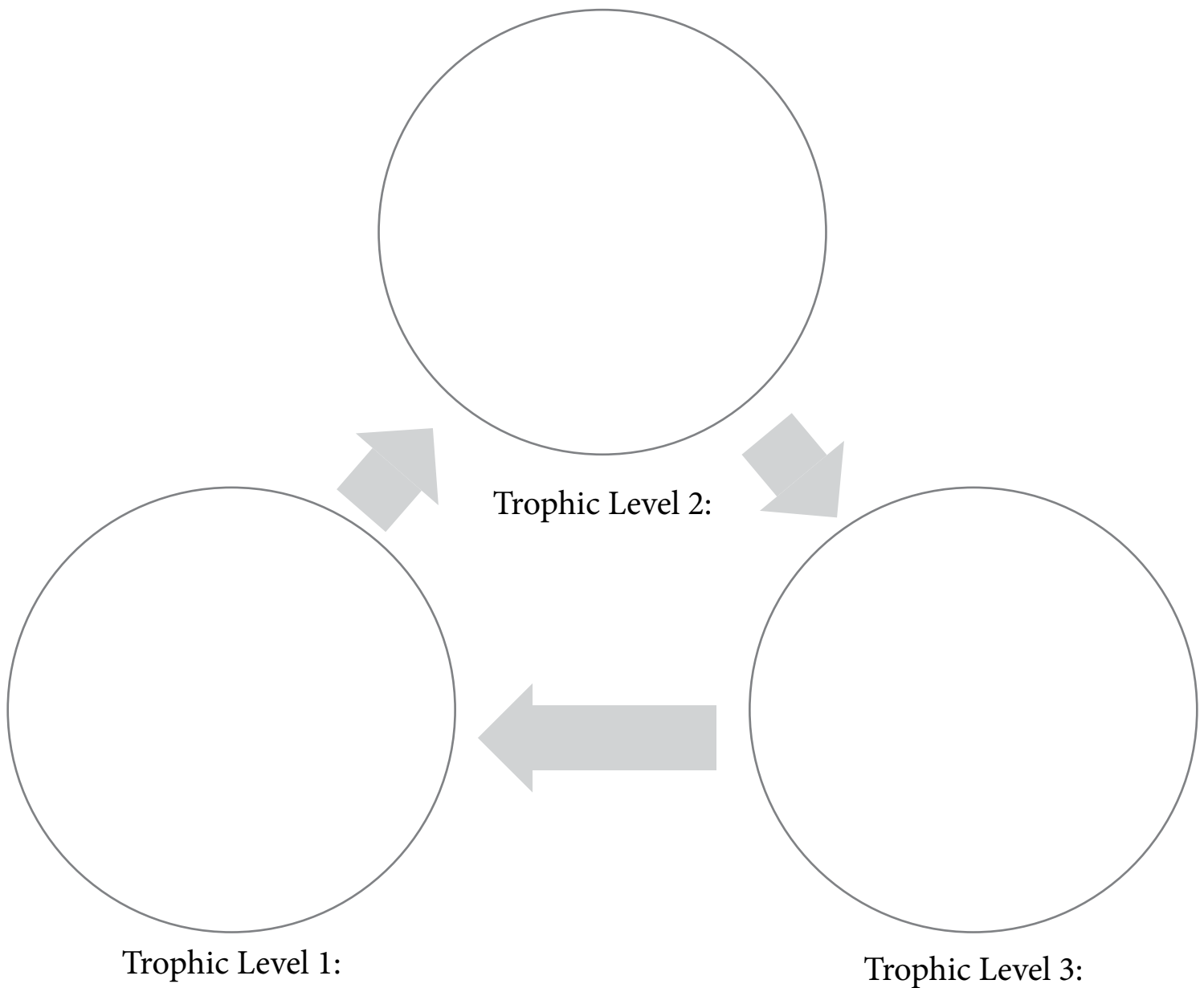
**2.2**

ACTIVITY PAGE

## LANGUAGE STUDIO 11: ECOLOGY

### Food Chain Diagram

*Directions: Illustrate the three parts of the food chain. Use words, pictures, and sentences to describe each level and its relationship.*



Describe the sequence of a food chain, beginning with the producers. Start your sentences with the words *first*, *next*, *then*, and *finally*.

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**3.1**

ACTIVITY PAGE

**LANGUAGE STUDIO 11: ECOLOGY****Prefixes that Signify Numbers***Directions: Complete the chart using prefixes that signify numbers.*

1. Write the meaning of each prefix.
2. Write a word that begins with each prefix.
3. Draw a picture that illustrates the word.
4. Write a sentence that includes the word.

| <b><u>Uni-</u></b>                                      | <b><u>Bi-</u></b>                                       |
|---------------------------------------------------------|---------------------------------------------------------|
| <b>Meaning:</b> _____                                   | <b>Meaning:</b> _____                                   |
| <b>Word beginning with <i>uni-</i>:</b><br>_____        | <b>Word beginning with <i>bi-</i>:</b><br>_____         |
| <b>Drawing:</b><br><br><br><br><br><br><br><br><br><br> | <b>Drawing:</b><br><br><br><br><br><br><br><br><br><br> |
| <b>Sentence:</b><br>_____<br>_____<br>_____             | <b>Sentence:</b><br>_____<br>_____<br>_____             |

**Tri-**

**Meaning:** \_\_\_\_\_

**Word beginning with *Tri-*:**

\_\_\_\_\_

**Picture:**

**Sentence:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Multi-**

**Meaning:** \_\_\_\_\_

**Word beginning with *Multi-*:**

\_\_\_\_\_

**Picture:**

**Sentence:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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**4.1**

ACTIVITY PAGE

**LANGUAGE STUDIO 11: ECOLOGY****Fact or Opinion?****Word Bank**

|             |              |        |
|-------------|--------------|--------|
| equilibrium | interference | thrive |
| survive     | adapt        |        |

*Directions: Read the following statements. Which are facts and which are opinions?*

| <b>Statement</b>                                                                                                    | <b>Fact or Opinion?</b> |
|---------------------------------------------------------------------------------------------------------------------|-------------------------|
| 1. Human beings upset the balance of the environment.                                                               |                         |
| 2. If it wasn't for human beings, ecosystems would thrive and the equilibrium of nature would be stable.            |                         |
| 3. All ecosystems need a variety of species at each level.                                                          |                         |
| 4. When an ecosystem is out of balance, it is best to allow human interference to maintain the ecosystem's balance. |                         |
| 5. Gradual changes to the ecosystem allow the ecosystem time to adapt in order to survive.                          |                         |





## LANGUAGE STUDIO 11: ECOLOGY

### Balance of Nature

Ecosystems are not **static**, meaning that they never stay the same.

Rather, ecosystems change over time.

All plant and animal species adapt to their environments. Like the desert cacti and the arctic fox, many

species have adapted in response to certain changes. In this image, the grass has adapted, which causes the lemmings to adapt as they eat it, which causes the fox to adapt as it eats the lemmings. In nature, these changes are generally **gradual**. Conditions in the environment change very slowly, over hundreds and thousands of years, allowing plants and animals to adapt gradually as well. When these changes occur slowly, the cycle of energy remains in balance, or in equilibrium, with nature. One **stable** condition gradually changes into another stable condition over a long period of time and with very few **disruptions**, or disturbances, to nature's cycles. This is called the balance of nature.



All ecosystems need a variety of species at each trophic level to ensure the health of the whole community. Diversity, or variety, in food webs increases



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**4.2**  
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**LANGUAGE STUDIO 11: ECOLOGY**

the survival of each species—from the spiny cacti and deadly scorpions of the desert, to the hairy apes and brightly colored toucans of the rainforest. The more varied the animal's diet, the stronger its chances of survival. Some animals have a very limited diet. Can you think of an animal that eats only one thing? The koala eats only eucalyptus



leaves from gum trees. The panda bear eats only bamboo. Imagine what happens if that one food source is wiped out. Changes to one species in an ecosystem can affect the entire ecosystem. No food, no life. Think about it. Humans survive in large part because of having a varied diet. Humans eat many different things, meaning they are not dependent on one source for food—they are adaptable.



This connection is dependent on the balance of nature. Think back to the energy pyramid. There are more insects than any other group of living organisms at the second trophic level of the



energy pyramid. Insects are kept in balance by feeding on one another, as well by feeding on plants. We sometimes think of insects as pests, yet they perform many important jobs. Bees are examples of important insects. They can deliver a painful sting, but we depend upon their role in the food chain. Bees feed on nectar from flowers, pollinating plants to ensure the growth of new fruits and vegetables. Both the bee and the plants need one another to exist. They are an example of nature's wonderful balancing act.

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**5.1**

ACTIVITY PAGE

**LANGUAGE STUDIO 11: ECOLOGY****Natural Disasters***Directions: Underline the main effects that each natural disaster has.***Natural Changes to the Environment****Drought**

Drought causes ponds, streams, and puddles to dry up. The earth develops cracks from lack of rain. Without water, crops shrivel and die, and the soil turns to dust. The wind then blows the dust into the air causing dust storms. This effect is known as wind erosion. Sometimes dust storms cover hundreds of miles and last many days, resulting in great damage to homes and businesses.

## Natural Changes to the Environment

### Earthquakes



Earthquakes are among the deadliest of natural disasters if they occur in populated areas. Earthquakes cause buildings to collapse. Sometimes earthquakes also crack underground gas pipes, which results in fires. Collapsing buildings and fires are more damaging than the quake itself.





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**5.1**  
CONTINUED

ACTIVITY PAGE

## LANGUAGE STUDIO 11: ECOLOGY

### Natural Changes to the Environment

#### Flooding



Flooding results in disaster when it destroys homes and villages. Sometimes rivers and streams in a flooded area become polluted. Polluted water destroys the natural breeding grounds of fish. Flooding can change the entire food chain in an area.

## Natural Changes to the Environment

### Volcano



Volcanoes result when hot lava, gases, and ash suddenly erupt from an opening in the earth's crust. The hot lava forms a mountain and destroys the plant and animal life in the area. Some plants and animals are poisoned by the extra carbon dioxide in the air caused by the sudden release of hot gases.



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**5.1**  
CONTINUED

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**LANGUAGE STUDIO 11: ECOLOGY****Natural Changes to the Environment****Tsunami**

Sometimes an earthquake results in a tsunami. A tsunami is a large, dangerous wave that picks up speed as it moves across the ocean. Floods, hurricanes, and tsunamis all create breeding grounds for mosquitoes, an insect that reproduces near water. Some mosquitoes carry dangerous diseases, such as malaria.



## Natural Changes to the Environment

### Mudslide



Natural disasters, such as flood or fire, change the condition of the soil. These changes affect the ability of plants and animals to survive. For example, when a fire destroys the plant life that holds the soil together, the soil is no longer protected. When the soil becomes soaked in a heavy rainfall, it starts sliding down the hill, creating a mudslide.



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**5.2**

ACTIVITY PAGE

## LANGUAGE STUDIO 11: ECOLOGY

*Directions: Complete the graphic organizer using information from the 5.1.*

### Cause and Effect Graphic Organizer

#### Natural Disaster

1. Drought

2. Earthquake

3. Flooding

4. Volcano

5. Tsunami

6. Mudslide



#### Effects on the Environment

1.

2.

3.

4.

5.

6.

**LANGUAGE STUDIO 11: ECOLOGY****Cause and Effect Sentences:**

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

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5. \_\_\_\_\_

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6. \_\_\_\_\_

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**6.1**

ACTIVITY PAGE

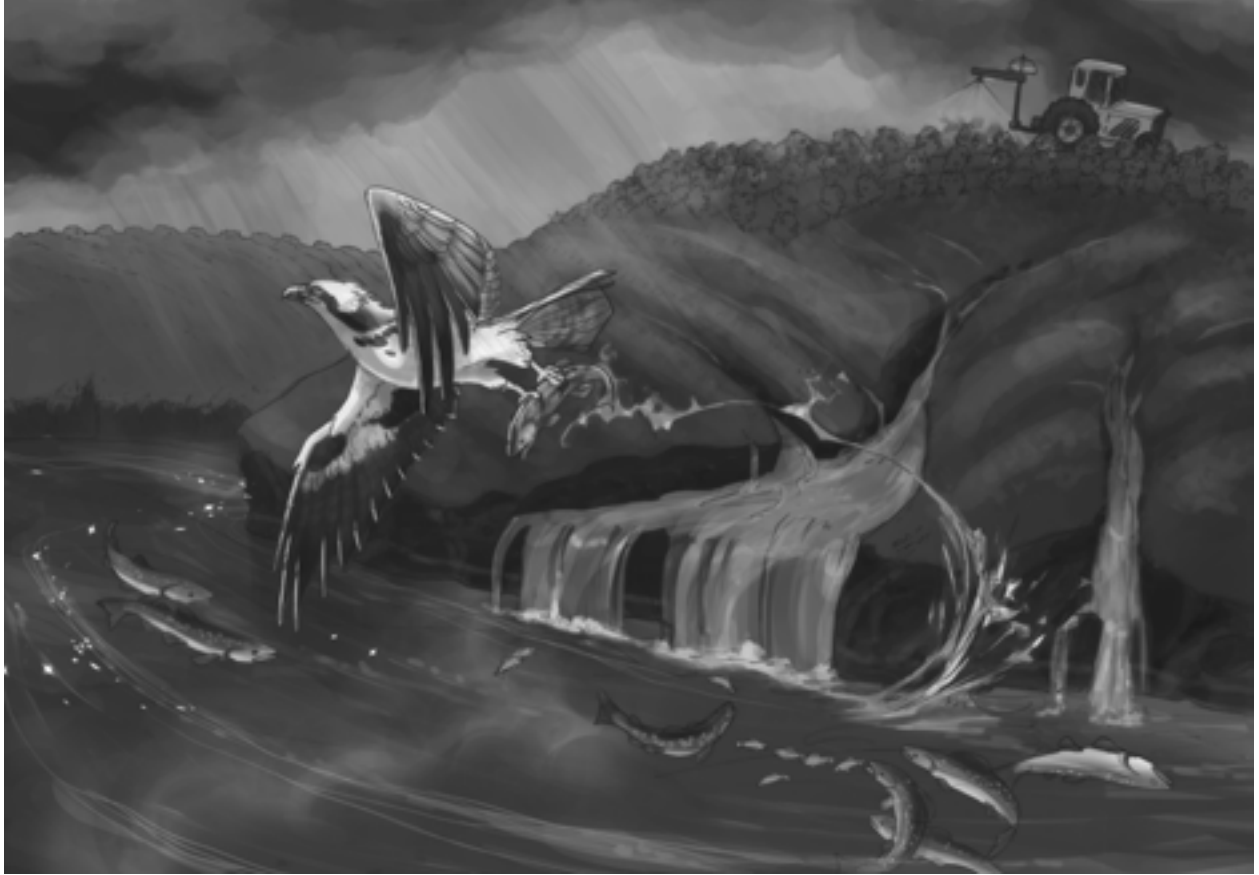
**LANGUAGE STUDIO 11: ECOLOGY****Human Changes to the Environment****Opinion: Humans are responsible for disruptions to ecosystems.****Deforestation**

The human population has exploded. There are two babies born every second somewhere in the world. In 2011, the world's population reached seven billion! That's a lot of mouths to feed! More homes are needed to house all those people, and more natural resources are required to meet their energy needs. Deforestation takes place, and this cleared-out space is used to grow food and to build cities and towns.

Grasslands and wetlands are also being destroyed for cultural purposes, making space for crops.

**Opinion: Humans are responsible for disruptions to ecosystems.**

## Water Pollution



Fertilizers can be extremely damaging, sometimes causing toxic algae to grow. When fertilizers enter streams, they help form large blooms of algae. When the algae blooms die, they deplete oxygen in water that is needed to feed animal life. Some algae have toxins in them. A toxic or poisoned food chain is created. Tiny aquatic animals feed on the poisonous algae. Then, large fish eat the small poisoned fish and end up being poisoned as well. Birds and other animals that eat the large fish end up being poisoned.



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**6.1**  
CONTINUED

ACTIVITY PAGE

## LANGUAGE STUDIO 11: ECOLOGY

**Opinion: Humans are responsible for disruptions to ecosystems.**

### Pesticides



When pesticides were first introduced, farmers welcomed them with open arms. . . . But it was too good to be true. The pesticides killed more than they were intended to kill. . . . Pesticides are unsafe for humans, too. . . . As the toxins build up over time, they produce cancers and other diseases in humans.



**Opinion: Humans are responsible for disruptions to ecosystems.**

### **Invasive Species**



Invasive species are living things that invade a habitat by expanding rapidly, often affecting the organisms around them. Invasive species are moved from their native habitat to a foreign one, usually by humans. . . . With all of the different modes of transportation today—such as cargo ships, planes, and trains—it is very easy to have plants and animals enter into habitats other than their own. Invasive species have the ability to change whole ecosystems upon their arrival.



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**6.1**  
CONTINUED

ACTIVITY PAGE

**LANGUAGE STUDIO 11: ECOLOGY****Opinion: Humans are responsible for disruptions to ecosystems.****Manufacturing**

We have also built large factories for manufacturing, or creating, all sorts of goods. Many of these manufacturing plants, often built beside rivers, have caused water pollution from the chemicals they dumped into the rivers for many years, resulting in killing and contaminating fish. Pollutants from these manufacturing plants are carried up the food chain, and even humans become sick from their own poisonous practices. Some rivers that were once a source of food for many people have become unsafe places to fish.



**Opinion: Humans are responsible for disruptions to ecosystems.**

## **Air Pollution**



Humans burn lots of fossil fuels—such as gas, coal, and oil—for energy. These fuels release toxic gas into the air and that becomes trapped in earth’s natural cycles. Mixing with water in the air, chemicals form acid rain. In the same way, anything that you pour down the drain may end up polluting Earth’s water or air. As you have learned, water is constantly being cycled through Earth’s atmosphere, and all water eventually makes its way back to the ocean.



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**6.1**  
CONTINUED

ACTIVITY PAGE

## LANGUAGE STUDIO 11: ECOLOGY

*Directions: List text evidence from the paragraphs, to support the opinion: Humans are responsible for disruptions to ecosystems.*

1. Deforestation:

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2. Water pollution:

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3. Pesticides:

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4. Invasive species:

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5. Manufacturing:

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6. Air pollution:

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**6.2**

ACTIVITY PAGE

## LANGUAGE STUDIO 11: ECOLOGY

### Using Clauses in Sentences

*Directions: Look for groups of words that tell you there is a dependent clause: which, that, and who. Then underline the dependent clause.*

Example: Tsunamis that are caused from earthquakes can be very deadly.

1. Mudslides, which are common in California, destroy houses and trees.
2. Denmark relies on windmills for wind power, which are an efficient way to produce electric power.
3. New resources that are inexpensive and sustainable are needed in this country.
4. The river that we just walked past was polluted.
5. The senator, who is very concerned with ecology, is introducing a bill that supports new energy policies.

*Directions: Now divide the sentences with embedded clauses into two sentences.*

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_



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7.1

ACTIVITY PAGE

## LANGUAGE STUDIO 11: ECOLOGY

### Opinion Paragraph Graphic Organizer

*Directions: Answer the question below.*

**Question:** In what ways can humans protect the environment?

Opinion:

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Give two pieces of evidence:

1. \_\_\_\_\_

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2. \_\_\_\_\_

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[illegible]



## 8.1

## LANGUAGE STUDIO 11: ECOLOGY

*Directions: Draft your opinion paragraph below.*

[illegible]



[illegible]



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**8.2**

ACTIVITY PAGE

**LANGUAGE STUDIO 11: ECOLOGY****Opinion Paragraph Rubric**

|          | <b>Content</b>                                                                                                      | <b>Organization</b>                                                                                     | <b>Conventions</b>                                                             | <b>Language</b>                                          |
|----------|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|----------------------------------------------------------|
| <b>3</b> | Clearly states an opinion and understands the topic. Text evidence provides clear support.                          | Ideas are organized logically. Paragraph includes an introduction and a conclusion.                     | Writes in complete sentences. Uses correct grammar and spelling.               | Uses a dependent clause to condense language correctly.  |
| <b>2</b> | Opinion or ideas are vague or do not stay on the topic. Evidence is limited and does not adequately support ideas.  | Ideas are not well organized. The introduction and/or conclusion are unclear.                           | Writes in mostly complete sentences. Uses mostly correct grammar and spelling. | Attempts to use an embedded clause to condense language. |
| <b>1</b> | Opinion is unclear or demonstrates almost no understanding of the topic. Evidence is unrelated to topic or missing. | Does not introduce the opinion or create an organizational structure. Conclusion is unclear or missing. | Includes some incomplete sentences. Grammar and spelling are mostly incorrect. | Does not use an embedded clause to condense language.    |

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## Credits

### Language Studio 9

Lesson 2 (Slaves with axes): Dustin Mackay; (Ship, man on horse): Jacob Wyatt; Lesson 3 (Pilgram Man): Shari Griffiths; Lesson 4 (3 men water): Tyler Pack; (Men, spears, dog): Becca Scholes; Lesson 5 (Map, cactus, buffalo): Shari Griffiths; (Herd of buffalo): Shari Griffiths; Lesson 6 (Spanish courtyard): Matthew Clark; Lesson 7 (Man w/sash and hat): Public Domain; (Map England Newfoundland): Core Knowledge Staff; Lesson 8 (Ship icy water): Michelle Weaver; (1610 Voyage map): Michelle Weaver; Lesson 9 (Man, mustache, goatee): Scott Hammond; (Native and Pilgrim): Erika Baird; (Pilgrim in snow): Scott Hammond; (North America, Atlantic Ocean map): Erika Baird; (Big house, dock): Scott Hammond; (Man bowing, natives): Scott Hammond; (Pilgrim talking, natives): Scott Hammond

### Language Studio 10

Lesson 2 (Men building roof): Bryan Beus; (Men talking): Bryan Beus; Lesson 3 (John Smith talking): Bryan Beus; (Natives offering food): Bryan Beus; Lesson 4 (Offering to king): Durga Bernhard; Lesson 5 (Men, desk, papers): Daniel Hughes; (People in jail): Daniel Hughes; Lesson 6 (Crowd and ship): Shari Griffiths; (Men and Native): Shari Griffiths; Lesson 7 (Village from above): Shari Griffiths; (Pilgrims in forest): Shari Griffiths; Lesson 8 (Village people water): Sharae Petterson; (Harvesting wheat): Sharae Petterson; Lesson 9 (Men jail cell): Becca Scholes; (City of Philadelphia): Becca Scholes; Lesson 10 (Industry Map): Core Knowledge Staff; (Tecaheer and students): Tyler Pack; (Careers): Tyler Pack; (Building barrels): Tyler Pack; (Farming): Michelle Weaver; (Homemade dolls): Shutterstock; Lesson 11 (King looking paper): Scott Hammond; (Stamp, people reading): (left): Pantheon/SuperStock, (right): SuperStock; Lesson 12 (Man speaking): Scott Hammond; (Protest): Scott Hammond; (Men with guns): Scott Hammond; (Ships at night): Scott Hammond; (President faces): Public Domain; (Paul Revere): Scott Hammond

### Language Studio 11

Lesson 1 (Man and chalkboard): David Habben; (Animals, people, river): Dustin Mackay; Lesson 2 (Sun rays, flower): Brittany Tingey; (Mouse, boar, wolf): Brittany Tingey; (Snail, wolf, boar): Brittany Tingey; Lesson 4 (Food chain): Michelle Weaver; (Koala, panda, kids): Shutterstock; (Bee on flower): Shutterstock; Lesson 5 (Extreme weather): Shutterstock, David Habben; (Earthquake): Shutterstock; (Flood): Shutterstock; (Volcano): Shutterstock; (Tsunami, mosquito, cows): Shutterstock; (Mudslide): Shutterstock; Lesson 6 (Deforestation): Shutterstock; (Pollution, bird, river): Erika Baird; (Farm, pesticides): Shutterstock; (Frog): Shutterstock; (Waste dumping water): Shutterstock; (Air Pollution): Shutterstock

