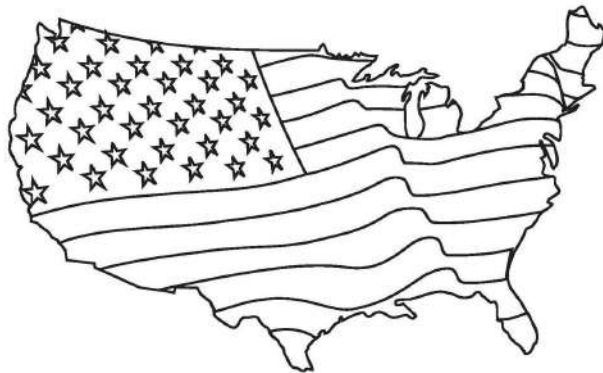


US History to 1865

6th Grade

Let's Review...



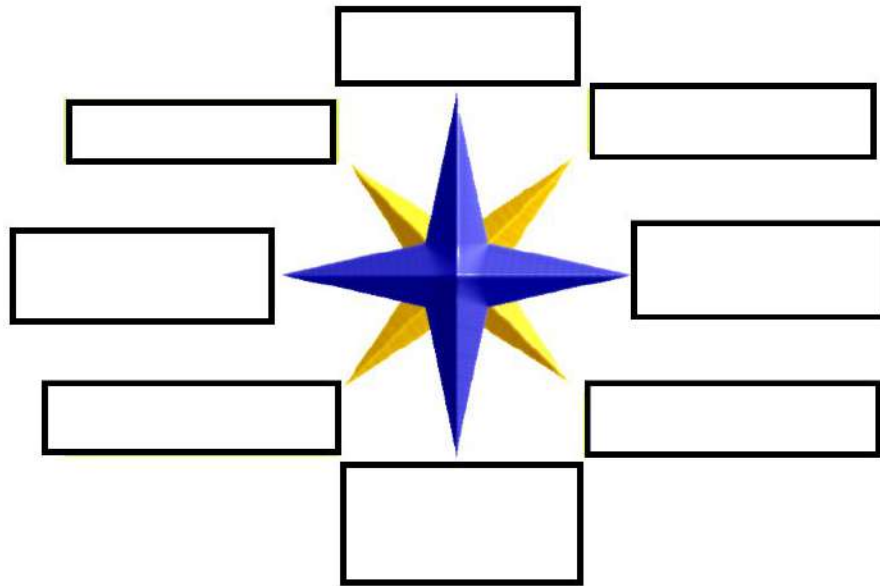
UNITED STATES
of AMERICA



Name: _____

Teacher/Block: _____

This is called a The points show us directions.



Geographic Features of North America

Our Earth is covered by **seven** large land masses called **continents** that are surrounded by water. They include **North America, South America, Africa, Asia, Australia, Antarctica,** and **Europe**. Although Europe is not entirely surrounded by water, it is still considered a continent. This land mass is often called *Eurasia*. The United States of America is located on the continent of North America.

Our Earth is also covered by **five oceans**. They are the **Atlantic Ocean, Pacific Ocean, Arctic Ocean, Indian Ocean,** and **Southern Ocean**.

Directions: Label all the continents and ocean. Then, color all the continents green and the oceans blue.



Let's Write....

1. What is a continent?

2. What are the seven continents?

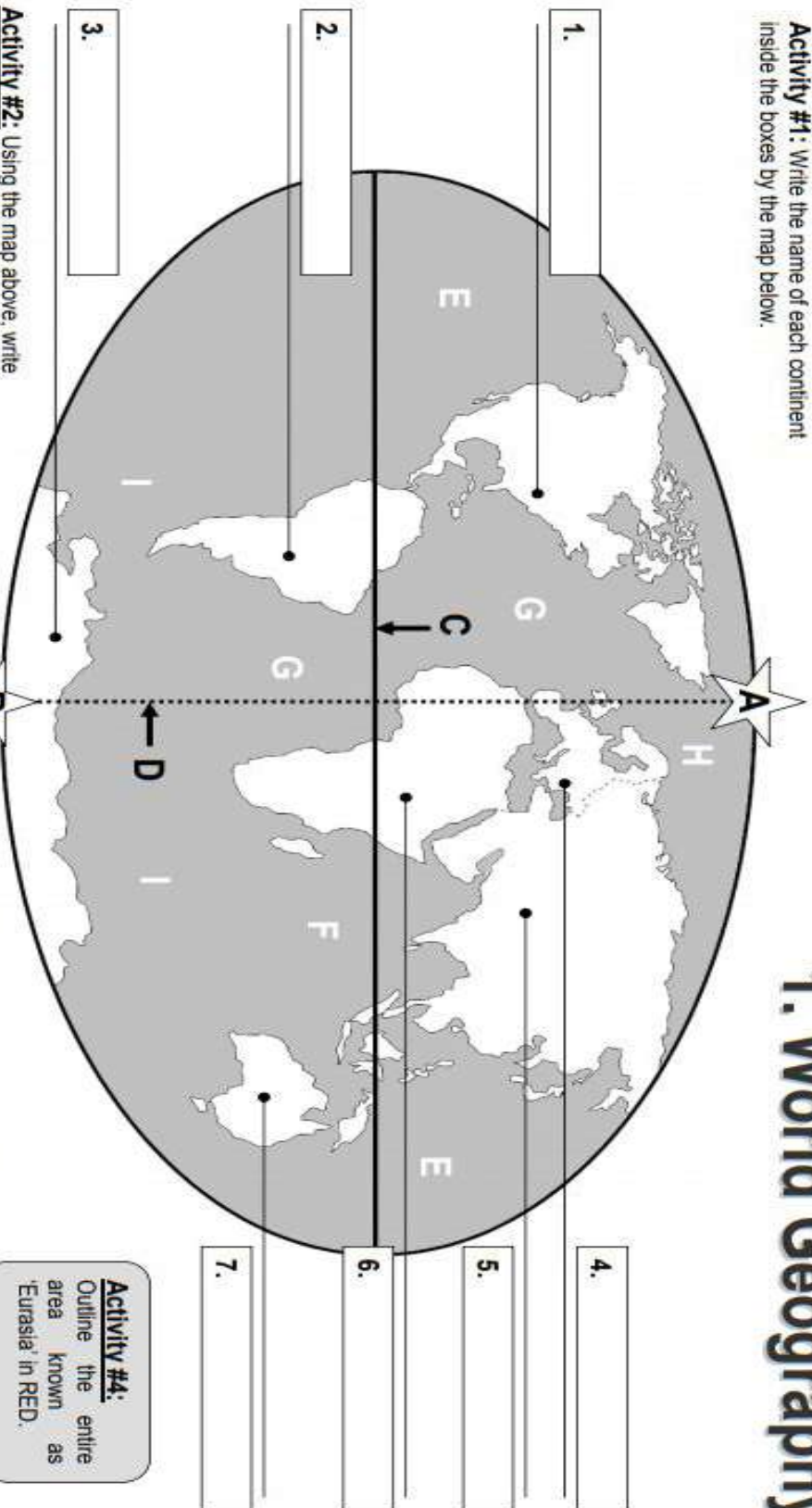
3. On which continent is the United States located?

4. What is the difference between Europe and the other six continents?

5. Why is Europe also known as Eurasia?

Activity #1: Write the name of each continent inside the boxes by the map below.

1. World Geography



1. _____
2. _____
3. _____
8. Ocean E is: _____
9. Ocean F is: _____
10. Ocean G is: _____
11. Ocean H is: _____
12. Ocean I is: _____

Activity #3: Using the map above, write the name of each place on the line below.

13. Point A is the: _____
14. Point B is the: _____
15. Line C is the: _____
16. Line D is the: _____

Activity #4:
Outline the entire area known as 'Eurasia' in RED.

The continent of North America is divided into *eight geographic regions*. Each region has unique characteristics. Color each region and record your colors in the key.



Key:



Coastal Plain



Interior Lowlands



Basin and Range



**Appalachian Mountains
Appalachian Highlands**



Great Plains



Coastal Range



Canadian Shield



Rocky Mountains

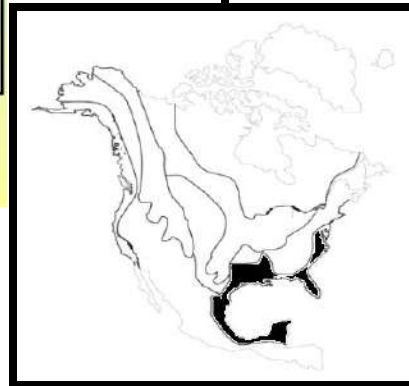
Coastal Plain: The Coastal Plain of North America is located along the Atlantic Ocean and the Gulf of Mexico. The land of this region is made up of broad lowlands that provide many excellent harbors. These busy harbors connect North America with the rest of the world.

 **Describing the Coastal Plain**

- Hot and humid summers
- Mild winters
- Sandy soil
- Ideal for farming
- Land is very wide and flat

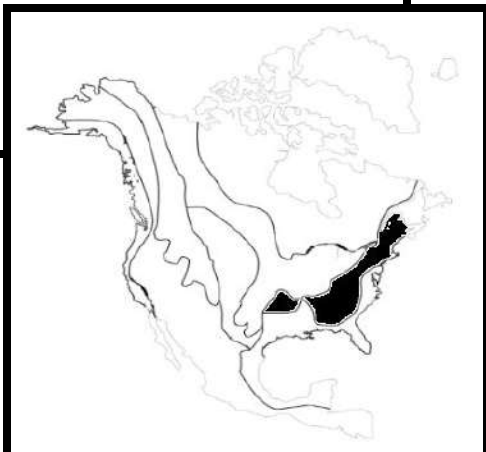


Draw it:



Draw it:

Appalachian Mountains: The Appalachian Mountain region is also referred to as the Appalachian Highlands. This region is located west of the Coastal Plain and stretch from eastern Canada to western Alabama. The Piedmont region of Virginia is a part of the Appalachian Highlands. The land of this region consists of old, eroded mountains that make up the oldest mountain range in North America.



Canadian Shield: The Canadian Shield wraps around the Hudson Bay. This region is shaped like a giant horseshoe and is made up of hills worn down by

erosion and hundreds of lakes carved by glaciers.

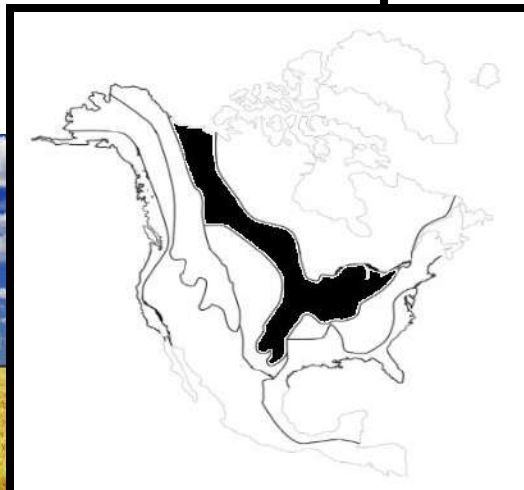
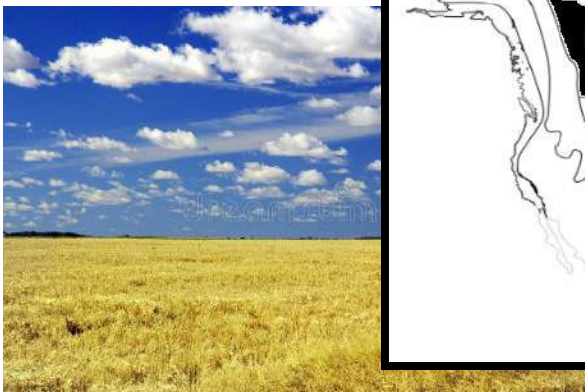


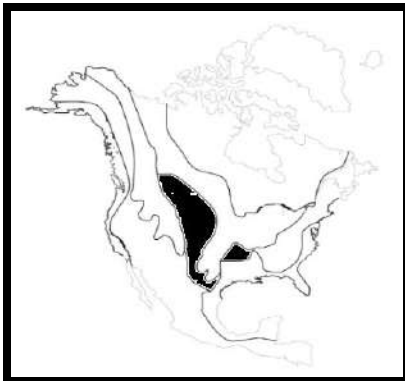
Draw it:



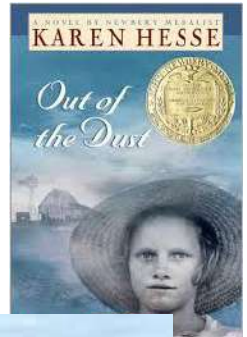
Interior Lowlands: The Interior Lowlands is located west of the Appalachian Mountains and east of the Great Plains. The land of this region is made up of rolling flatlands with many rivers, broad river valleys, and grass covered hills.

Draw it:





Great Plains: The Great Plains is located west of the Interior Lowlands and east of the Rocky Mountains. This region is covered by vast, flat grasslands that gradually rise toward the mountain range located in the Rocky Mountains region.



Draw it:



Rocky Mountains: The Rocky Mountain region is located west of the Great Plains and east of the Basin and Range. This land consists of rugged mountains at high elevations that stretch from Alaska almost to Mexico.



Draw it:



It also contains the **Continental Divide**, an imaginary line that runs from north to south along the peaks of the Rocky Mountains. The Continental Divide determines the directional flow of rivers.

Draw it:

Basin and Range: The Basin and Range region is located west of the Rocky Mountains and east of the Sierra Nevadas and the Cascades. The land found in this region is located at different elevations. It contains isolated mountain ranges.

Draw it:



Death Valley, the lowest point in North America, is found here.

Coastal Range: The Coastal Range is located along the Pacific Ocean. It is made up of rugged mountains that stretch from California to Canada and fertile valleys.

Draw it:

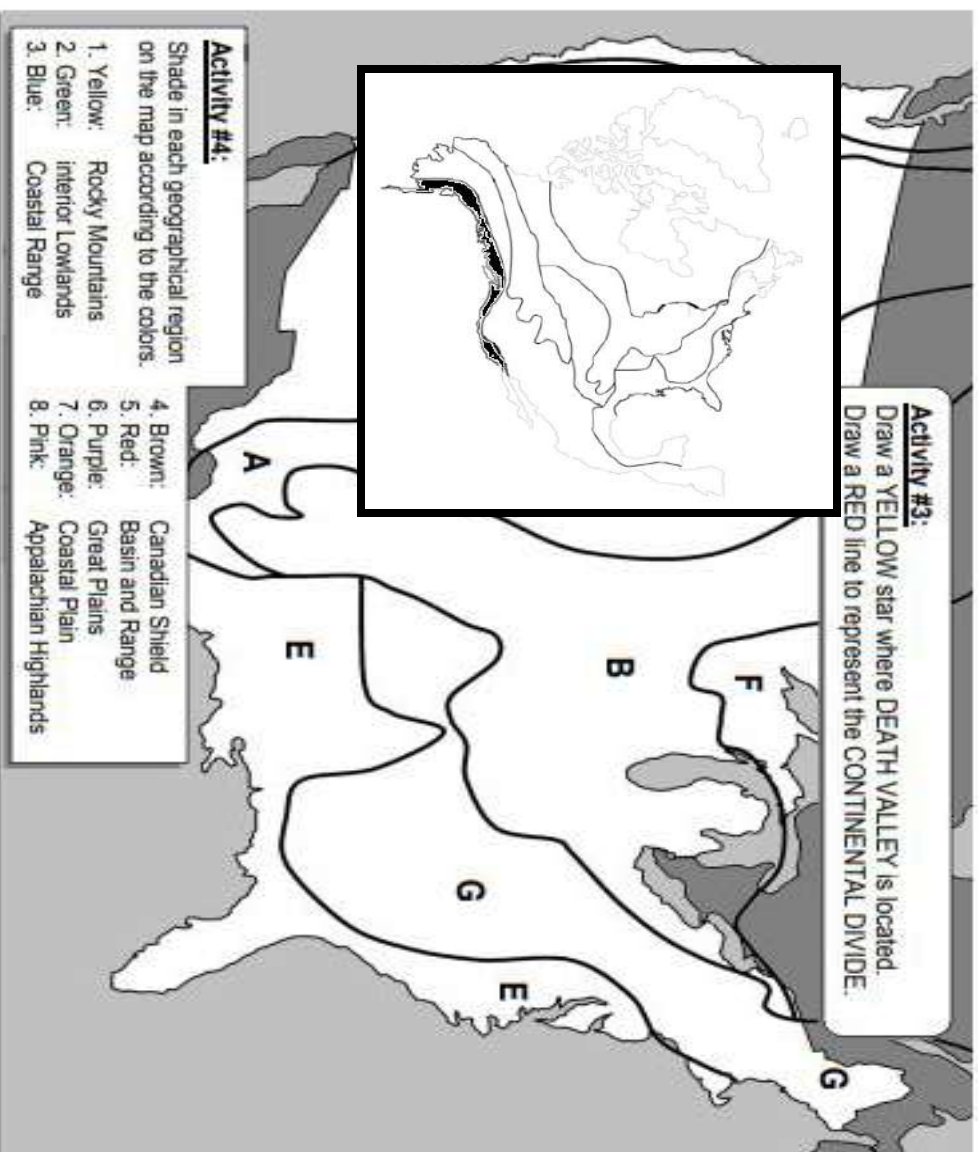


3. Geographical Regions

Activity #1: Write the letters from the map inside the correct boxes.

- | | | | | | |
|--------------------------|------------------|--------------------------|----------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | 1. Great Plains | <input type="checkbox"/> | 3. Basin and Range | <input type="checkbox"/> | 6. Coastal Plain |
| <input type="checkbox"/> | 2. Coastal Range | <input type="checkbox"/> | 4. Rocky Mountains | <input type="checkbox"/> | 7. Canadian Shield |
| <input type="checkbox"/> | | <input type="checkbox"/> | 5. Interior Lowlands | <input type="checkbox"/> | 8. Appalachian Highlands |

Activity #3:
Draw a YELLOW star where DEATH VALLEY is located.
Draw a RED line to represent the CONTINENTAL DIVIDE.



Activity #2: Write each letter from the map inside the correct below.

- | | |
|--------------------------|--|
| <input type="checkbox"/> | 1. Contains areas of varying elevation, isolated mountain ranges, and Death Valley, the lowest point in North America |
| <input type="checkbox"/> | 2. This region contains broad lowlands extending to the ocean with many excellent harbors and port cities |
| <input type="checkbox"/> | 3. This region contains many rivers, broad river valleys, rolling flatlands, and grassy hills |
| <input type="checkbox"/> | 4. Contains small rugged mountain ranges (Sierra Nevada and Cascades) extending from Canada to Mexico with fertile valleys |
| <input type="checkbox"/> | 5. Contains a large mountain range extending from Canada to Alabama with old eroded mountains covered in woods |
| <input type="checkbox"/> | 6. This region contains land that is dry and grassy. It increases in elevation toward the western side |
| <input type="checkbox"/> | 7. This region wraps around the Hudson Bay in a horseshoe shape with hundreds of lakes and streams carved by glaciers |
| <input type="checkbox"/> | 8. Contains tall, rugged mountains and the Continental Divide which determines the directional flow of rivers |

Let's Write....

1. Name all of the geographical regions of North America.

3. Where is the Coastal Plain region located? Describe what you would find there.

4. What type of transportation uses harbors? Why is this important to the Coastal Plain region?

5. Where is the Appalachian Mountains (Appalachian Highlands) region located? Describe what you would find there. _____

6. What would cause a mountain to erode?

7. Where is the Canadian Shield region located? Describe what you would find there.

8. How do you think the Canadian Shield acquired its name? Explain.

9. Where is the Interior Lowlands region located? Describe what you would find there.

10. Where is the Great Plain region located? Describe what you would find there.

11. Where is the Rocky Mountain region located? Describe what you would find there.

12. What is the continental divide? What does this determine?

13. Where is the Basin and Ridge region located? Describe what you would find there.

14. What is the lowest point in North America?

16. Where is the Coastal Range region located? Describe what you would find there.

Water Features of the United States

The United States has a number of important water features including oceans, rivers, lakes, and gulfs. These bodies of water have many purposes. They serve as borders for our nation, links between the eight geographic regions, and gateways to the rest of the globe. Let's learn more about these important water features and how they helped to shape the early history of the United States.

Major Bodies of Water: Oceans

The United States is located between two of Earth's five oceans. On its eastern border is the **Atlantic Ocean** and on its western border is the **Pacific Ocean**. The Atlantic Ocean served as a watery highway for early explorers and settlers. Later, immigrants from all over the world crossed the Atlantic to find a better life. The Pacific Ocean was also an early exploration destination.

Major Bodies of Water: Rivers

The major rivers of the United States include the **Ohio**, the **Mississippi**, the **Missouri**, the **Columbia**, the **Colorado**, and the **Rio Grande**. Like our two oceans, these six rivers played an important role in the history of this country.

The Ohio River, located in the Appalachian Mountain Region was the gateway to the west. Early settlers used his river to begin a western migration from the colonies into the interior regions of the United States.

The Mississippi and Missouri Rivers, located west of the Appalachian Mountain region, were used to transport farm and industrial products. They also served as links to other parts of the world.

The Columbia River, located in the northwestern corner of the United States, was traveled by Lewis and Clark as they explored the western territories from the Mississippi River west to the Pacific Ocean.

The **Colorado** River, located in the southwestern part of the United States, was traveled by the Spanish as they explored the southwestern United States.

The **Rio Grande** River, also located in the southwestern United States, forms our southern border with Mexico.

The **St. Lawrence** River, which forms part of the northeastern border with Canada, connects the Great Lakes to the Atlantic Ocean.

Major Bodies of Water: Lakes

The **Great Lakes**, another major body of water in the United States, is a chain of five inland lakes. They include Lake Ontario, Lake Erie, Lake Huron, Lake Michigan, and Lake Superior. This group of lakes is located within the Canadian Shield and Interior Lowlands regions of the United States. Many important Midwestern port cities grew along the banks of these lakes making the Great Lakes a major transportation and shipping route.

Major Bodies of Water: Gulf

The **Gulf of Mexico**, which borders the Coastal Plain region on the south, also played an important role in the early history of the United States. It provided the French and Spanish with exploration routes to Mexico and other parts of America.

Let's Write....

- 1. What are the purposes of these bodies of water?

- 2. Based on what you know about Virginia’s settlements, how do you think these major bodies of water helped to shape the history of our nation?

3. How is your life impacted by the bodies of water near you?

4. What role did the Atlantic Ocean play for early explorers and settlers?

5. If the explorers traveled across the Pacific Ocean, from which countries could they have been from?

6. What are the major rivers of the United States?

7. What role did the Ohio River play in the history of the United States?

8. Which two rivers are located west of the Appalachian Region?

9. What was the role of the Columbia River?

10. What was the role of the Colorado River?

11. What was the role of the Rio Grande River?

12. What was the role of the St. Lawrence River?

13. What role did the Great Lakes play in the history of the United States?

14. Which countries can claim ownership to the Great Lakes?

15. What role did the Gulf of Mexico play in the history of the United States?

Let's Review...

Activity #1: Write each letter from the map inside the boxes below.

1. Rio Grande River

2. Atlantic Ocean

3. Ohio River

4. Columbia River

5. Colorado River

6. Missouri River

7. Pacific Ocean

8. Great Lakes

9. Gulf of Mexico

10. Mississippi River

11. St. Lawrence River

Activity #3:
 Trace or color the bodies of water on the map according to the colors below.

- Brown: Ohio River
- Yellow: Rio Grande River
- Orange: Great Lakes
- Green: Missouri River
- Purple: St. Lawrence River
- Blue: Colorado River
- Red: Columbia River
- Black: Mississippi River
- Pink: Gulf of Mexico

2. Bodies of Water

Activity #2: Write each letter from the map inside the correct boxes below

1. Important body of water transporting industrial & farm products into the Gulf of Mexico

2. Known as the 'Gateway to the West'. Helped settlers travel from the east to the west

3. Many inland port cities were established along the shores of these bodies of water

4. Forms part of the border between Eastern Canada and the state of New York

5. This body of water was used by explorers and is known as 'An Early Exploration Destination'

6. The Spanish used this water route; flows from the Rocky Mountains into the Pacific Ocean

7. A tributary flowing west to east; carries farm and industrial products into the Mississippi

8. The western-most river explored by Lewis and Clark; flows from Canada to the Pacific Ocean

9. The French and Spanish explored this body of water; connects to the Atlantic Ocean

10. Forms part of the United States border with Mexico; Flows into the Gulf of Mexico

11. Known as the 'Highway for Early Explorers, Settlers, and Immigrants'

Geographic Features of the United States

To better understand the geographical regions of North America, it is important to be able to recognize key geographic features when they appear on maps, diagrams, and in pictures and photographs. Both **land and water features** influenced the course of events in United States history.

There are two categories of geographic features: **water related** and **land related**.

Water Related Features

- Lakes – bodies of water which are completely surrounded by land
- Rivers – large streams of water that flow along a certain path
- Tributaries – rivers or streams that flow into larger river or stream
- Gulfs - An area of water (usually salt water) connected to an ocean or sea but partially surrounded by land. Almost always larger than a bay
- Bays - An area of water surrounded by land usually on three sides. Smaller than a Gulf

Land Related Features

- Mountains – large masses of land that rise above the surrounding land, usually jagged and covered in snow
- Hills – area of land, usually rounded in shape, that is higher than the surrounding land but not as high as a mountain
- Plains – large flat areas of land with very few trees
- Plateaus – areas of flat land rising above the surrounding land
- Islands – bodies of land which are completely surrounded by water
- Peninsulas – pieces of land that are mostly surrounded by water or that extend into a body of water

These land and water features shaped and influenced the history of the United States in different ways. **Trade routes** were established along rivers and other waterways because that was the easiest way to transport products. **Cities and towns** quickly sprang up along these trade routes. As the westward movement progressed in the 1800s, settlers also followed waterways as they made their way across the frontier. **Agricultural regions** were developed as people found the land suitable for farming. **Major fishing industries** were made possible by the rivers and oceans located on both the eastern and western coasts.

Directions: Write if the feature is a land feature or water feature. Then write the definition of the feature. For example: Ocean (Feature); Water (This is a water feature; it is made up of water); a huge body of saltwater that covers about 71 percent of the Earth's surface (definition; use the one from page 14.)

Feature	Land or Water	Definition	Feature	Land or Water	Definition
Tributary			Lake		
Gulf			River		
Bay			Plains		
Mountains			Island		
Hills			Peninsula		

Let's Write.....

1. What did land and water features influence in United States history?

2. What were 4 ways land and water features influenced the early history of the United States?

Archaeologists Dig into History

Archaeology is the scientific study of past cultures and the way people lived based on the material evidence, or things they left behind. Archaeology is important because we can study human behavior and culture based on the evidence we find and recover from the past.

Archaeologists study human behavior by taking the clues left behind by people of the past and figuring out how long ago these people lived, what they ate, and what their tools and homes were like. The work of archaeologists involves finding and studying **artifacts** which are objects that have been made, used or changed by humans. Artifacts include arrowheads and scrapers, pottery, glassware, and even fire hearths and storage pits. In other words, archaeologists find the facts that help write history.

Finding a place, or *site*, for archaeologists to explore takes a lot of time, work and planning. After a site has been selected, archaeologists carefully dig through layers of soil looking for the remains of an earlier people. Before they begin digging, though, archaeologists first divide the site into square grids that will help them identify where each artifact is found, including what is found next to it. It is very important for archaeologists to keep exact records of their slow and careful work.

Believe it or not, history is constantly being rewritten based on new information that is found. Until ten years ago, it was generally believed that the first humans to enter North America came from Asia by crossing the Bering Strait to Alaska when ice covered its surface about 12,000 years ago. Today, scientists cannot agree as to when or how people first entered the Western Hemisphere. One reason for this disagreement is the recent discovery made at **Cactus Hill**, located on sand dunes near the Nottoway River in southeastern Virginia. At this site, artifacts have been found in layers of sand that suggest Indians lived at Cactus Hill as early as 18,000 years ago. This makes Cactus Hill one of the oldest archaeological sites in the United States.

Let's Write.....

1. Why is archaeology important?

2. What do archaeologists do?

4. What does the work of archaeologists involve?

Let's Review.....

1. _____ is the scientific study of past cultures and the way people lived based on the material evidence, or things they left behind.
2. Before they begin digging, though, archaeologists first _____ the site into square grids that will help them identify where each artifact is found, including what is found next to it.
3. _____ study human behavior by taking the clues left behind by people of the past and figuring out how long ago these people lived, what they ate, and what their tools and homes were like.
4. The work of archaeologists involves finding and studying _____ which are objects that have been made, used or changed by humans.
5. Artifacts include _____ and scrapers, _____, glassware, and even fire hearths and storage pits.
6. _____ one of the oldest archaeological sites in the United States.
7. What is the difference in years between the original theory and new theory found by scientists? Is that difference in years major or minor?

American Indians in North America

The **Inuit** Indians lived in what is now northern Canada and Alaska. Temperatures in these Arctic areas are below freezing much of the year. The Inuit Indians used the natural resources from this frozen environment to meet their basic needs. In the past, their lives depended on the animals that lived in this region. They followed the roaming herds of caribou, seals, fish, and migrating birds such as ducks and geese. These animals were their main source of food and were also used for clothing and shelter. Their homes were often a simple lean-to made out of animal skins and plant materials or igloo structures made out of ice and snow.

The homeland of the **Kwakiutl** Indians includes the Pacific Northwest Coast in the Coastal Range Region of North America. The climate in this area is surprisingly mild. Warm winds bring a lot of moisture from the ocean and as much as 100 inches of rain can fall each year. The land in this area is covered by vast forests of giant cedar trees and abundant rivers, streams and springs. The Kwakiutl Indians used the natural resources from this rich environment to meet their basic needs. In the past, the men hunted deer and moose in the forests, but their main source of food was fish and seals from the rivers, streams, and ocean. The women gathered shellfish and berries to add to their diet. Many Kwakiutls lived in longhouses also known as plank houses. Plank houses were similar to the longhouse except they were taller. These houses and canoes were made from cedar wood. Their clothing was made mainly using animal skins and furs, but they also made many articles of clothing from the bark of the cedar trees.

The **Lakota** people lived in the interior of the United States called the Great Plains region. This region has hot summers and long, cold winters with very little rainfall. The land is covered by huge areas of grasslands, rolling hills, and flowing streams. The Lakota used the natural resources from this dry environment to meet their basic needs. In the past, they hunted buffalo and antelope, grew crops such as maize, beans, and pumpkins, and gathered wild berries and fruits. Their homes included teepees made of buffalo skins held up by wooden poles and domed-shaped lodges covered by earth or grass. The Lakota people made much of their clothing from the skin of deer and antelope. Men wore animal skin leggings and buffalo furs over their shoulders while women wore dresses made of deerskin. On their feet they wore animal skin moccasins.

The **Pueblo** tribes lived mainly in the southern Basin and Range region of North America, in the present-day states of New Mexico and Arizona. The climate of this area is hot and dry. The land is covered by desert areas,

bordering cliffs, and mountains. The Pueblo used the natural resources from this hot, dry environment to meet their basic needs. In the past, the men hunted wild animals like deer, rabbits, antelope and bear for food, while women and children collected wild berries. The Pueblo also farmed. They raised corn, beans, and squash. Their homes were built out of a mixture of sun-dried earth and straw called adobe. Many of their pueblos, or villages, were located on the flat tops of mesas, which were elevated areas of land with a flat top, or in natural caves located on the steep sides of canyon walls. The clothes of the Pueblos were made of leather, fur, and cotton. They were one of the few Indian groups who knew how to grow cotton and weave it into cloth.

The homeland of the **Iroquois** Indians includes the northeastern part of North America called the Eastern Woodland. This area is covered by thick forests, mountains, hills, rivers, lakes, and streams. It has cold winters with snow and warm summers with plenty of rain. The Iroquois Indians used the natural resources from their environment to meet their basic needs. In the past, they hunted deer and black bear, fished, grew corn, beans, and squash, and gathered nuts and berries. Their homes were called longhouses and were made of bent wooden poles and sheets of elm tree bark. They made most of their clothing from deerskin including long skirts, vests, leggings, moccasins and fur capes.

Create a Chart

Directions: Fill in the chart by writing the letter of each phrase on a line in the correct box below.

Location

- A. Eastern Woodland
- B. Southwest
- C. Arctic
- D. Great Plains
- E. Northwest Coast

Climate & Land

- F. Hot and Dry; Desert
- G. Mild and Rainy
- H. Cold and Icy
- I. Flat and Grassy
- J. Heavily Forested

Culture & Shelter

- K. Carved totem poles and canoes
- L. Grew corn and made adobe (clay) homes
- M. Hunted buffalo and lived in tipis
- N. Hunted bear, whale and lived in igloos
- O. Built long homes and hunted small game

	Location	Climate & Land	Culture & Shelter
1. Inuit	1a. _____	1b. _____	1c. _____
2. Pueblo	2a. _____	2b. _____	2c. _____
3. Kwakiutl	3a. _____	3b. _____	3c. _____
4. Lakota	4a. _____	4b. _____	4c. _____
5. Iroquois	5a. _____	5b. _____	5c. _____

Today some members of these tribes still live in their native homelands where they continue to observe or follow ancient traditions. Other American Indians, however, have chosen to leave tribal lands and now live in many areas across North America.

Long before the first Europeans arrived, American Indians lived in the eight geographic regions of North America. These different Indian groups used the resources that were available to them in their different environments. These resources included **natural resources**, **human resources**, and **capital resources**.

Natural resources come directly from nature. American Indians fished in the rivers, hunted animals, and grew crops. **Human resources** are the people working to produce goods and services. American Indians fished, made clothing and hunted for animals. **Capital resources** are the goods produced and used to make other goods and services. American Indians made canoes, bows, and spears. Let's learn how the **Inuit**, the **Kwakiutl**, the **Lakota**, the **Pueblo**, and the **Iroquois** Indians lived and how they used their resources.

Let's Write....

1. What are natural resources? List three examples, not found on the chart below.

2. What are human resources? List three examples, not found on the chart below.

3. What are capital resources? List three examples, not found on the chart below.

Color the resources! Natural Resources- RED; Capital Resources- GREEN; Human Resources- BLUE.

screwdriver	principal	water
peanuts	school	salt
minerals	uniform	pencil
wood	veterinarian	hospital
sugar	coal	factory
mechanic	silver	beans
pilot	computer	gold
canoe	trees	chair

Do You Remember....

Word Bank:

	hills	islands	bays	tributaries	peninsulas
mountains	plateaus	gulfs	plains	lakes	rivers

1. bodies of water which are completely surrounded by land

2. large streams of water that flow along a certain path

3. rivers or streams that flow into larger river or stream

4. An area of water (usually salt water) connected to an ocean or sea but partially surrounded by land. Almost always larger than a bay

5. An area of water surrounded by land usually on three sides. Smaller than a Gulf

6. large masses of land that rise above the surrounding land, usually jagged and covered in snow

7. area of land, usually rounded in shape, that is higher than the surrounding land but not as high as a mountain

8. large flat areas of land with very few trees

9. areas of flat land rising above the surrounding land

10. bodies of land which are completely surrounded by water

11. pieces of land that are mostly surrounded by water or that extend into a body of water

European Exploration in North America

People have always explored the world around them and early Europeans were no different. By the 1400s, the European countries of **Spain, France, and England** were in competition to claim the newly discovered continent of North America. These countries were *motivated* to find **great riches, spread Christianity**, and **expand their empire and culture**.

As the European explorers set out to claim North America as their own, they faced many *obstacles*. The first obstacle was **poor maps and poor navigational tools**. There were very few maps. The maps they had were individually drawn and were often inaccurate, or wrong. There were few navigational tools. Other than the compass which helped the explorers identify direction and the cross-staff that helped them locate latitude, early explorers had to observe birds, schools of fish, winds, and cloud types to help them navigate across the Atlantic Ocean.

A lack of adequate supplies was the second obstacle the explorers faced. Rough seas and ferocious storms sometimes slowed them down or blew them off course, adding weeks and even months to their journey. There were not enough supplies on board to last more than a few weeks.

The lack of adequate supplies created a third obstacle, **disease and starvation**. Sailors often became sick due to bad water supplies and a lack of fresh fruits and vegetables. When food supplies ran low, sailors were forced to eat rats or sawdust.

A fourth obstacle to exploration was a **fear of the unknown**. Many sailors were convinced that they would sail over the edge of the world or be eaten by giant sea-monsters. Others feared the fierce storms of the open ocean and the very real dangers of wrecking on rocky coastlines or running aground on underwater sand bars.

Although the obstacles were great, European explorers had many *accomplishments*. Exploration of North America brought an **exchange of goods and ideas** between the Europeans and the American Indians. It also resulted in **improved navigational tools and ships**. Most importantly, however, were the **huge areas of land** or territory claimed for the major European powers.

As the European explorers reached North America, they explored and settled different areas of the vast continent. **Francisco Coronado** was a *Spanish explorer* who set out to find the seven cities that were said to be filled with gold and treasure. Although he never found them, he did succeed in claiming the southwest United States for Spain. As more and more land in North America was claimed for Spain, Spanish explorers began to conquer and enslave the American Indians already living there. They also brought Christianity to the New World and tried to convert the American Indians to their religion. In addition to religion, the Spanish explorers also brought European diseases, like smallpox, that killed many American Indian populations.

Samuel de Champlain was a *French explorer* who helped colonize the continent of North America in what is present-day Canada. In an attempt to establish a fur trading post, he created the first permanent French settlement and named it **Quebec**. Another *French explorer* by the name of **Robert La Salle** claimed the entire Mississippi River Valley, from the Great Lakes to the Gulf of Mexico, for France. The French also interacted with the American Indians living on the lands they claimed for France. They established trading posts where American Indian hunters could trade animal furs such as beaver for metal hatchets, knives, blankets, and traps. The French, like the Spanish, also wanted to spread Christianity in North America.

John Cabot made the first voyage to the continent of North America for *England*. His exploration of eastern Canada gave England a claim to lands in North America. The English quickly established settlements and claimed ownership to all they could see. They also learned farming techniques from the

American Indians and began to add beans, pumpkins, squash, and corn to their diet. In addition, they also traded with the American Indians, exchanging metal weapons and tools for deerskins and furs.

European explorers and American Indians cooperated in the **areas of trade, farming and farm tools**, and the **sharing of weapons**. Areas of conflict between the two groups involved **competition for trade, differences in cultures and languages**, the **introduction of devastating diseases**, and the issue of **land ownership**. While the early Europeans wanted to claim North America as their own, the American Indians believed that land was to be shared or used but not owned.

Let's Review..... Fill out the chart below, based on the passage above.

Explorer				
Origin				
Obstacles				
"Discovered"				
Established				

Let's Write.....

1. Predict! Based on your knowledge of Virginia Studies, which country do you think will “win” in gaining more land and riches?

2. Which European countries were in competition with each other to explore the new world? What were they competing for?

3. List the four obstacles the European explorers faced. Explain each obstacle.

4. What three reasons motivated these three European countries?

- 5.. What were three accomplishments made by the European explorers?

European Exploration in West Africa

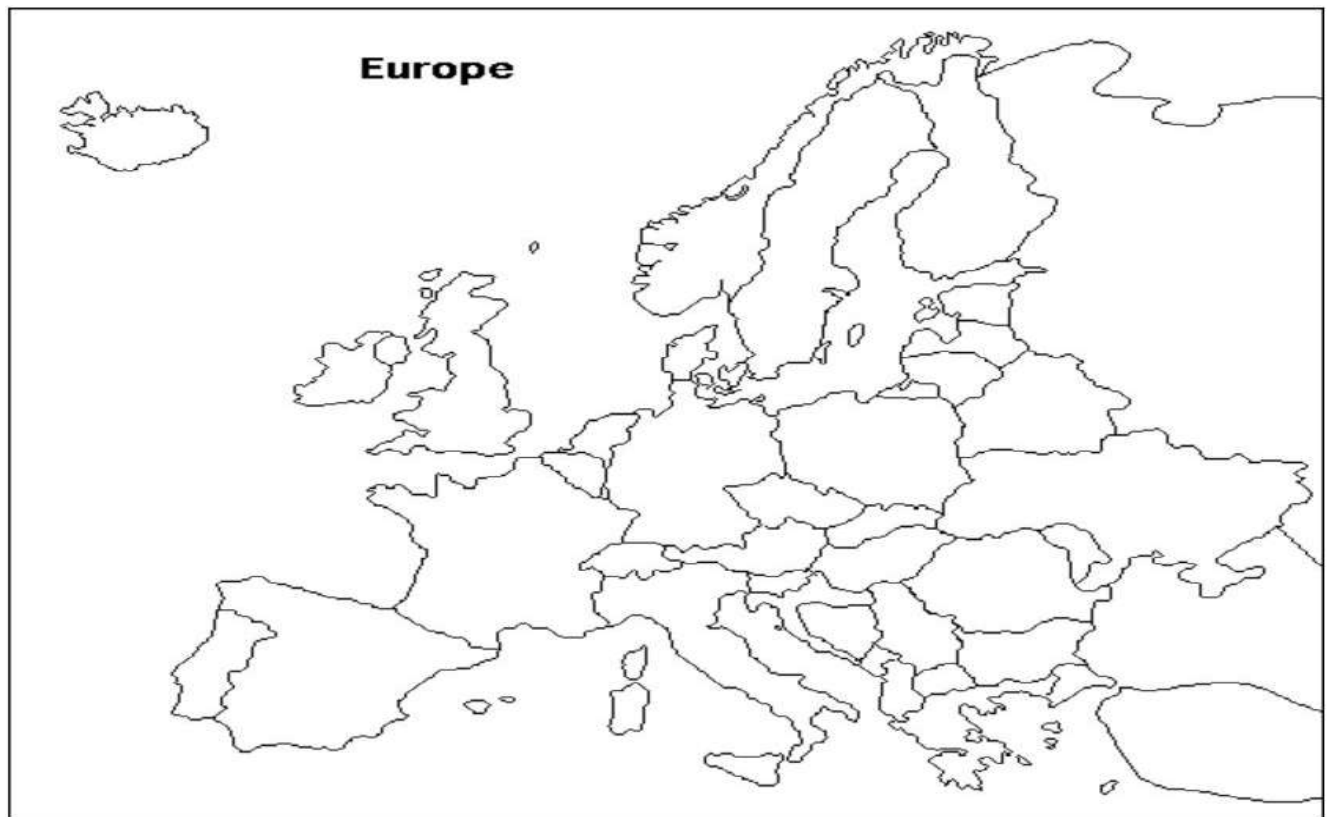
Spain, England, and France were not the only European countries interested in claiming new territories and great riches. **Portugal** also made voyages of discovery in West Africa. Let's learn about the regions explored by Portugal.

Three West African empires, one after another, dominated West Africa from 300 to 1600 A.D. These three empires were **Ghana, Mali, and Songhai**. Located in the western region of Africa, south of the Sahara Desert, near the Niger River, Ghana, Mali, and Songhai were surrounded by gold and salt mines. As a result, they became powerful by controlling trade in West Africa.

Trading was an important part of life in Africa. African empires traded with each other to meet their needs. One of their greatest needs was salt. During the time of the explorers, salt was needed to flavor and preserve food. Because there was no refrigeration, many foods like meats quickly spoiled. Instead of trying to keep these foods cool, people covered them with salt. The salt dried out the food and allowed it to be stored for a while before being eaten. This made salt very valuable. It was so valuable that other African kingdoms were willing to trade gold for it!

The great empires of West Africa traded with European nations and other African kingdoms. The large supplies of gold and salt began to cause European countries like **Portugal** to become more and more interested in the coast of West Africa. The Portuguese carried goods from Europe to West African empires where they traded metals, cloth, and other manufactured goods for gold. As a result, **African people and African goods** began to play an important role in increasing European interest in world resources.

Directions: Label the four European countries we have covered. Bonus: Label all the countries in Europe.



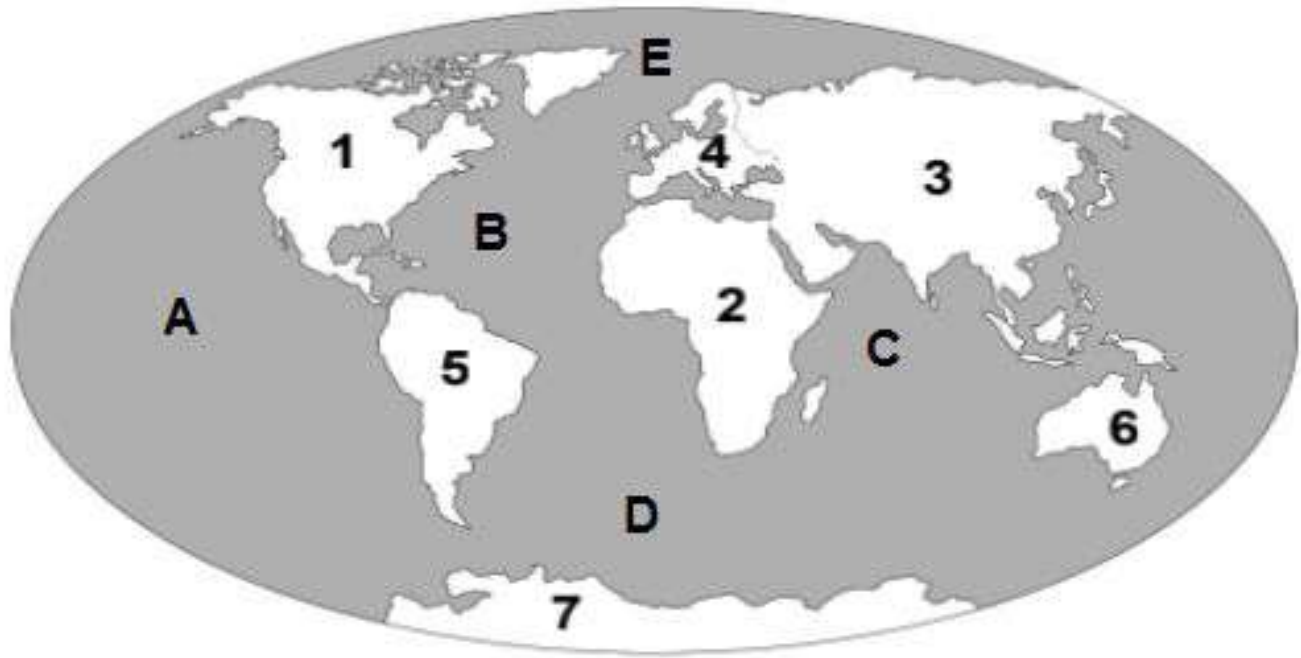
Let's Review.....

Directions: Obstacle, Accomplishment, or Motivation? Determine if each phrase is an obstacle, accomplishment, or motivation. Write the words 'Obstacle', 'Accomplishment', or 'Motivation' on each line.

1. _____ : Explorers exchanged goods and ideas with other explorers and Indians.
2. _____ : Explorers used incomplete navigational tools and maps.
3. _____ : Explorers raced to be the first to find gold and unexplored land.
4. _____ : Explorers improved navigational tools, maps, and ships.
5. _____ : Explorers lacked adequate supplies and faced starvation and disease.

Do you remember....

Directions: Write the full names of the continents and oceans on the lines below.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____

Let's Write....

1. Where did Portugal go to explore and discover?

2. What three powerful West African empires dominated West Africa, one after another?

3. What surrounded Ghana, Mali, and Songhai?

4. What was an important part of life in Africa?

5. Why did these African empires trade?

6. Which was more important to these African empires: salt or gold? Explain why.

7. Who did the great empires of West Africa trade with?

8. Why did Portugal become so interested in the coast of West Africa?

9. What goods did Portugal carry from Europe to the West African empires?

10. How did the African people and African goods play an important role?

Colonization of America

As the European explorers claimed the vast lands of North America, they began to establish permanent colonies. Some colonies were established for **economic reasons** and some colonies were established for **religious reasons**.

The first English colony to be established in the New World was on the island of Roanoke just off the coast of present day North Carolina. England established the **Roanoke Island** colony for economic reasons. They wanted to expand trade and increase the nation's wealth. This colony, however, was plagued by shortages of supplies and unfriendly Indians. England's hopes for this new settlement ended in 1590 when ships carrying supplies from England arrived to find the colony abandoned and the settlers missing. Four hundred years later, historians still do not agree on what really happened to this "Lost Colony."

England's next attempt at establishing a colony in 1607 was successful. **Jamestown Settlement** became the first permanent English settlement in North America. Like the Roanoke colony, it too was established for economic reasons. A group of businessmen called the Virginia Company was granted approval by King James I to settle the new lands across the Atlantic. Under the leadership of Captain John Smith, Jamestown grew and prospered.

The next successful English colony was **Plymouth Colony**. It was founded by a group of people called the **Pilgrims** in 1620. They were also called **separatists** because they wanted to be *separate* from the Church of England. Being separate meant being disobedient to the king, so to avoid religious persecution, they decided to leave England in search of a safe place to practice their religion. They set sail for America on a ship called the *Mayflower* and landed on the shores of what is now the state of Massachusetts.

Ten years later a religious group called the **Puritans** left England for America and settled the **Massachusetts Bay Colony**. Unlike the Pilgrims, they did not want to be separate from the Church of England. Instead they tried for many years to change it. When they finally realized that change was not

taking place, they too began to look across the ocean for a safe place to practice their religion. Like the Pilgrims before them, they settled in what is now the state of Massachusetts.

About fifty years later in the 1680s, the colony of **Pennsylvania** was settled by a group of people called **Quakers**. The Quakers were not well liked in England, and like the Pilgrims and the Puritans, they set sail across the ocean looking for a safe place to practice their religion without interference. Under the leadership of William Penn, this colony became the state of Pennsylvania.

The last American colony called **Georgia** was founded almost forty years later in 1733. It was settled by people who had been imprisoned in England for not paying their debts. They came to the New World with hopes of economic freedom and a new life.

Directions: Tell who established each colony. Write the result or accomplishment of each colony.

Colony	Reason for Establishment	Results/Accomplishment

Let's Write....

1. Why were the colonies established?

2. What happened after the European explorers claimed the land for their country?

3. Why were “permanent” colonies important?

4. What was the first colony established in the New World by the English? Why was this colony established?

5. What do you think happened to the “lost colony?”

6. What was England’s next attempt at establishing a colony?

7. Why was Jamestown settled? Why was this settlement important for England?

8. How did the Pilgrims know that America would be a safe place to practice their religion?

9. How did the Pilgrims know that America would be a safe place to practice their religion?

10. Which group of people began the Massachusetts Bay Colony?

11. How were the Puritans similar and different from the Pilgrims?

12. Which group of people settled in the colony of Pennsylvania?

13. How were the Quakers similar to the Pilgrims and the Puritans?

14. What was the name of the last American colony settled by the English?

15. What group of people settled this colony?

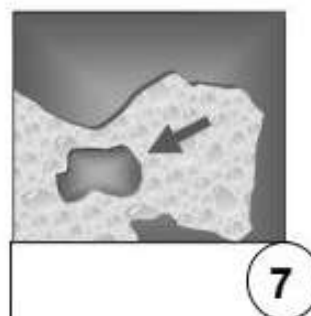
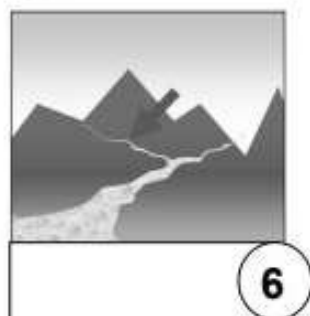
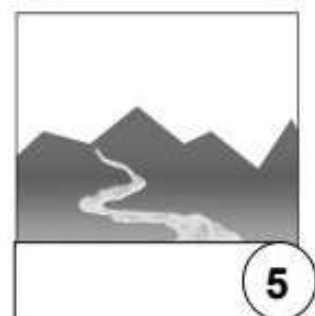
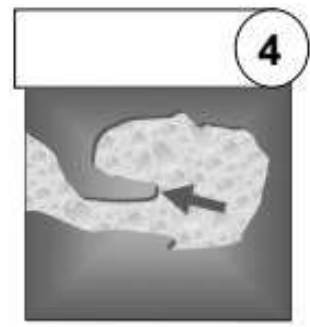
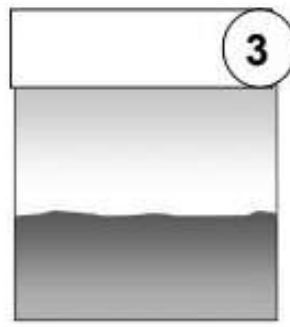
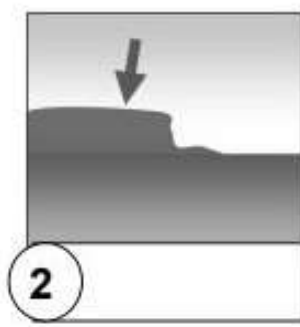
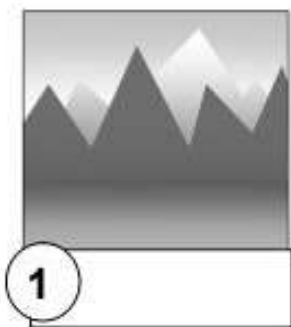
16. Why did this group of people come to the New World?

Do you remember.....

Activity #2: Draw a line connecting each Indian group with the place they lived.

- | | |
|---------------|---------------------|
| 1. Iroquois ● | ● Southwest |
| 2. Inuit ● | ● Great Plains |
| 3. Lakota ● | ● Arctic |
| 4. Kwakiutl ● | ● Pacific Northwest |
| 5. Pueblo ● | ● Eastern Woodlands |

Directions: Use the word bank to help you write the name of each land or water feature pictured on each map below.



Word Bank

- tributary
- plateau
- island
- plain
- mountain
- peninsula
- river

Life in the Colonies

Just as each of the colonies was established for different reasons, life in the three colonial regions differed, too. Let's learn about the differences in **geography**, **climate**, **resources**, **specialization**, **social life**, and **political life** of the **New England** colonies, the **Mid-Atlantic** colonies, and the **Southern** colonies. We will also learn about **interdependence**, or how these colonies depended on each other for goods and services.



NEW ENGLAND COLONIES

Geography and Climate - The New England colonies were located on wooded hills between the Appalachian Mountains on the west and the rugged Atlantic coastline on the east. The climate of this region was harsh with short, moderate summers and long, cold winters. Farming was difficult due to the short growing season and the thin rocky soil.

Resources and Specialization - In order to make a living, many colonists in New England turned to their natural resources. Numerous natural harbors and the dense forests of this region caused the New Englanders to specialize in shipbuilding, fishing, and naval supplies. Bustling port cities grew up around the harbors of the region. **Boston Harbor** became a prosperous center of commerce in New England. In these busy port cities many colonists also made a living as skilled craftsmen and shopkeepers resulting in another resource for this colony: *a human resource*.

Social Life - In the areas surrounding these busy port cities, colonists lived in smaller villages and towns where **the church was the center of their day to day life**. Many of the settlers of this region had tried and failed to reform the Church of England before setting sail for the New World. Others, called separatists, had simply wanted to separate themselves from the Church of England and worship as they chose.

Political Life - The political life of the New England colonies revolved around the **town meeting**. These meetings were first held in churches by church leaders. Colonists would attend to hear and discuss the daily issues of village life. Later the meetings moved outside the church building and became the village political body. Citizens would meet to elect officers, set taxes, and settle community problems.

Interdependence – As resourceful as the New England colonies were, they still depended on the other colonies for goods and services. From the Southern Colonies they received raw materials such as cotton. The Middle Colonies supplied the New England Colonies with items such as grain and livestock.

MID-ATLANTIC COLONIES

Geography and Climate – To the south of the New England colonies were the Mid-Atlantic colonies. This region was also located between the Appalachian Mountains on the west and the Atlantic Ocean on the east. The Mid-Atlantic climate was moderate with warm summers and mild winters. Wide, deep rivers flowed through the rich soil of coastal lowlands and emptied into many natural harbors and bays.

Resources and Specialization – The rich soil of this area produced good farmlands where colonists grew grain and raised livestock. In addition, the rivers, harbors, and bays allowed many colonists to make a living as fishermen. Others became skilled workers such as carpenters or cobblers or unskilled workers such as farm laborers.

Social Life – The people of the Mid-Atlantic colonies lived in small villages and bustling cities. The lifestyles of the people were very diverse -- they practiced many religions, spoke many languages, and came from many countries other than England such as Germany, Ireland, Scotland, and the Netherlands.

Political Life - The political life of the Mid-Atlantic colonies revolved around **market towns**. These towns provided a center for trade and services on which the people of the surrounding countryside depended. People came together in market towns to buy, sell, and discuss the daily issues of the community.

Interdependence – Being located between the New England Colonies and the Southern Colonies made it possible for the Mid-Atlantic Colonies to interact with both. In this way the Mid-Atlantic Colonies were able to trade for the products they needed but did not produce or make themselves.

SOUTHERN COLONIES

Geography and Climate – To the south of the Mid-Atlantic colonies were the Southern colonies. This region was also located between the Appalachian Mountains on the west and the Atlantic Ocean on the east. Its humid climate included mild winters and hot summers. The land of this region included the

rolling hills of the Piedmont and the flat land of the Atlantic Coastal Plain. Numerous rivers flowed across the area and emptied into good harbors along the Atlantic coast.

Resources and Specialization – Due to the abundance of rich soil, small farms and large farms called **plantations** prospered in the South. Wealthy plantation owners grew huge amounts of cash crops such as tobacco, rice, cotton and indigo. Cash crops were grown to be sold. Other crops were grown to feed a farmer's livestock and family. Because of their size, plantations needed a large, cheap workforce. To solve this problem, southern plantation owners began to use indentured servants and enslaved African Americans to do the backbreaking work in the fields. Indentured servants were usually young European men who agreed to work for a planter for a number of years in exchange for passage to the New World. Unlike enslaved African Americans who were owned for life, indentured servants were usually free within four to seven years. This region also benefited from natural resources such as rivers, harbors and dense southern forests. These forests provided wood products like lumber, which were used to build homes, businesses, and ships.

Social Life – Social life in the southern colonies was very different from the New England and Mid-Atlantic regions. There were very few villages, towns or cities. Instead, the plantation was often the center of social and economic activities. In the center of the plantation stood the elaborate **mansion**, or "Big House," which was surrounded by stables, barns, kitchens, and slave quarters. There were also very few schools in the southern colonies. Children were often educated at home by their parents or private tutors. In the area of religion, the **Church of England** became the established church throughout much of the southern colonial region.

Political Life – The political life of the Southern colonies revolved around the local seat of government called the **county**. Each county set up an area court four times a year to settle community problems. The sheriff was the main officer of the county and was appointed by the Governor of the colony.

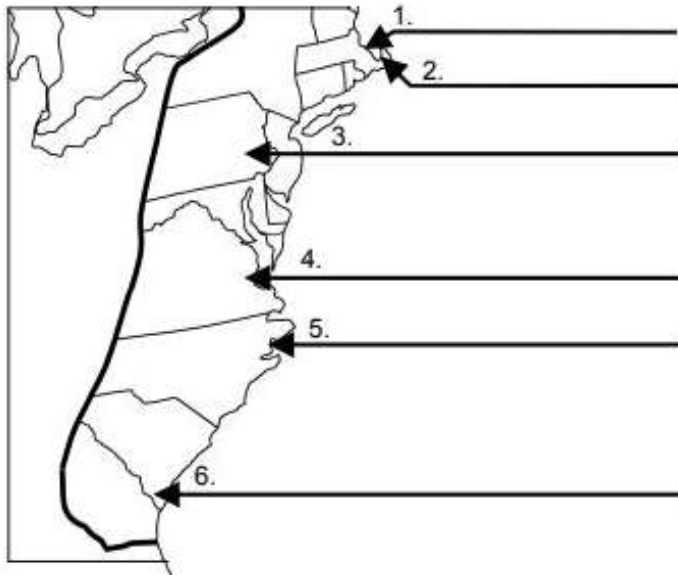
Interdependence – The Southern Colonies specialized in agriculture and did not produce everything they needed. These colonies depended on the New England colonies for manufactured goods, including tools and equipment.

Let's Write..... Write the facts about each colony in the boxes from above. Your flashcards will help.

	New England Colonies	Mid-Atlantic Colonies	Southern Colonies
Geography and Climate			
Resources and Specialization			
Social Life			
Political Life			
Interdependence			

Let's Review.....

Map It



Directions: Write the name of each colony listed below on the line next to where it is located on the map. Check off each colony name as it is labeled.

- ☐ Massachusetts Bay
- ☐ Georgia
- ☐ Pennsylvania
- ☐ Jamestown
- ☐ Roanoke Island
- ☐ Plymouth

- | | |
|----------------------------|--|
| 1. _____ Jamestown | A. Settled by debtors in search of economic freedom |
| 2. _____ Georgia | B. The first English colony in the New World |
| 3. _____ Pennsylvania | C. Settled by Puritans searching for religious freedom |
| 4. _____ Roanoke Island | D. Settled by Quakers wanting to practice their faith freely |
| 5. _____ Massachusetts Bay | E. An economic venture by the Virginia Company of London |
| 6. _____ Plymouth | F. Settled by Pilgrims who wanted religious freedom |

Do you remember.....

Directions: Complete each sentence with the correct name of a land or water feature.

1. Florida is an example of a(an) _____.
2. A(An) _____ flows from a high to low elevation. Many tributaries flow into it along the way.
3. When land completely surrounds an area of water, the water feature is called a(an) _____.
4. An area of land that is flat with very few hills, plateaus, or mountains is called a(an) _____.
5. _____ are features that have a very high elevation and sometimes are covered in snow.
6. A(An) _____ is an area of land completely surrounded by water on all sides.
7. _____ are bodies of water that flow into larger bodies of water.
8. A water feature similar to a gulf but smaller is called a(an) _____.

Social Groups in Colonial America

Life was different in the three colonial regions. People's lives were different, too. In fact, the colonies were made up of different people whose lives varied depending on their social position. How were the lives of **large landowners, farmers, artisans, women, free African Americans, indentured servants,** and **enslaved African Americans** different in colonial America?

One of the wealthiest social positions in colonial America was held by **large landowners** called *planters*. These powerful men lived mainly in the southern colonies and were usually well educated. They owned huge farms called **plantations**. These impressive plantations were filled with barns, stables, gardens, wells, workshops, kitchens, mills, and slave quarters. A planter's home was just as impressive as the property around it. To keep these farms running smoothly, planters needed huge numbers of low cost laborers to work in fields that stretched as far as the eye could see. Indentured servants and enslaved African Americans provided the cheapest labor.

Farmers held another social position in colonial America. These men, although they were not wealthy like the planters, were often respected members of the community. They farmed the land of their region and often depended on family members for labor.

Artisans were another social class in colonial America. These craftsmen, which included silversmiths, carpenters, masons, shipwrights, coopers, bakers, butchers, blacksmiths, tailors, and shoemakers, often lived above their shops. These shops were located in villages, towns, cities, and even plantations. Although not as wealthy as the large landowners, these men held respectable positions in colonial society.

A fourth social class included **women**. In colonial America a woman's main roles were homemaker and caretaker. Her days were filled with difficult and exhausting work such as cooking, cleaning, laundering, making clothing and household goods like soap, caring for children, doctoring the sick, and tending livestock and kitchen gardens.. Colonial women, whether rich or poor, had few privileges. They were often not given the opportunity to go to school and were not allowed to vote.

Free African Americans made up a smaller social group in Colonial America. They had more economic freedom than both the indentured servants and the enslaved African Americans. They could work for pay and decide how to spend the money they earned. They were also allowed to own land. Free African Americans, however, were not allowed to vote.

A less respected social class in colonial America consisted of **indentured servants**. Indentured servants were usually young men and women who wanted to go to the colonies but did not have enough money. They would agree to work without pay for the person who paid for their passage. They often worked as laborers, field hands, craftsmen, and housekeepers and were given their freedom at the end of their contract.

The least respected social class was the **enslaved African American**. These men and women were captured in their native country and sold to slave traders. They were then shipped from Africa to the colonies. Once in America, they were sold into slavery. Unlike indentured servants, enslaved African Americans were owned for life. They were considered the property of their owner and were given no rights or opportunities for an education. Children of enslaved African Americans were also born into slavery.

Let's Write....

1. How did life in the three colonial regions differ?

2. What was one of the wealthiest social positions in colonial America?

3. Where did these powerful men mostly live?

4. What were the huge farms called?

5. What did the farmers do? "Where" was their social position in colonial America? Who were these men?

6. What are some examples of an artisan?

7. What was the role of a woman in colonial America? What jobs did women have?

8. What kind of economic freedom did the free African Americans have? Why?

9. Why wouldn't the the free African Americans be allowed to vote?

10. Who were indentured servants? How did they pay for their passage to Colonial America?

11. Who were the enslaved African Americans? What happened once they were in America?

12. How did the life of an enslaved African American differ from an indentured servant?

13. Were all of these classes found in the first permanent English settlement in Jamestown?

Let's Review.... Do You Remember....

Matching

Directions: Write the letter of the phrase that correctly describes each type of colonial person below.

COLONIST

1. _____ Slave
2. _____ Indentured Servant
3. _____ Artisan
4. _____ Farmer
5. _____ Large Landowner
6. _____ Woman

JOB

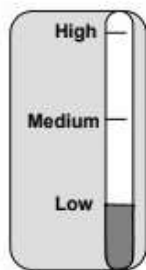
- A. Took care of the children, mended clothes, prepared the meals
- B. Sold from Africa; worked on plantations and were treated as property
- C. Created goods to be sold in town markets; taught apprentices new skills
- D. Grew and harvested crops; often relied on family members for help.
- E. Worked for several years without pay in return for a free voyage to the colonies
- F. Owned slaves as property; often educated and very wealthy

Social Position Thermometer

Directions: Shade in each thermometer to correctly measure how much social position each colonial person had.
If the person had no social position, circle the word 'none'.

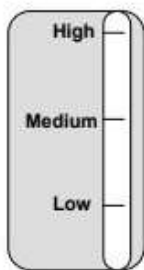
Example:

1. Woman



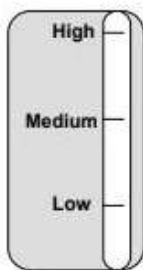
None

2. Farmer



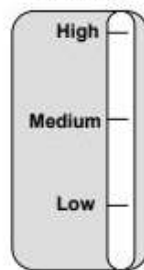
None

3. Artisan



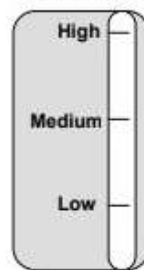
None

4. Indentured Servant



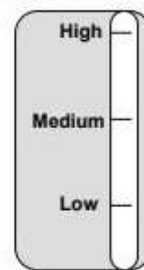
None

5. Large Landowner



None

6. Enslaved African American



None

Create a Chart

Directions: Fill in the chart by writing the letter of a word/phrase from each column in the correct box below.

Claimed Land For:

- A. Spain
- B. France
- C. England

Area Explored:

- D. Eastern Canadian Shore
- E. Mississippi River Valley
- F. Great Lakes (Quebec)
- G. Southwest U.S.

Interesting Fact:

- H. Was killed by his own men in a mutiny
- I. Treated Indians cruelly and searched for gold
- J. Established a trading post in Canada
- K. First European to reach North America

	Claimed Land For:	Areas Explored:	Interesting Fact:
John Cabot	1. _____	2. _____	3. _____
Francisco Coronado	4. _____	5. _____	6. _____
Samuel De Champlain	7. _____	8. _____	9. _____
Robert La Salle	10. _____	11. _____	12. _____

Economic and Political Control Over the Colonies

England became Great Britain in the early 1700s, and it was throughout this century that the British colonies in America grew and prospered. The growth of the colonies made it more and more difficult for Great Britain to remain in control. King George III decided to use **politics and economics** to remind the colonists that he was still in charge.

Great Britain attempted to **maintain control over the colonies politically**. Like their relatives and friends in Great Britain, the colonists had to obey all British laws. In each colony, a colonial **governor** was appointed by the king or owner (proprietor) of the colony to enforce British laws. Colonial legislatures made the laws and the colonial governor enforced the laws. These legislatures had the power to tax and make laws, but their decisions could be vetoed by the governors or set aside by the king who wanted strict control over them. Colonists began to resent the powers of the king and his colonial governors.

The king also found ways to **control the colonies economically**. First, **strict trade laws** were established. These laws stated that only British ships could be used to transport colonial products to Great Britain for sale. This law was meant to protect Great Britain's role as a world power and her profitable shipping business.

A second trade law stated that **only British ships could carry products into and out of the colonies**. The colonies were also forced to send their raw materials like cotton, sugar, and wood to Great Britain in exchange for manufactured goods like woolen and linen cloth, fur hats, furniture, and molasses. This law made sure that *only* Great Britain and British companies would make money on colonial trading.

Great Britain's desire to expand its world power led to conflict with the country of France. This led to the **French and Indian War** being fought in the American colonies. After the war ended, the British king

found himself in terrible debt. In order to raise revenue, or money, *Parliament*, the British governing body, decided to force colonists to pay a **tax** when they bought things like paint, sugar, glass or tea from Great Britain. A tax is money that citizens are required to pay their government.

The British Parliament also passed the **Stamp Act**. This act required that the colonists pay a tax on every piece of paper they used such as legal documents and newspapers. The colonists opposed these new taxes because they would cause financial problems for the colonies. They were also against them because these new tax laws were passed in Parliament instead of colonial legislatures. Only colonial legislatures were given the power to impose new colonial taxes. In the past, British law had made it illegal for Parliament to tax the colonies.

In addition to paying off its war debt, Great Britain also faced the expensive problem of **defending and governing its growing territories in North America**. At the close of the French and Indian War, the narrow strip of British land along the Atlantic coast had grown to include the French territory that stretched to the Mississippi River. This land was home to Indian tribes who were hostile to British settlers. In order to protect its colonists, Great Britain needed huge sums of money to send and maintain British troops there.

In an attempt to solve this expensive and dangerous problem, the **Proclamation of 1763** was passed by the king. This proclamation, which followed the French and Indian War, stated that the new territory was off-limits to the colonists. The king hoped this would calm the fears of the Indians who were worried the colonial settlers would drive them from their lands. Instead, it made the colonists even angrier. Great Britain was now telling the colonists where they could and could not settle.

Let's Write....

1. What did the king use to remind the colonists that he was in charge?

2. How would you describe the relationship between the colonies and Great Britain?

3. How did England control the colonies politically?

4. What did the colonists have to obey? Who was appointed by the king or owner of the colony to enforce the laws?

5. What powers did the legislature or the lawmaking body have in the colonies? Did the colonies' legislatures have the power to tax and make laws?

6. How else did the king find ways to control the colonists? What was one way the colonists were controlled economically?

7. What did the second trade law state? What did this force the colonists to do?

8. Does it sound like Great Britain was interested in the colonies? Explain.

9. See chart on next page.

10. Why did the colonist oppose the Stamp Act? Who had the power to impose colonial taxes?

11. How would you describe the relationship between the colonies and England now?

12. What else did Great Britain face in addition to paying off its war debt? What did Great Britain need to protect its colonists?

13. How was the problem of protecting the colonists solved? What did the Proclamation of 1763 state? How did the colonists feel about the proclamation?

Let's Review....

Fill In the Blank

Directions: Complete each sentence about the French and Indian War by writing the correct answers on the lines.

- The French and Indian War began in the year (a) _____ and ended in the year (b) _____.
- During the war, _____ was crowned the King of England.
- Countries fought over control of land between the (a) _____ River and (b) _____ Highlands.
- The countries of (a) _____ and (b) _____ fought against each other.
- Most of the Indians in North America were on the side of the country of _____ and helped them fight.
- Many people living in the colonies helped the country of _____, the country they were still citizens of.
- Before the war, the country of _____ owned the land between the Mississippi River and Appalachians.
- During the war, George Washington marched to Fort _____ to try and force the French off the land.
- The country of (a) _____ won the war and won all land (b) _____ of the Mississippi River.
- After the war was over, colonists were not allowed to move west of the Appalachian Highlands onto the newly won land. This law was called the _____.

Before, During, or After

Directions: Determine if each phrase happened before, during, or after the French and Indian War. Shade in the circle.

- ☐ Before ☐ During ☐ After King George III is crowned the King of Britain (which includes England).
- ☐ Before ☐ During ☐ After France controls land between the Mississippi and Appalachian Highlands.
- ☐ Before ☐ During ☐ After Britain gains nearly all of the land east of the Mississippi River.
- ☐ Before ☐ During ☐ After Britain does not own the land between the Mississippi and Appalachians.
- ☐ Before ☐ During ☐ After France loses ownership of the land it once controlled in North America.
- ☐ Before ☐ During ☐ After Colonists help to fight against the Indians and French.
- ☐ Before ☐ During ☐ After George Washington is sent to Fort Duquesne to try and remove the French.
- ☐ Before ☐ During ☐ After Britain forbids colonists from moving on the newly won lands.

Do You Remember....

Chart It

Directions: Write out the entire words/phrases below inside the correct boxes in the chart.

Settled by:

- ☐ Puritans
- ☐ Debtors
- ☐ Quakers

☐ VA Company of London

- ☐ English Gentlemen
- ☐ Pilgrims

Settled for: (might be used twice)

- ☐ Religious Freedom
- ☐ Economic Freedom
- ☐ Economic Venture

	Settled By:	Settled For:
Pennsylvania	1. _____	2. _____
Georgia	3. _____	4. _____
Roanoke Island	5. _____	6. _____
Massachusetts Bay	7. _____	8. _____
Jamestown	9. _____	10. _____
Plymouth	11. _____	12. _____

New Political Ideas and Growing Conflict

Colonial unrest grew as King George III and the British Parliament continued to enforce the Proclamation of 1763 as well as new tax and trade laws. All over the colonies, people began to meet and discuss new political ideas and their desire for independence from British rule.

During the **Second Continental Congress** held in Philadelphia, Pennsylvania, representatives from the colonies formed a committee to write a declaration to the king. The major author of this official statement was **Thomas Jefferson**, a young lawyer, and planter from Virginia. The **Declaration of Independence** was completed in 17 days and included why the colonists wanted independence from Great Britain, how the colonists felt about government, and a long list of grievances, or complaints, against the king and British Parliament.

The Declaration of Independence was based upon ideas first expressed by European philosophers. Using these philosophies, Thomas Jefferson wrote in the Declaration of Independence that all people have rights that cannot be taken away. These “certain unalienable rights” included **life, liberty**, and the **pursuit of happiness**. He also wrote that governments are given their power by the people and are established by the people to protect these rights and added the belief that the citizens of a nation have the right and the duty to change any government that takes away or deprives the people of their rights.

These political ideas led the colonists to stand up and fight for independence and a democratic government in the American colonies.

Let's Write.....

1. What were people all over the colonies discussing?

2. Do you think the King of Britain will listen to the colonists? Explain.

3. Who was the main author of the Declaration of Independence?

4. What was included in the Declaration of Independence?

5. Were the colonies being deprived of these rights? Explain.

6. What freedoms or rights were responsible for establishing the first colonies in America?

7. What did the colonist do as a result of these political ideas?

Let's Review....

Finish the Sentence

Directions: Write each of the five phrases in the Phrase Bank below on the lines to correctly complete each sentence.

PHRASE BANK

- ▶ because it wanted the colonies to buy goods from Britain, not from other countries
- ▶ because it didn't want colonists to meet together in order to discuss problems with Britain
- ▶ instead of letting the colonists decide for themselves who they wanted in charge
- ▶ because it needed to raise revenue for French and Indian War debt
- ▶ without giving the colonists any say in which ones were being passed

1. Britain began taxing the colonists: _____

2. Britain began controlling colonial trade _____

3. Britain began appointing governors of the colonies _____

4. Britain began passing and enforcing laws _____

5. Britain began to limit when and where colonial legislatures could meet _____

Do you remember....

Create a Chart

Directions: Read each phrase on the left. Put an **X** in the box(es) of the colonist(s) each phrase correctly describes.

PHRASES	Woman	Artisan	Large Landowner	Slave	Indentured Servant	Farmer
1. Find three people who were usually allowed to vote						
2. Find the one who was the wealthiest						
3. Find the two that were usually the poorest						
4. Find the three that did not own their own property or land						
5. Find the two that most likely lived on a plantation						
6. Find the three that had the lowest social position						

Key Individuals of the American Revolution

Many men and women played key roles in the American Revolution, sometimes referred to as the Revolutionary War. These individuals were important in helping to shape our country's future as a free and democratic nation.

King George III was the British king during the American Revolution. He and the British Parliament passed colonial tax and trade laws to help pay for the huge debts caused by the French and Indian War. He also signed the Proclamation of 1763 which told the colonies where they could and couldn't live. These actions, in addition to the king's refusal to respond to petitions, personal letters, fighting, and boycotts, led to the battle for colonial liberty from Great Britain.

Patrick Henry was a lawyer and public speaker from the colony of Virginia. He served in the House of Burgesses and was an outspoken participant in protests against British tyranny, or injustice. Patrick Henry is most well-known for urging his fellow colonists and patriots to prepare for war against Great Britain with his immortal or undying words: "I know not what course others may take; but as for me, *give me liberty or give me death!*"

John Adams was a lawyer and patriot from the Massachusetts Bay Colony. He served as a delegate to the First and Second Continental Congresses and championed the cause for independence. Alongside Thomas Jefferson, he served on the committee appointed to write the Declaration of Independence and was one of its greatest supporters.

Benjamin Franklin was a man of many talents. Trained as a printer he was an accomplished journalist and eventually owned, wrote, and edited his own newspaper. Elected as a delegate from Pennsylvania, he became a prominent member of the Second Continental Congress. As a member of Congress, Franklin served with Thomas Jefferson and John Adams on the committee to frame the Declaration of Independence. In addition, Franklin traveled to the country of France to help gain French support for American independence.

Thomas Jefferson was a young lawyer and planter from the colony of Virginia. Sent as a delegate from Virginia to the Second Continental Congress, he became the major author of the Declaration of Independence.

George Washington was a planter, surveyor, and military officer from the colony of Virginia. While attending the Second Continental Congress as a delegate, Washington was elected Commander of the Continental Army. In the summer of 1775 he took command of his ill-trained troops and led them on a long, hard, six year journey to independence.

Phillis Wheatley was America's first African American poet. Born in Africa and enslaved as a young girl, her owners taught her to read and write. She soon became well-known in the colonies and England for her poems. When the Revolutionary War broke out, Phillis wrote poems and plays supporting colonial independence.

Paul Revere was a silversmith and patriot from the Massachusetts Bay Colony. In the spring of 1775 he set out from Boston to warn the colonists that the British had arrived and were marching to Concord to raid military supplies stored there.

Let's Write....

1. What makes an individual a key individual? What characteristics play a part in making and shaping history?

2. Who was King George III? What role did King George III play in the American Revolution?

3. Who was Patrick Henry? What role did Patrick Henry play in the American Revolution?

4. Who was John Adams? What role did John Adams play in the American Revolution?

5. Who was Benjamin Franklin? What role did Benjamin Franklin play in the American Revolution?













6. Who was Thomas Jefferson? What role did Thomas Jefferson play in the American Revolution?

7. Who was George Washington? What role did George Washington play in the American Revolution?

8. Who was Phillis Wheatley? What role did Phillis Wheatley play in the American Revolution?

10. Who was Paul Revere? What role did Paul Revere play in the American Revolution?

Do You Remember...

<p>1. What continent am I?</p> 	<p>2. What continent am I?</p> 	<p>3. What continent am I?</p> 
<p>4. What continent am I?</p> 	<p>5. What continent am I?</p> 	<p>6. What continent am I?</p> 
<p>7. What continent am I?</p> 	<p>8. What two continents make up Eurasia?</p> 	<p>9. What lines on the globe measure how far north or south a location is from the Equator?</p> 
<p>10. What is the name of the ocean whose waters are south of 60°S latitude?</p> 	<p>11. What lines on the globe measure how far east or west a location is from the Prime Meridian?</p> 	<p>12. Name all of the seven continents in alphabetical order.</p> 

Key Events of the American Revolution

What had started as a fight for their rights as citizens of Great Britain had ended as a fight for independence. What *key events* led to the American Revolution and the future of our nation?

The **Boston Massacre** took place in Boston, Massachusetts in the spring of 1770. By this time over 9,000 British soldiers had been sent to the colonies. The king said the soldiers had been sent to protect the western territories won in the French and Indian War. The colonists, however, believed they had been sent to keep them under control. On March 5, 1770, in the city of Boston, a crowd of colonists gathered near a squad of British soldiers. The colonists called the soldiers names and threw snowballs and rocks. Suddenly muskets fired and five colonists were killed. This event is known as the *Boston Massacre* because people who could not defend themselves were killed.

The **Boston Tea Party** occurred in Boston Harbor in December of 1773. Earlier that year the British Parliament passed the Tea Act. This law allowed a British company to sell tea to the colonies at a very low price. Knowing this would hurt colonial merchants, the colonies decided to boycott British tea. In Boston, the royal governor demanded that the colonists unload and purchase the tea that had just arrived in three British ships. Angry colonists led by **Samuel Adams** and **Paul Revere** boarded the ships late one night and dumped 45 tons of tea into the harbor to protest tea taxes.

In September of 1774 representatives from every colony except Georgia met in Philadelphia, Pennsylvania to discuss the conflict with Great Britain and the growing talk of independence.

This important meeting was known as the First Continental Congress. During this meeting the delegates agreed to end all trade with Great Britain. They also informed the king that the colonies were not going to obey any British laws that took away their rights as citizens. The king did not respond and the colonies began to talk of war.

In the spring of 1775, the royal governor of Massachusetts heard that colonists not loyal to the king were storing weapons at Concord. One thousand British soldiers were sent to find the weapons in Concord and arrest the leaders of these patriots in the neighboring town of Lexington. A patriot by the name of Paul Revere rode out to warn the people of Lexington and Concord. When the British arrived in Lexington they found the colonial militia, or army waiting for them. Eight colonial minutemen were killed. The British army continued on to Concord but found that the weapons had been moved. On their return to Boston, 73 British soldiers were killed by minutemen hiding in the woods along the road. Ninety-three minutemen also lost their lives in this first armed conflict of the Revolutionary War known as the Battles at Lexington and Concord.

The news of the Battles at Lexington and Concord spread quickly throughout the colonies. In response to the news, the Second Continental Congress met again in Philadelphia in May of 1775. The delegates agreed to form an army. They chose George Washington to be Commander of the new Continental Army.

*****FLASHBACK to VIRGINIA STUDIES*****

December 9, 1775

The **Battle of Great Bridge** was the first land battle of the American Revolution fought in Virginia. The American victory forced the British colonial governor to flee the City of Norfolk.

After nearly a year of fighting, the Second Continental Congress decided to act on the idea of gaining independence from Great Britain. A committee was formed to draft a Declaration of Independence.

Final approval of the Declaration of Independence came on July 4, 1776. The colonies had officially declared independence from Great Britain.

In the fall of 1777, a British army of approximately 6,000 marched south from Canada in an attempt to divide the colonies in two. At the Battle of Saratoga in New York, the Continental Army defeated the British. This patriot victory was the turning point in the war because it showed foreign powers that the colonies were capable of winning the war. As a result, the governments of France and Spain began supplying the colonies with guns, food, money, and soldiers. This foreign support allowed the Continental Army to continue its fight for independence.

The end of the Revolutionary War came at Yorktown, Virginia in 1781 with the colonial victory over the forces under the command of British General Lord Cornwallis. With the help of the French Army and Navy, the Continental Army surrounded the British at Yorktown. After much fighting, Lord Cornwallis surrendered at Yorktown.

Nearly two years after the Battle of Yorktown, the Americans and British signed the Treaty of Paris. A treaty is an agreement between countries. As a result of the Treaty of Paris, Great Britain agreed to remove its troops from American soil and accept that the United States of America was an independent nation.

Even though the nation of Great Britain was a world power with great wealth, the thirteen American colonies were successful in defeating it. There were several advantages that helped the Americans win their war for independence. One of these advantages came in the form of additional support from France and Spain. Wanting to see Great Britain fall from its position of power, these two nations supplied the guns, ships, soldiers and money that allowed the Continental Army to continue the fight.

Another advantage was that some colonists were defending their own land. With hard work and the sweat of their brow, they had built their own towns, farms and businesses. These colonists would not give them up easily. They also held strong beliefs concerning the rights of people and the limited powers of government. They were not willing to return to life under the rule of an unconcerned king and his Parliament.

Lastly, the colonists had strong leadership. Men like John Adams, Thomas Jefferson, Patrick Henry, Benjamin Franklin, and George Washington supplied the leadership and direction necessary to defeat a world power and establish a new nation.

Let's Review.....

Revolutionary Chart

Directions: Fill in the chart with the words/phrases located in the columns. Completely write out each word/phrase and check them off as they are used. Start by writing the Revolutionary Events in chronological order next to the correct number in the chart.

Revolutionary Event







- ☐ Battle of Yorktown
- ☐ Treaty of Paris of 1783
- ☐ Battle of Lexington & Concord
- ☐ Declaration of Independence
- ☐ Battle of Saratoga
- ☐ Second Continental Congress

Location

- ☐ France
- ☐ Massachusetts
- ☐ New York
- ☐ Virginia
- ☐ Pennsylvania
- ☐ Pennsylvania

Description

- ☐ Britain recognizes and accepts American independence
- ☐ Washington is chosen General of the Continental Army
- ☐ The United States announces its freedom from Britain
- ☐ Nicknamed the 'Shot Heard Round the World'
- ☐ Last major battle of the Revolutionary War
- ☐ Nicknamed the 'Turning Point of the Revolutionary War'

	Revolutionary Event	Location	Description
	a.	b.	c.
	a.	b.	c.
	a.	b.	c.
	a.	b.	c.
	a.	b.	c.
	a.	b.	c.

Let's Write....

1. “The king said the soldiers had been sent to protect the western territories won in the French and Indian War. The colonists, however, believed that they had been sent to keep them under control.” Who do you think was correct? Why?

2. Why was the Boston Massacre given this title or name?

3. How do you think England will react to the colonists after this act of disobedience at the Boston Tea Party?

4. Did the meeting of the First Continental Congress improve relations with England? Explain.

5. Explain the battle of Lexington and Concord. Why was this significant?

6. Explain what happened in Philadelphia in 1775. Why is this significant?

7. Why did the British army march south from Canada in the fall of 1777?

8. What battle took place next? Explain the significance of this battle.

9. Did the colonists defeat the British Army all by themselves?

10. Explain what happened at the end of the Revolutionary War.

Do You Remember... Word Bank:

tributary plateau island plain mountain river peninsula

Directions: Complete each sentence with the correct name of a land or water feature.

1. Florida is an example of a(an) _____.
2. A(An) _____ flows from a high to low elevation. Many tributaries flow into it along the way.
3. When land completely surrounds an area of water, the water feature is called a(an) _____.
4. An area of land that is flat with very few hills, plateaus, or mountains is called a(an) _____.
5. _____ are features that have a very high elevation and sometimes are covered in snow.
6. A(An) _____ is an area of land completely surrounded by water on all sides.
7. _____ are bodies of water that flow into larger bodies of water.
8. A water feature similar to a gulf but smaller is called a(an) _____.

Do You Remember...

Map Legend

Directions: Using the map legend, draw a patterned line representing the entire route each person explored.

MAP LEGEND	
1. Cabot's Route	■ ■ ■ ■ ■ ■ ■ ■ ■ ■
2. La Salle's Route	● ● ● ● ● ● ● ● ● ●
3. De Champlain's Route	—————
4. Coronado's Route	— — — — —



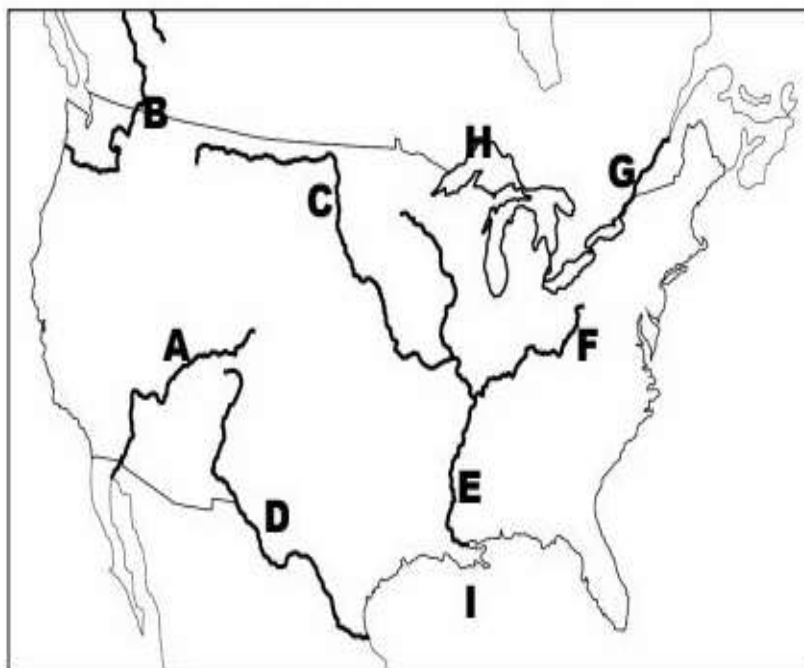
Matching

Directions: Match up the European explorer with the area he explored. Write the correct letter on each line.

- | | |
|------------------------------|---|
| 1. _____ John Cabot | A. Eastern coast of Canada; Present-day Newfoundland |
| 2. _____ Francisco Coronado | B. Mississippi River Valley and Great Lakes Region |
| 3. _____ Robert La Salle | C. Southwest; Present-day Arizona & New Mexico |
| 4. _____ Samuel De Champlain | D. Great Lakes Region; Established the settlement of Quebec |

Label the Map

Directions: Using the map, write the name of each body of water on the lines below.



1. A: _____
2. B: _____
3. C: _____
4. D: _____
5. E: _____
6. F: _____
7. G: _____
8. H: _____
9. I: _____

Revolutionary Events

Directions: Number the following Revolutionary Era events in chronological order. The first one is done for you.

- | | |
|-----------------------------|--|
| 1. _____ Battle of Saratoga | 6. <u>1</u> French and Indian War ends |
| 2. _____ Boston Massacre | 7. _____ Second Continental Congress |
| 3. _____ Boston Tea Party | 8. _____ Battle of Lexington and Concord |
| 4. _____ Stamp Act | 9. _____ First Continental Congress |
| 5. _____ Battle of Yorktown | 10. _____ Treaty of Paris of 1783 |