180 Days of Social Studies for Fifth Grade

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Introduction

In the complex global world of the 21st century, it is essential for citizens to have the foundational knowledge and analytic skills to understand the barrage of information surrounding them. An effective social studies program will provide students with these analytic skills and prepare them to understand and make intentional decisions about their country and the world. A well-designed social studies program develops active citizens who are able to consider multiple viewpoints and the possible consequences of various decisions.

The four disciplines of social studies enable students to understand their relationships with other people—those who are similar and those from diverse backgrounds. Students come to appreciate the foundations of the American democratic system and the importance of civic involvement. They have opportunities to understand the historic and economic forces that have resulted in the world and United States of today. They will also explore geography to better understand the nature of Earth and the effects of human interactions.

It is essential that social studies addresses more than basic knowledge. In each grade, content knowledge is a vehicle for students to engage in deep, rich thinking. They must problem solve, make decisions, work cooperatively as well as alone, make connections, and make reasoned value judgments. The world and the United States are rapidly changing. Students must be prepared for the world they will soon lead.

The Need for Practice

To be successful in today's social studies classrooms, students must understand both basic knowledge and the application of ideas to new or novel situations. They must be able to discuss and apply their ideas in coherent and rational ways. Practice is essential if they are to internalize social studies concepts, skills, and big ideas. Practice is crucial to help students have the experience and confidence to apply the critical-thinking skills needed to be active citizens in a global society.
Introduction (cont.)

Understanding Assessment
In addition to providing opportunities for frequent practice, teachers must be able to assess students' understanding of social studies concepts, big ideas, vocabulary, and reasoning. This is important so teachers can effectively address students' misconceptions and gaps, build on their current understanding, and challenge their thinking at an appropriate level. Assessment is a long-term process that involves careful analysis of student responses from a multitude of sources. In the social studies context, this could include classroom discussions, projects, presentations, practice sheets, or tests. When analyzing the data, it is important for teachers to reflect on how their teaching practices may have influenced students' responses and to identify those areas where additional instruction may be required. Essentially, the data gathered from assessment should be used to inform instruction: to slow down, to continue as planned, to speed up, or to reteach in a new way.

Best Practices for This Series
- Use the practice pages to introduce important social studies topics to your students.
- Use the Weekly Topics and Themes chart from pages 5–7 to align the content to what you’re covering in class. Then, treat the pages in this book as jumping off points for that content.
- Use the practice pages as formative assessment of the key social studies disciplines: history, civics, geography, and economics.
- Use the weekly themes to engage students in content that is new to them.
- Encourage students to independently learn more about the topics introduced in this series.
- Challenge students with some of the more complex weeks by leading teacher-directed discussions of the vocabulary and concepts presented.
- Support students in practicing the varied types of questions asked throughout the practice pages.
- Use the texts in this book to extend your teaching of close reading, responding to text-dependent questions, and providing evidence for answers.
How to Use This Book

*180 Days of Social Studies* offers teachers and parents a full page of social studies practice for each day of the school year.

**Weekly Structure**
These activities reinforce grade-level skills across a variety of social studies concepts. The content and questions are provided as full practice pages, making them easy to prepare and implement as part of a classroom routine or for homework.

Every practice page provides content, questions, and/or tasks that are tied to a social studies topic and standard. Students are given opportunities for regular practice in social studies, allowing them to build confidence through these quick standards-based activities.

**Weekly Topics and Themes**
The activities are organized by a weekly topic within one of the four social studies disciplines: history, civics, geography, and economics. The following chart shows the topics that are covered during each week of instruction:

<table>
<thead>
<tr>
<th>Week</th>
<th>Discipline</th>
<th>Social Studies Topic</th>
<th>C3 Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>History</td>
<td>American Indians prior to European exploration</td>
<td>Culture; People, places, and environments</td>
</tr>
<tr>
<td>2</td>
<td>Civics</td>
<td>Know and interpret songs, symbols, Pledge of Allegiance that express American ideals</td>
<td>Civic ideals and practices; Culture</td>
</tr>
<tr>
<td>3</td>
<td>Geography</td>
<td>Early American Indians settlement in North America; Adaptation and use of environment</td>
<td>People, places, and environments</td>
</tr>
<tr>
<td>4</td>
<td>Economics</td>
<td>Economy of early American Indians</td>
<td>Production, distribution, and consumption</td>
</tr>
<tr>
<td>5</td>
<td>History</td>
<td>Early explorers and settlement in the western hemisphere</td>
<td>Time, continuity and change; Production, distribution, and consumption</td>
</tr>
<tr>
<td>6</td>
<td>Civics</td>
<td>Origins and significance of national monuments, locations and events</td>
<td>Civic ideals and practices; Culture</td>
</tr>
<tr>
<td>7</td>
<td>Geography</td>
<td>Geography of early explorers in the western hemisphere</td>
<td>People, places, and environments</td>
</tr>
<tr>
<td>8</td>
<td>Economics</td>
<td>Columbian exchange, trade with American Indians</td>
<td>People, places, and environments; Production, distribution, and consumption</td>
</tr>
<tr>
<td>9</td>
<td>History</td>
<td>Colonization of North America</td>
<td>People, places, and environments; Culture</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Week</th>
<th>Discipline</th>
<th>Social Studies Topic</th>
<th>C3 Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Civics</td>
<td>Colonial government</td>
<td>Civic ideals and practices; Power, authority, and governance</td>
</tr>
<tr>
<td>11</td>
<td>Geography</td>
<td>Settlement of the 13 colonies</td>
<td>People, places, and environments</td>
</tr>
<tr>
<td>12</td>
<td>Economics</td>
<td>Major industries of colonial America</td>
<td>Production, distribution, and consumption</td>
</tr>
<tr>
<td>13</td>
<td>History</td>
<td>Lead up to the Revolutionary War</td>
<td>Production, distribution, and consumption; Time, continuity and change</td>
</tr>
<tr>
<td>14</td>
<td>Civics</td>
<td>Patriots and loyalists prior to the Revolutionary War</td>
<td>Civic ideals and practices; Power, authority, and governance</td>
</tr>
<tr>
<td>15</td>
<td>Geography</td>
<td>Key locations in the 13 colonies; First expansion of America; Triangular trade</td>
<td>People, places, and environment</td>
</tr>
<tr>
<td>16</td>
<td>Economics</td>
<td>Mercantilism; British control American economy prior to the American Revolution</td>
<td>Production, distribution, and consumption</td>
</tr>
<tr>
<td>17</td>
<td>History</td>
<td>Revolutionary War—Significant people</td>
<td>Power, authority, and governance; Individuals, groups, and institutions</td>
</tr>
<tr>
<td>18</td>
<td>Civics</td>
<td>Revolutionary War—important documents</td>
<td>Power, authority, and governance; Civic ideals and practices</td>
</tr>
<tr>
<td>19</td>
<td>Geography</td>
<td>Important battles of the Revolutionary War</td>
<td>People, places, and environment</td>
</tr>
<tr>
<td>20</td>
<td>Economics</td>
<td>Economics during the Revolutionary War</td>
<td>Production, distribution, and consumption</td>
</tr>
<tr>
<td>21</td>
<td>History</td>
<td>Founding Fathers; Slavery after the Revolutionary War</td>
<td>Power, authority, and governance; Individuals, groups, and institutions</td>
</tr>
<tr>
<td>22</td>
<td>Civics</td>
<td>Powers granted to federal government and those reserved for the states The American Constitution; Civic duties; Bill of Rights</td>
<td>Power, authority, and governance; Civic ideals and practices</td>
</tr>
<tr>
<td>23</td>
<td>Geography</td>
<td>Slavery in the United States; Expansion of America</td>
<td>People, places, and environment; Production, distribution, and consumption</td>
</tr>
</tbody>
</table>
### How to Use This Book (cont.)

<table>
<thead>
<tr>
<th>Week</th>
<th>Discipline</th>
<th>Social Studies Topic</th>
<th>C3 Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>Economics</td>
<td>Inventions that helped America prosper and expand</td>
<td>Production, distribution, and consumption; People, places, and environment</td>
</tr>
<tr>
<td>25</td>
<td>History</td>
<td>War of 1812—Reasons and Consequences</td>
<td>Time, continuity, and change; Production, distribution, and consumption</td>
</tr>
<tr>
<td>26</td>
<td>Civics</td>
<td>National holidays, celebrations that promote citizenship and unity</td>
<td>Civic ideals and practices; Individuals, groups, and institutions</td>
</tr>
<tr>
<td>27</td>
<td>Geography</td>
<td>Westward expansion and exploration from 1800–1860s</td>
<td>People, places, and environments</td>
</tr>
<tr>
<td>28</td>
<td>Economics</td>
<td>Immigration, migration, and limited resources</td>
<td>People, places, and environments; Production, distribution, and consumption</td>
</tr>
<tr>
<td>29</td>
<td>History</td>
<td>Oregon Trail—Reasons and consequences</td>
<td>Time, continuity, and change</td>
</tr>
<tr>
<td>30</td>
<td>Civics</td>
<td>Federalism/anti-federalism factors that influenced the Civil War</td>
<td>Civic ideals and practices</td>
</tr>
<tr>
<td>31</td>
<td>Geography</td>
<td>Physical resources that encouraged westward expansion</td>
<td>People, places, and environments</td>
</tr>
<tr>
<td>32</td>
<td>Economics</td>
<td>The impact of inventions on the economy of individuals and society</td>
<td>Production, distribution, and consumption</td>
</tr>
<tr>
<td>33</td>
<td>History</td>
<td>Impact of 19th century and the Civil War</td>
<td>People, places, and environments</td>
</tr>
<tr>
<td>34</td>
<td>Civics</td>
<td>Civic duties</td>
<td>Civic ideals and practices</td>
</tr>
<tr>
<td>35</td>
<td>Geography</td>
<td>Impact of natural features on human actions</td>
<td>People, places, and environments</td>
</tr>
<tr>
<td>36</td>
<td>Economics</td>
<td>Impact of 19th-century innovations and inventions on settlement</td>
<td>Production, distribution, and consumption</td>
</tr>
</tbody>
</table>
How to Use This Book (cont.)

Using the Practice Pages

Practice pages provide instruction and assessment opportunities for each day of the school year. Days 1 to 4 provide content in short texts or graphics followed by related questions or tasks. Day 5 provides an application task based on the week’s work.

All four social studies disciplines are practiced. There are nine weeks of topics for each discipline. The discipline is indicated on the margin of each page.

Day 1: Students read a text about the weekly topic and answer questions. This day provides a general introduction to the week’s topic.

Day 2: Students read a text and answer questions. Typically, this content is more specialized than Day 1.

Day 3: Students analyze a primary source or other graphic (chart, table, graph, or infographic) related to the weekly topic and answer questions.
How to Use This Book (cont.)

Using the Practice Pages (cont.)

Day 4: Students analyze an image or text and answer questions. Then, students make connections to their own lives.

Day 5: Students analyze a primary source or other graphic and respond to it using knowledge they’ve gained throughout the week. This day serves as an application of what they’ve learned.

Diagnostic Assessment

Teachers can use the practice pages as diagnostic assessments. The data analysis tools included with the book enable teachers or parents to quickly score students’ work and monitor their progress. Teachers and parents can see which skills students may need to target further to develop proficiency.

Students will learn skills to support informational text analysis, primary source analysis, how to make connections to self, and how to apply what they learned. To assess students’ learning in these areas, check their answers based on the answer key or use the Response Rubric (page 212) for constructed-response questions that you want to evaluate more deeply. Then, record student scores on the Practice Page Item Analysis (page 213). You may also wish to complete a Student Item Analysis by Discipline for each student (pages 214–215). These charts are also provided in the Digital Resources as PDFs, Microsoft Word files, and Microsoft Excel files. Teachers can input data into the electronic files directly on the computer, or they can print the pages. See page 216 for more information.
How to Use This Book (cont.)

Diagnostic Assessment (cont.)
Practice Page Item Analyses

Every four weeks, follow these steps:

- Choose the four-week range you're assessing in the first row.
- Write or type the students' names in the far left column. Depending on the number of students, more than one copy of the form may be needed.
- The skills are indicated across the top of the chart.
- For each student, record how many correct answers they gave and/or their rubric scores in the appropriate columns. There will be four numbers in each cell, one for each week. You can view which students are or are not understanding the social studies concepts or student progress after multiple opportunities to respond to specific text types or question forms.
- Review students' work for the first four sections. Add the scores for each student, and write that sum in the far right column. Use these scores as benchmarks to determine how each student is performing.

Student Item Analyses by Discipline

For each discipline, follow these steps:

- Write or type the student's name on the top of the charts.
- The skills are indicated across the tops of the charts.
- Select the appropriate discipline and week.
- For each student, record how many correct answers they gave and/or their rubric scores in the appropriate columns. You can view which students are or are not understanding each social studies discipline or student progress after multiple opportunities to respond to specific text types or question forms.
How to Use This Book (cont.)

Using the Results to Differentiate Instruction

Once results are gathered and analyzed, teachers can use the results to inform the way they differentiate instruction. The data can help determine which social studies skills and content are the most difficult for students and which students need additional instructional support and continued practice. Depending on how often the practice pages are scored, results can be considered for instructional support on a weekly or monthly basis.

Whole-Class Support

The results of the diagnostic analysis may show that the entire class is struggling with a particular concept or group of concepts. If these concepts have been taught in the past, this indicates that further instruction or reteaching is necessary. If these concepts have not been taught in the past, this data is a great preassessment and demonstrate that students do not have a working knowledge of the concepts. Thus, careful planning for the length of the unit(s) or lesson(s) must be considered, and extra front-loading may be required.

Small-Group or Individual Support

The results of the diagnostic analysis may show that an individual or a small group of students is struggling with a particular concept or group of concepts. If these concepts have been taught in the past, this indicates that further instruction or reteaching is necessary. Consider pulling aside these students while others are working independently to instruct further on the concept(s). You can also use the result to help identify individuals or groups of proficient students who are ready for enrichment or above-grade-level instruction. These students may benefit from independent learning contracts or more challenging activities.

Digital Resources

The Digital Resources contain PDFs and editable digital copies of the rubrics and item analysis pages. See page 216 for more information.
Standards Correlations

Shell Education is committed to producing educational materials that are research and standards based. In this effort, we have correlated all products to the academic standards of all 50 states, the District of Columbia, the Department of Defense Dependent Schools, and the Canadian provinces.

How to Find Standards Correlations

To print a customized correlation report of this product for your state, visit our website at www.teachercreatedmaterials.com/administrators/correlations/ and follow the online directions. If you require assistance in printing correlation reports, please contact the Customer Service Department at 1-877-777-3450.

Purpose and Intent of Standards

The Every Student Succeeds Act (ESSA) mandates that all states adopt challenging academic standards that help students meet the goal of college and career readiness. While many states already adopted academic standards prior to ESSA, the act continues to hold states accountable for detailed and comprehensive standards.

Standards are designed to focus instruction and guide adoption of curricula. Standards are statements that describe the criteria necessary for students to meet specific academic goals. They define the knowledge, skills, and content students should acquire at each level. Standards are also used to develop standardized tests to evaluate students’ academic progress. Teachers are required to demonstrate how their lessons meet state standards. State standards are used in the development of all of our products, so educators can be assured they meet the academic requirements of each state.

NCSS Standards and the C3 Framework

The lessons in this book are aligned to the National Council for the Social Studies (NCSS) standards and the C3 Framework. The chart on pages 5–7 lists the NCSS themes used throughout this book.

McREL Compendium

Each year, McREL analyzes state standards and revises the compendium to produce a general compilation of national standards. The chart on pages 13–14 correlates specific McREL standards to the content covered each week.
<table>
<thead>
<tr>
<th>Week</th>
<th>McREL SS Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Understands the characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450</td>
</tr>
<tr>
<td>2</td>
<td>Understands the importance of Americans sharing and supporting certain values, beliefs, and principles of American constitutional democracy</td>
</tr>
</tbody>
</table>
| 3    | Understands the nature, distribution and migration of human populations on Earth’s surface  
Understands the patterns of human settlement and their causes |
| 4    | Understands characteristics of different economic systems, economic institutions, and economic incentives |
| 5    | Understands cultural and ecological interactions among previously unconnected people resulting from early European exploration and colonization |
| 6    | Understands the importance of Americans sharing and supporting certain values, beliefs, and principles of American constitutional democracy |
| 7    | Understands the characteristics and uses of maps, globes, and other geographic tools and technologies  
Understands the patterns of human settlement and their causes |
| 8    | Understands characteristics of different economic systems, economic institutions, and economic incentives |
| 9    | Understands cultural and ecological interactions among previously unconnected people resulting from early European exploration and colonization  
Understands why the Americas attracted Europeans, why they brought enslaved Africans to their colonies and how Europeans struggled for control of North America and the Caribbean |
| 10   | Understands the relationships among liberalism, republicanism, and American constitutional democracy |
| 11   | Understands the patterns of human settlement and their causes  
Understands how physical systems affect human systems |
| 12   | Understands that scarcity of productive resources requires choices that generate opportunity costs |
| 13   | Understands how political, religious, and social institutions emerged in the English colonies  
Understands how the values and institutions of European economic life took root in the colonies and how slavery reshaped European and African life in the Americas |
| 14   | Understands the relationships among liberalism, republicanism, and American constitutional democracy |
| 15   | Understands how physical systems affect human systems  
Understands the nature, distribution and migration of human populations on Earth’s surface |
| 16   | Understands characteristics of different economic systems, economic institutions, and economic incentives |
| 17   | Understands the causes of the American Revolution, the ideas and interests involved in shaping the revolutionary movement, and reasons for the American victory  
Understands the impact of the American Revolution on politics, economy, and society |
| 18   | Understands the relationships among liberalism, republicanism, and American constitutional democracy  
Understands the importance of Americans sharing and supporting certain values, beliefs, and principles of American constitutional democracy |
<table>
<thead>
<tr>
<th>Week</th>
<th>McREL SS Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>Understands How Physical Systems Affect Human Systems</td>
</tr>
<tr>
<td></td>
<td>Understands the patterns of human settlement and their causes</td>
</tr>
<tr>
<td>20</td>
<td>Understands characteristics of different economic systems, economic institutions, and economic incentives</td>
</tr>
<tr>
<td>21</td>
<td>Understands the institutions and practices of government created during the Revolution and how these elements were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights</td>
</tr>
<tr>
<td></td>
<td>Understands the impact of the American Revolution on politics, economy, and society</td>
</tr>
<tr>
<td>22</td>
<td>Understands how the United States Constitution grants and distributes power and responsibilities to national and state government and how it seeks to prevent the abuse of power</td>
</tr>
<tr>
<td></td>
<td>Understands issues concerning the relationship between state and local governments and the national government and issues pertaining to representation at all three levels of government</td>
</tr>
<tr>
<td>23</td>
<td>Understands the patterns and networks of economic interdependence on Earth's surface</td>
</tr>
<tr>
<td></td>
<td>Understands the patterns of human settlement and their causes</td>
</tr>
<tr>
<td>24</td>
<td>Understands that scarcity of productive resources requires choices that generate opportunity costs</td>
</tr>
<tr>
<td>25</td>
<td>Understands the United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and American Indians</td>
</tr>
<tr>
<td>26</td>
<td>Understands how the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed American lives and led to regional tensions</td>
</tr>
<tr>
<td>27</td>
<td>Understands the importance of Americans sharing and supporting certain values, beliefs, and principles of American constitutional democracy</td>
</tr>
<tr>
<td>28</td>
<td>Understands the patterns of human settlement and their causes</td>
</tr>
<tr>
<td>29</td>
<td>Understands that scarcity of productive resources requires choices that generate opportunity costs</td>
</tr>
<tr>
<td>30</td>
<td>Understands how the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed American lives and led to regional tensions</td>
</tr>
<tr>
<td>31</td>
<td>Understands the extension, restriction, and reorganization of political democracy after 1800</td>
</tr>
<tr>
<td>32</td>
<td>Understands the relationships among liberalism, republicanism, and American constitutional democracy</td>
</tr>
<tr>
<td>33</td>
<td>Understands the course and character of the Civil War and its effects on the American people</td>
</tr>
<tr>
<td></td>
<td>Understands the causes of the Civil War</td>
</tr>
<tr>
<td>34</td>
<td>Understands how certain character traits enhance citizens’ ability to fulfill personal and civic responsibilities</td>
</tr>
<tr>
<td></td>
<td>Understands how participation in civic and political life can help citizens attain individual and public goals</td>
</tr>
<tr>
<td>35</td>
<td>Understands how physical systems affect human systems</td>
</tr>
<tr>
<td>36</td>
<td>Understands that scarcity of productive resources requires choices that generate opportunity costs</td>
</tr>
</tbody>
</table>
People lived in North America long before the Europeans came. Each area had its own climate and landscape. This determined the natural resources that they used to build their homes. The American Indians of the Northwest Coast and the Northeast Woodlands made their longhouses out of wood and bark. These buildings were best in cold weather. Many families would live in one longhouse. The American Indians of the Southeast made their open-air houses with wood and grasses.

The Plateau, Great Basin, and Plains Indians were nomadic. They moved around a lot in search of food. Their tepees were made from tree branches and animal hides. The Southwest Indians made their adobe homes from bricks of clay and straw.

The landscape is varied in the area of the California Indians. Different kinds of homes were built depending on where they lived. Some groups built cedar bark lodges, while others built grass huts. Others lived in pit houses, which were partly dug into the ground and made of mud and grass.

1. What type of home was made from animal hides?
   a. longhouses
   b. pit houses
   c. tepees
   d. grass huts

2. How did American Indians build homes?
   a. All homes were made from resources in the area.
   b. All homes were made from branches and bark.
   c. All houses were made of the same material.
   d. All tribes lived in permanent homes.

3. Which culture built homes made from bricks?
   a. Northeast Woodland
   b. Great Basin
   c. Southwest
   d. Southeast

4. What house was best in cold weather?
   a. tepee
   b. open-air house
   c. longhouse
   d. grass hut
The Human Traits of Animals

<table>
<thead>
<tr>
<th>Animal</th>
<th>Its Totem Pole Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>bear</td>
<td>courage</td>
</tr>
<tr>
<td>beaver</td>
<td>strong will</td>
</tr>
<tr>
<td>bison</td>
<td>great strength</td>
</tr>
<tr>
<td>coyote</td>
<td>smart trickster</td>
</tr>
<tr>
<td>deer</td>
<td>survival</td>
</tr>
<tr>
<td>dog</td>
<td>loyalty</td>
</tr>
<tr>
<td>eagle</td>
<td>freedom</td>
</tr>
<tr>
<td>fox</td>
<td>observation</td>
</tr>
<tr>
<td>raccoon</td>
<td>curiosity</td>
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<tr>
<td>porcupine</td>
<td>trust</td>
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<tr>
<td>salmon</td>
<td>determination</td>
</tr>
<tr>
<td>squirrel</td>
<td>planning</td>
</tr>
<tr>
<td>snake</td>
<td>healing</td>
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<td>spider</td>
<td>creativity</td>
</tr>
<tr>
<td>turtle</td>
<td>Mother Earth</td>
</tr>
<tr>
<td>wolf</td>
<td>leadership</td>
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</tbody>
</table>

American Indians believe that plants and animals have souls. This belief is called *animism*. Some tribes believe that animals have human traits. The Northwest Indians carve animals on totem poles. The carved animals show the human traits of a family.

1. What animals would be on a totem pole that means Mother Earth, loyalty, and creativity?
   a. deer, turtle, spider  
   b. salmon, turtle, bear  
   c. turtle, dog, spider   
   d. turtle, buffalo, wolf

2. What is the definition of *animism*?
   a. Animals are on Earth for people to use.  
   b. All plants and animals have souls.  
   c. Dogs are not loyal to people.  
   d. Spiders weave stories about American Indians.

3. You have been asked to help design your family’s totem pole. What animals would you carve on the pole? Why?
Directions: Review the chart, and answer the questions.

<table>
<thead>
<tr>
<th>Foods of North American Indians</th>
<th>Northwest</th>
<th>California</th>
<th>Northeast Woodland</th>
<th>Southwest</th>
<th>Plateau</th>
</tr>
</thead>
<tbody>
<tr>
<td>salmon</td>
<td>fish</td>
<td>fish</td>
<td>cactus fruit</td>
<td>salmon</td>
<td></td>
</tr>
<tr>
<td>shellfish</td>
<td>shellfish</td>
<td>whale</td>
<td>fruit</td>
<td>eels</td>
<td></td>
</tr>
<tr>
<td>whales</td>
<td>whale</td>
<td>seal</td>
<td>pine nuts</td>
<td>deer</td>
<td></td>
</tr>
<tr>
<td>deer</td>
<td>seaweed</td>
<td>lobster</td>
<td>the Three Sisters—corn, beans, squash</td>
<td>elk</td>
<td></td>
</tr>
<tr>
<td>moose</td>
<td>waterfowl</td>
<td>deer</td>
<td></td>
<td>berries</td>
<td></td>
</tr>
<tr>
<td>bear</td>
<td>rabbit</td>
<td>turkey</td>
<td></td>
<td>roots</td>
<td></td>
</tr>
<tr>
<td>berries</td>
<td>acorns</td>
<td>rabbit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>berries</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>the Three Sisters—corn, beans, squash</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Which North American Indian culture planted crops?
   a. Northwest
   b. Northeast Woodland
   c. Plateau
   d. California

2. Which North American Indian culture did not fish?
   a. California
   b. Northwest
   c. Plateau
   d. Southwest

3. Three American Indian cultures lived near oceans. Name the cultures, and explain how you know this.

   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
A Modern Pemmican Recipe

American Indians ate pemmican made of bison along the trail when they were hunting. Campers and hikers make a version of pemmican today.

Ingredients
4 cups beef strips with no fat
3 cups dried blueberries
2 cups beef with fat

Directions
1. Preheat oven to 160°F.
2. Put beef strips on a cookie sheet.
3. Cook over night.
4. Grind the cooked meat into a powder using a food processor.
5. Cut blueberries into small pieces.
6. Cook beef with fat in a frying pan. Save the fat.
7. Mix equal parts of powdered meat and berries.
8. Stir in enough melted fat so the mixture holds together.
9. Store pemmican in plastic bags.

1. What kind of meat would Plains Indians use to make their pemmican?
   a. beef
   b. bison
   c. chicken
   d. fish

2. Why is pemmican a good food to take on a hiking trip?

3. What food could you use today for quick energy when exercising?
**Directions:** Review the chart. Choose one ceremony, and compare it with something you celebrate.

<table>
<thead>
<tr>
<th>Cultural Ceremonies of American Indians</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cultural Ceremonies</strong></td>
</tr>
<tr>
<td>Plains Indians: Sun Dance</td>
</tr>
<tr>
<td>Southwest Indians: Winter Solstice</td>
</tr>
<tr>
<td>Northwest Coast Indians: Potlatch</td>
</tr>
<tr>
<td>All American Indian Cultures: Death ceremonies</td>
</tr>
</tbody>
</table>

**American Indian Ceremony**

**Your Chosen Ceremony**
Patriotic music has been played in the United States for a long time. The first patriotic song was "The Liberty Song." It was written in 1768. These kinds of songs make people feel love for the United States.

People often hear "God Bless America" played at baseball games during the seventh inning stretch. Soldiers march to the beat of music so they move together as a group. Marches are played at parades and football games. The march "Hail to the Chief" is played before the president speaks. "The President's March" was written for George Washington when he became president.

1. Where do Americans hear marches played?
   a. at baseball games
   b. at birthday parties
   c. at parades
   d. at rock concerts

2. Why was "The President's March" written?
   a. to introduce the vice president
   b. for soldiers to practice marching
   c. to honor Americans
   d. for George Washington

3. What was the first song written to celebrate American freedom?
   a. "Hail Columbia"
   b. "God Bless America"
   c. "The Liberty Song"
   d. "America the Beautiful"

4. What are some other patriotic songs you know?
The Pledge of Allegiance is a promise that Americans make to the country. Students make this promise at school every day. Two versions of the pledge were written a long time ago. Rear Admiral George Balch wrote his pledge in 1887. He believed that all children should learn the pledge in school. Francis Bellamy wrote his pledge in 1892. Bellamy wanted the pledge to be short so it could be said in 15 seconds. He wanted it to be recited at the same time that the flag was raised.

The pledge was first recited in public schools in 1892 on Columbus Day. It took until June 22, 1942, for Congress to recognize the pledge.

1. What did George Balch and Francis Bellamy each write?
   a. the national anthem
   b. a pledge of allegiance
   c. rules for flying the flag
   d. a bill to be passed in Congress

2. When did Congress first recognize the pledge?
   a. 1887
   b. 1945
   c. 1942
   d. 1892

3. How long did Francis Bellamy want the pledge to be when it was recited?
   a. 10 seconds
   b. 20 seconds
   c. 15 seconds
   d. 25 seconds

4. How does reciting the Pledge of Allegiance help make Americans patriotic?
Directions: Read or sing the words to the national anthem, and answer the questions.

The Star-Spangled Banner

Francis Scott Key

John Stafford Smith

1. What word in the song means “dangerous”?
   a. streaming
   b. ramparts
   c. perilous
   d. gallantly

2. What does “twilight’s last gleaming” mean?
   a. sunrise
   b. sunset
   c. moonlight
   d. midday

3. What do you think the words of the anthem are describing?
1. What descriptive words in the song paint pictures in your mind? Circle several examples.

2. Underline the words in the song that make you feel patriotic about America.

3. What images come to mind when you read or sing the words of “America the Beautiful”?

__________________________________________

__________________________________________
Directions: Read the lyrics, and answer the questions.

Irving Berlin wrote “God Bless America” in 1918 while serving in the army. He changed some words just before World War II. The song remains popular.

God bless America,
Land that I love,
Stand beside her and guide her
Through the night with a light from above;

From the mountains, to the prairies,
To the oceans white with foam,
God bless America,
My home, sweet home.
God bless America,
My home, sweet home.

1. Read or sing the lyrics. Describe what images come to mind. Use the lyrics to explain American pride.
Directions: Read the information in the chart, and answer the questions.

<table>
<thead>
<tr>
<th>American Indian Group</th>
<th>Area</th>
<th>Climate</th>
<th>Land</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northwest</td>
<td>Pacific Ocean, north coast</td>
<td>rain, cool-to-warm temperatures</td>
<td>ocean coast, mountains, forests</td>
</tr>
<tr>
<td>Northeast Woodland</td>
<td>Atlantic Ocean to the Mississippi River</td>
<td>cold winters, mild springs, hot summers, cool falls</td>
<td>ocean coast, forests, hills, lakes, mountains</td>
</tr>
<tr>
<td>Southeast</td>
<td>Florida to the Mississippi River</td>
<td>hot summers, warm winters</td>
<td>ocean coast, hills, marshes, forests</td>
</tr>
<tr>
<td>Plains</td>
<td>Central North America, south of Canada to the Gulf of Mexico</td>
<td>extreme climate, hot, dry summers and cold winters</td>
<td>prairie, desert, river valleys</td>
</tr>
<tr>
<td>California</td>
<td>Pacific Ocean, south coast</td>
<td>mild year round</td>
<td>valleys, grasslands, forests, mountains, desert</td>
</tr>
<tr>
<td>Plateau</td>
<td>surrounded by Rocky, Coastal, and Blue Mountains</td>
<td>hot summers, very cold winters, little precipitation</td>
<td>high mountains, dry flat areas, forests, grasslands</td>
</tr>
<tr>
<td>Great Basin</td>
<td>desert between the Sierra Nevada and Rocky Mountains</td>
<td>hot summers, cold winters, little precipitation</td>
<td>mountains, high plains, some lakes and rivers</td>
</tr>
<tr>
<td>Southwest</td>
<td>Colorado Plateau and Colorado and Rio Grande river valleys</td>
<td>hot and dry, little precipitation</td>
<td>desert, river valleys</td>
</tr>
</tbody>
</table>

1. Based on the chart, which culture had the least varied land?
   a. Northwest
c. Southeast
d. Southwest

2. Which culture had the mildest climate year round?
   a. Northwest
c. Northeast Woodland
d. Plateau

3. Which two cultures lived in the largest area?
   a. Northeast Woodland
c. Plains
d. Southwest
Directions: Review the map, and answer the questions.

Where American Indians of Different Cultures Lived

1. Which American Indian culture area included the Great Lakes?
   a. Northwest Coast  
   b. Southwest  
   c. Northeast  
   d. Plains

2. Which American Indian culture lived the farthest north?
   a. Arctic  
   b. Southeast  
   c. Subarctic  
   d. Plains

3. Which cultures lived along the Pacific Coast?
   a. Northwest and Northeast  
   b. Plains and Plateau  
   c. Southeast and Great Basin  
   d. California and Northwest Coast
Directions: Review the chart, and answer the questions.

<table>
<thead>
<tr>
<th>American Indian Group</th>
<th>Method</th>
<th>Types of Food</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northwest</td>
<td>hunting, gathering, fishing</td>
<td>wild plants, fish, small animals</td>
<td>lots of food available</td>
</tr>
<tr>
<td>Northeast Woodland</td>
<td>hunting, gathering, farming</td>
<td>deer, fox, small animals, corn, beans, and squash</td>
<td>used spears, bows and arrows to hunt</td>
</tr>
<tr>
<td>Southeast</td>
<td>hunting, gathering, fishing, farming</td>
<td>small animals, birds, melons, peaches, tobacco</td>
<td>growing season year round</td>
</tr>
<tr>
<td>Plains</td>
<td>hunting, gathering, farming</td>
<td>bison, moose, elk, lynx, corn, beans, and squash</td>
<td>used “buffalo jumps” to hunt</td>
</tr>
<tr>
<td>California</td>
<td>hunting, gathering, fishing</td>
<td>fish, seaweed, acorns, seeds, berries, wild plants</td>
<td>plentiful food, growing season year round</td>
</tr>
<tr>
<td>Plateau</td>
<td>hunting, gathering, fishing</td>
<td>fish, eels, deer, elk, bear, caribou, berries, wild plants</td>
<td>used spears, bows and arrows to hunt</td>
</tr>
<tr>
<td>Great Basin</td>
<td>hunting, gathering</td>
<td>small animals, birds, seeds, roots, cacti, insects</td>
<td>nomadic due to their need to search for food</td>
</tr>
<tr>
<td>Southwest</td>
<td>hunting, gathering, farming</td>
<td>small animals, birds, nuts, berries, corn, beans, and squash</td>
<td>farmed if near water</td>
</tr>
</tbody>
</table>

1. What culture was nomadic?
   a. Northeast
   b. California
   c. Great Basin
   d. Southeast

2. Which culture hunted with “buffalo jumps”?
   a. Plains
   b. Plateau
   c. Northeast
   d. Southwest

3. What kind of food did the hunters and gatherers eat?

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Directions: Look at the pictures, and answer the questions.

1. What do all the items have in common?
   a. All items are used only by women.
   b. All items are made with natural materials.
   c. All items are for hunting.
   d. All items are used to make food.

2. Choose one artifact shown above. Explain what it is made from, what it is used for, and who would use it.

   __________________________________________________________

   __________________________________________________________

   __________________________________________________________

3. Choose one of the artifacts. What material is it made from today, and who uses it?

   __________________________________________________________

   __________________________________________________________

   __________________________________________________________
North American Indians were excellent farmers. They planted the “Three Sisters” —corn, beans, squash—together in a way that helped each of them grow. This is called “companion planting.” The roots of the beans put nitrogen into the soil, which fed the corn. The corn acted as a pole for the beans. The squash leaves shaded the ground to keep the soil moist.

The beans and corn were left to age and dry. This increased the amount of protein in the food. The “Three Sisters” together provided a lot of the food needs of the American Indian.

1. What were the benefits of planting corn, beans, and squash together?

2. What is a dish you eat made with one of these plants?
Directions: Read the text, and answer the questions.

The early American Indians relied on natural resources to meet basic needs. Men made weapons to kill animals for food and clothing. They made tools to trap animals and fish. Canoes were made from wood for travel. Women made pots from clay, stone, or wood. They gathered food and wove baskets from reeds and strips of plants. The trading of seeds brought agriculture to most American Indian cultures. The “Three Sisters” (corn, beans, and squash) became common crops. Trade centers developed near travel routes on lakes and rivers. They traded extra resources as part of their local economies. Some tribes used beads made of shells or stone as a form of money to trade for items they needed.

1. What did men do to support their tribe's economy?
   a. They wove reeds into baskets.
   b. They made clothes out of animal hides.
   c. They gathered seeds.
   d. They hunted animals.

2. How did the early American Indians use their environments to survive?
   a. They were hunters and gatherers.
   b. All tribes were farmers.
   c. They used iron pots to cook their food.
   d. American Indians ate only plants.

3. Which one of the following was NOT part of the economy of the early American Indians?
   a. trading extra goods for things they needed
   b. hunting and gathering food
   c. doing jobs for payment
   d. storing food for later use

4. How did trading help American Indians produce more food?
   a. Tribes traded seeds.
   b. Tribes traded gardening tools.
   c. Tribes traded plants.
   d. Tribes traded containers to save seeds.
Directions: Review the timeline, and answer the questions.

Developments in North America, 200–1620

<table>
<thead>
<tr>
<th>AD 200–1000</th>
<th>AD 1142</th>
<th>AD 1565</th>
<th>AD 1607</th>
<th>AD 1620</th>
</tr>
</thead>
</table>

1. When did American Indians start farming?
   a. AD 1565
   b. AD 1607
   c. AD 200
   d. AD 1142

2. Based on the information provided by this timeline, which statement is true?
   a. Jamestown was founded before St. Augustine.
   b. Spain founds St. Augustine.
   c. Farming spreads after the Iroquois Constitution is made.
   d. The Puritans arrived in Plymouth before the Spanish in Florida.

3. What do you think are the two most important dates for American Indians on this timeline? Why?
Directions: Review the map, and answer the questions.

Northern Plains Prehistoric Trading Centers

1. What direction did traders travel from Knife River to get Pacific Coast shells?
   a. west  
   b. northeast  
   c. southwest  
   d. north

2. Where would American Indians get their copper?
   a. from the Pacific Coast trading center  
   b. from the Black Hills trading center  
   c. from the trading center near the Great Lakes  
   d. from the Atlantic Coast trading center

3. How many miles would traders have to travel from Yellowstone Park trading center to Knife River trading center?
   a. 50 miles  
   b. 10 miles  
   c. 350 miles  
   d. 600 miles
Directions: Study the picture, and answer the questions.

Cooking Food in the Wild

1. American Indians ate food caught in the wild. Based on the image, how did they prepare their food?
   a. They cooked using natural gas.
   b. They cooked on a wood fire.
   c. They cooked on a barbecue.
   d. They served their food raw.

2. How would you prepare food outside?

   __________________________________________________________

   __________________________________________________________

   __________________________________________________________

3. What kind of food does your family cook outside?

   __________________________________________________________

   __________________________________________________________
Directions: Study the picture, and answer the question.

Hunting, Gathering, and Farming

1. This picture was drawn by an American Indian youth. Explain how it shows that people in his culture were hunters, gatherers, and farmers.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Directions: Read the text, and answer the questions.

The 1400s were the beginning of the European Age of Discovery. People wanted spices from Asia to flavor food and preserve their meat. Explorers from all over Europe sailed to the west to find a faster route to Asia. They found an entire continent in the way—North America. For the next 200 years, North America was explored and mapped.

The captains of the ships needed people who could do different jobs. Sailors were needed to work the sails. Navigators were needed to guide the ships. Priests recorded trip information in journals. Soldiers were needed for protection when they reached shore.

1. What were spices used for in the Age of Discovery?
   a. to color food
   b. for money
   c. for ink to write with
   d. to preserve meat

2. During the Age of Discovery, where were the explorers from?
   a. China
   b. North America
   c. Europe
   d. Africa

3. What was the job of a priest on board a ship?
   a. record their travels
   b. feed the sailors
   c. give protection
   d. do the navigation

4. What did the explorers find instead of a route to Asia?
   a. gold
   b. a continent
   c. spices
   d. a large river
Directions: Review the timeline, and answer the questions.

<table>
<thead>
<tr>
<th>Year</th>
<th>Explorer/Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1492</td>
<td>Christopher Columbus, an Italian explorer, claimed land in the Western Hemisphere for Spain.</td>
</tr>
<tr>
<td>1513</td>
<td>Juan Ponce de León, a Spanish explorer, claimed Florida for Spain.</td>
</tr>
<tr>
<td>1539-41</td>
<td>Hernando de Soto, from Spain, explored from Florida to Louisiana to Tennessee.</td>
</tr>
<tr>
<td>1565</td>
<td>Pedro Menéndez de Avilés founded St. Augustine, Florida, for Spain—the first permanent settlement in America.</td>
</tr>
<tr>
<td>1585 &amp; 1587</td>
<td>Sir Walter Raleigh sent settlers from Britain. They founded Roanoke Colony, but it did not survive.</td>
</tr>
<tr>
<td>1607</td>
<td>Britain sponsored the first permanent British colony in Jamestown.</td>
</tr>
</tbody>
</table>

1. Which European explorer was the first to claim land in the Western Hemisphere?
   a. Pedro Menéndez de Avilés
   b. Christopher Columbus
   c. Hernando de Soto
   d. Juan Ponce de León

2. Where was the first permanent British colony?
   a. Jamestown
   b. Plymouth
   c. St. Augustine
   d. New York

3. Where was the first permanent settlement in the United States?
   a. Florida
   b. New York
   c. Roanoke
   d. Jamestown

4. Who was the first Spanish explorer to claim part of North America?
   a. Pedro Menéndez de Avilés
   b. Juan Ponce de León
   c. Hernando de Soto
   d. Christopher Columbus
Directions: Study the picture, and answer the questions.

1. What did the American Indians give the Europeans in trade?
   a. tobacco
   b. cloth
   c. furs
   d. barrels

2. What did the American Indians use to hunt animals?
   a. guns
   b. bows and arrows
   c. snares
   d. hatchets

3. Use the chart to compare what the Europeans and the American Indians wore.

<table>
<thead>
<tr>
<th>European Clothing</th>
<th>Both</th>
<th>American Indian Clothing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Explorers from Spain, Portugal, France, Britain, Netherlands, and Italy risked their lives to find a new way to Asia. They all had their own reasons to head out across the ocean.

Gold
Explorers wanted to bring back silk, spices, and gold for their king or queen. All these things were very valuable. When they brought back treasures from their travels, they were rewarded with gold.

God
Some explorers traveled to spread their Christian beliefs to the people that they found in the New World. God’s blessing would be their reward.

Glory
Explorers claimed land for their country on their trips west. They craved the praise that they received from their king or queen when they returned home. The explorers were proud of having places named after them in the New World.

1. How were the explorers paid for their work? Circle all that apply.
   a. rewards from God
   b. the honor of having a place named after them
   c. gold and praise from the king or queen
   d. all the above

2. Explorers claimed land for their country. What did they get in return?
   a. God’s blessing
   b. praise from the king or queen
   c. reward of gold and silver
   d. silk and spices

3. You have been asked by the king to be his explorer to the New World. What would motivate you to explore: gold, God, or glory? Explain your choice.
Directions: Look at the image, and answer the question.

1. View the picture through the eyes of the explorers OR through the eyes of the American Indians who already lived there. Explain how you feel and what you want to happen with the meeting. Do you think it will end well for you? Why or why not?
Americans are proud of their land. The United States has many interesting physical features. The National Park Service protects parks and monuments across the country. The parks are chosen for their natural beauty. Visitors enjoy outdoor activities in these parks. Some people come to hike, camp, and fish. Yellowstone was the first national park selected. People come to see hot springs, mud pots, and geysers in the park.

National monuments can be human-made or physical structures. Some examples are the Statue of Liberty and the Pullman National Monument in Chicago. Devils Tower in Wyoming was named the first national monument. It is also a sacred place for the Northern Plains Indians.

1. Based on the text, why are national parks chosen?
   a. for historic importance  
   b. for natural beauty  
   c. for pride in human-made places  
   d. for being the highest mountains

2. Why is Yellowstone an important national park?
   a. It receives the most visitors each year.  
   b. It was the first national park.  
   c. You can camp in the park all year.  
   d. It has only one physical feature.

3. What is Devils Tower?
   a. a good place to go fishing  
   b. a human-made structure  
   c. an easy-to-climb structure  
   d. the first national monument
The faces of George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln are carved into Mount Rushmore. Fifty-six flags fly along the Avenue of Flags at Mount Rushmore. They represent the 50 states, one district, three territories, and two commonwealths of the United States.

1. What U.S. presidents are carved into Mount Rushmore?
   b. George Washington, Thomas Jefferson, William McKinley, Abraham Lincoln
   c. George Washington, Andrew Jackson, Franklin Delano Roosevelt, Abraham Lincoln

2. What do the flags that fly along the Avenue represent?
   a. the presidents of the United States
   b. each state, district, territory, and commonwealth of the United States
   c. the armed forces of the United States
   d. different American Indian tribes

3. Which president was chosen because he was the first president of the United States?
   a. Lincoln
   b. Roosevelt
   c. Washington
   d. Jefferson

4. If you were to carve one more face into Mount Rushmore, who would it be and why?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Directions: Look at the images, and answer the questions.

Fort McHenry

The British attacked Fort McHenry during the War of 1812.

1. Based on the image, which statements are correct. Circle all that apply.
   a. The soldiers are not fighting.
   b. Families can walk in the yard.
   c. The British flag flies over the fort.
   d. The ships are firing on the fort.

2. Study the image above. Why is a star a good shape for a fort?
Directions: Read the text, and answer the questions.

This statue is on Liberty Island. It was a gift from France in 1886. The statue has many symbols important to the United States.

- It sits in New York Harbor.
- The crown has seven rays that represent seven seas and continents.
- The torch lights the way to freedom.
- The figure holds a tablet with "July 4, 1776" written on it.
- The broken chains at her feet represent freedom.

1. Based on the text, which parts of the Statue of Liberty represent freedom? Circle all that apply.
   a. the seven rays
   b. the torch
   c. the tablet
   d. the chains

2. Many immigrants came to America. The Statue of Liberty was the first thing they saw. Why was this a welcoming sight for them?

3. The United States and France both had revolutions in their countries. France gave the Statue of Liberty to the United States. On another sheet of paper, write a thank you letter for the statue to the president of France.
Directions: Read the chart, and answer the question.

<table>
<thead>
<tr>
<th>U.S. Landmarks</th>
<th>Location</th>
<th>Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statue of Liberty</td>
<td>New York, NY</td>
<td>symbol of freedom and democracy</td>
</tr>
<tr>
<td>Hoover Dam</td>
<td>Near Boulder City, NV</td>
<td>symbol of scientific and industrial strength</td>
</tr>
<tr>
<td>Freedom Trail</td>
<td>Boston, MA</td>
<td>following the footsteps of U.S. forefathers</td>
</tr>
<tr>
<td>Gateway Arch</td>
<td>St. Louis, MO</td>
<td>symbol of the gateway to the West</td>
</tr>
<tr>
<td>Independence Hall</td>
<td>Philadelphia, PA</td>
<td>building where the Declaration of Independence and the U.S. Constitution were signed</td>
</tr>
<tr>
<td>Golden Gate Bridge</td>
<td>San Francisco, CA</td>
<td>a marvel of modern engineering</td>
</tr>
<tr>
<td>Mount Rushmore</td>
<td>Keystone, SD</td>
<td>represents birth, growth, development, and preservation of the United States</td>
</tr>
<tr>
<td>The Alamo</td>
<td>San Antonio, TX</td>
<td>monument of a key battle in the fight for Texas independence from Mexico</td>
</tr>
<tr>
<td>Fort Sumter</td>
<td>Charleston, SC</td>
<td>where the first shots of the Civil War were fired</td>
</tr>
</tbody>
</table>

1. Your family is planning a trip to see a U.S. landmark. From the chart, choose a place to go. Explain why you want to visit there.

________________________________________________________________________
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________________________________________________________________________
European countries claimed parts of North America in the 1600s. The American Indians met the Europeans when they first arrived. The explorers realized that the American Indians could teach them how to live off the land. The American Indians showed them the plants they ate and the animals they hunted.

The Europeans were very interested in the animal furs. There were not many furs in their home countries. Fur fashion was very popular. These fur traders quickly set up trade with the American Indian tribes in their areas. The American Indians supplied Europeans with furs. The American Indians would get guns, cloth, blankets, metal pots, and tools in return. Eventually, there was so much hunting done that there were fewer and fewer furs to trade.

1. How did the American Indians help the Europeans?
   a. They helped them to come ashore.
   b. They taught them to live off the land.
   c. They showed them how to wear furs.
   d. They traded with them for metal pots.

2. Why did American Indians trade with Europeans?
   a. to get cooking tools, blankets, and guns
   b. to get European clothing
   c. to welcome visitors to their lands
   d. to rid their land of wild animals

3. Why were the Europeans so interested in getting furs from the American Indians?
   a. They needed to learn how to hunt for furs.
   b. They had never seen furs before.
   c. There were not many furs in Europe.
   d. They wanted to learn how to use furs.
1. Where did the Spanish do most of their exploration?
   a. the southern part of North America
   b. the north Atlantic Ocean
   c. Great Lakes, Mississippi, and Atlantic coast
   d. along the Pacific coast and throughout Mexico

2. Who did the most exploration in the New World?
   a. the French
   b. the British
   c. the Dutch
   d. the Spanish

3. What direction did the explorers take to get to the New World?
   a. north
   b. east
   c. west
   d. south
Directions: Look at the images, and read the text. Answer the questions.

Sailors used the traverse board to record travel every four hours. They recorded distance and speed.

Sailors used maps and charts to record their trips. This helped them to navigate.

Sailors used a quadrant to measure the angle of the sun or stars. This helped them find the right direction.

The cross-staff was used to find latitude.

A compass rose is a figure on a map, chart, or compass. It shows what direction you are moving in or what direction something is on a map.

The chip log measured the speed of the ship in knots (1 knot = 1.15 miles per hour).

1. What did the chip log show?
   a. position of latitude
   b. speed of the ship
   c. altitude of the sun
   d. direction of the ship

2. What two navigational tools were used to record trip information?
   a. the compass rose and the chip log
   b. the traverse board and the chip log
   c. the map and the traverse board
   d. the cross staff and the quadrant

3. What skills would the ship's navigator need to use these tools?
Directions: Look at the map, and answer the questions.

The Expeditions of René-Robert de La Salle

1. Using the scale and the legend, about how far did René-Robert de La Salle travel in his first expedition?
   a. 400 miles  
   b. 750 miles  
   c. 200 miles  
   d. 1,200 miles

2. Where did the second expedition start and end?
   a. Fort Niagara and New Orleans  
   b. Fort Frontenac and Fort Crèvecoeur  
   c. Fort Frontenac and New Orleans  
   d. Fort St. Louis and New Orleans

3. What are all the ways that you could travel from Fort St. Joseph to New Orleans today?
1. This family has settled into their new homeland. Why would this be a good place to build a home and raise a family?
Christopher Columbus arrived in the New World in 1492. He brought plants and animals with him. They were needed for food on his trip. The Europeans brought diseases to America without knowing it. The American Indians could not fight off these diseases. As a result, whole tribes died.

The explorers traveled back to their home country to report to their king what they had found. They brought back many new plants from the New World. These new plants were planted in Europe and Africa. They also brought American Indians back with them. The Europeans enslaved the American Indians. This movement of plants, animals, people, and diseases is known as the “Columbian Exchange.”

Columbus arriving in the New World

1. What is the movement of plants, animals, people, and diseases called?
   a. European trade
   b. New World Exchange
   c. American trade
   d. Columbian Exchange

2. What caused most American Indian deaths?
   a. tobacco
   b. disease
   c. guns
   d. iron weapons

3. What happened to the American Indians in Europe?
   a. became sailors
   b. became settlers
   c. became enslaved
   d. became explorers
Plants were traded around the world. Europeans came to America. They took potatoes and corn to Europe. The new food made the population grow in Europe. Europeans came to America as new settlers. Cassava grew in the Caribbean. Explorers took it to Africa. It helped feed the African people. The African population grew. Coffee and cotton were new crops in America. They came from Africa and Asia.

The Europeans brought many of these new plants to America. They needed more people to work on the farms. The Europeans enslaved Africans and brought them to America. Many of these enslaved people worked on the farms.

cassava plants

1. What plants did the explorers bring back to Europe?
   a. wheat and corn
   b. potatoes and corn
   c. corn and sugarcane
   d. cassava and potatoes

2. What plants did the European explorers bring to America?
   a. cotton and coffee
   b. cassava and corn
   c. potatoes and cotton
   d. sugarcane and corn

3. What did the Europeans do to the people from Africa?
   a. brought them to work in the factories
   b. used them as sailors on their ships
   c. had them farm the new crops in Europe
   d. enslaved them
Directions: Look at the map, and answer the questions.

1. What were some of the things that the Old World got from the New World?
   a. tobacco, potatoes, sugarcane
   b. beans, corn, pumpkins
   c. pumpkins, turkeys, peaches
   d. pineapples, avocados, bananas

2. Which fruits did the New World get from the Old World?
   a. peaches, pears, bananas
   b. citrus fruit, bananas, pineapples
   c. pears, bananas, tomatoes
   d. peaches, pears, watermelons

3. What were the grains and livestock the New World got from the Old World?
The Columbian Exchange

**New World**
- **Food:** corn, potatoes, beans, cocoa beans, tomatoes
- **Livestock:** turkeys
- **Other:** tobacco

**Old World**
- **Food:** wheat, sugarcane, rice, citrus fruit, coffee beans, peaches
- **Livestock:** horses, cows, pigs, sheep
- **Diseases:** smallpox, measles, influenza, typhus

1. Which animals from the Old World did the American Indians use to help with their travel?
   a. cows
   b. pigs
   c. horses
   d. sheep

2. What item from the Old World are you glad came to America? Why?

3. Describe the worst thing that happened because of the Columbian Exchange.
Directions: Look at the images, and answer the question.

Eastern and Western Hemispheres

1. Choose a hemisphere. Describe how the Columbian Exchange changed the lives of the people there.

________________________________________________________________________

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________________________________________________________________________
Spanish, British, French, Dutch, Swedish, and German people settled along the Atlantic coast. There were many resources near the water. People in the northern colonies traded lumber, fish, whale products, and fur. People in the middle colonies traded coal, wheat, and beef. They also built ships. Cotton, rice, tobacco, and indigo (dye) were grown for trade in the South.

Some people chose to come to America as servants. They worked for no money for a set period of time. After that, they were free to do as they wished. People were also brought to America as slaves. They worked on large farms, called plantations, in the South.

1. What was one of the things the settlers traded in the South?
   a. lumber
   b. fish
   c. wheat
   d. tobacco

2. Why did settlers decide to live along the Atlantic coast?
   a. People did not have a way to travel inland.
   b. The water and the land nearby had many resources.
   c. People lacked maps to find other places to settle.
   d. Their rulers in Europe told them where to settle.

3. Why were people brought to America as slaves?
   a. to work in the forests chopping trees
   b. to work in the coal mines
   c. to work on the plantations
   d. to work on the whaling ships
Puritan beliefs were not allowed in Britain. So they left to find religious freedom. Religious freedom means that people can choose what to believe. A group called Pilgrims sailed to North America. They landed in November 1620. They wanted to govern themselves. The agreement was called the Mayflower Compact.

The Pilgrims had a hard winter. They had little to eat. They were very cold. A disease killed half of them. Miles Standish and William Bradford then found a good place to build the colony. It was in Plymouth, Massachusetts. The colony soon chose a governor.

1. Based on the text, why did the Pilgrims leave Britain?
   a. to find land to build their homes
   b. to find religious freedom
   c. to explore the New World
   d. to trade with their homeland

2. Based on the text, why did the Pilgrims have such a hard first year in North America?
   a. They did not know how to govern themselves.
   b. They could not find a place to build their settlement.
   c. They had little food and faced a deadly disease.
   d. They did not have a governor.

3. Based on the text, what is meant by the term religious freedom?
   a. People can choose what to believe.
   b. People are free to attend church or not.
   c. People can safely practice their faith in public.
   d. People practice the same faith as their leaders.
**Directions:** Read the chart, and answer the questions.

<table>
<thead>
<tr>
<th>Food</th>
<th>Clothing</th>
<th>Medicine</th>
<th>Travel</th>
</tr>
</thead>
</table>
| • how to plant corn, beans, and squash  
• how to fertilize gardens with fish  
• how to grind corn into flour  
• how to gather safe berries to eat  
• how to save seeds for the next year’s planting  
• where to fish | • what animals to hunt for hides  
• how to tan animal skins to make clothes | • how to gather sap from maple trees  
• how to use certain plants as medicine | • how to use a canoe  
• where the trails were |

1. Based on the text, what did the Wampanoag teach the Pilgrims about medicine?
   a. how to tan animal skins
   b. how to use plants for medicine
   c. how to gather safe berries to eat
   d. where to fish

2. What did the Wampanoag NOT teach the Pilgrims?
   a. to tan hides for clothes
   b. to hunt and farm in New England
   c. to forage for berries in the woods
   d. to build houses for their settlement

3. Would the Pilgrims have survived without the help of the Wampanoag? Explain.
Directions: Study the picture, and answer the questions.

The Pilgrim Landing

1. Based on the image, what was one of the first things Pilgrim women did when the Mayflower landed?
   a. They washed their clothing.
   b. They helped unload the ship.
   c. They went swimming.
   d. They picked cranberries.

2. What work are male and female Pilgrims doing?

<table>
<thead>
<tr>
<th>Men's Jobs</th>
<th>Women's Jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. What jobs do people do in your family?

________________________
________________________
There were 102 people on the *Mayflower* when the ship arrived in the New World in 1620. Before they even stepped onto the land, 41 of them signed an agreement. It was about how to govern the new settlement. They decided on a set of laws to follow. They also agreed that, from time to time, they would update these laws. This agreement was the Mayflower Compact.

1. Look closely at the image. What do you think shows that the Mayflower Compact was important to the Pilgrims?
The king of Britain decided who could settle in America. There were three types of colonies: royal colonies, king's friends' colonies, and charter colonies. In the first type of colony, the king owned the colony. He appointed the governor. The governor did what the king told him to do and appointed the Council.

In the second type of colony, the king gave his friends large areas of land. The landowners chose the governor and the Council. The governor would do as the king said.

In the third type of colony, the king gave charters, or grants, to companies. Each company chose its own governor and Council. Charter colonies ran their own governments. They did not report to the king, but the king could take them over at any time.

1. How were all colonies started?
   a. by religious groups
   b. by American Indians
   c. by the king
   d. all the above

2. Who chose the Council in charter colonies?
   a. landowners
   b. the king
   c. the governors
   d. companies

3. How might you benefit from being a friend of the king? Circle all that apply.
   a. You could be appointed as a governor.
   b. You could be elected by settlers.
   c. You could be given land.
   d. You did not have to listen to the king.
Jamestown was the first permanent British settlement in America. It was settled in 1607. In Virginia, men who owned land elected people to speak for them at an assembly. The elected assembly was the first in North America. It was called the “House of Burgesses.” Burgesses met yearly to solve common problems and pass laws. Famous burgesses were Patrick Henry, George Washington, and Thomas Jefferson.

Success with tobacco created problems in the colony. John Rolfe brought the crop to the area. Farmers then brought enslaved people to work in the fields. Selling tobacco made lots of money. The king wanted some of the money. He made Virginia a royal colony. He raised taxes. That made the colonists unhappy. The burgesses wanted to break away from Britain.

1. What was Virginia the first to do?
   a. become a royal colony
   b. elect an assembly
   c. get full government control
   d. break away from Britain

2. Why did the king make Virginia a royal colony?
   a. He wanted tax money from tobacco.
   b. He liked the colony’s desire to set firsts.
   c. He needed a ready source of tobacco.
   d. He thought it was a way to honor the colony.

3. What did burgesses do?
   a. met yearly
   b. solved common problems
   c. passed laws
   d. all the above
How Colonial Government Worked

King of Britain:
Owned the land.
Approved laws.

Parliament: House of Lords was appointed by
the king. Set taxes and trade rules for colonies.

Parliament: House of Commons is the
elected part of government, mostly made up of wealthy men.

Colonial Governor:
Appointed by the king to rule the colony. He reported directly to the king.

Council: Appointed by the governor. They made laws for the colonies. They collected taxes for the king.

Assemblies: Elected by white male landowners in the colony. Represented the citizens of each colony. Created self-government and documents to organize it.

Town Hall Meetings: Colonists met to talk about taxes, budgets, and laws.

1. Who had the most power in the 13 American colonies?
   a. the governor
   b. the Assembly
   c. the king
   d. the Council

2. Who was elected in the colonies?
   a. the Assembly
   b. the Council
   c. the House of Lords
   d. the House of Commons

3. What was the purpose of town hall meetings?

   ____________________________________________
   ____________________________________________
   ____________________________________________

© Shell Education
William Penn was a Quaker. This is a Christian. Penn thought that people should be able to follow any faith. He also believed that they should have political freedom.

To help make this possible, Penn founded Philadelphia in 1682. King Charles II had given him much of what is now Pennsylvania and Delaware. Penn made agreements with local American Indians for fair use of the land.

Penn's treaty with the Indians

1. What faith did William Penn want everyone to follow?
   a. They were all to be Anglican.
   b. They all were to be Quakers.
   c. They were all to be Roman Catholic.
   d. They could follow any faith they chose.

2. Based on the image, how did Penn treat American Indians?

3. If you were a settler coming to America, do you think you would choose to live around Philadelphia? Why or why not?
Colonists solved community problems at town hall meetings. They passed laws for citizens to follow. They set budgets and taxes. The meetings usually took place once a year.

1. How does your classroom or family use the model of a town hall meeting? Or, if it doesn't, why might that be a good idea?
Directions: Read the text, and answer the questions.

In the 1600s, people risked their lives crossing the Atlantic Ocean. They came from different countries. They were brave and hopeful. Some of them came to practice their faith in their own way. Puritans left Britain to gain this freedom. Other settlers wanted to own land. Adventurers searched for silver and gold. Explorers and traders came. They traded with American Indians.

The British king let groups of settlers start colonies along the Atlantic coast. It took 125 years to settle 13 colonies. In 1607, Virginia became the first colony. In 1732, Georgia was the last colony.

1. Why did Puritans come to America?
   a. They needed to get more food to eat.
   b. They came to gain religious freedom.
   c. They hoped to find silver and gold.
   d. They wanted to become fur traders.

2. Where were the 13 colonies located?
   a. around the Gulf of Mexico
   b. along the Pacific Ocean
   c. near the Great Lakes
   d. along the Atlantic coast

3. Based on the text, how were the people who came to America brave? Circle all that apply.
   a. They risked their lives crossing the ocean.
   b. They were ready to face the unknown.
   c. They were leaving their families behind.
   d. They had to start all over again.
Directions: Review the chart, and answer the questions.

<table>
<thead>
<tr>
<th>Colony</th>
<th>Year</th>
<th>Founders</th>
<th>First Settlements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virginia</td>
<td>1607</td>
<td>London Company</td>
<td>British</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>1620</td>
<td>Puritans (Pilgrims)</td>
<td>British</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>1622</td>
<td>John Mason, Ferdinando Gorges, and John Wheelwright</td>
<td>British</td>
</tr>
<tr>
<td>Maryland</td>
<td>1632</td>
<td>Cecil Calvert</td>
<td>British</td>
</tr>
<tr>
<td>Connecticut</td>
<td>1633</td>
<td>Thomas Hooker</td>
<td>Dutch in 1614, then British</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>1647</td>
<td>Roger Williams</td>
<td>British</td>
</tr>
<tr>
<td>Delaware</td>
<td>1638</td>
<td>Peter Minuit and New Sweden Company</td>
<td>Dutch in 1631, Swedish in 1638, then British</td>
</tr>
<tr>
<td>North Carolina</td>
<td>1653</td>
<td>Virginians</td>
<td>British</td>
</tr>
<tr>
<td>South Carolina</td>
<td>1663</td>
<td>Royal Charter from Charles II</td>
<td>British</td>
</tr>
<tr>
<td>New Jersey</td>
<td>1664</td>
<td>Lord Berkeley and Sir George Carteret</td>
<td>Dutch, Swedes, and Finns, then British</td>
</tr>
<tr>
<td>New York</td>
<td>1664</td>
<td>Duke of York</td>
<td>Dutch, then British</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>1681</td>
<td>William Penn</td>
<td>Swedes in 1638, Dutch in 1655, then British</td>
</tr>
<tr>
<td>Georgia</td>
<td>1732</td>
<td>James Oglethorpe</td>
<td>British</td>
</tr>
</tbody>
</table>

1. From 1607 to 1732, who made the most settlements?
   a. the Puritans
   b. the Dutch
   c. the British
   d. the Swedes

   a. It was named after a Dutch king.
   b. Colonists named it after a British city.
   c. Colonists described all their land as “new.”
   d. It was named after the Duke of York.

3. How much time passed between the founding of the first British colony and the last?
   a. 25 years
   b. 150 years
   c. 55 years
   d. 125 years
**Directions:** Review the chart, and answer the questions.

### The 13 Colonies as Geographic Regions

<table>
<thead>
<tr>
<th>Colonies</th>
<th>Geography</th>
<th>Natural Resources</th>
<th>Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>New England Colonies</td>
<td>mountains thick with trees, rivers, and rocky soil that was hard to farm</td>
<td>fish, whales, forests (logging, shipbuilding), furs</td>
<td>coldest of the three regions, with harsher winters and warm summers</td>
</tr>
<tr>
<td>Connecticut</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rhode Island</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Massachusetts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Hampshire</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Middle Colonies</td>
<td>plains along the coastline, rolling hills in the middle, and mountains farther inland</td>
<td>good farmland for wheat, timber, furs, coal, iron ore</td>
<td>temperate, with warm summers and cold winters</td>
</tr>
<tr>
<td>Delaware</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pennsylvania</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Jersey</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New York</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Southern Colonies</td>
<td>fertile soil, hilly coastal plains, forests, long rivers, flat land, and swamp areas</td>
<td>fish, forests (timber), good fertile flat land suitable for growing cotton, tobacco, rice, indigo</td>
<td>warm to hot climate, with a long growing season</td>
</tr>
<tr>
<td>Maryland</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Virginia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>North Carolina</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>South Carolina</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Georgia</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Where is the best place for farming?
   a. Georgia  
   b. Rhode Island  
   c. New York  
   d. New Hampshire

2. In what colony did people mine for coal and iron ore?
   a. Connecticut  
   b. Pennsylvania  
   c. South Carolina  
   d. Maryland

3. Imagine that you are going to settle in America. Which colony would you choose? Why?

   ___________________________________________
   ___________________________________________
   ___________________________________________
   ___________________________________________
Directions: Review the chart, and answer the questions.

<table>
<thead>
<tr>
<th>Food and Drink</th>
<th>What Pilgrims Packed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>biscuits, beer, salt, dried beef, salt pork, oats, peas, wheat, butter, sweet oil,</td>
</tr>
<tr>
<td></td>
<td>mustard seed, cod fish, cheese, vinegar, rice, bacon</td>
</tr>
<tr>
<td>Household Goods</td>
<td>iron pot, kettle, frying pan, gridiron, two skillets, platters, dishes, wooden</td>
</tr>
<tr>
<td></td>
<td>spoons, napkins, towels, soap, hand mill</td>
</tr>
<tr>
<td>Tools</td>
<td>hoes, axe, steel handsaw, hammers, shovels, chisels, hatchets, grinding stone,</td>
</tr>
<tr>
<td></td>
<td>nails, locks for doors</td>
</tr>
</tbody>
</table>

1. What food group is missing from the list?
   a. meat
   b. dairy
   c. vegetables
   d. fruit

2. Review the list of tools. What types of work do you think the Pilgrims expected to do?

   ____________________________________________
   ____________________________________________
   ____________________________________________

3. Some household goods and tools used in the 1600s are also used today. What household goods and tools do your family members use?

<table>
<thead>
<tr>
<th>Household Goods</th>
<th>Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Directions: Read the chart. Sketch and label the map.

<table>
<thead>
<tr>
<th>New England Colonies</th>
<th>Middle Colonies</th>
<th>Southern Colonies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connecticut</td>
<td>Delaware</td>
<td>Maryland</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>Pennsylvania</td>
<td>Virginia</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>New Jersey</td>
<td>North Carolina</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>New York</td>
<td>South Carolina</td>
</tr>
</tbody>
</table>

1. Use the outline below. Label each of the 13 colonies. Label the Atlantic Ocean.
There were three areas in the 13 colonies. Each was different because of its geography. The New England colonies had many trees, so the settlers built a lot of sawmills. Shipbuilders used the lumber. These colonies had a long coastline. They had many places to build ports.

The middle colonies also had ports along their coast. They grew lots of wheat and rye. These crops enabled colonists to make bread. They mined iron. They used hemp to make textiles. Paper was made in Philadelphia. Horses were bred in New Jersey.

In the southern colonies, plantations grew rice, tobacco, and indigo. Silk was produced in Georgia. Bricks, barrels, and pottery were made. Traders shipped goods to Britain at ocean ports.

1. Based on the text, what do you think the middle colonies were called?
   a. the trade center
   b. the breadbasket
   c. the rice basket
   d. the fishing center

2. In what colony were horses bred?
   a. Massachusetts
   b. Pennsylvania
   c. Georgia
   d. New Jersey

3. What colony was able to produce silk?
   a. South Carolina
   b. Virginia
   c. Georgia
   d. North Carolina

4. Why was the Atlantic coastline so important to the new colonies?
   a. It was good land to grow crops.
   b. It was good land for racing horses.
   c. It had many beaches for swimming.
   d. It had many ports for shipping to Britain.
William Rittenhouse settled near Philadelphia, Pennsylvania, in 1690. He built a paper mill and began to make paper. It didn't cost much to make paper in the colonies. Before then, all paper had been imported from Britain.

The paper was made from old rags and cotton. Power from a waterwheel beat the rags into a pulp. The pulp was spread on screens. The screens were hung to dry. This paper mill was the only one in the colonies for 20 years.

1. Before 1690, where did colonists get their paper?
   a. New York
   b. Britain
   c. Philadelphia
   d. Canada

2. What was used to make paper?
   a. sawdust
   b. tree pulp
   c. rags and cotton
   d. straw and hay

3. Based on the text, how would a paper mill help the colonies?
   a. Printers could share their texts and ideas more easily.
   b. Paper would cost less than bringing it from Britain.
   c. The mill provided an early way to recycle.
   d. The mill gave work to people at home in America.

4. Name three ways that paper would have been used in the colonies.
Directions: Read the chart, and view the image. Answer the questions.

<table>
<thead>
<tr>
<th>Ships Built in the New England and Middle Colonies, 1674–1714</th>
</tr>
</thead>
<tbody>
<tr>
<td>Massachusetts</td>
</tr>
<tr>
<td>Pennsylvania</td>
</tr>
</tbody>
</table>

1. Based on the chart, where did the most shipbuilders live between 1674 and 1714?
   a. New Hampshire
   b. Massachusetts
   c. Maryland
   d. Pennsylvania

2. Based on the image, describe the material and tools that are needed to build a ship.

3. Why would these shipbuilders build a ship at this location?
Directions: Study the picture, and answer the questions.

Women in colonial times lived different lives than they do today. They had jobs to do throughout the year. These jobs kept them working from dawn to dusk. Girls worked alongside their mothers at home.

Women also worked in their gardens. They would grow vegetables in the summer. The food would be harvested in the fall.

1. What were girls expected to do?
   a. play outside all day
   b. go to school to learn to read
   c. find nuts and wild berries
   d. help their mothers with work

2. Imagine that you live in colonial times. Describe a job you would like to do in and around the home.

   __________________________________________________________

   __________________________________________________________

   __________________________________________________________

3. Compare the life of a woman in a colonial home with the life of a woman today.

   __________________________________________________________

   __________________________________________________________

   __________________________________________________________

   __________________________________________________________

   __________________________________________________________

   __________________________________________________________
Directions: Review the map, and answer the question.

Natural Resources in the 13 Colonies

LEGEND
- tobacco
- rice
- wheat
- hides
- fish
- beaver fur
- corn
- hemp
- indigo
- lumber
- shipbuilding

1. Explain how the industries are based on the geography in the colonies?

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France and Britain were at war in Europe. This war spread to North America. Both countries had colonies there. They also had armies. Each country wanted to control the Ohio Valley. This area looked good for trade and settlement. The French and Indian War began in 1754.

George Washington became famous while fighting in this war. He was a major in the Virginia militia. He led the attack that started the war. He helped the British army fight the French. American Indians fought on both the French and British sides.

Then, the Treaty of Paris ended the war in 1763. France lost most of its land in North America to Britain. Britain gained all land east of the Mississippi. Spain got all land west of the Mississippi.

1. Which army did Washington support during the French and Indian War?
   a. American  
   b. French  
   c. British  
   d. Spanish

2. What treaty ended the French and Indian War?
   a. the French–Indian Treaty  
   b. the Treaty of Paris  
   c. the American Treaty  
   d. the Treaty of Washington

3. What did Britain get from the peace treaty? Circle all that apply.
   a. land that had belonged to France  
   b. land west of the Mississippi  
   c. land east of the Mississippi  
   d. islands in the Caribbean

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The French and Indian War was fought on the North American continent. The British won that war. They also won the Seven Years War. This was the war fought in Europe and around the world.

The wars cost Britain a lot of money. Britain couldn't pay to ship its soldiers home. It also couldn't pay to house them in America. So the king passed the Quartering Act. Colonists had to provide the soldiers with food and shelter.

Soldiers would stay in all kinds of buildings, such as barracks, public houses, inns, and barns. Looking after the British troops made the colonists unhappy. Having an army of British soldiers in America upset them.

1. Who won the Seven Years War?
   a. the French
   b. the American Indians
   c. the British
   d. the Americans

2. What did the Quartering Act make the colonists do?
   a. ship the British soldiers home
   b. provide soldiers with food and housing
   c. pay the soldiers a wage while in America
   d. give Britain money for the cost of the wars

3. What was one effect of the Quartering Act on the colonists?
   a. It left British troops in the colonies after the war.
   b. It helped colonists and soldiers get along better.
   c. It made colonists grateful for the protection.
   d. It worried colonists that a new war would start.