

Activity Page 1.1**Use with Chapter 1****Letter to Family**

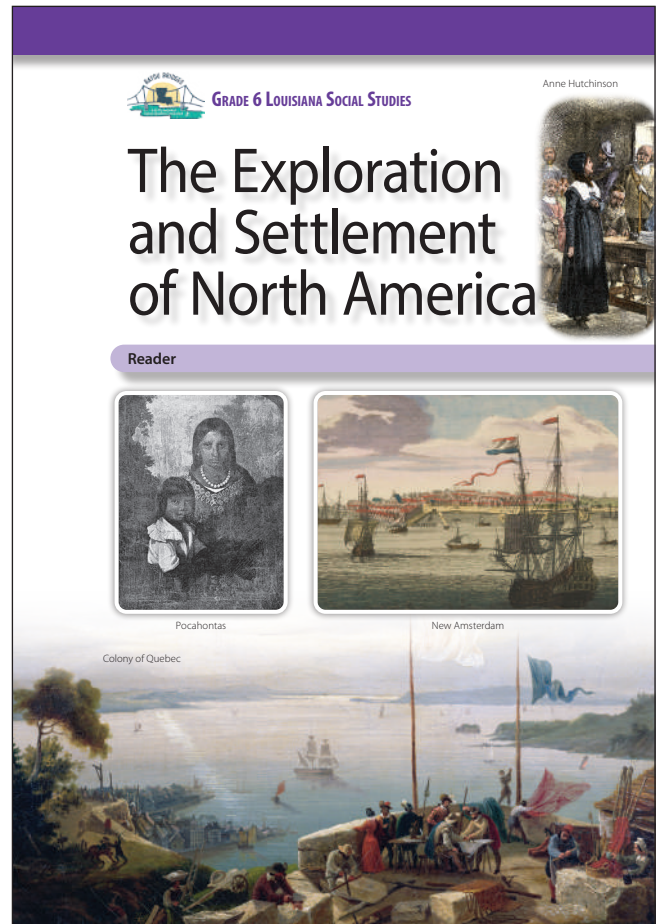
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies Curriculum, your student will be learning about the exploration and early European settlement of North America. They will learn about the reasons for exploring the continent and how the nations of Europe competed to explore and claim North American land.

In this unit, students will also learn about the founding and development of some of the first European colonies in North America—New Amsterdam, Jamestown, Plymouth, Massachusetts Bay, and Pennsylvania. They will learn about early struggles and the development of colonial governments. They will also read about conflict and cooperation between colonists and local Indigenous peoples. Students will read primary sources that will give them insight into the experience of exploration and the founding of a new colony.

As part of their exploration, students will also learn about the role of slavery in the growth of the Virginia colony and the tension between religious freedom and religious intolerance in the Massachusetts Bay Colony. This information is presented in a factual, age-appropriate way rather than in a manner that suggests the value or correctness of any particular culture, group, or practice. The goal is to foster understanding of and respect for people and communities that may be different from those with which students are familiar.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.



Name _____

Date _____

Activity Page 1.2

Use with Chapter 2

Artifact Study

Describe the artifact.

1. What type of object is it? _____
2. Where is it from? _____
3. When was it made? _____
4. What color is it? _____
5. What shape is it? _____
6. What size is it? _____
7. What is it made of? _____

Think about the artifact.

8. What knowledge or experience was needed to create it?

9. Why was it made? What is its purpose?

10. Could it have been made by one person, or did it need to be made by a group?

11. How has the artifact changed over time?

Name _____

Date _____

Activity Page 1.2 (continued)

Use with Chapter 2

Think about context.

12. What do you know about the time and place the artifact was created?

Draw a conclusion about the artifact.

Name _____

Date _____

Activity Page 1.2

Use with Chapter 2

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Name _____

Date _____

Activity Page 1.2 (continued)

Use with Chapter 2

Think about context.

12. What do you know about the time and place the artifact was created?

Draw a conclusion about the artifact.

Name _____ Date _____

Primary Source Analysis

<p>Describe the source.</p>	<p>Connect the source to what you know.</p>
<p>Understand the source. Identify its message, purpose, and/or audience.</p>	<p>Draw a conclusion from or about the source.</p>

SOURCE:

Name _____ Date _____

Primary Source Analysis

<p>Describe the source.</p>	<p>Connect the source to what you know.</p>
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Name _____ Date _____

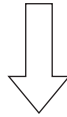
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<p>Describe the source.</p>	<p>Connect the source to what you know.</p>
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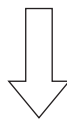
SOURCE:

Claims and Evidence

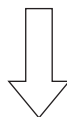
STATE THE CLAIM *What opinion or position are you defending?*



STATE THE REASON *Why should someone agree with this claim?*



IDENTIFY THE EVIDENCE *What details from the text and sources support the reason?*



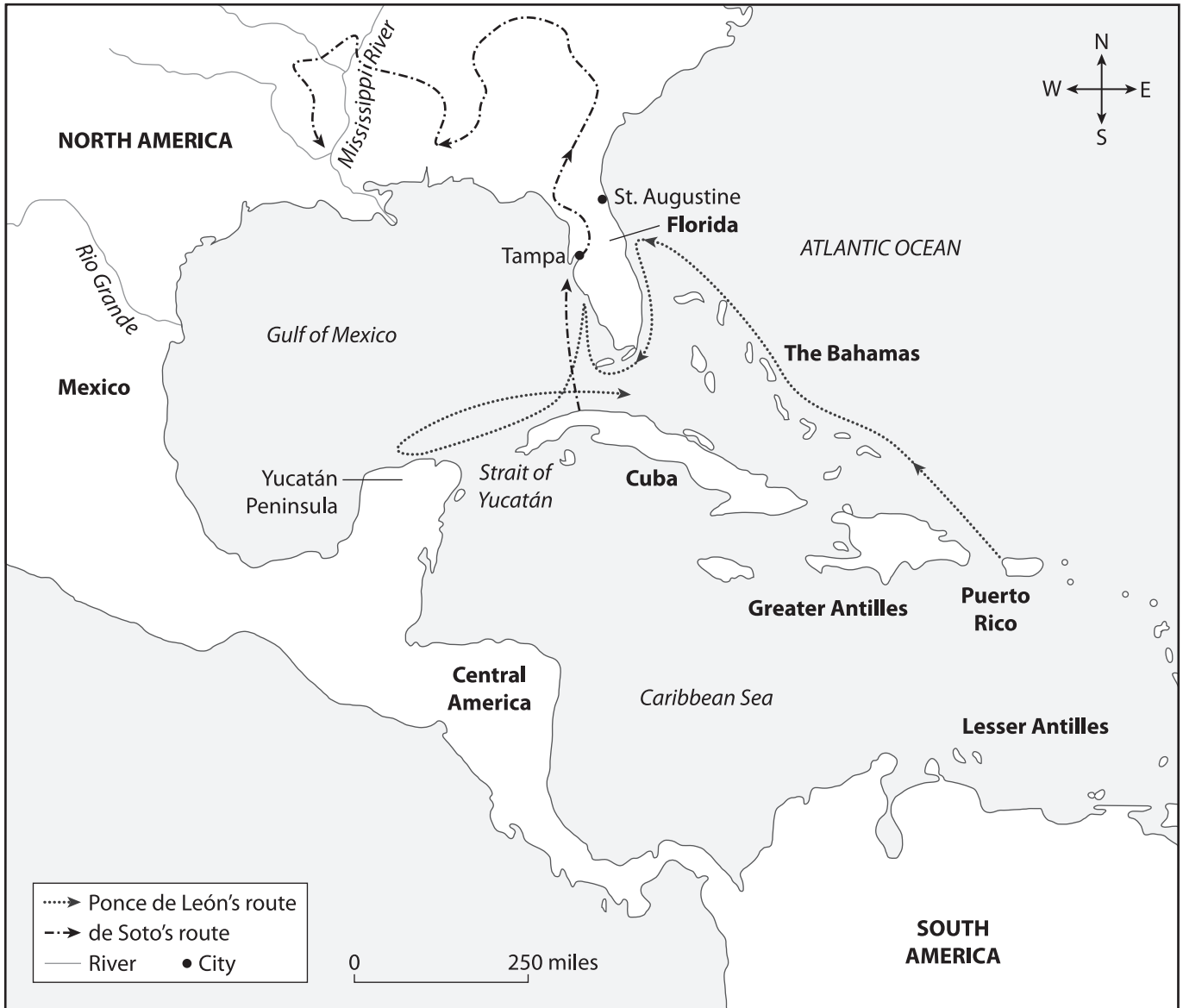
RECOGNIZE A COUNTERCLAIM *What different opinion or position might someone have?
What argument might be used against you?*

ANSWER THE COUNTERCLAIM *How will you disprove the counterclaim?*

Activity Page 1.5

Use with Chapter 1

Early Spanish Exploration and Settlement



Name _____

Date _____

Activity Page 1.5 (continued)

Use with Chapter 1

1. This map shows the routes of two Spanish explorers. Who are they?

2. Which explorer traveled to Florida's east coast?

3. Which explorer reached the Mississippi River?

4. Where is Cuba located in relation to the Bahamas?

5. Which islands are closest to South America?

6. About how far is the Yucatán Peninsula from Florida?

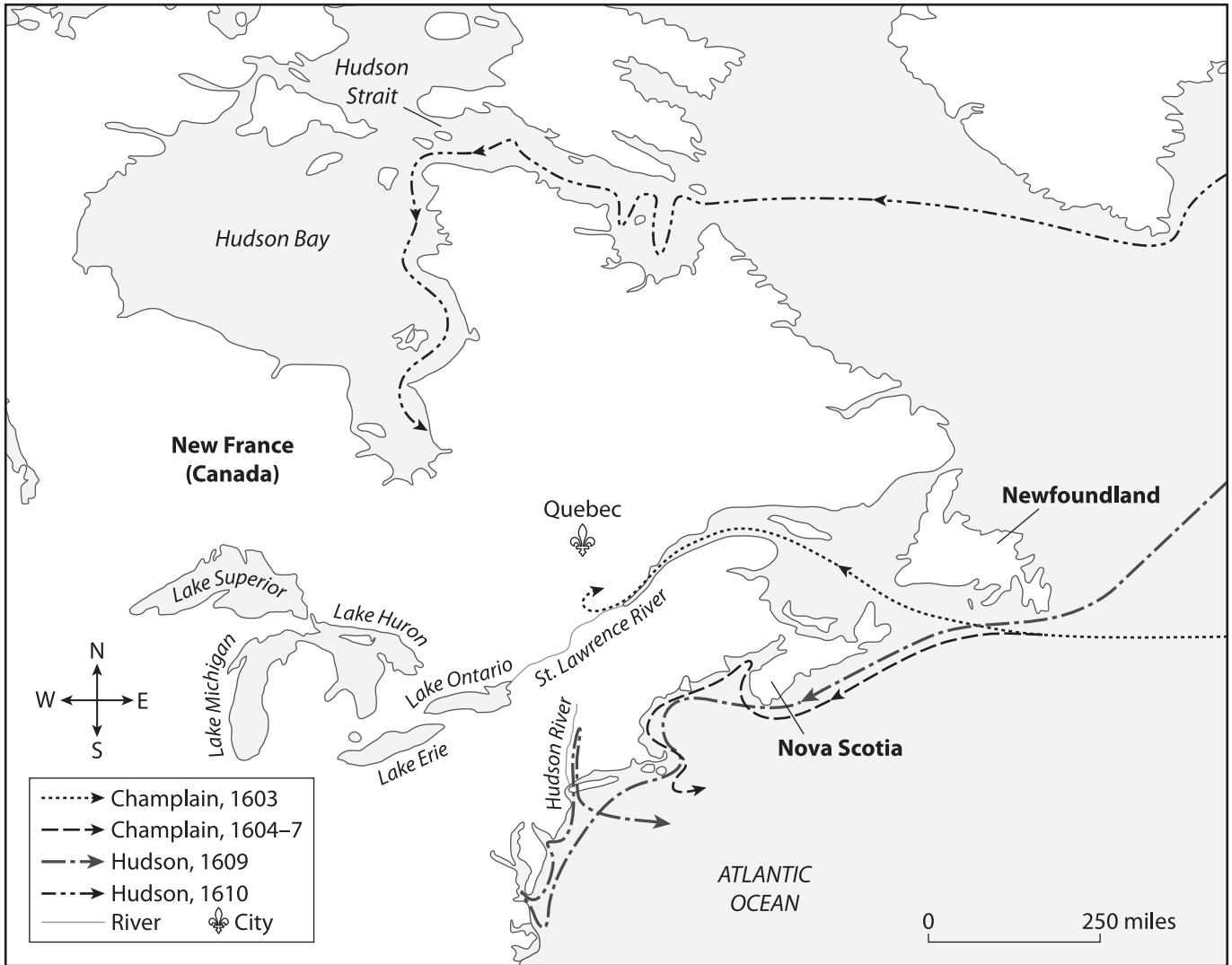
7. Which body of water is east of Central America?

8. Which islands did Juan Ponce de León pass on his way to Florida?

Activity Page 1.6

Use with Chapter 1

The Search for the Northwest Passage



Name _____

Date _____

Activity Page 1.6 (continued)

Use with Chapter 1

1. This map shows the voyages made by Hudson and _____.
2. Champlain first explored the St. Lawrence River in the year _____.
3. Hudson explored three waterways that were later named for him: the Hudson River, Hudson Strait, and _____.
4. Which of the Great Lakes is farthest west?

5. Which direction is Nova Scotia from Newfoundland?

6. Which explorer traveled along a more southern route?

7. Which river runs north and south?

8. Which location is about 250 miles (402 km) southeast of Quebec?

Name _____

Date _____

Activity Page 2.1

Use with Chapter 2

Early North American Colonies

Label the map according to the directions that follow.



Name _____

Date _____

Activity Page 2.1 (continued)

Use with Chapter 2

1. Label the Atlantic Ocean.
2. Label the following cities:
Quebec
Jamestown
Boston
Plymouth
Philadelphia
New York City
3. Label and shade the following colonies:
Massachusetts
Pennsylvania
New York
Virginia

Use your completed map to answer the following questions:

4. Boston and Plymouth became part of which colony? _____
5. Which early colony was the farthest south? _____
6. Which early colony was the farthest north? _____
7. Which city was the farthest east? _____

Name _____

Date _____

Activity Page 2.2

Use with Chapter 2

Domain Vocabulary: Chapters 1–2

Use the words in the word bank to complete the crossword puzzle.

agrarian	monetary	currency	Northwest	depletion	
archipelago	mutiny	elusive	cash	indentured	burgess
capitalism	plantation	persecution	Mayflower	banish	

Across

2. _____ crop: a crop that is grown to be sold
3. _____ economy: a system of trade for goods and services that uses money rather than barter, or an exchange of goods
4. the rebellion of a ship's crew against the captain
8. reduction in quantity
10. a chain of islands
11. _____ servitude: a system in which a worker agrees to work for an employer for a certain amount of time in exchange for training or payment in land or goods at the end of the agreed time period
13. an economic system in which resources and businesses are privately owned and prices are not controlled by the government
14. _____ Passage: an imagined river passage through North America that Europeans believed would make travel between Europe and Asia faster and more efficient

Down

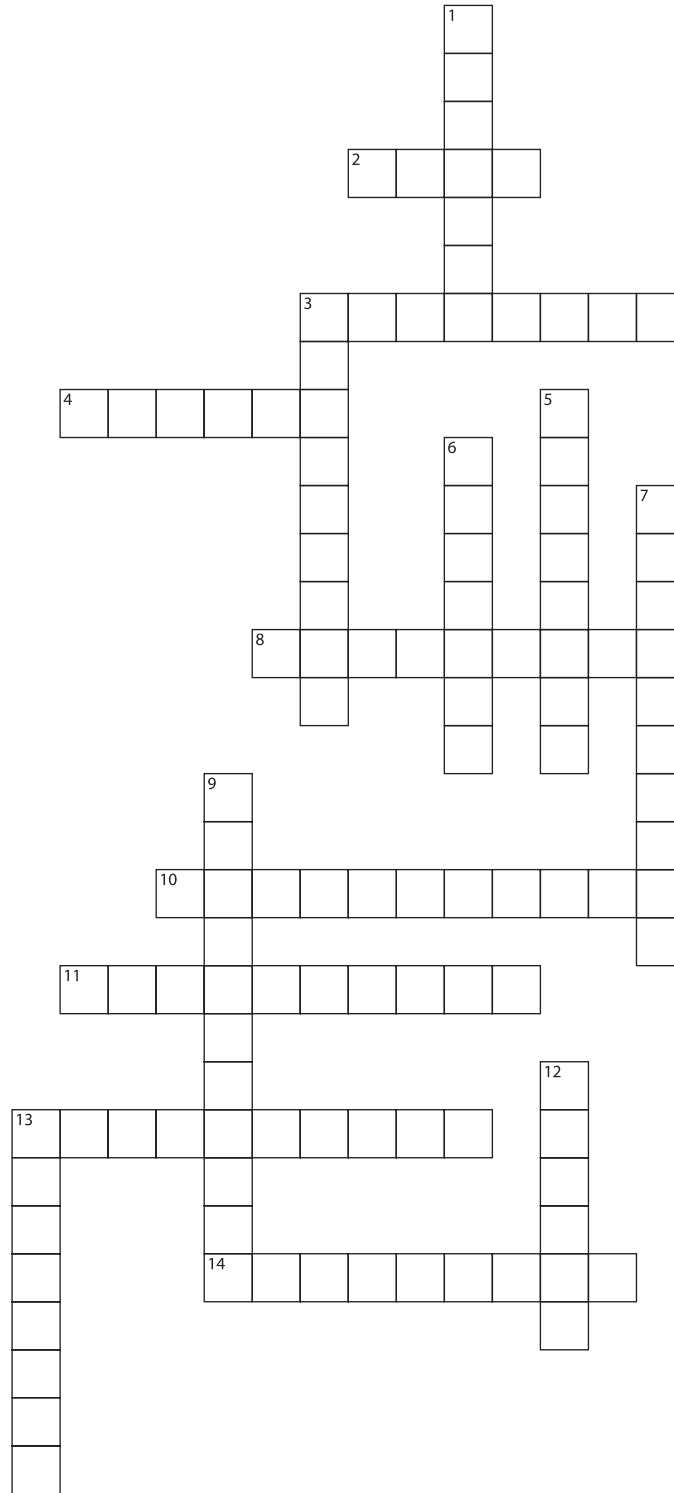
1. difficult to locate
3. _____ Compact: an agreement for self-government signed by the Pilgrims
5. relying chiefly on agriculture and farming
6. a representative to the legislature in colonial Virginia and Maryland
7. a large farm where one or more crops are grown by a large number of laborers; these, then sold for a profit by the plantation owner
9. the cruel and unfair treatment of a group of people
12. to require by law to leave a place
13. a system of money

Name _____

Date _____

Activity Page 2.2 (continued)

Use with Chapter 2



Assessment: Chapter 1—*Exploration of North America*

A. On your own paper, write the letter(s) of the best answer.

1. What were the driving forces of European exploration? Select the **three** correct answers. **(6.8, 6.8.b)**
 - a) the need for new places to live
 - b) the desire for cheaper spices
 - c) the desire for gold
 - d) the need for land
 - e) the desire to spread Catholicism
 - f) curiosity about other cultures

2. What was one result of Spanish exploration and colonization in South America and the Caribbean? **(6.8, 6.8.b)**
 - a) Native peoples grew wealthy from Spanish trade.
 - b) Other European nations tried to conquer Spain.
 - c) Spain replaced Asia as the center of the spice trade.
 - d) Other European nations sought land and wealth in the Americas.

3. Which European country was the first to send explorers to the Americas? **(6.8, 6.8.a, 6.8.b)**
 - a) Netherlands
 - b) England
 - c) France
 - d) Spain

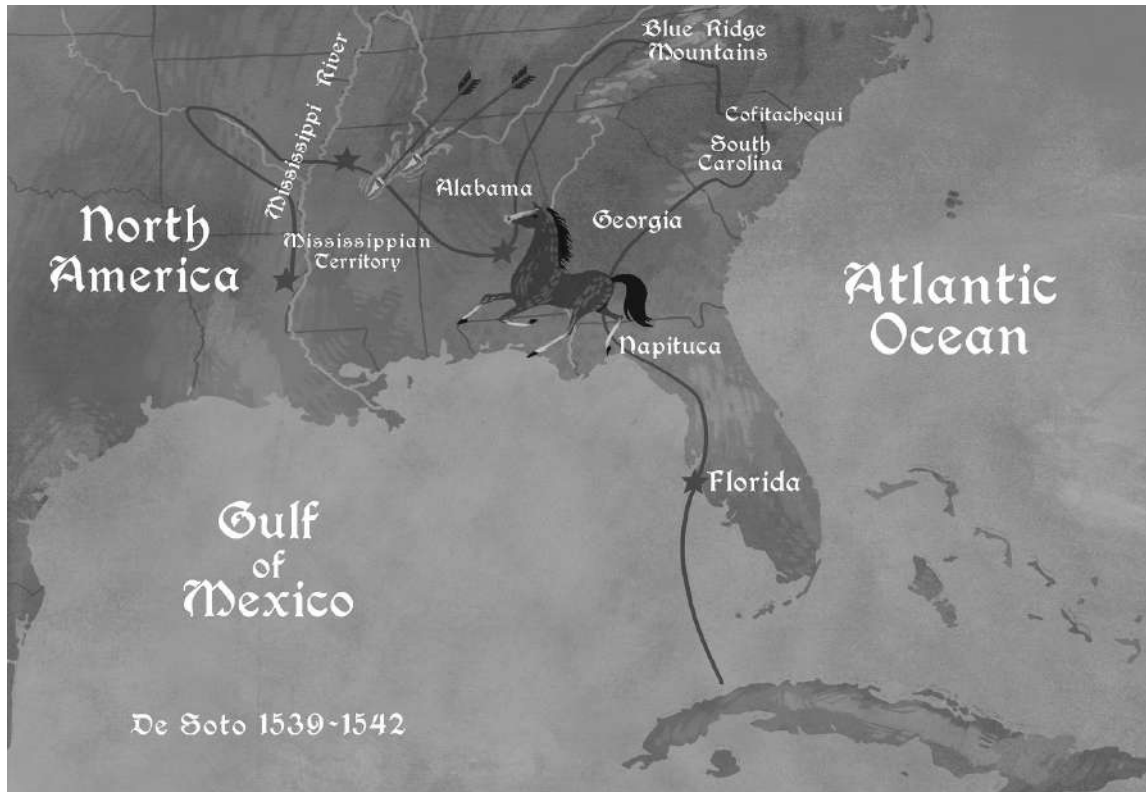
4. Use the image to answer the question.



In which present-day location was the first permanent European settlement in North America? **(6.8, 6.8.a, 6.8.b)**

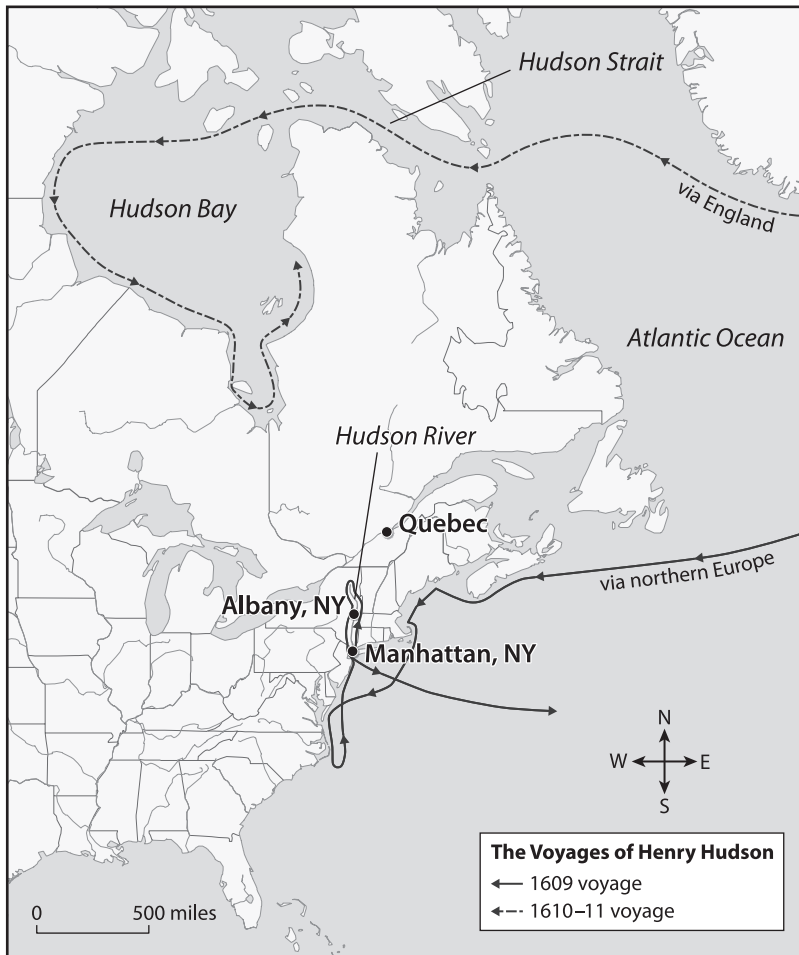
- a) Florida
 - b) Canada
 - c) Virginia
 - d) Massachusetts
5. Which European explorer mapped the Gulf Coast region for the first time? **(6.8, 6.8.b)**
- a) Alonso Álvarez de Pineda
 - b) Christopher Columbus
 - c) Hernando de Soto
 - d) Juan de Oñate

6. Use the map to answer the question.



- What was Hernando de Soto the first European explorer to do? (6.8, 6.8.a, 6.8.b)
- a) see the Mississippi River
 - b) find the Northwest Passage
 - c) claim land in North America
 - d) make contact with Indigenous people in North America
7. What industry was developed by the French as a result of Jacques Cartier's claims around the Gulf of St. Lawrence? (6.8, 6.8.a, 6.8.b)
- a) fur trade
 - b) agriculture
 - c) gold mining
 - d) manufacturing
8. Which cities were founded by the French? Select the **two** correct answers. (6.8, 6.8.a, 6.8.b)
- a) New Amsterdam
 - b) St. Augustine
 - c) New Orleans
 - d) Quebec
 - e) Albany

9. Use this map of Henry Hudson's routes to answer the question.



Where was the land that Henry Hudson claimed for the Netherlands? (6.8, 6.8.a, 6.8.b)

- a) northeastern United States and southeastern Canada
- b) southern and southeastern United States
- c) along the Mississippi River
- d) around the Gulf of Mexico

10. Use the excerpt from “The Mississippi Voyage of Jolliet and Marquette (1673)” to answer the question.

“While drifting down with the current, . . . we perceived on land some savages armed with guns, who awaited us. . . . I spoke to them in Huron, but they answered me by a word which seemed to me a declaration of war against us. However, they were as frightened as we were and what we took for a signal for battle was an invitation that they gave us to draw near, that they might give us food. We therefore landed, and entered their cabins, where they offered us meat from wild cattle [bison] and bear’s grease, with white plums, which are very good. They have guns, hatchets, hoes, knives, beads, and flasks of double glass, in which they put their [gun]powder. . . . They assured us that we were no more than ten days’ journey from the sea. . . .”

Which conclusion is supported by this excerpt? (6.6, 6.6.a, 6.8, 6.8.b)

- a) European explorers sometimes misunderstood the Native Americans they encountered.
 - b) European explorers were usually hostile to the Native Americans they encountered.
 - c) Native Americans were usually hostile to the Europeans they encountered.
 - d) Native Americans were not interested in trade with the Europeans they encountered.
11. Use the excerpt from Thomas Hariot’s *A Brief and True Report of the New Found Land of Virginia* (1590) to answer the question.

“Notwithstanding in their proper manner considering the want of such means as we have, they seem very ingenious; For although they have no such tools, nor any such crafts, sciences and arts as we; yet in those things they do, they show excellence of wit. And by how much they upon due consideration shall find our manner of knowledge and crafts to exceed theirs in perfection, and speed for doing or execution, by so much the more is it probable that they should desire our friendships & love, and have the greater respect for pleasing and obeying us. Whereby may be hoped if means of good government be used, that they may in short time be brought to civility, and the embracing of true religion.”

Based on this excerpt, what did Hariot think of the Native peoples of Virginia? (6.6, 6.6.a, 6.8, 6.8.b)

- a) They were not very intelligent.
 - b) They were equal to Europeans.
 - c) They would be difficult to conquer.
 - d) They would easily adopt European ways.
- B. On your own paper, write a well-organized paragraph in response to the following prompt:**

“European settlement impacted Indigenous peoples in a mostly negative way.”

Use evidence from the chapter to support this claim. (6.7, 6.7.a, 6.7.c, 6.8, 6.8.a)

Assessment: Chapter 2—Early Settlement

A. On your own paper, write the letter(s) of the best answer.

1. How did Roger Williams respond when he was ordered to return to England? (6.9.d)
 - a) He created the Quaker religion.
 - b) He became governor of Plymouth.
 - c) He founded Providence, Rhode Island.
 - d) He moved to Massachusetts Bay Colony.
2. Use the image to answer the question.



- How did Pocahontas help the Jamestown settlers? (6.9, 6.9.a, 6.9.d)
- a) She taught their young people.
 - b) She showed them how to farm and hunt.
 - c) She helped them make peace with the Powhatan.
 - d) She helped them recover from severe diseases.
3. Why did William Penn establish Pennsylvania? (6.9, 6.9.d)
 - a) to have a place where people of all religions could live in harmony
 - b) to have a central place where colonists could sell their goods
 - c) to establish a colony to welcome new European settlers
 - d) to establish a colony where farming would flourish
 4. Private ownership of land in Jamestown marked an important step toward _____. (6.9, 6.9.a, 6.9.b, 6.9.d)
 - a) rebellion
 - b) capitalism
 - c) democratic government
 - d) peace with local Indigenous people

5. Use the image to answer the question.



Which statement describes Governor Berkeley's role in Bacon's Rebellion? (6.9, 6.9.e, 6.9.g, 6.9.h)

- a) He raised taxes to pay for new forts.
- b) He rejected a peace agreement.
- c) He tried to push Indigenous groups off their land.
- d) He encouraged the practice of indentured servitude on plantations.

6. Use the image to answer the question.



Which statement best describes the purpose of the Mayflower Compact? (6.9, 6.9.b, 6.9.h)

- a) It set out the role and responsibilities of each colonist.
- b) It outlined how work would be divided among colonists.
- c) It established a framework for government for the colony.
- d) It described the goods that would be produced in the colony.

7. Use the map to answer the question.



Which **two** colonies were part of New England? (6.4, 6.9)

- a) Georgia
- b) Delaware
- c) New York
- d) Massachusetts
- e) New Hampshire

Use the chart to answer questions 8 and 9.

Jamestown	Massachusetts Bay Colony	Plymouth
first English settlement	established by Puritans	formed a government with the Mayflower Compact

8. Which text belongs under both “Massachusetts Bay Colony” and “Plymouth”? (6.9, 6.9.b, 6.9.d)
- a) provided crops for other colonies
 - b) offered land to Indigenous people
 - c) created large centers of commerce
 - d) provided escape from religious persecution
9. Which text belongs under “Jamestown”? (6.9, 6.9.b, 6.9.d)
- a) established by William Penn
 - b) founded by Pilgrims from England
 - c) became home to many Quakers
 - d) thrived under the leadership of John Smith
10. Use this excerpt from the Mayflower Compact to answer the question.

“. . . and by virtue hereof to enact, constitute, and frame such just and equal laws, ordinances, acts, constitutions and offices, from time to time, as shall be thought most meet and convenient for the general good of the Colony unto which we promise all due submission and obedience.”

In this excerpt, to what do the signers agree? (6.9, 6.9.b, 6.9.d)

- a) to help each other maintain a food supply
- b) to follow certain rules to maintain order
- c) to protect each other from enemies
- d) to support each other’s businesses

11. Use this excerpt from John Smith's *The Generall Historie of Virginia* to answer the question.

"Countrymen, the long experience of our late miseries, I hope is sufficient to persuade every one to a present correction of himself, and think not that either my pains, nor the Adventurers purses, will ever maintain you in idleness and sloth. I speak not this to you all, for diverse of you I know deserve both honour and reward, better then is yet here to be had: but the greater part must be more industrious, or starve, how ever you have been heretofore tolerated by the authority of the Council, from that I have often commanded you. You see now that power rests wholly in myself: you must obey this now for a Law, that he that will not work shall not eat (except by sickness he be disabled:) for the labours of thirty or forty honest and industrious men shall not be consumed to maintain an hundred and fifty idle loiterers. And though you presume the authority here is but a shadow, and that I dare not touch the lives of any but my own must answer it: the Letters patents shall each week be read to you, whose Contents will tell you the contrary. I would wish you therefore without contempt seek to observe these orders set down, for there are now no more Councilors to protect you, nor curb my endeavours. Therefore he that offends, let him assuredly expect his due punishment."

What is Smith saying in this excerpt? Select the **two** correct answers.

- a) He is in complete control of Jamestown.
 - b) The people of Jamestown need to work harder.
 - c) He is happy with the success of Jamestown so far.
 - d) The people of Jamestown need to cooperate with each other.
 - e) He is grateful for the hard work the people of Jamestown have done.
- B. On your own paper, write a well-organized paragraph in response to the following prompt:**

Describe two ways in which religious freedom was an important factor in the founding of the first English colonies.

Use evidence from the chapter to support your answer. (6.7, 6.7.a, 6.7.c, 6.9, 6.9.b, 6.9.d)

