

Activity Page 1.1

Use with Chapter 1

Letter to Family

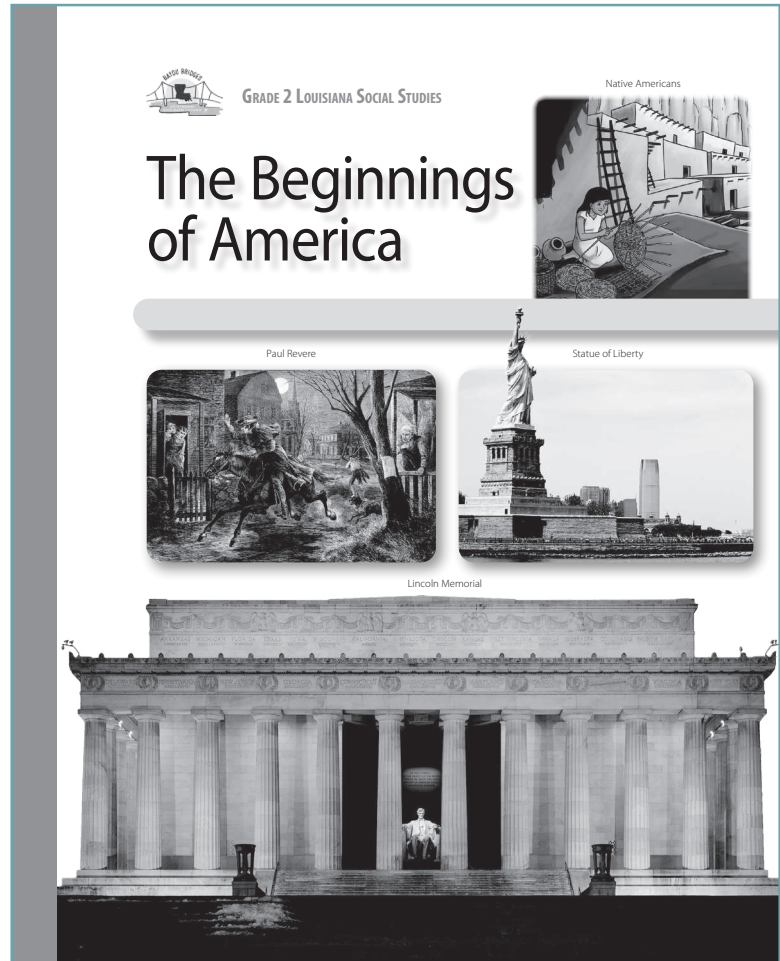
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies program, your child will be learning about the beginnings of America. They will learn about some of the first peoples who inhabited North America before the arrival of Europeans. They will learn about the thirteen colonies and the response of the colonists to King George III's taxes. They will explore how the colonists joined together to fight for freedom and learn about the new country they established after victory. They will also learn about how the newly formed United States of America established a capital and about symbols of the country today.

In this unit, students will explore maps and historical events. They will read exciting folk tales and stories about people who shaped the nation. They will also discuss important themes such as freedom and justice.

As part of their exploration, students will also learn a little bit about enslaved Africans who were brought to the American colonies. This information is presented in a factual, age-appropriate way. The goal is to foster an accurate understanding of life in and events of the past.

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.



Activity Page 2.1

Use with Chapters 2 and 3

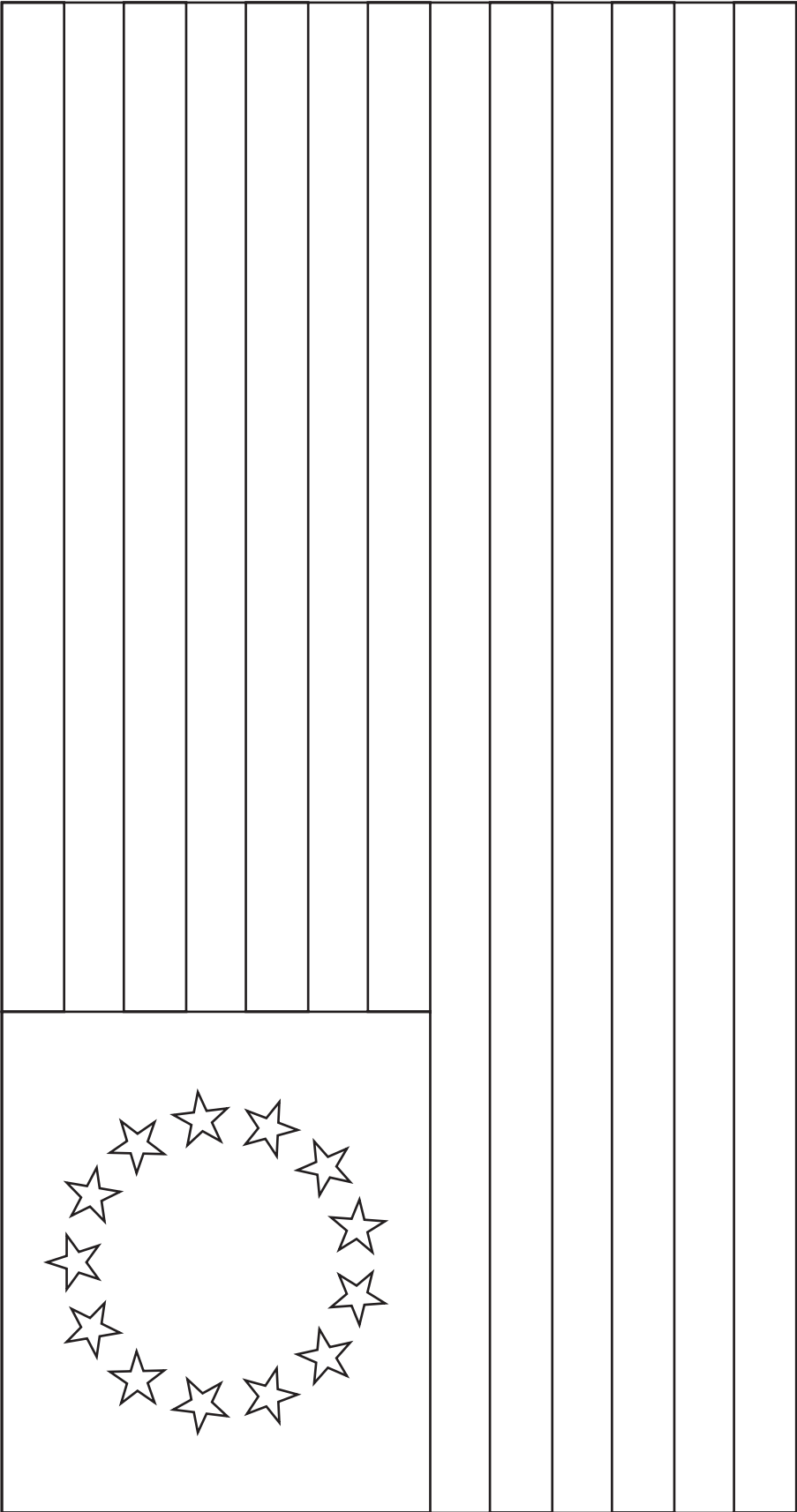
Map of the Thirteen Colonies



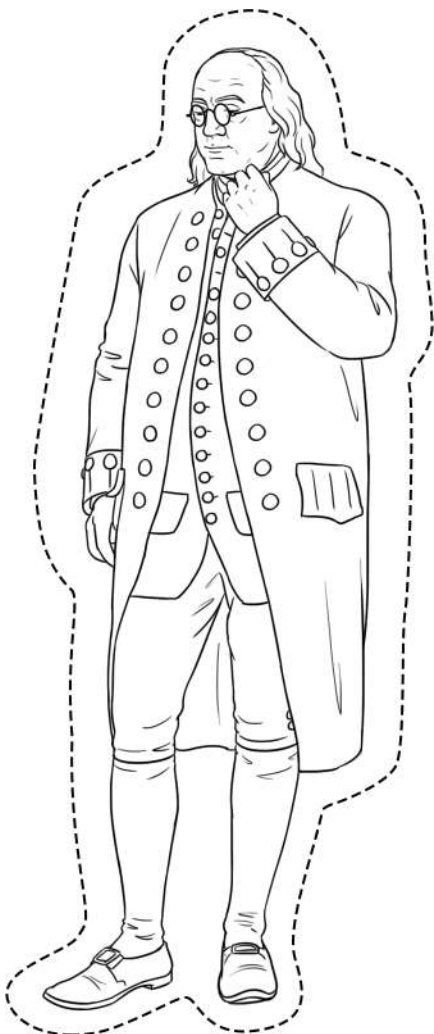
Date _____

Name _____

America's First Flag



Patriot Stick Puppets



Benjamin Franklin



Betsy Ross

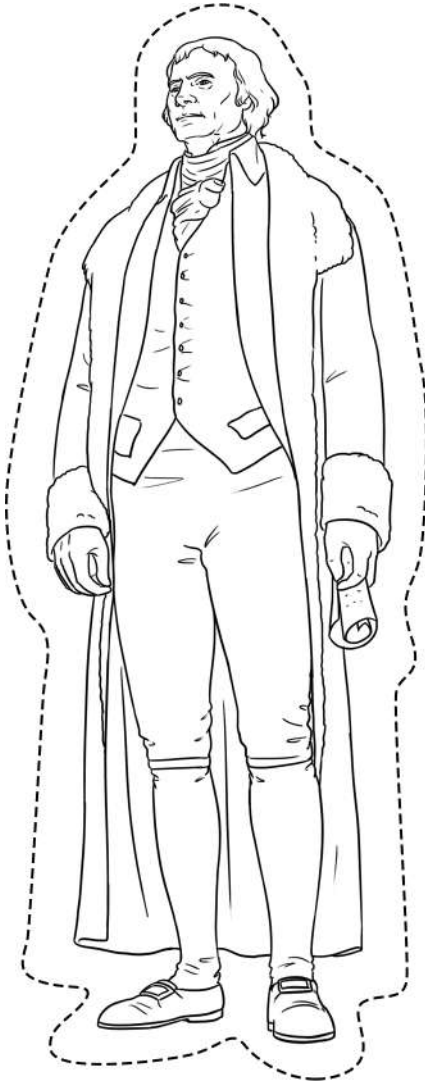
Name _____

Date _____

Activity Page CA.1 (continued)

Use with Culminating Activity

Patriot Stick Puppets



Thomas Jefferson



George Washington

Name _____

Date _____

Activity Page CA.1 (continued)

Use with Culminating Activity

Patriot Stick Puppets



Paul Revere

Name _____

Date _____

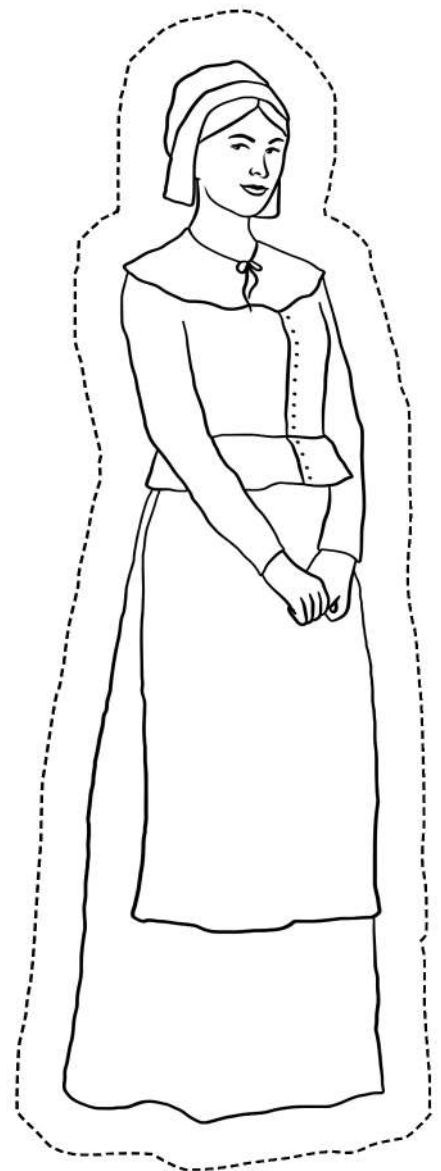
Activity Page CA.1 (continued)

Use with Culminating Activity

Patriot Stick Puppets



Phillis Wheatley



Anne Hutchinson

Chapter 1 Assessment: North America's First Peoples

Make sufficient copies of the Student Answer Sheet for each student; see pages 90–91 of this Teacher Guide. Read each sentence or question aloud with the answer choices. Instruct students to point to each picture on the answer sheet as you read the choice aloud. Reread the question or sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.

1. What was used by both the Eastern Woodlands people and people of the Pacific Northwest? **(2.21, 2.26)**
 - a) longhouses
 - b) canoes
 - c) kivas
2. What type of food did Eastern Woodlands people and people of the Pacific Northwest eat? **(2.21)**
 - a) corn
 - b) turkeys
 - c) fish
3. What kind of buildings did Eastern Woodlands people live in? **(2.21)**
 - a) stone buildings
 - b) longhouses
 - c) plank houses
4. What type of weather did the Ancestral Pueblo people believe Kokopelli would bring? **(2.8)**
 - a) rain
 - b) snow
 - c) sunshine
5. What did the Pacific Northwest people make their canoes out of? **(2.21)**
 - a) totems
 - b) trees
 - c) baskets
6. What was carved on the Pacific Northwest people's totems? **(2.8)**
 - a) canoes
 - b) flowers
 - c) animals

Chapter 1 Assessment Student Answer Sheet: North America's First Peoples

1.

a.



b.



c.



2.

a.



b.



c.



3.

a.



b.



c.

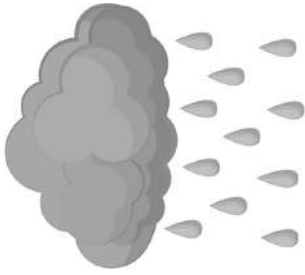


Name _____

Date _____

Chapter 1 Assessment Student Answer Sheet: North America's First Peoples

4.

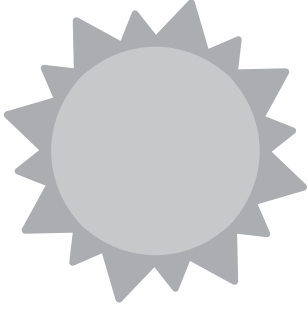


a.

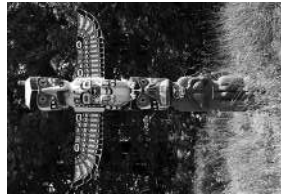
b.



c.



5.



a.

b.



c.



6.



a.

b.



c.



Chapter 2 Assessment: *Thirteen Colonies*

Make sufficient copies of the Student Answer Sheet for each student; see pages 93–94 of this Teacher Guide. Read each sentence or question aloud with the answer choices. Instruct students to point to each picture on the answer sheet as you read the choice aloud. Reread the question or sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.

1. Before the United States had a name, it was called _____. (2.5)
 - a) the thirteen colonies
 - b) France
 - c) Great Britain

2. The thirteen colonies were originally controlled by _____. (2.10.a)
 - a) France
 - b) Germany
 - c) England

3. The colonists thought British taxes were unfair and were angry at _____. (2.10.a)
 - a) King George III
 - b) Benjamin Franklin
 - c) British soldiers

4. Many enslaved people were brought from Africa to the colonies to _____. (2.10.a)
 - a) become religious leaders
 - b) read and write
 - c) work on plantations

5. Anne Hutchinson believed in peoples' right to _____. (2.7.b)
 - a) protest
 - b) free speech
 - c) read and write

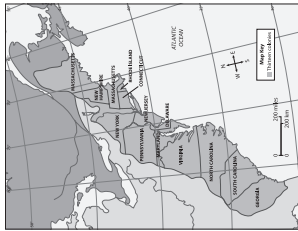
Name _____

Date _____

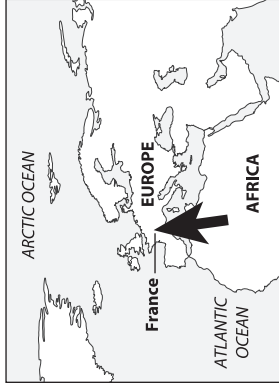
Chapter 2 Assessment Student Answer Sheet: Thirteen Colonies

1.

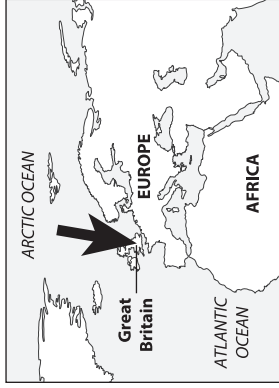
a.



b.

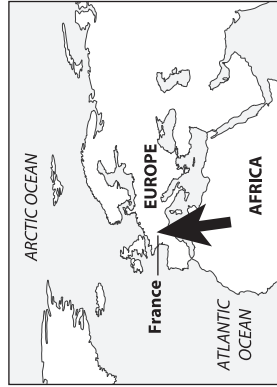


c.

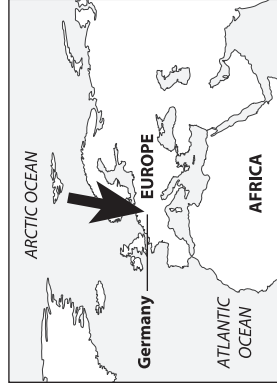


2.

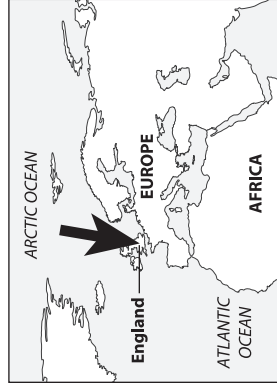
a.



b.



c.



3.

a.



b.



c.



Chapter 2 Assessment Student Answer Sheet: *Thirteen Colonies*

4.

a.



b.



c.



5.

a.



b.



c.



Chapter 3 Assessment: *From Colonies to Independence*

Make sufficient copies of the Student Answer Sheet for each student; see pages 97–99 of this Teacher Guide. Read each sentence or question aloud with the answer choices. Instruct students to point to each picture on the answer sheet as you read the choice aloud. Reread the question or sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.

1. At the Boston Tea Party, the colonists _____. (2.6, 2.10.a)
 - a) drank tea
 - b) threw tea into Boston Harbor
 - c) set off fireworks
2. The American leaders thought the British laws were unfair and sent letters to _____. (2.6, 2.10.b)
 - a) Benjamin Franklin
 - b) George Washington
 - c) King George III
3. American soldiers in Concord were called _____. (2.6)
 - a) loyalists
 - b) redcoats
 - c) minutemen
4. The Declaration of Independence was written mostly by _____. (2.7.a, 2.10.b)
 - a) Paul Revere
 - b) King George III
 - c) Thomas Jefferson
5. Who said, "Give me liberty, or give me death!"? (2.6, 2.7.a)
 - a) Patrick Henry
 - b) John Adams
 - c) George Washington
6. Benjamin Franklin _____. (2.7.a)
 - a) commanded the American army
 - b) invented many useful things
 - c) built the White House

7. George Washington was the _____. (2.6, 2.7.a)
- a) writer of the Declaration of Independence
 - b) leader of America's army in the American Revolution
 - c) inventor of the lightning rod
8. Today, we celebrate America's decision to become independent by _____. (2.5)
- a) shooting cannons
 - b) setting off fireworks
 - c) lighting lanterns

Name _____

Date _____

Chapter 3 Assessment Student Answer Sheet: From Colonies to Independence

1.

a.



b.



c.



2.

a.



b.



c.



3.

a.



b.



c.



Chapter 3 Assessment Student Answer Sheet: From Colonies to Independence

4.



a.



b.



c.

5.



a.



b.



c.

6.



a.



b.



c.

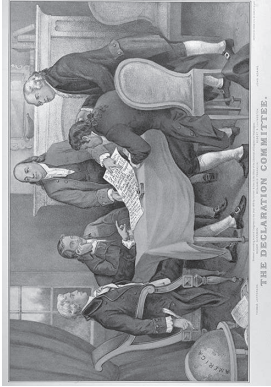
Name _____

Date _____

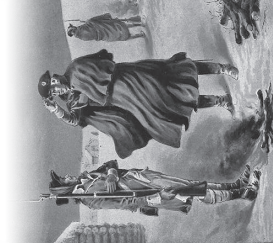
Chapter 3 Assessment Student Answer Sheet: From Colonies to Independence

7.

a.



b.



c.

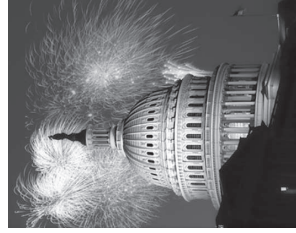


8.

a.



b.



c.



Chapter 4 Assessment: *Washington, D.C., and American Symbols*

Make sufficient copies of the Student Answer Sheet for each student; see pages 101–102 of this Teacher Guide. Read each sentence or question aloud with the answer choices. Instruct students to point to each picture on the answer sheet as you read the choice aloud. Reread the question or sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.

1. Congress meets at the _____ in Washington, D.C. (2.7.e)
 - a) Capitol
 - b) Lincoln Memorial
 - c) White House

2. The place where the president lives is the _____. (2.7.e)
 - a) Washington Monument
 - b) White House
 - c) Capitol

3. Betsy Ross is said to have _____. (2.7.b)
 - a) written the national anthem
 - b) made the first flag
 - c) helped design Washington, D.C.

4. When we say the Pledge of Allegiance, we _____. (2.7.d)
 - a) hold up our arms like the Statue of Liberty
 - b) ring a bell to remember the Liberty Bell
 - c) stand with our hands over our hearts

5. We honor soldiers who bravely served America on _____. (2.7.c)
 - a) Veterans Day
 - b) Labor Day
 - c) Mardi Gras

6. One image on the Great Seal of the United States is _____. (2.7.d)
 - a) a cannon
 - b) a lantern
 - c) an eagle

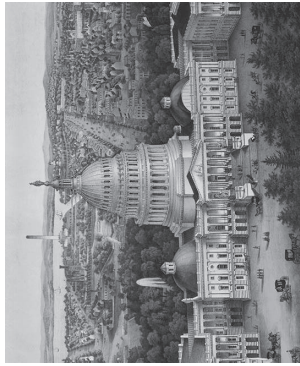
Name _____

Date _____

Chapter 4 Assessment Student Answer Sheet: Washington, D.C., and American Symbols

1.

a.



b.



c.



2.

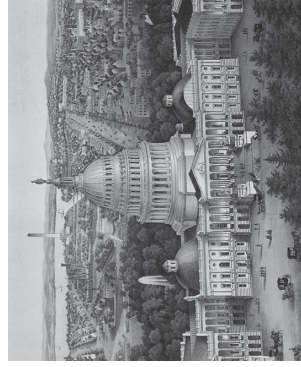
a.



b.



c.



3.

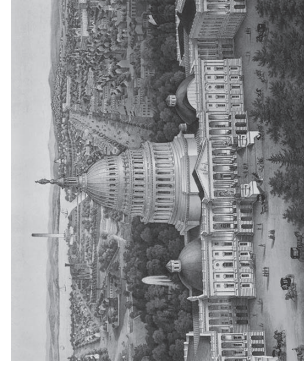
a.



b.



c.



Chapter 4 Assessment Student Answer Sheet: Washington, D.C., and American Symbols



4. a.



b.



c.



5. a.



b.



c.



6. a.



b.



c.