

Super-Journal Week 3:2

Every night, you should be reading at least 30 minutes of whatever book you have checked out from your assigned reading list. Tape or glue (but do not staple) this sheet into your Super-Journal on the left-side page. Fill in the table below *every day* by recording the required data.

Day	Title	Start Pg.	End Pg.	Parent Sign.
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

On the right-side page of your Super-Journal, answer one of the questions below throughout the week. Be sure that the questions you choose to answer go with the appropriate type of book (Fiction or Nonfiction).

FICTION

1. You will be making **2 whole page colorful illustrations** based off of **2 separate quotes** from your reading. Each illustration should take an entire page and should be **colored**. Make sure that you write the quote, and the **page number** you got your quote from at the bottom of each colorful illustration.

NONFICTION

1. What is this text about?
2. Summarize the main ideas in 5 sentences.

RL.3.7/RI.1.2

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NONFICTION

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RL.3.7/RI.1.2

Dear King George

Cross-Curricular Focus: History/Social Sciences



In the late 1700s the American colonists were unhappy with King George III of England. They didn't think he was doing what a good leader should do. He charged unfair taxes, would not allow trade with other countries and made colonists open their homes for soldiers to live with them. Colonists felt very far away from their king. Something needed to change. The colonists began to **rebel**.

The Second Continental Congress formed in 1775 after fighting began in the American Revolution. Made up of delegates from the 13 American colonies, the Congress met in Philadelphia to lead the colonies toward independence. In 1776, a committee of the Congress selected Thomas Jefferson to write a letter to King George III. Jefferson had already proven himself to be an honorable and knowledgeable man. He was also an excellent writer.

The letter was a dangerous thing, because it would be considered treason by the king. The Congress was opposing their lawful ruler. People who were associated with this letter could be imprisoned or killed for saying they wanted to be independent from the king.

Jefferson's historic letter became known as the Declaration of Independence. It listed all the reasons that the colonists thought the king was not a very good king. It said that the king and the colonists should break their relationship with each other, and each should go their own way.

Congress approved the Declaration of Independence on July 4, 1776. All the members of the Second Continental Congress signed it at the bottom. One of the men would become famous for his signature. John Hancock, president of the Second Continental Congress, signed in large, bold letters. His name has become a synonym for signature.

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) Who wrote the Declaration of Independence?

2) What was the Second Continental Congress?

3) Why would sending the letter be considered treason?

4) Name one thing King George was doing that the colonists considered unfair.

5) What was John Hancock's position in the Second Continental Congress?

Summary: Geography of the Colonies

The Thirteen Colonies

The English colonies in North America were located between the Atlantic Ocean and the Appalachian Mountains. France had colonies to the north. Spain had colonies to the south. The thirteen colonies can be separated into three parts, or regions, by geography and climate: New England, the Middle Colonies, and the Southern Colonies.

The land in New England was shaped by glaciers. During the Ice Age, thick sheets of ice cut through the mountains. Glaciers pushed rocks and rich soil south. A thin layer of rocky dirt was left. Crops did not grow well in the rocky, sandy soil. Forests and hills made it hard to farm. In New England the summers were warm, but winters were long and cold. The growing season was only about five months long.

Colonists in New England used other natural resources to make a living. They cut down trees to make buildings and boats. They caught fish and whales for food and other products.

Glaciers pushed the soil from New England into the Middle Colonies. The soil was rich and deep. It was good for farming. The growing season was longer than in New England. There was more sun and lots of rain. Colonists used riverboats on long, wide rivers such as the Hudson and Delaware. They sent crops to sell in nearby towns. Colonists also hunted deer and beaver for food and fur.

The Southern Colonies had the best climate and land for farming. The climate was warm almost all year long. The soil was rich. The growing season lasted for seven or eight months. The many waterways along the southern coast formed the tidewater region. Ocean tides made rivers rise and fall as much as 150 miles inland. The fall line was along the Appalachian Mountain range. There, rivers flowed from higher lands to lower lands. The backcountry was the land in back of the area where most colonists settled. It was steep and covered with forests. Farms were small. Colonists hunted and fished for food.

Before You Read

Find and underline each vocabulary word.

growing season *noun*, the time of year when it is warm enough for plants to grow

tidewater *noun*, the water in rivers and streams that rises and falls every day with the ocean's tides

fall line *noun*, the area in which rivers flowing from higher land to lower lands often form waterfalls

backcountry *noun*, the land "in back of" the area along the coast where most colonists settled

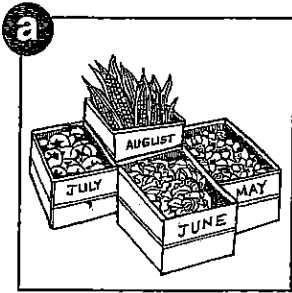
After You Read

REVIEW Why was farming difficult for New England colonists? Draw a box around the sentence that tells why crops did not grow well. Circle the sentence that tells why it was hard to farm. Underline the sentence that tells about the climate.

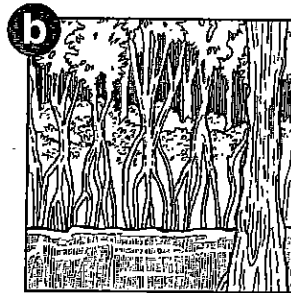
REVIEW Why was farming in the Middle and Southern colonies better than in New England? Draw a box around the sentences that describe the soils in these colonies. Underline the sentences that tell about the climates.

Support for Language Development

1. Write the letter of the picture and word that goes the definition below.



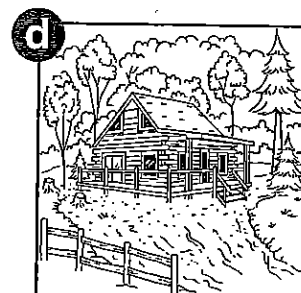
growing season



tidewater



fall line



backcountry

- _____ The water in rivers and streams that rises and falls every day with the ocean's tides
- _____ The time of year when it is warm enough to grow crops
- _____ The land "in back of" the area where most colonists settled
- _____ When rivers from higher land flow to lower lands, and often form waterfalls

2. Read about the thirteen colonies in your textbook. Then draw lines to match the colonies on the left to the sentences on the right.

In the Southern colonies

it was hard to find good farmland.

In New England

the tidewater region provided rich farmland.

In the Middle colonies

glaciers dropped fertile soil in the area.

Summary: New England

Massachusetts

In the 1600s, English Puritans settled in New England. People in their communities obeyed the rules of the Bible. Puritan religion shaped the government of the Massachusetts Bay Colony. All settlers had to go to church.

A town meeting was held once a year. Only men with property could vote on laws for their town. Puritan towns had more self-government than most colonies.

Some colonists thought Puritans should not tell them what to believe or how to act. Roger Williams was a dissenter. He did not believe the government should make laws about religion. Williams wanted religious freedom. The Puritans banished him from Massachusetts Bay.

In 1636, Williams started a new colony that became Rhode Island. Rhode Island's government was separate from the church. Anne Hutchinson also disagreed with Puritan ministers. She held meetings that allowed men and women to discuss religion. Puritans did not think women should teach men about religion. Hutchinson was banished and went to Rhode Island.

Thomas Hooker also disagreed with the Puritans. He wanted to start a place where men who did not belong to the church could vote. He started the colony of Connecticut. Other colonists settled the area that became New Hampshire and Maine.

Conflicts over Land

The Puritans lived on American Indian land. Colonists bought the land from the Indians and expected them to leave. Indians believed land could be shared, but not owned. Colonists and the Pequot Indians fought over the land. Colonists killed most of the Pequot Indians and took their land. More colonists arrived. The Wampanoag Indian leader Metacomet, called King Philip, felt his people had to defend their land. In 1675, another war began. A year later the colonists won King Philip's War. They enslaved some Wampanoags and forced the rest to leave. Few American Indians remained in eastern New England after the war.

Before You Read

Find and underline each vocabulary word.

town meeting *noun*, a gathering where colonists held elections and voted on the laws for their towns

self-government *noun*, a system of government that lets people make laws for themselves

dissenter *noun*, a person who does not agree with the beliefs of his or her leaders

banish *verb*, to force someone to leave

After You Read

REVIEW In what ways were Roger Williams and Anne Hutchinson alike?

Circle the words that tell what Roger Williams did not believe. Circle the words that tell what Anne Hutchinson did.

REVIEW What caused the Pequot War? Draw a box around the sentence that tells why the colonists and Pequot Indians fought.

Support for Language Development

1. Write the letter of the picture and word that goes with the definition below.

- a** town meeting **b** banish **c** dissenter **d** self-government

- _____ A gathering where colonists held elections and voted on the laws for their towns
- _____ When the people who live in a place make laws for themselves
- _____ A person who does not agree with the beliefs of his or her leaders
- _____ To force someone to leave

2. Read about the following dissenters in your textbook. Then draw a line to connect the phrase on the left with the name on the right.

I was the leader of the Wampanoag nation.

Roger Williams

I believed government and religion should be separate.

Anne Hutchinson

I held meetings where men and women could discuss religion.

Thomas Hooker

I wanted to let all men, even those who did not belong to the church, to vote.

Metacomet

Summary: Life in New England

Using the Sea

Most colonists in New England grew just enough crops to feed their families. The rocky coast had good harbors. The thick forests provided wood to build ships. Boston became the center for the shipbuilding industry. The fishing industry grew rapidly in the 1600s. Cod and whales were key resources. By the 1700s, whaling was an important industry.

Merchants shipped exports of fish and lumber to Europe, the West Indies, and Africa. They traded for imports of tea, spices, and manufactured goods. These shipping routes were called the triangular trade. The slave trade was part of the triangular trade. Merchants forced captured people from Africa to travel the Middle Passage from Africa to the West Indies. They were packed in crowded ships. Many died on the way. During the 1600s and 1700s, hundreds of thousands of Africans were forced to work as slaves in the colonies.

Home and Community Life

Most New England families lived in small houses with one main room. They cooked on the fireplace and slept on mattresses on the floor. Colonial homes were like busy workshops. Almost everything people wore, ate, or used was made by hand at home. Men and boys worked the farm, cared for animals, and fixed buildings. Women and girls cooked and preserved food. They made soap, candles, and the family's clothing. They also helped at planting and harvest time.

Some Puritans taught their children to read the Bible at home. Many New England towns had schools. In the early 1700s, colonists no longer had strong religious beliefs. In the 1730s, new ministers convinced people to return to religion. This movement was called the Great Awakening. It caused people to join new churches and to see religion in new ways.

Before You Read

Find and underline each vocabulary word.

industry *noun*, all the businesses that make one kind of product or provide one kind of service

export *noun*, a product sent to another country and sold

import *noun*, a product brought into one country from another country

Middle Passage *noun*, the voyage from Africa to the West Indies

slave trade *noun*, the business of buying and selling human beings

After You Read

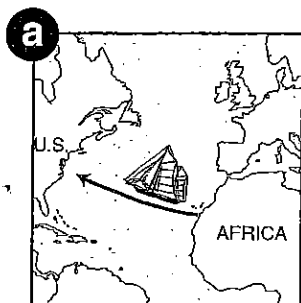
REVIEW What was **triangular trade**? Highlight three sentences that tell what the merchants traded in the triangular trade.

REVIEW How did boys and girls help their families? Draw a box around the sentence that tells what work the boys did. Underline the sentences that tell what work the girls did.

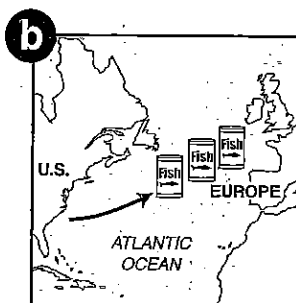
REVIEW Why did many New England colonists return to religion in the 1730s? Circle the name given to the renewed interest in religion.

Support for Language Development

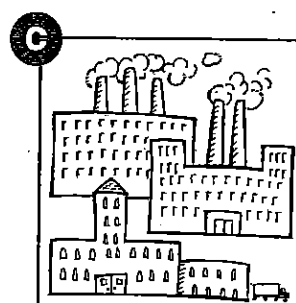
1. Write the letter of the picture and word that goes with the definition below.



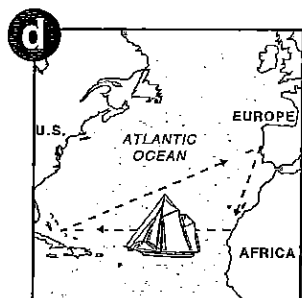
slave trade



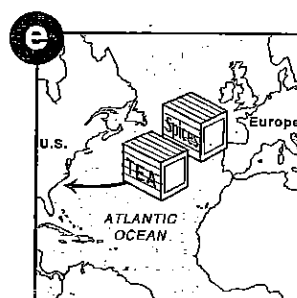
export



industry



Middle Passage



import

- _____ All the businesses that make one product or provide one service
- _____ A product sent to another country and sold
- _____ A product brought into one country from another country

- _____ The trip from Africa to the West Indies
- _____ The business of buying and selling human beings

2. Read the section of the lesson called "Using the Sea." Write the correct words to complete the sentences below.

Because farming was difficult in New England, some colonists looked for other ways to earn a _____.

Boston became a center for the _____ industry.

Many people made their living by catching and selling _____.

By the 1700s, _____ was an important industry.

Summary: The Middle Colonies

New York and New Jersey

In 1664, England captured the colony of New Netherland. King Charles II gave the colony to his brother, James the Duke of York. James kept some of the land and named it New York. He gave the rest of the land to two friends. They divided the land into East Jersey and West Jersey. In 1702, the two colonies joined to form New Jersey.

The proprietors of New York and New Jersey picked governors to rule the colonies. The proprietors allowed the colonists to be part of the government in two ways. First, the governors chose a council that helped make decisions. Second, colonists elected representatives to an assembly. The assembly did not have much power, but it was a step toward self-government.

Pennsylvania and Delaware

William Penn belonged to a religious group called the Quakers. In England, people who did not belong to the Church of England were punished. Penn wanted a colony where all Christians could live in peace.

In 1681, King Charles gave Penn land in the Middle Colonies. This land was named Pennsylvania. The Duke of York gave Penn more land, which later became Delaware.

In Pennsylvania, colonists worshiped freely. They also had a more powerful elected assembly that could approve or reject laws. Penn bought land and made treaties with the Lenni Lenape Indians. His fairness helped everyone live together peacefully.

Penn planned the colony's first city, Philadelphia. This city became a big trade center because it had a good harbor. Ships brought goods from other colonies and from Europe.

Benjamin Franklin was Philadelphia's most famous citizen. He published a newspaper. He also helped to start Philadelphia's first fire company, hospital, and library. Franklin became famous for his inventions.

Before You Read

Find and underline each vocabulary word.

proprietor *noun*, a person who owned and controlled all the land in a colony

representative *noun*, someone who is chosen to speak and act for others

treaty *noun*, an official agreement between nations or groups

After You Read

REVIEW How did colonists in New York and New Jersey take part in government? Highlight two sentences that tell how the proprietors allowed the colonists to take part in the government.

REVIEW How did the government of Pennsylvania differ from those of New York and New Jersey? Circle the sentence that describes the government of Pennsylvania.

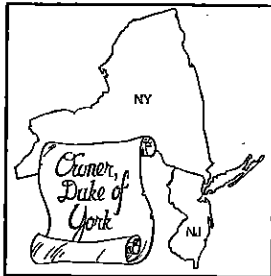
Support for Language Development

1. Write the vocabulary word on the line next to its meaning.

representative

proprietor

treaty



A person who owned and controlled all the land in a colony

Someone who is chosen to speak and act for others

An official agreement between nations or groups

2. Read the paragraphs about Benjamin Franklin in the section called "Philadelphia" in your book. Then complete the sentences.

A. He published a _____ and *Poor Richard's Almanack*.

B. He _____ a wood stove and a clock.

C. He helped start the first library, fire company, and _____ in Philadelphia.

Summary: Life in the Middle Colonies

A Mix of People

In the 1600s, the Middle Colonies accepted people of different religions and cultures. The colonists were German, Dutch, Scots-Irish, Scandinavian, English, and enslaved Africans. Some were Catholic or Jewish. Proprietors allowed them to practice different religions. Proprietors allowed this religious tolerance for two reasons. First, leaders like William Penn believed that people of all religions should live together in peace. Second, some proprietors did not care about the colonists' religious beliefs. They just wanted colonists to buy or rent land.

Making a Living

Many families in the Middle Colonies were farmers. Men, women, and children all worked long hours in the fields and in the home. Boys helped plant and harvest crops. Girls did housework, cooking, and sewing.

The climate and soil of the Middle Colonies were very good for farming. Many farmers grew more than they needed for their families. They sold extra grain and livestock in the cities. Farmers used the long, wide rivers to ship their goods to Philadelphia and New York. Merchants there sold the farmers' goods to other cities and nations.

As in the other English colonies, the Middle Colonies had a free market economy. Proprietors did not tell the colonists what to do. Colonists could make what they thought would earn them the most money. This is called free enterprise.

Philadelphia and New York became busy ports and trade centers. Many artisans and laborers found work in these cities. Some of the laborers were enslaved Africans.

Many colonial children became apprentices to learn useful skills. Boys learned things like shoemaking and printing. Girls learned to spin thread and weave cloth.

Before You Read

Find and underline each vocabulary word.

free market economy

noun, an economy in which the people, not the government, decide what will be produced

free enterprise *noun*, a system in which people may start any business that they believe will succeed

artisan *noun*, someone who is skilled at making something by hand

laborer *noun*, a person who does hard physical work

apprentice *noun*, someone who studies with a master to learn a skill or business

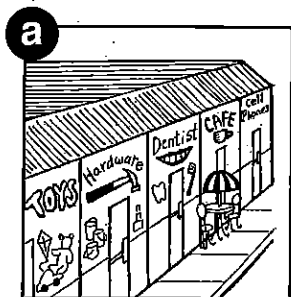
After You Read

REVIEW Why did proprietors allow religious tolerance? Highlight two reasons that proprietors allowed religious tolerance.

REVIEW Why did colonial children become apprentices? Highlight the sentence that tells the answer.

Support for Language Development

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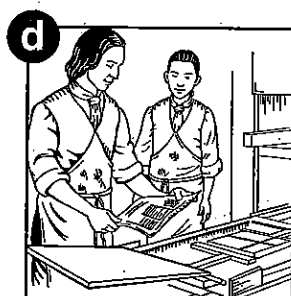
free enterprise



artisan



laborer



apprentice

_____ Someone who is skilled at making something by hand

_____ Someone who studies with a master to learn a skill or business

_____ A system in which people may start any business that they believe will succeed

_____ A person who does hard physical work

2. Read the section in your textbook called "A Mix of People." Then write the correct word or words to complete the sentences below.

A. The people of the Middle Colonies came from many _____.

B. Colonial proprietors believed in _____.

C. Religious tolerance and _____ land attracted many people.

Summary: The Southern Colonies

Virginia

In 1607, Virginia became the first permanent English colony. Early settlers started plantations. Plantation owners grew rich by growing and selling tobacco and rice. Many workers were enslaved Africans. Early settlers built their plantations on the best farmland near the ocean. Later, settlers moved inland.

In 1619, Virginia became the first colony to have an elected legislature. This assembly was called the House of Burgesses. Colonists elected the burgesses. Only white men who owned land could vote or be elected. Most of them belonged to the Anglican Church. In 1632, the legislature made this church the official church of Virginia. People who were not Anglican had to leave the colony.

New Colonies in the South

England settled four more colonies in the South: Maryland, North Carolina, South Carolina, and Georgia. Maryland began in 1632 when King Charles I gave land to a Catholic named Cecilius Calvert. Calvert wanted Maryland to be a refuge for Catholics. In 1649, Maryland passed the Toleration Act. This law promised that all Christians could worship freely.

In 1663, King Charles II formed a colony south of Virginia. France and Spain claimed this area. The king hoped that an English settlement would keep the French and Spanish away. The settlement was called Carolina. Later it was divided into North Carolina and South Carolina. South Carolina had good farmland and harbors. North Carolina did not.

In 1732, King George II gave land to James Oglethorpe. Oglethorpe formed Georgia as a place for English debtors. Oglethorpe made strict rules for the colonists. Later, these rules changed. In time, Georgia became a rich plantation colony.

Before You Read

Find and underline each vocabulary word.

plantation *noun*, a large farm on which crops are raised by workers who live on the farm.

legislature *noun*, a group of people with the power to make and change laws.

refuge *noun*, a safe place.

debtor *noun*, a person who owes money.

After You Read

REVIEW Who were **burgesses**? Underline the sentence that says who could be elected as burgesses.

REVIEW What were **differences between North Carolina and South Carolina**? Circle two things that South Carolina had that North Carolina did not have.

Support for Language Development

1. Write the letter of the word that goes with the definition below.

- a** plantation **b** legislature **c** refuge **d** debtor

- _____ A safe place
_____ A group of people with the power to make and change laws
_____ A large farm on which crops are raised by workers who live on the farm
_____ A person who owes money

2. Read the section in your textbook called "New Colonies in the South."
Then write the correct words to complete the sentences below.

- A.** 1632: Calvert hopes to make Maryland a _____ for Catholics.
B. 1633: King Charles I forms Carolina to keep _____ and _____ out of the area.
C. 1729: King George II divides _____ into North Carolina and South Carolina.
D. 1732: King George II gives land to Oglethorpe. He wants Georgia to be a place for poor people and _____.

3. Read the section in your textbook called "Governing the Colony."
Then number the sentences in the order they happened.

- _____ **A.** The legislature makes the Anglican Church the official church.
_____ **B.** The House of Burgesses becomes the first elected legislature in the colonies.
_____ **C.** Colonists want a voice in the laws of Virginia.

Summary: Life in the South

Southern Agriculture

The Southern Colonies had an agricultural economy. The climate was good for growing crops. Planters used enslaved Africans to do the hard work needed to grow tobacco and rice.

In Virginia and Maryland, tobacco was the most important crop. In North Carolina, colonists used sticky pine sap to make pitch. Pitch was used to seal the boards of a ship to keep out water. In South Carolina and Georgia, the main crops were rice and indigo.

The Southern Colonies had fewer towns and cities than other colonies. Charles Town was the capital of South Carolina. It was the biggest southern city and a busy trade center.

Plantations and Small Farms

Plantations were huge, with many buildings and workers. Planters' children had private teachers. They learned reading, writing, and dancing. Later, parents taught their children how to manage a large plantation.

However, most colonists lived on small farms in the backcountry, away from schools and towns. Farmers' children only learned to read and write if their parents taught them.

Southern Slavery

Slaves lived in all the colonies by 1750. Most lived in the Southern Colonies. Enslaved Africans were treated as if they were property, not people. Plantation owners used cruel laws and punishments to make slaves work hard. Some overseers whipped and even killed workers. Many slaves died young because of this bad treatment. Some ran away. Others created a new culture that blended African traditions to help them survive. They formed close communities. Many adopted Christianity. They combined African music with their religious beliefs to make powerful spirituals.

Before You Read

Find and underline each vocabulary word.

indigo *noun*, a plant that can be made into a dark blue dye

overseer *noun*, a person who watches and directs the work of other people

spiritual *noun*, an African American religious folk song

After You Read

REVIEW Why was Charles Town an important city? Highlight the sentences that describe Charles Town.

REVIEW How did the children of planters and the children of backcountry farmers learn how to read and write? Who taught planters' children? Who taught farmers' children? Find two sentences that tell the answers and underline them.

REVIEW What did slaves do to survive the hardships of slavery? Draw a box around the sentences that tell the answer.

Support for Language Development

1. Write the vocabulary word on the line next to its meaning.

overseer

spiritual

indigo



A plant that can be made into a dark blue dye



A person who watches and directs the work of other people



An African American religious folk song

2. Read the section in your textbook called "Southern Agriculture." Fill in the missing crops in the chart below.

Southern Colonies and Their Crops

Virginia and Maryland:

North Carolina:

_____, tobacco

South Carolina and

Georgia: _____,
