

Super-Journal Week 3:3

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 two 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). The Super-Journal is due on the first day after the weekend (usually Monday). To earn credit for your Journal entry, you *must* respond in at least five complete sentences per response and use specific evidence from the text to support your claim based on what you've read this week.

FICTION

1. Summarize what has happened so far.
2. What was the author's purpose in writing this text?

NONFICTION

1. Did the author use any evidence to support his thinking? Give an example.
2. Identify at least two points the author is trying to make in the text.

RL.1.1/RI.3.8

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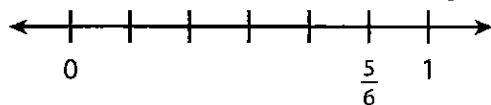
RL.1.1/RI.3.8

Understanding of Multiplication as Scaling

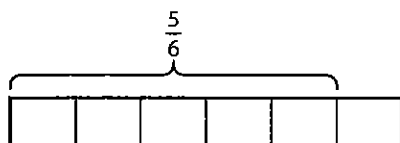
21

Name: _____

- 1 Shade the number line to show $\frac{3}{5} \times \frac{5}{6}$.



- 2 Complete the area model to show $\frac{3}{5} \times \frac{5}{6}$.



Is $\frac{3}{5} \times \frac{5}{6}$ less than, equal to, or greater than $\frac{5}{6}$? Use your models to justify your answer.

- 3 Write *less than*, *equal to*, or *greater than* for each statement.

$\frac{1}{2} \times \frac{4}{5}$ is _____ $\frac{4}{5}$. $\frac{2}{2} \times \frac{4}{5}$ is _____ $\frac{4}{5}$. $\frac{3}{2} \times \frac{4}{5}$ is _____ $\frac{4}{5}$.

$\frac{3}{3} \times \frac{3}{4}$ is _____ $\frac{3}{4}$. $\frac{5}{3} \times \frac{3}{4}$ is _____ $\frac{3}{4}$. $\frac{2}{3} \times \frac{3}{4}$ is _____ $\frac{3}{4}$.

$\frac{2}{5} \times \frac{5}{9}$ is _____ $\frac{5}{9}$. $\frac{8}{5} \times \frac{5}{9}$ is _____ $\frac{5}{9}$. $\frac{5}{5} \times \frac{5}{9}$ is _____ $\frac{5}{9}$.

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: _____

Summary: Early Conflicts with Britain

Britain Needs Money

Britain spent a lot of money to defeat the French. The British government said that the colonies should pay for the War. The government raised money by taxing goods brought into the colonies. The Sugar Act of 1764 taxed goods like sugar, coffee, and cloth. When a colonist bought cloth, part of the money went to the government as a tax. Some merchants avoided the tax by smuggling goods into the country.

In 1765, Britain passed the Stamp Act. This act taxed anything printed on paper. Many colonists said the new taxes were unfair. Colonists had no say in making tax laws because they did not have representatives in Parliament. Men like Samuel Adams in Boston formed groups to protest the Stamp Act. Adams was the leader of a group called the Sons of Liberty. Sometimes this group and others used violence to resist new taxes.

Conflict over Taxes

In 1765, the nine colonies met to discuss the taxes at the Stamp Act Congress. They decided that only colonial governments should tax the colonies. Merchants in ports like New York and Philadelphia held a boycott of British goods. The protests and boycott worked. Britain repealed the Stamp Act.

In 1767, Britain needed money to pay for the services of colonial governors and soldiers. Parliament created the Townshend Act. This Act made colonists pay taxes on tea, glass, paper, and other items. Colonists boycotted British goods again. They threatened to use violence against tax officials. British troops were sent to protect the officials. A group of women called the Daughters of Liberty made their own cloth instead of buying British cloth.

By 1770, the protests worked. The British repealed most of the taxes, but left the tax on tea. They wanted to show that they still had the power to tax the colonies. Anger grew toward the British government.

Before You Read

Find and underline each vocabulary word:

- tax** *noun*, money people pay their government in return for services
- smuggling** *noun*, to import goods illegally
- liberty** *noun*, freedom from being controlled by another government
- protest** *noun*, an event at which people complain about an issue
- boycott** *noun*, a refusal to buy, sell, or use goods
- repeal** *verb*, to cancel a law

After You Read

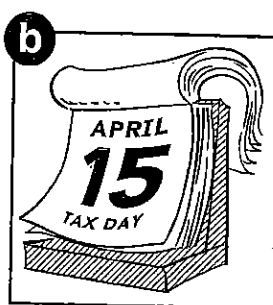
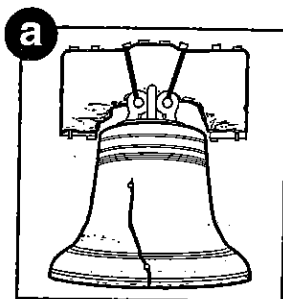
REVIEW What was the goal of Samuel Adams and other Sons of Liberty? Underline the sentence that explains why Samuel Adams formed the Sons of Liberty.

REVIEW Why did the British Parliament pass the Townshend Acts? Circle two services the government needed to pay for.

Support for Language Development

1. Write the vocabulary words in the correct space.

tax boycott protest liberty repeal smuggling



2. Read the sentences. Write the letters and numbers for the problems and solutions.

A. British government passed the Townshend Acts.

1. The Daughters of Liberty boycott all British goods.

B. The government passed the Stamp Act.

2. Merchants agreed to boycott British goods.

Problem

Solution

A

1

B

2

Summary: Conflicts Grow

Trouble in Boston

Britain sent soldiers to Boston when colonists resisted taxes. Colonists did not want soldiers in their city. On March 5, 1770, a crowd yelled and threw snowballs at some of the soldiers. The soldiers started to shoot. Five colonists were killed. Colonists called the fight a massacre.

News traveled slowly. Samuel Adams started the Committees of Correspondence to share news and ideas with people in other colonies. Members wrote letters that told what the British were doing. Members suggested action colonists could take.

The Boston Tea Party

In 1773, the Tea Act allowed the East India Company of Britain to sell tea for a very low price. But if colonists bought the cheap tea, they also paid a tax to Britain. Many colonists did not want to pay taxes to Britain at all. They also didn't want one company to control the tea trade. Merchants refused to sell the tea or unload it from the ships. On December 16, 1773, some Sons of Liberty illegally boarded the ships. They threw the tea into the harbor. This protest was called the Boston Tea Party.

The British government was angry. It passed laws called the Coercive Acts. These laws stopped all trade between Boston and Britain, did not allow town meetings, and gave Britain control of the colony. Britain sent soldiers back to Boston. Colonists were forced to quarter them. Colonists called the laws the "Intolerable Acts" and said they were too harsh.

On September 5, 1774, delegates from most colonies met in the First Continental Congress. Delegates discussed the Intolerable Acts. They asked King George III to stop taxing the colonies without their agreement. They stopped trade with Britain. Colonists gathered weapons in case they needed to fight. King George sent more soldiers. He said the colonists had started a rebellion.

Before You Read

Find and underline each vocabulary word.

massacre *noun*, the killing of many people

correspondence *noun*, written communication

quarter *verb*, to give people food and shelter

delegate *noun*, someone chosen to speak and act for others

After You Read

REVIEW What was the importance of the Committees of Correspondence? Circle the sentence that tells why Samuel Adams started the Committees of Correspondence.

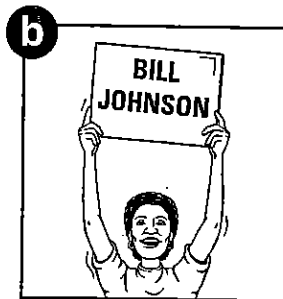
REVIEW Why did the First Continental Congress meet? Draw a box around the sentence that tells what the delegates wanted King George III to do.

Support for Language Development

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



quarter



delegate



correspondence



massacre

_____ Written communication

_____ To give people food and shelter

_____ Someone chosen to speak and act for others

_____ The killing of many people

2. Read the sentences below. Number the sentences in order from first to last.

_____ A. Parliament passed the Coercive Acts.

_____ B. The Boston Tea Party

_____ C. The First Continental Congress

_____ D. The Boston Massacre

3. Read the section of the lesson called "The Boston Tea Party." Use these words to complete the following sentences.

Tea Act

Sons of Liberty

East India Company

A. The _____ was allowed to sell tea in America for a very low price.

B. The _____ threw the tea into Boston Harbor.

C. In 1773, Parliament passed the _____.