

Name _____ Date _____



Use with Page 124.

Project Early Cultures Documentary

Directions: Plan a documentary about an early eastern or western culture. In a group, create a storyboard that describes the culture. Present the storyboard to the whole class.

- The culture for our documentary is _____
- The title of our documentary is _____
- The (✓) shows the topics covered in our storyboard:
 - ___ peak period ___ rulers ___ significant dates and events
 - ___ trade ___ population ___ accomplishments
 - ___ important monuments ___ important artifacts ___ other interesting facts
- Our storyboard plan is below. Each storyboard describes a different picture.

1	2	3	4
5	6	7	8

If students need additional space, have them copy the storyboard onto larger sheets of paper. Instruct students to write their paragraphs next to, or under, each frame of the storyboard.

Checklist for Students

- ___ We chose an early culture.
- ___ We gave the documentary a title.
- ___ We sketched our storyboard about the culture.
- ___ On a separate page, we wrote a paragraph describing each picture.
- ___ Our group presented the storyboard for our documentary to the class.

Notes for Home: Your child learned about early cultures.
Home Activity: With your child, research the cultural background of your family. Using online references or primary sources, find out more about your cultural heritage.

Workbook

Discovery Channel Project 33

Name _____ Date _____



Use with Pages 130–131.

Sequence

The sequence of events is the order in which things happen. Finding the sequence of events is especially helpful when you are reading about history. Dates and words such as *first*, *then*, *after*, *once*, *afterwards*, and *later* help signal the sequence of events.

Directions: Read the paragraph, and then read each question. Fill in the circle next to the correct answer.

First, Spain sent ships across the Atlantic. Spanish explorer Christopher Columbus sailed in 1492. After Columbus's first voyage, Spain sent more explorers. The Spanish conquered the Aztecs in 1521. Almost 100 years after Columbus's first voyage, English colonists attempted to set up a colony on Roanoke Island in 1587. Later, in 1624, the Dutch started New Amsterdam.

1. Which of the following countries was the first to send explorers to the Americas?
 - A Spain
 - B France
 - C Holland
 - D England
2. In which year were the Aztecs conquered?
 - A 1624
 - B 1492
 - C 1521
 - D 1587
3. Who started New Amsterdam?
 - A the English
 - B the Spanish
 - C the French
 - D the Dutch

Notes for Home: Your child has been learning to find the sequence of events in a passage.
Home Activity: Have your child use word and date clues to tell you about recent events and activities in his or her life.

34 Reading Social Studies

Workbook

Name _____ Date _____

Vocabulary Preview

Use with Chapter 4.

Vocabulary Preview

Directions: Read each vocabulary word from Chapter 4 in the box below. Then write each word in its definition on the lines provided. You may use your textbook.

expedition	conquistador	convert	plantation	missionary
colony	ally	colonist	encomienda	mission
Columbian Exchange	conquest	society		

1. A society is a group of people forming a community.
2. A mission is a religious settlement where a missionary group lives and works.
3. To convert means to change.
4. A conquest is the capture or taking of something by force.
5. An expedition is a journey made for a special purpose.
6. An ally is a friend who will help in a fight.
7. A conquistador is a Spanish conqueror.
8. A colony is a settlement far from the country that rules it.
9. A colonist is a person who lives in a colony.
10. The Columbian Exchange is a movement of people, animals, plants, diseases, and ways of life between the Eastern Hemisphere and Western Hemisphere.
11. An encomienda is a large piece of land, usually given to its owners by the king of Spain.
12. A plantation is a large farm with workers who live on the land they work.

Notes for Home: Your child learned about Spain's colonization of the Americas.
Home Activity: Practice saying, spelling, and using these vocabulary words correctly with your child.

Workbook

Vocabulary Preview 35

Name _____ Date _____

Lesson Review

Use with Pages 134–138.

Lesson 1: The Voyages of Columbus

Directions: Answer the questions below on the lines provided. You may use your textbook.

1. What was one possible reason the Europeans wanted to go to the Indies?
Possible answers: The Indies were rich in gold, spices, and other goods. The Europeans wanted these riches.
2. How did Columbus get the king and queen of Spain to pay for his expedition?
He convinced them that he could find a cheaper and quicker way to the Indies.
3. What are the names of the ships Columbus used in his first voyage?
The Niña, Pinta, and Santa María
4. About how long did it take Columbus and his crew to cross the Atlantic?
Approximately two months, nine days
5. What is the name of the place historians believe Columbus reached first?
Bahama Islands
6. Why did Columbus lead more expeditions to the Americas, bringing with him people, animals, and other supplies?
The Spanish wanted to find riches and start a colony that would bring profits.
7. How did the Columbian Exchange change the lives of the people involved?
Possible answer: Both the Europeans and the Taino experienced new foods and animals. The Taino were exposed to germs their bodies could not fight, and many of them died. The settlers forced the Taino to give up their religious beliefs and their way of life.

Notes for Home: Your child learned about the effects of Columbus's voyages to the Americas.
Home Activity: Have your child explain how Columbus's voyages to the Americas affected people in Europe and the Americas.

36 Lesson Review

Workbook

Use Latitude and Longitude

Directions: Draw a line from each word to its meaning. You may use your glossary.

- | | |
|-------------------|---|
| 1. latitude | a. another name for line of longitude |
| 2. longitude | b. 0° longitude |
| 3. meridian | c. set of crossing lines |
| 4. prime meridian | d. imaginary lines that measure distances east and west of the prime meridian |
| 5. grid | e. imaginary lines that measure distances north and south of the equator |

Directions: Identify the approximate location of each of the following places.



6. Bahama Islands 25° N, 75° W
 7. Canary Islands 30° N, 15° W
 8. Cádiz, Spain 35° N, 5° W
 9. Jamaica 20° N, 75° W

Notes for Home: Your child learned to use latitude and longitude to locate places on a map.
Home Activity: With your child, use the atlas map of the United States to find your state and the general location of your city. Help your child identify the approximate latitude and longitude of these.

Lesson 2: Different Worlds Collide

Directions: Sequence the events in the order in which they took place by numbering them from 1-9. You may use your textbook.

- 6** The Aztec empire falls to the conquistadors.
2 Cortés gains allies on his way to Tenochtitlan.
4 The Aztecs rise up and throw the Spanish out of their city.
3 Moctezuma agrees to let Cortés stay in Tenochtitlan.
5 Moctezuma is killed, perhaps by his own people.
7 The Spanish destroy Tenochtitlan.
9 Colonists in New Spain hope to gain wealth from farms, businesses, and gold and silver mines.
1 Cortés leaves Cuba for Mexico to gain some of the Aztecs' wealth.
8 The colony of New Spain is established.

Critical Thinking Why do you think Moctezuma allowed Cortés to stay in Tenochtitlan at first?

Answers may include that Cortés and his men had more advanced weapons and horses, Moctezuma was misled, or that Moctezuma feared he would be defeated in battle and preferred to live with the Spanish peacefully.

Notes for Home: Your child learned about how Spain conquered the Americas.
Home Activity: Discuss with your child Spain's advantages over the Aztecs and how the Spanish conquered great empires.

Lesson 3: Life in New Spain

Directions: Draw a line from each item in Column A to its example in Column B.

- | | |
|------------------------------------|--|
| Column A | Column B |
| 1. Cibola | a. large piece of land, usually given by the king of Spain |
| 2. Vázquez de Coronado | b. explored the American Southwest in search of Cibola |
| 3. peninsulares, creoles, mestizos | c. legendary rich kingdom in north of Mexico |
| 4. plantation | d. three levels of colonial society in New Spain |
| 5. encomienda | e. large farm with many workers who live on the land they work |

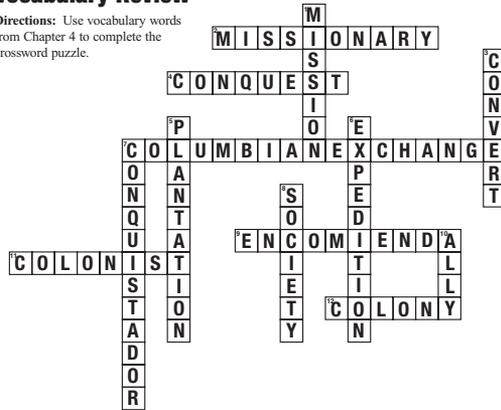
Directions: Complete the cause-and-effect chart using the terms and phrases in the box.

Spanish need to replace Indian slaves European diseases, overwork, and mistreatment	Encomienda system Role of missionaries
Cause	Effect
Encomienda system	Forced slavery on Indians by making them work without pay or enough food
Role of missionaries	Indians learned about Christianity
European diseases, overwork, and mistreatment	Indians died out
Spanish need to replace Indian slaves	Spanish enslaved captured Africans

Notes for Home: Your child learned about Spain's settlement of New Spain.
Home Activity: Have your child restate advantages and disadvantages of Spain's efforts to colonize New Spain.

Vocabulary Review

Directions: Use vocabulary words from Chapter 4 to complete the crossword puzzle.



Across

- person who teaches his or her religion to others who have different beliefs
- the capture or taking of something by force
- movement of people, animals, plants, diseases, and ways of life between the Eastern Hemisphere and Western Hemisphere
- large piece of land, usually given to its owners by the king of Spain
- person who lives in a colony
- settlement far from the country that rules it

Down

- religious settlement where missionaries live and work
- to change
- large farm with many workers who live on the land they work
- journey made for a special purpose
- Spanish conqueror
- group of people forming a community
- friend who will help in a fight

Notes for Home: Your child learned how Spain built an empire in the Americas.
Home Activity: Ask your child to use vocabulary from this chapter to explain Spain's activities in the 1500s.

Name _____ Date _____ **Vocabulary Preview**

Use with Chapter 5.

Vocabulary Preview

Directions: Write each vocabulary word from Chapter 5 beside its example or description. You may use your glossary.

charter	House of Burgesses	persecution	dissenter
stock	Northwest Passage	Mayflower Compact	proprietor
cash crop	Pilgrim	Puritan	debtor
indentured servant	Separatist		

- Document that permitted colonists to settle on land claimed by their ruler charter
- Person who journeys for religious reasons Pilgrim
- A person whose views differ from others' dissenter
- Shares in a company often sold to raise money for the company stock
- Pilgrims' written plan of government for their colony Mayflower Compact
- Crop grown for profit cash crop
- Waterway connecting the Atlantic and Pacific Oceans Northwest Passage
- Person who owes money debtor
- Unjust treatment to a person because of his or her beliefs persecution
- A person who agreed to work for someone for a certain amount of time in exchange for the cost of the ocean voyage to North America indentured servant
- Group from England who wanted to purify, or reform, the Church of England Puritan
- Person who wanted to separate from the Church of England Separatist
- Owner proprietor
- The first law-making assembly in an English colony House of Burgesses

Notes for Home: Your child learned about the struggle to found colonies in North America.
Home Activity: Ask your child to use new vocabulary from this chapter to tell you about the struggle people faced to found America's first colonies.

Name _____ Date _____ **Lesson Review**

Use with Pages 156–162.

Lesson 1: Hard Times in Virginia

Directions: Identify the cause and effect in each chart. Label the items "Cause" or "Effect" in the spaces provided. Then draw an arrow between the boxes to show the correct direction. The first one has been done for you.

<p>1. Cause White returned to England seeking aid for the colonists in Roanoke. He arrived to find Spain and England at war and England with no ships to send supplies to the colonists.</p>	<p>Effect White returned to Roanoke only to find that the colonists had mysteriously disappeared.</p>
<p>2. Cause English ships were smaller than Spanish ships and could move faster. The English had more powerful guns than the Spanish.</p>	<p>Effect The English won the Battle of the Spanish Armada and became one of the world's most powerful nations.</p>
<p>3. Effect Jamestown settlers began to die almost as soon as they arrived.</p>	<p>Cause Jamestown was located on low, swampy land where disease-carrying mosquitoes lived. The water was not healthy to drink.</p>
<p>4. Cause The men at Jamestown spent their days searching for gold. They did not plant crops or build housing.</p>	<p>Effect Men died of starvation and disease. John Smith took over, and under his guidance the colonists survived.</p>
<p>5. Effect Jamestown grew rapidly.</p>	<p>Cause Tobacco grew well in Virginia and became a cash crop as exports rose.</p>

Notes for Home: Your child learned about the first English colonies in North America.
Home Activity: Have your child explain the causes and effects of events that took place during the early days at Roanoke and Jamestown.

Name _____ Date _____ **Lesson Review**

Use with Pages 164–167.

Lesson 2: New European Colonies

Directions: The French and the Dutch settled colonies in North America. Classify terms that relate to the French and the Dutch by writing them in the appropriate columns.

beaver fur trading	Holland	New Netherland
Henry Hudson	Montreal	Quebec
Hudson River	New Amsterdam	Samuel de Champlain
Huron Indians	New France	St. Lawrence River

French	Dutch
Samuel de Champlain	Henry Hudson
New France	New Netherland
Quebec	New Amsterdam
Montreal	Holland
St. Lawrence River	Hudson River
Huron Indians	
beaver fur trading	

Directions: Suppose you are an explorer with Champlain or Hudson. Use one of the lists above to write a diary entry from your expedition.

Diary entries should reflect appropriate details from the selected expedition.

Notes for Home: Your child learned about French and Dutch settlements in North America.
Home Activity: Using the map on p. 166, trace the routes of the Champlain and Hudson expeditions with your child.

Name _____ Date _____ **Lesson Review**

Use with Pages 168–173.

Lesson 3: The First Colonies

Directions: Answer the questions below about life in the first colonies in North America. You may use your textbook.

- What was the reason the Pilgrims decided to flee England?
They were seeking religious freedom.
- Why did the Pilgrims go to Massachusetts and not Virginia?
The Pilgrims were supposed to go to Virginia, but their ship went off course, and they ended up much farther north at Cape Cod.
- How did the Pilgrims become friends with the Wampanoag?
During the Pilgrims' first spring in New England, they were greeted in English by Samoset and taught where to fish and hunt and how to farm by Squanto.
- How did Squanto, the interpreter for Massasoit and the Pilgrims, learn English?
Squanto had been captured by European traders and sold into slavery. He escaped to England, where he learned English.
- Why did the Pilgrims hold a celebration of thanksgiving?
The Pilgrims were grateful for their first harvest and the help the Wampanoag had given them to survive their first year.
- Why did the Puritans leave England, and what colony did they build in New England?
They were seeking religious freedom; Massachusetts Bay Colony

Notes for Home: Your child learned about the Pilgrims' first thanksgiving and the reasons people left England to colonize North America.
Home Activity: With your child, discuss your family's Thanksgiving traditions and their meaning.

Fact and Opinion

A **fact** is a statement that can be checked. It can be proved to be true. An **opinion** is a personal view. It cannot be proved to be true or false.

Directions: Read the excerpts that follow. Look for facts and opinions. Underline the facts and circle the opinions.

Samuel de Champlain sails his ship up the (mighty) St. Lawrence River, wondering where it will take him. He notes in his journal that this is (beautiful country, where there is good land covered with trees.)

In 1621, Pilgrims and Native Americans celebrated a (delicious) feast of thanksgiving together.

Philadelphia was the first colonial city to be planned on paper before it was built. Penn (wanted) the city to have wide streets, with (lots) of trees and green spaces.

Today, Americans (believe) that people have the right to worship freely.

Directions: In the spaces provided, write one fact and one opinion about the Pilgrims' first winter.

Fact

Possible answer: Fact: The Pilgrims faced freezing weather, hunger, and disease.

Opinion

Opinion: The first winter was worse than the winters the Pilgrims had ever before experienced.

Notes for Home: Your child learned to separate fact from opinion.
Home Activity: Have your child explain how to distinguish fact from opinion and tell you sentence pairs to model the concept.

Lesson 4: The 13 English Colonies

Directions: Draw a line from each item in Column A to its description in Column B.

Column A	Column B
New England, Middle, and Southern Colonies	New York and New York City
Thick woods provided excellent timber for homes; coastal waters were rich in fish	The Middle Colonies
Breadbasket of the colonies	Dissenter forced by Puritans to leave Massachusetts; founder of Rhode Island
Rich soil produced valuable crops such as tobacco and rice	Georgia
Roger Williams	New England Colonies
England renamed New Netherland and New Amsterdam	Maryland
William Penn, a Quaker	The Southern Colonies
Large section of land north of Virginia, given to a Catholic landowner, for a colony	The three regions of the 13 Colonies
James Oglethorpe founded last English colony in North America with debtors; helped protect the Carolinas from the Spanish in Florida	Founder of Pennsylvania

Notes for Home: Your child learned about the geography of the 13 English colonies.
Home Activity: On a map of the eastern seaboard of the United States, locate with your child the sites of the 13 colonies.

Vocabulary Review

Directions: Use the terms in the box to complete each sentence with information from Chapter 5. You may use your textbook. Not all words will be used.

charter	Northwest Passage	Puritan
stock	Pilgrim	dissenter
cash crop	Separatist	proprietor
indentured servant	persecution	debtor
House of Burgesses	Mayflower Compact	

- Tobacco was a **cash crop** in Virginia.
- The **Mayflower Compact** called for just and equal laws for Plymouth.
- Virginia's **House of Burgesses** was an important step toward self-government in the English colonies.
- The company has sold 49 percent of its shares of **stock**.
- The **Northwest Passage** was an imagined waterway connecting the Atlantic and Pacific Oceans.
- Many settlers journeyed to North America to escape religious **persecution**.
- Settlers received a **charter** from the king to settle the land.
- Before landing the Mayflower, **Pilgrim** leaders wrote a plan of government for their colony.
- Anne Hutchinson was a **dissenter** because her views were different from those of her leader.
- A **proprietor** of a parcel of property can give or deny others permission to enter.

Notes for Home: Your child learned about the 13 original colonies.
Home Activity: Ask your child to restate in his or her own words how the first colonies were founded.



Project Breaking News

Directions: A Native American and a European explorer or settler meet for the first time. In your group, assign roles and act out the meeting. Have the reporter give an eyewitness report of this historic event. Present your work to the class.

- The Native American group we selected is _____
The explorer's or settler's European country is _____
- My role is (✓ one):
___ Native American ___ European explorer or settler ___ News reporter
- The Native American's first impressions of the European explorer or settler:

- The European settler's first impressions of the Native American:

- The news reporter's description of the meeting:

Encourage students to use online or library resources to confirm that the first impressions they attribute to their Native American and European interviewees are factually accurate and avoid perpetrating stereotypes.

Checklist for Students

- We chose a Native American group from this unit.
- We chose a European country of origin for the explorer or settler.
- We wrote the first impressions of the Native American and European.
- We wrote the news reporter's description.

Notes for Home: Your child learned about early encounters between Native Americans and European explorers and settlers.
Home Activity: With your child, discuss how first impressions often are based on physical qualities. Analyze physical characteristics on which people might base a personal impression.