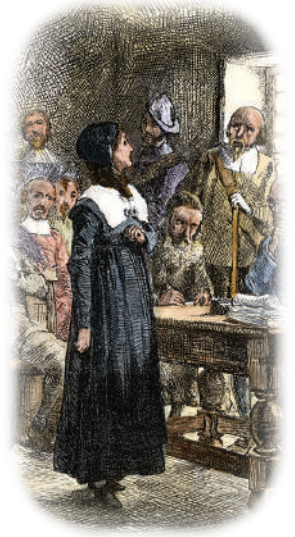




The Exploration and Settlement of North America



Student Workbook



Pocahontas



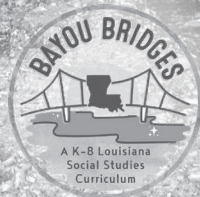
New Amsterdam

Colony of Quebec



The Exploration and Settlement of North America

Student Workbook



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The Exploration and Settlement of North America

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Chapter 1: Exploration of North America

Framing Question: What were the motivations that drove the exploration of North America?

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
A Widening World	
The Spanish Explore North America	
France and the Search for the Northwest Passage	

Other Nations Join the Search	
New Amsterdam	
The Impact of Settlement on Indigenous Peoples	

Primary Sources

PRIMARY SOURCE A: FROM THOMAS HARIOT'S *A BRIEF AND TRUE REPORT OF THE NEW FOUND LAND OF VIRGINIA* (1590)

Thomas Hariot was a mathematician, scientist, and language expert who helped organize the first Roanoke expedition. Although the colony failed, Hariot returned to England with a wealth of information about Virginia and its Indigenous inhabitants, which he published in his A Brief and True Report of the New Found Land of Virginia.

It rests I speak a word or two of the natural inhabitants, their natures and manners, . . . how that they in respect of troubling our inhabiting and planting, are not to be feared; but that they shall have cause both to fear and love us, that shall inhabit with them.

They are a people clothed with loose mantles made of deer skins . . . having no edge tools or weapons of iron or steel to offend us with, neither know they how to make any. Those weapons they have are only bows made of witch hazel and arrows of reeds. . . .

Their towns are but small and near the sea coast but few, some containing but 10 or 12 houses; some 20; the greatest that we have seen has been but of 30 houses. If they be walled, it is only done with barks of trees made fast to stakes or else with poles only fixed upright and close one by another. . . .

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 and 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.

Source: Hariot, Thomas. *A Brief and True Report of the New Found Land of Virginia*. A Facsimile Edition of the 1588 Quarto. Ann Arbor: Clements Library Associates, 1951, pp. 58–60.

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:

Primary Sources

PRIMARY SOURCE B: THE MISSISSIPPI VOYAGE OF JOLLIET AND MARQUETTE (1673)

Louis Jolliet, an explorer born near Quebec, and Father Jacques Marquette, a Catholic priest, traveled by canoe down the Mississippi River in 1673. In this excerpt describing part of their journey, they have just passed the Ohio River and encountered a group of Indigenous people.

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

This news animated our courage, and made us paddle with fresh ardor [enthusiasm]. We thus push forward, and no longer see so many prairies, because both shores of the river are bordered with lofty trees. The cottonwood, elm, and basswood trees there are admirable for their height and thickness. The great numbers of wild cattle, which we heard bellowing, led us to believe that the prairies are near.

Source: Marquette, Jacques. "The Mississippi Voyage of Joliet and Marquette, 1673." In *Early Narratives of the Northwest, 1634–1699*. Edited by Louise Kellogg. New York: C. Scribner's Sons, 1917, pp. 251–252.

Name _____ Date _____

Primary Source Analysis

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

PRIMARY SOURCE C: FROM *THE HISTORY OF LOUISIANA* BY ANTOINE-SIMONE LE PAGE DU PRATZ

*Antoine-Simon Le Page du Pratz arrived in Louisiana in 1718 and built a plantation in Bayou St. John. Two years later, he moved north to Natchez, Mississippi, where he established another plantation. He is best known for his research about Louisiana's native peoples, plants, and animals. He published his findings in 1758 in a three-volume book called *The History of Louisiana*.*

When the boys are about twelve years of age, they give them a bow and arrows proportioned to their strength, and in order to exercise them they tie some hay, about twice as large as the fist, to the end of a pole about ten feet high. He who brings down the hay receives the prize from an old man who is always present: the best shooter is called the young warrior, the next best is called the apprentice warrior, and so on of the others, who are prompted to excel more by sentiments of honor than by blows.

As they are threatened from their most tender infancy with the resentment of the old man, if they are any ways refractory or do any mischievous tricks, which is very rare, they fear and respect him above every one else. This old man is frequently the greatgrandfather, or the great-great-grandfather of the family, for those natives live to a very great age. . . . The respect paid to them by their family is so great, that they are looked upon as the judges of all differences, and their counsels are decrees. An old man who is the head of a family is called father, even by his grand-children, and great-grand-children, who to distinguish their immediate father call him their true father. . . .

As the children grow up, the fathers and mothers take care each to accustom those of their own [gender] to the labors and exercises suited to them, and they have no great trouble to keep them employed; but it must be confessed that the girls and the women work more than the men and the boys. These last go a hunting and fishing, cut the wood, the smallest bits of which are carried home by the women; they clear the fields for corn, and hoe it; and on days when they cannot go abroad they amuse themselves with making, after their fashion, pickaxes, oars, paddles, and other instruments, which once made last a long while. The women on the other hand have their children to bring up, have to pound the maize for the subsistence of the family, have to keep up the fire, and to make a great many utensils, which require a good deal of work, and last but a short time, such as their earthen ware, their mats, their clothes, and a thousand other things of that kind. . . .

. . . The children are educated without blows; and the body is left at full liberty to grow, and to form and strengthen itself with their years. The [young men] accompany the men in hunting, in order to learn the wiles and tricks necessary to be practiced in the field, and accustom themselves to suffering and patience. When they are full grown men, they dress the field or waste land, and prepare it to receive the seed; they go to war or hunting, dress the skins, cut the wood, make their bows and arrows, and assist each other in building their huts. . . .

. . . As these people have not the assistance of writing, they are obliged to have recourse to tradition, in order to preserve the remembrance of any remarkable transactions; and this tradition cannot be learned but by frequent repetitions, consequently many of the youths are often employed in hearing the old men narrate the history of their ancestors, which is thus transmitted from generation to generation. In order to preserve their traditions pure and uncorrupt, they are careful not to deliver them indifferently to all their young people, but teach them only to those young men of whom they have the best opinion.

Source: Le Page du Pratz, Antoine-Simon. *The History of Louisiana*. London: T. Becket, 1774.

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

[illegible]

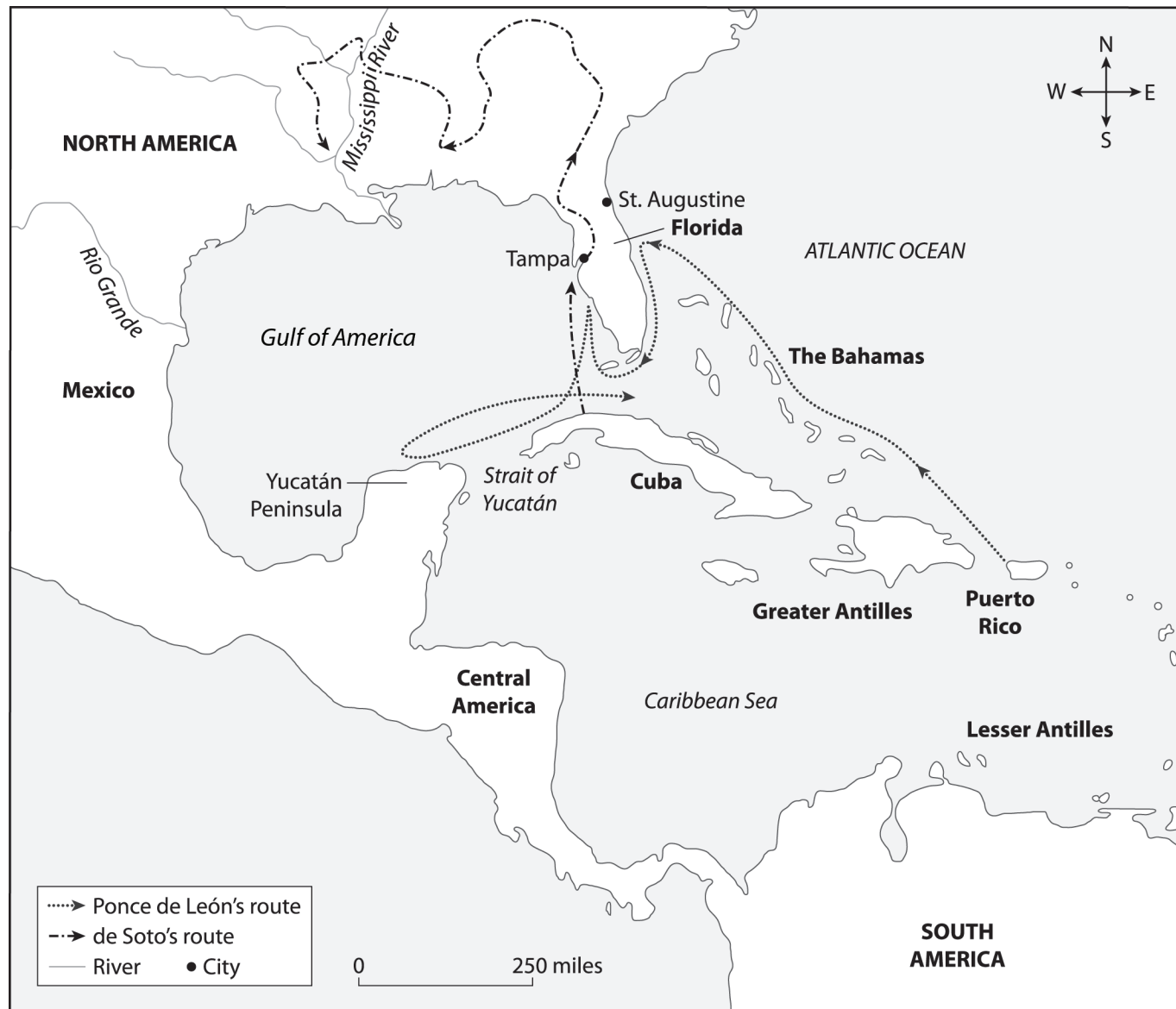
Name _____

Date _____

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?

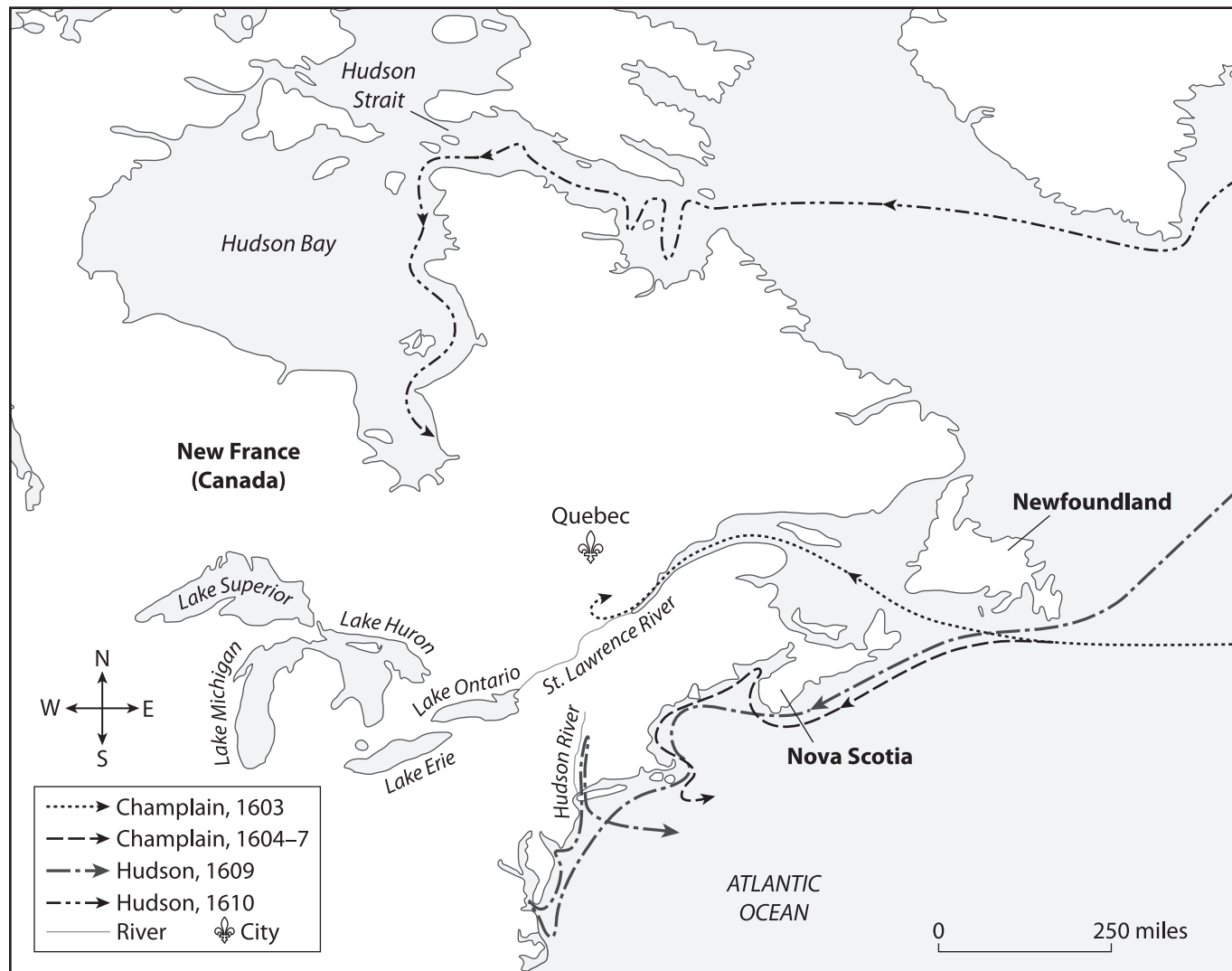
Name _____

Date _____

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?

Chapter 2: Early Settlement

Framing Question: What effect did Europeans have on the area of North America recognized as the American colonies?

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
Settling in North America	
Jamestown	

Jamestown's Economy and Government	
Bacon's Rebellion	
Plymouth	

Massachusetts Bay Colony	
Pennsylvania	

PRIMARY SOURCE D: FROM JOHN SMITH'S *THE GENERALL HISTORIE OF VIRGINIA*

In 1608, John Smith assumed leadership of Jamestown. Soon after, he made the following announcement.

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.

Source: Adapted from Smith, John. *The Generall Historie of Virginia, New England & the Summer Isles: Together with the True Travels, Adventures and Observations, and a Sea Grammar*. Glasgow: J. MacLehose, 1907, pp. 174–175.

Name _____ Date _____

Primary Source Analysis**Describe the source.****Connect the source to
what you know.****SOURCE:****Understand the source. Identify its
message, purpose, and/or audience.****Draw a conclusion from
or about the source.**

Primary Sources

PRIMARY SOURCE E: THE MAYFLOW COMPACT

In the name of God, Amen. We, whose names are underwritten, the loyal subjects of our dread Sovereign Lord, King James, by the grace of God, of Great Britain, France and Ireland king, defender of the faith, etc. having undertaken, for the glory of God, and advancement of the Christian faith, and honour of our king and country, a voyage to plant the first colony in the Northern parts of Virginia, doe by these presents solemnly and mutually in the presence of God and one of another, covenant and combine ourselves together into a civil body politick, for our better ordering and preservation, and furtherance of the ends aforesaid; 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 witness whereof we have hereunder subscribed our names at Cape-Cod the eleventh of November, in the year of the Reign of our Sovereign Lord, King James, of England, France and Ireland, the eighteenth, and of Scotland the fifty-fourth. Anno Domini 1620.

Source: *The Federal and State Constitutions Colonial Charters, and Other Organic Laws of the States, Territories, and Colonies Now or Heretofore Forming the United States of America.* Compiled and Edited Under the Act of Congress of June 30, 1906, by Francis Newton Thorpe. Washington, D.C.: Government Printing Office, 1909, p. 1841.

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:

PRIMARY SOURCE F: POWHATAN'S SPEECH TO JOHN SMITH

Captain Smith, you may understand that I, having seen the death of all my people three times, and not any one living of these three generations but myself, I know the difference between peace and war better than any in my country. But now I am old and before long must die, my brethren—namely Opitchapam, Opechancanough, and Kekataugh, my two sisters, and their two daughters—are distinctly each other's successors. I wish their experience no less than mine, and your love to them no less than mine to you.

But this report from Nandsamund, that you are come to destroy my country, so much frightens all my people that they dare not visit you. What will it avail you to take that by force which you may quickly have by love, or to destroy them that provide you food? What can you get by war, when we can hide our provisions and fly to the woods? Whereby you mush famish [starve] by wronging us, your friends. . . .

Think you I am so simple, not to know it is better to eat good meat, lie well, and sleep quietly . . . , laugh and be merry with you, have copper, hatchets, or what I want being your friend; then be forced to fly from all, to lie cold in the woods, feed upon acorns, roots, and such trash, and be so hunted by you that I can neither rest, eat, nor sleep; but my tired men must watch, and if a twig but breaks, every one cries, "Here comes Captain Smith!" Then must I fly I know not where; and thus with miserable fear, end my miserable life, leaving my pleasures to such youths as you, which through your rash unadvisedness may quickly as miserably end, for want of that you never know where to find.

Let this therefore assure you of our love, and every year our friendly trade shall furnish you with corn; and now also, if you would come in friendly manner to see us, and not thus with guns and swords as to invade your foes.

Source: Adapted from Smith, John. *The Generall Historie of Virginia, New England & the Summer Isles: Together with the True Travels, Adventures and Observations, and a Sea Grammar*. Glasgow: J. MacLehose, 1907. pp. 158–159.

Name _____ Date _____

Primary Source Analysis

Describe the source.	Connect the source to what you know.

SOURCE:

PRIMARY SOURCE G: MASSACHUSETTS SCHOOL LAWS

1642:

Sect. 1. Forasmuch as the good education of children is of singular behoof and benefit to any commonwealth, and whereas many parents and masters are too indulgent and negligent of their duty in that kind:

It is ordered, that the selectmen of every town, in the several precincts and quarters where they dwell, shall have a vigilant eye over their brethren and neighbors, to see, first that none of them shall suffer so much barbarism in any of their families, as not to endeavor to teach, by themselves or others, their children and apprentices, so much learning, as may enable them perfectly to read the English tongue, and knowledge of the capital laws: upon penalty of twenty shillings for each neglect therein.

Also that all masters of families do once a week (at the least) catechize their children and servants in the grounds and principles of religion.

1647:

Sect. 1. It being one chief project of Satan to keep men from the knowledge of the scripture, . . . so at least the true sense and meaning of the original might be clouded and corrupted with false glosses of deceivers; to the end that learning may not be buried in the graves of our forefathers, in church and commonwealth, the Lord assisting our endeavors:

It is therefore ordered by this court and authority thereof; that every township within this jurisdiction, after the Lord hath increased them to the number of fifty householders, shall then forthwith appoint one within their towns to teach all such children as shall resort to him to write and read, whose wages shall be paid either by the parents or masters of such children, or by the inhabitants in general, by way of supply, as the major part of those that order the prudentials of the town shall appoint: provided that those who send their children be not oppressed by paying much more than they can have them taught for in other towns.

Sect. 2. And it is further ordered, that where any town shall increase to the number of one hundred families or householders, they shall set up a grammar school, the master thereof being able to instruct youth so far as they may be fitted for the university: and if any town neglect the performance hereof above one year, then every such town shall pay five pounds per annum to the next such school, till they shall perform this order.

Source: *The Charters and General Laws of the Colony and Province of Massachusetts Bay*. Boston: T. B. Waite & Co., 1814, pp. 73–74, 186.

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:

PRIMARY SOURCE H: ROGER WILLIAMS TO THE TOWN OF PROVIDENCE

January 1655

That ever I should speak or write a tittle, that tends to such an infinite liberty of conscience, is a mistake, and which I have ever disclaimed and abhorred. To prevent such mistakes, I shall at present only propose this case: There goes many a ship to sea, with many hundred souls in one ship, whose weal and woe is common, and is a true picture of a commonwealth, or a human combination or society. It hath fallen out sometimes, that both papists and protestants, Jews and Turks, may be embarked in one ship; upon which supposal I affirm, that all the liberty of conscience, that ever I pleaded for, turns upon these two hinges—that none of the papists, protestants, Jews, or Turks, be forced to come to the ship's prayers or worship, nor compelled from their own particular prayers or worship, if they practice any. I further add, that I never denied, that notwithstanding this liberty, the commander of this ship ought to command the ship's course, yea, and also command that justice, peace and sobriety, be kept and practiced, both among the seamen and all the passengers. If any of the seamen refuse to perform their services, or passengers to pay their freight; if any refuse to help, in person or purse, towards the common charges or defence; if any refuse to obey the common laws and orders of the ship, concerning their common peace or preservation; if any shall mutiny and rise up against their commanders and officers; if any should preach or write that there ought to be no commanders or officers, because all are equal in Christ, therefore no masters nor officers, no laws nor orders, nor corrections nor punishments;—I say, I never denied, but in such cases, whatever is pretended, the commander or commanders may judge, resist, compel and punish such transgressors, according to their deserts and merits. This if seriously and honestly minded, may, if it so please the Father of lights, let in some light to such as willingly shut not their eyes.

I remain studious of your common peace and liberty.

Source: Williams, Roger. *Letters of Roger Williams, 1632–1682, Now First Collected*. Edited by John Russell Bartlett. Providence: Printed for the Narragansett Club, 1874, pp. 278–279.

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:

PRIMARY SOURCE I: FRANCIS DANIEL PASTORIUS DESCRIBES HIS OCEAN VOYAGE (1684)

I sailed from Deal the tenth of June with four men servants, two maid servants, two children and one young boy. We had the whole way over, for the most part, contrary winds, and never favorable for twelve hours together, many tempests and thunderstorms, also the foremast broke twice, so that it was ten weeks before we arrived here. . . . Almost all the passengers were seasick for some days, I however for not more than four hours. . . . The rations upon the ship were very bad. . . . Every ten persons received three pounds of butter a week, four cans of beer and two cans of water a day, two platters full of peas every noon, meat four dinners in the week and fish three, and these we were obliged to prepare with our own butter. Also we must every noon save up enough so that we might get our supper from it. The worst of all was, that both the meat and the fish were salted to such an extent and had become so rancid that we could hardly eat half of them. . . .

My company consisted of many sorts of people. There was a doctor of medicine with his wife and eight children, a French captain, a Low Dutch cake-baker, an apothecary [pharmacist], a glass-blower, a mason, a smith, a wheelwright, a cabinet-maker, a cooper [barrel maker], a hat-maker, a cobbler [shoemaker], a tailor, a gardener, farmers, seamstresses, etc., in all about eighty persons besides the crew. They were not only different in respect to age (for our oldest woman was sixty years of age and the youngest child only twelve weeks) and in respect to their occupations, as I have mentioned, but were also of such different religions and behaviors that I might not unfittingly compare the ship that bore them hither with Noah's Ark. . . .

On the 20th we sailed past Neu Castle, Upland and Dunicum and arrived at evening, praise God, safely at Philadelphia; where I on the following day delivered to William Penn the letters that I had, and was received by him with amiable friendliness; of that very worthy man and famous ruler I might properly write many things; but my pen . . . is much too weak to express the high virtues of this Christian—for such he is indeed. He often invites me to his table and has me walk and ride in his always edifying [rewarding or satisfying] company. . . . William Penn is a man who honors God and is honored by Him, who loves what is good and is rightly beloved by all good men.

Source: Pastorius, Francis Daniel. "Positive Information from America, Concerning the Country of Pennsylvania, from a German Who Has Migrated Thither; Dated Philadelphia, March 7, 1684." In *Narratives of Early Pennsylvania, West New Jersey and Delaware, 1630–1707*, edited by Albert Cook Myers. New York: C. Scribner's Sons, 1912, pp. 392–397.

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:

[illegible]

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

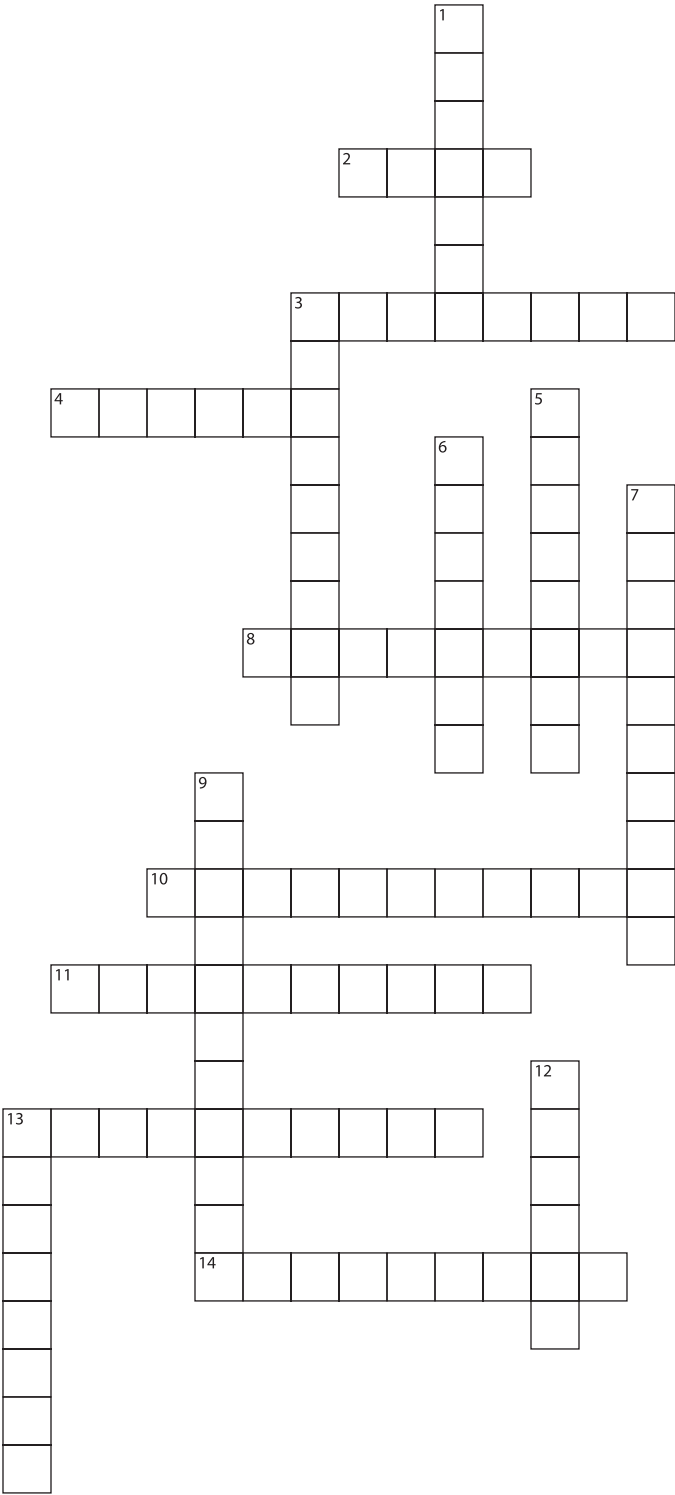
1. difficult to locate
3. _____ Compact: an agreement for self-government signed by the Pilgrims
5. relying chiefly on agriculture and farming
6. a representative to the legislature in colonial Virginia and Maryland
7. a large farm where one or more crops are grown by a large number of laborers; these, 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



Name _____

Date _____

Performance Task Activity: *The Exploration and Settlement of North America*

Write an essay based on the following prompt:

What played the greatest role in the exploration and early settlement of North America: trade with Native Americans, religious faith, or a desire for profit?

Support your claim with evidence from the unit's readings and activities.

Use the Claims and Evidence Activity Page (AP 1.4) and the lines below to take notes and organize your thoughts. Remember to include details from the chapters and primary sources in *The Exploration and Settlement of North America*, as well as from the sources and resources in the unit activities.

[illegible]

Name _____

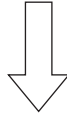
Date _____

Activity Page 1.4

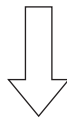
Use with Chapters 1–2

Claims and Evidence

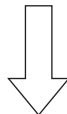
STATE THE CLAIM *What opinion or position are you defending?*



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?*

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