

**Activity Page 1.1****Use with Chapter 1****Letter to Family**

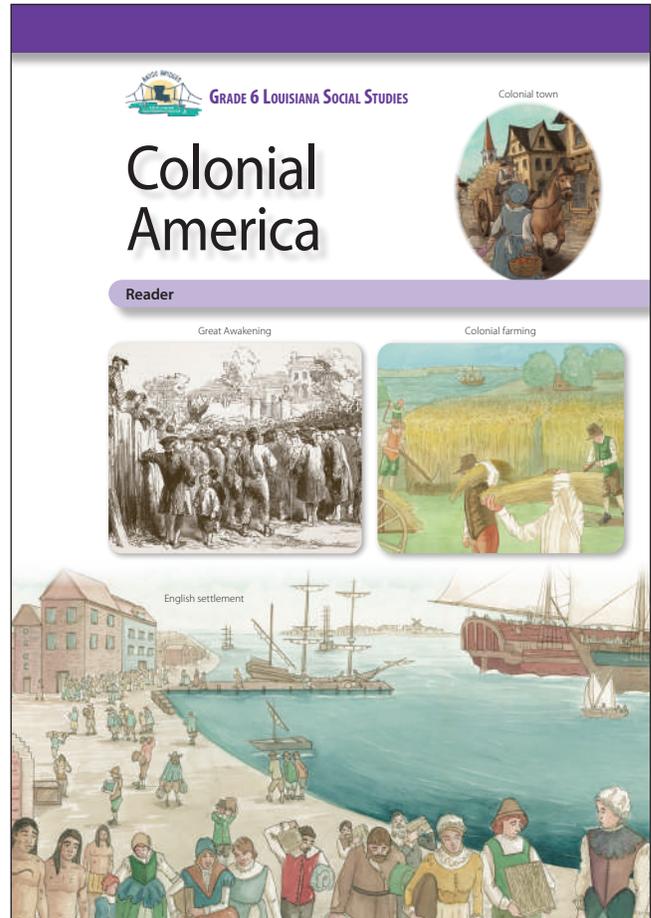
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies Curriculum, your child will be learning about the thirteen colonies. They will learn about the differences between the three colonial regions, their similarities, and the role of slavery in each region.

In this unit, students will examine images, maps, and graphs that illustrate life in the thirteen colonies. They will study primary and secondary sources about the thirteen colonies and the slave trade. They will read what it was like to be a woman or a child in the colonial era. They will learn about the role of geography in shaping the culture of each colonial region. They will read about the start of the transatlantic slave trade and how slavery spread to North America.

As part of their exploration, students will learn about the Middle Passage and the lives of enslaved workers, both of which could be brutal experiences. This information is presented in a factual, age-appropriate way to foster complete and accurate understanding of historical events and their consequences.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.



Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.2**

**Use with Chapters 1–2**

**Artifact Study**

**Describe the artifact.**

- 1. What type of object is it? \_\_\_\_\_
- 2. Where is it from? \_\_\_\_\_
- 3. When was it made? \_\_\_\_\_
- 4. What color is it? \_\_\_\_\_
- 5. What shape is it? \_\_\_\_\_
- 6. What size is it? \_\_\_\_\_
- 7. What is it made of? \_\_\_\_\_

**Think about the artifact.**

- 8. What knowledge or experience was needed to create it?  
\_\_\_\_\_  
\_\_\_\_\_
- 9. Why was it made? What is its purpose?  
\_\_\_\_\_  
\_\_\_\_\_
- 10. Could it have been made by one person, or did it require a group?  
\_\_\_\_\_
- 11. How has the artifact changed over time?  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.2** *(continued)*

**Use with Chapters 1–2**

**Think about context.**

**12.** What do you know about the time and place the artifact was created?

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**Draw a conclusion about the artifact.**

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Name \_\_\_\_\_ Date \_\_\_\_\_

### Primary Source Analysis

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

**SOURCE:**

Name \_\_\_\_\_ Date \_\_\_\_\_

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**SOURCE:**

Name \_\_\_\_\_

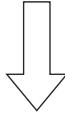
Date \_\_\_\_\_

Activity Page 1.4

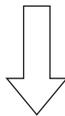
Use with Performance Task

**Claims and Evidence**

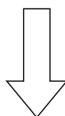
**STATE THE REASON** *Why should someone agree with this claim?*



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



**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?*

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.5**

**Use with Chapter 1**

**The Thirteen Colonies**



Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.5 (continued)**

**Use with Chapter 1**

**1.** Label the Atlantic Ocean.

**2.** Label the thirteen colonies:

Connecticut

New Hampshire

Rhode Island

Delaware

New Jersey

South Carolina

Georgia

New York

Virginia

Maryland

North Carolina

Massachusetts

Pennsylvania

**3.** Label the following cities:

Boston

New York City

Savannah

Charleston

Philadelphia

Jamestown

Plymouth

**4.** Shade the three colonial regions. Use a different color for each region. Add the colors you use to the key.

Middle colonies

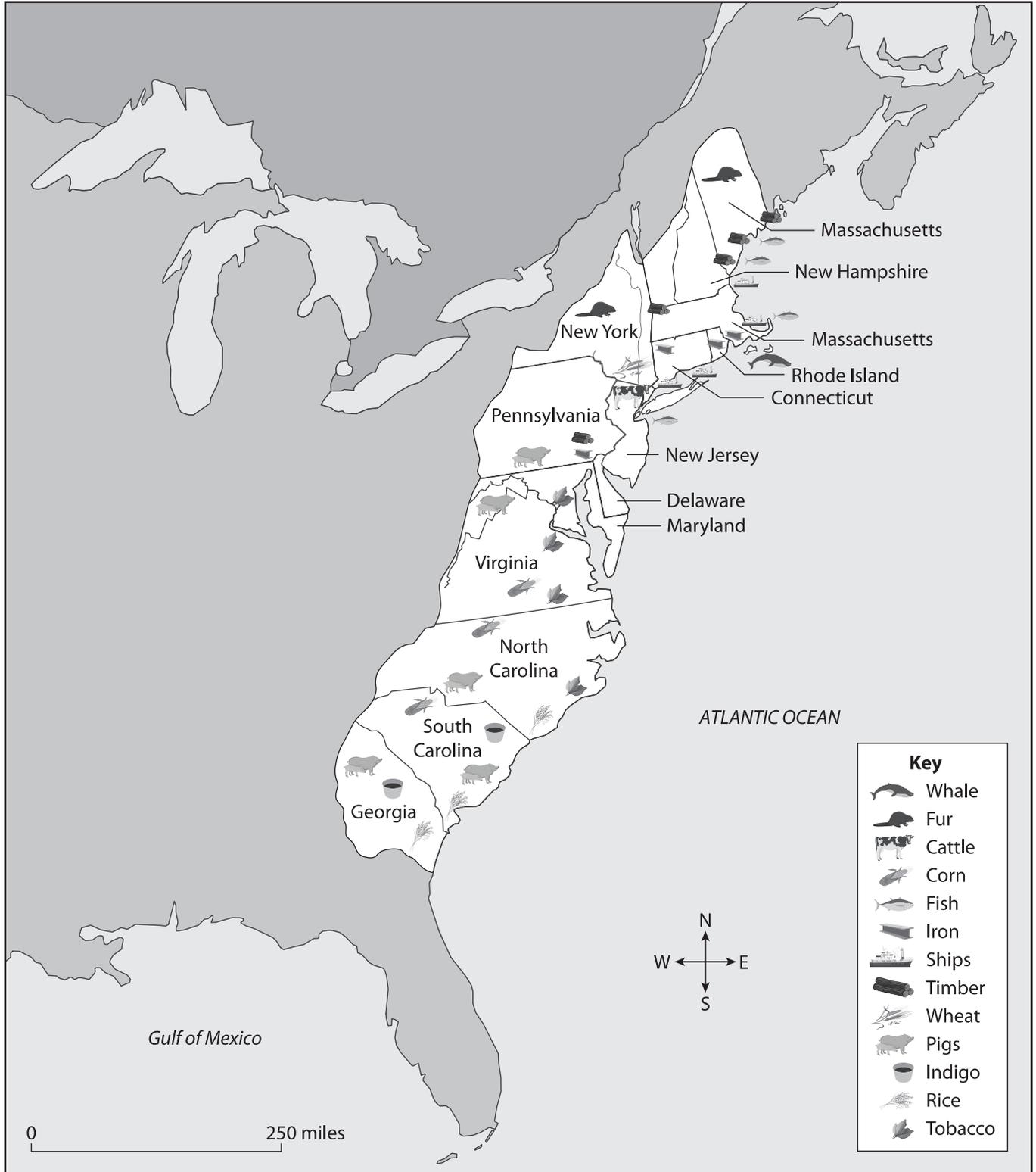
New England colonies

Southern colonies

Activity Page 1.6

Use with Chapter 1

Resources in the Thirteen Colonies



Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.6 (continued)**

**Use with Chapter 1**

1. What does this map show?

\_\_\_\_\_

2. What resource was found only in New England?

\_\_\_\_\_

3. What New England resource helped the shipping industry?

\_\_\_\_\_

4. Which resources found in New England could not be found in the Southern colonies?

\_\_\_\_\_

5. Which Middle colonies resource could not be found in the Southern colonies?

\_\_\_\_\_

6. Which resources were found only in the Southern colonies?

\_\_\_\_\_

7. What is the reason certain resources were found only in the Southern colonies?

\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

## Activity Page 2.1

## Use with Chapter 2

### Domain Vocabulary: Chapters 1–2

For each word, write the letter of the definition.

- |       |                        |   |
|-------|------------------------|---|
| _____ | 1. secular             | a) private ownership of people  |
| _____ | 2. Parliament          | b) a group of people that makes laws  |
| _____ | 3. Protestant          | c) goods transported by ship, plane, or truck   |
| _____ | 4. buffer zone         | d) not religious  |
| _____ | 5. denomination        | e) the ability of people to rule themselves and make their own laws   |
| _____ | 6. debtor              | f) a person who owes money  |
| _____ | 7. chattel slavery     | g) describing a Christian church that separated from the Catholic Church  |
| _____ | 8. self-government     | h) areas around the equator that remain warm all year   |
| _____ | 9. inhumane            | i) a neutral area that separates rival nations or factions  |
| _____ | 10. representative     | j) a branch of a religion   |
| _____ | 11. cargo              | k) to control or place limits on  |
| _____ | 12. assembly           | l) cruel, lacking mercy   |
| _____ | 13. tropical latitudes | m) in Great Britain, a group made up of representatives and the king or queen that makes the laws for the country |
| _____ | 14. regulate           | n) a person who speaks or acts for someone else   |
| _____ | 15. yeoman             | o) to gain possession of  |
| _____ | 16. procure            | p) describing a person who owns and cultivates a small farm   |

## Assessment: Chapter 1—*The Thirteen Colonies*

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**A. On your own paper, write the letter(s) that provide(s) the best answer.**

Use the chart to answer questions 1, 2, and 3.

New England Colonies	Middle Colonies	Southern Colonies

- Which detail belongs in the New England Colonies column? (6.4, 6.9.c)
  - built wagons
  - grew cash crops
  - did fishing and whaling
  - had a variety of fruits and vegetables
  - had fertile soil that led to the development of farming
- Which details belong in the Middle Colonies column? Select the **two** correct answers. (6.4, 6.9.c)
  - had fertile soil that led to the development of farming
  - had the highest number of free African Americans
  - had the lowest number of enslaved people
  - enslaved the most African Americans
  - did fishing and whaling
- Which details belong in the Southern Colonies column? Select the **two** correct answers. (6.4, 6.9.c)
  - had mild winters
  - had long, cold winters
  - had hot climate year-round
  - had a long coastline and natural harbors for trade and shipbuilding
  - had fertile soil that led to the development of farming

4. What important idea from the Magna Carta influenced the colonists? **(6.11.a)**
- a) Parliament could make decisions about taxes and spending.
  - b) Town meetings ensured everyone could participate.
  - c) People had the right to gather peacefully.
  - d) The king was not above the law.
5. Why was the colony of Georgia founded? Select the **two** correct answers. **(6.9.h)**
- a) to make money for a joint-stock company
  - b) to give English Catholics religious freedom
  - c) to give prisoners and debtors a fresh start
  - d) to serve as a buffer zone against Spanish territory
  - e) to reward James Oglethorpe for his service to the king
6. Fertile soil benefited which colony the most? **(6.9.c)**
- a) Massachusetts
  - b) Rhode Island
  - c) Connecticut
  - d) South Carolina

Use the map to answer questions 7 and 8.



7. In which region did Native American groups such as the Massachusett and Mohegan live?
- a) Middle colonies
  - b) Ohio River valley
  - c) Southern colonies
  - d) New England colonies
8. Which of these states were part of the Middle colonies? Select the **two** correct answers. (6.5)
- a) Georgia
  - b) Massachusetts
  - c) New Jersey
  - d) Pennsylvania
  - e) Rhode Island
  - f) South Carolina

9. How did the Middle colonies differ from New England? (6.9.c)
- a) The Middle colonies were more religiously tolerant than New England.
  - b) The Middle colonies were less religiously tolerant than New England.
  - c) The Middle colonies had more forested land than New England.
  - d) The Middle colonies had less forested land than New England.

10. Use the excerpt from the journal of Sarah Kemble Knight to answer the question.

“They are governed by the same laws as we in Boston, or little differing, throughout this whole colony of Connecticut. And much the same way of church government, and many of them good, sociable people, and I hope religious too: but a little too much independent in their principles, and, as I have been told, were formerly in their zeal very rigid in their administrations towards such as their laws made offenders, even to a harmless kiss or innocent merriment among young people. Whipping being a frequent and counted an easy punishment, about which as other crimes, the judges were absolute in their sentences.”

What does this reveal about the New England colonies? (6.6.a, 6.6.b, 6.9, 6.9.c, 6.9.g)

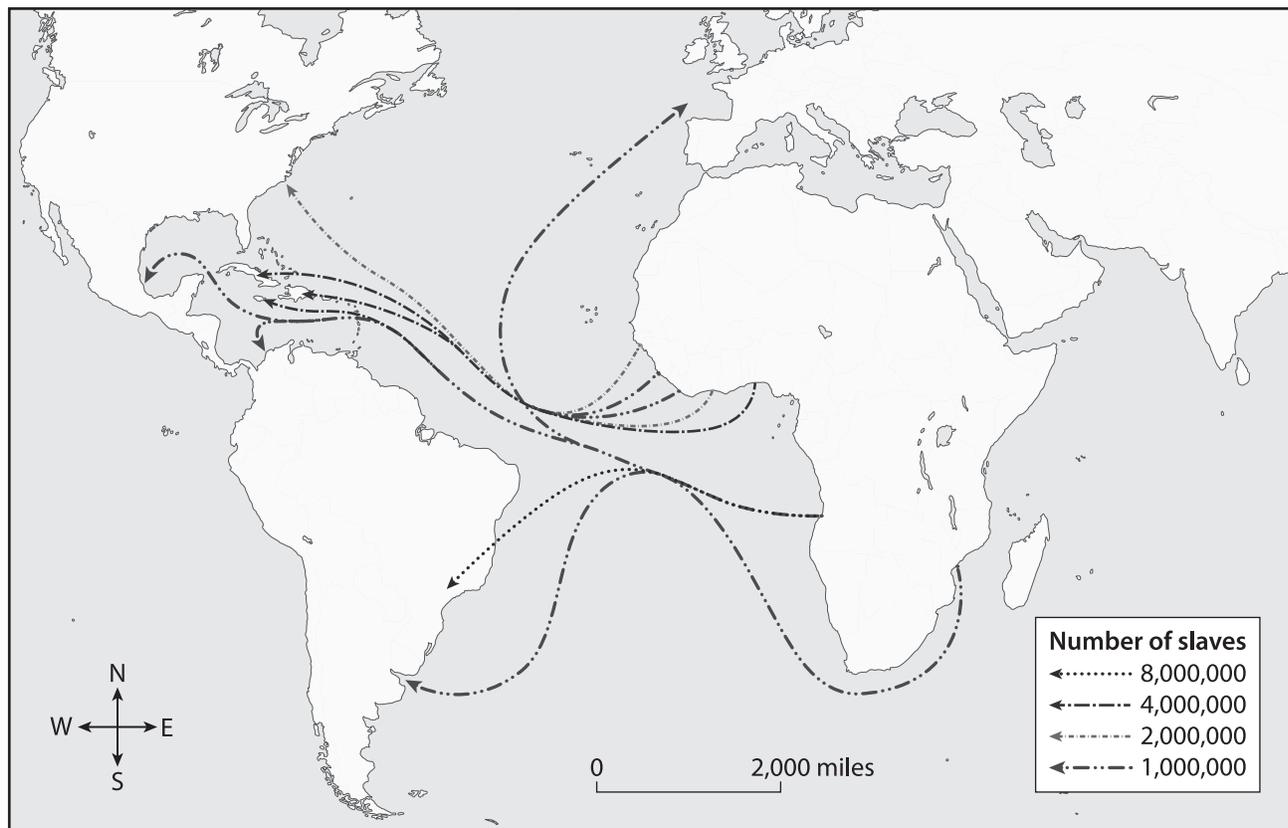
- a) Laws were not always enforced.
  - b) Boston and Connecticut had different laws.
  - c) People were treated harshly if they broke laws.
  - d) Whipping was occasionally used as a punishment.
- B. **On your own paper, write a well-organized paragraph in response to the following prompt:**

Choose one of the colonial regions, and describe its geography, economy, and society.  
(6.9.c, 6.9.e, 6.9.g)

## Assessment: Chapter 2—*The Institution of Slavery in North America*

A. On your own paper, write the letter(s) that provide(s) the best answer.

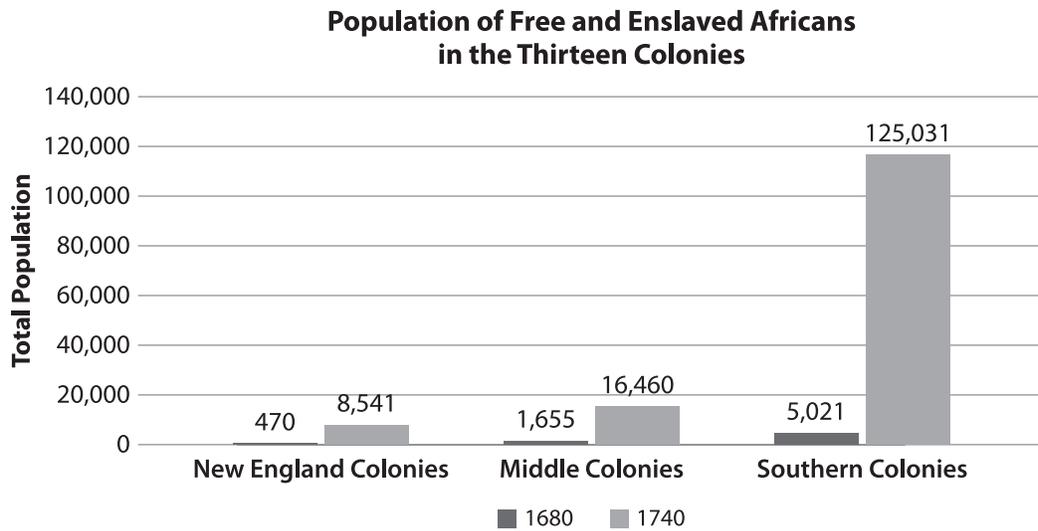
1. Use the map to answer the question.



Where were the greatest number of enslaved persons sent? (6.5, 6.9.f)

- a) Africa
- b) Europe
- c) North America
- d) South America

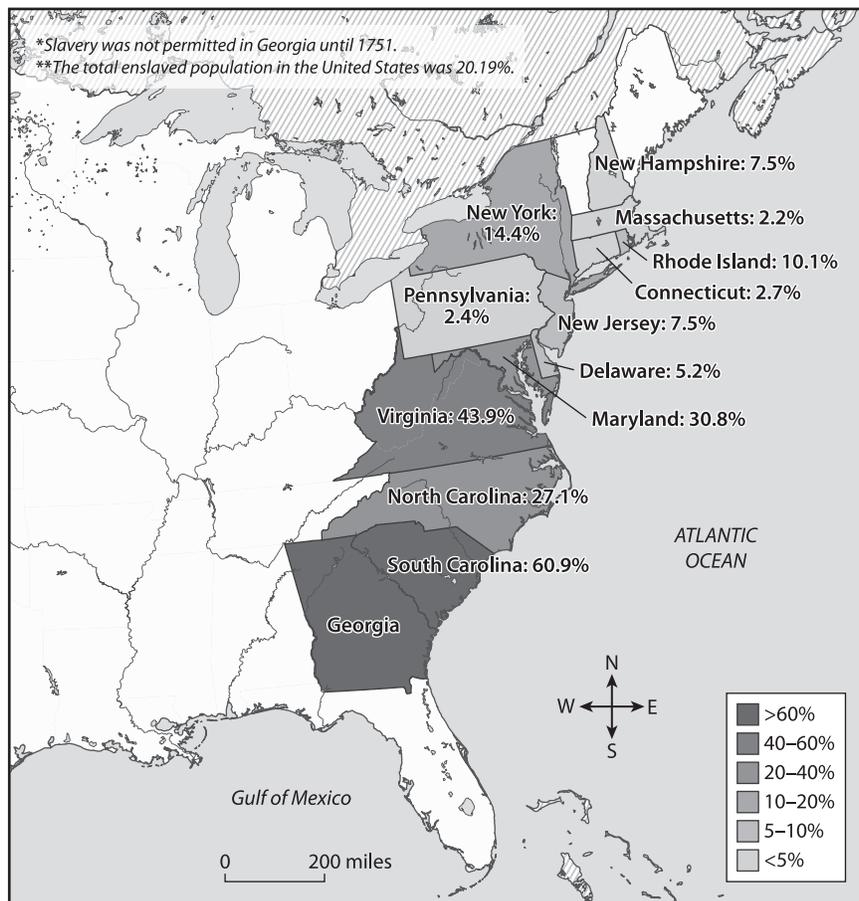
2. Use the chart to answer the question.



Which statement explains the pattern shown on the graph? (6.4, 6.9.f)

- a) The Middle colonies opposed the practice of slavery.
- b) Queen Anne overturned Pennsylvania's ban on slavery.
- c) The Southern colonies had a plantation economy that relied on enslaved labor.
- d) The New England colonies grew wealthy from the slave trade.

3. Use the map to answer the question.



Which colonies had the highest percentage of enslaved persons? Select the **two** correct answers. (6.5, 6.9.f)

- a) Virginia
  - b) Georgia
  - c) Delaware
  - d) North Carolina
  - e) South Carolina
4. How did enslaved workers resist slavery? Select the **three** correct answers. (6.4, 6.9.f)
- a) They broke tools.
  - b) They refused to speak.
  - c) They organized rebellions.
  - d) They attempted to escape.
  - e) They learned to read and write.
  - f) They purchased their own freedom.

Use the excerpt from Olaudah Equiano's description of the Middle Passage and the diagram of the slave ship to answer questions 5 and 6.

"The stench of the hold while we were on the coast was so intolerably loathsome, that it was dangerous to remain there for any time, and some of us had been permitted to stay on the deck for the fresh air; but now that the whole ship's cargo were confined together, it became absolutely pestilential. The closeness of the place, and the heat of the climate, added to the number in the ship, which was so crowded that each had scarcely room to turn himself, almost suffocated us. This produced copious perspirations, so that the air soon became unfit for [breathing]. . . . This wretched situation was again aggravated by the galling of the chains, now become insupportable."

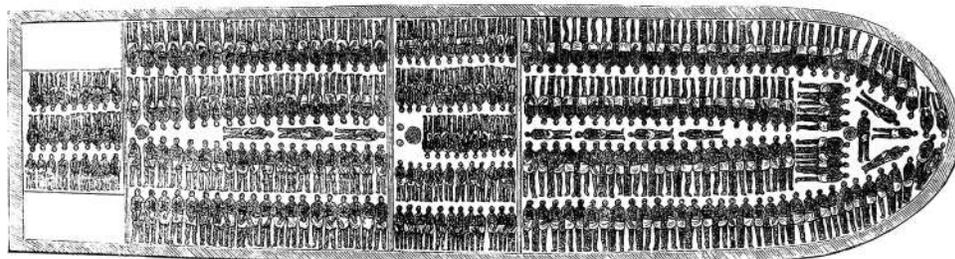


FIG. I.—PLAN OF LOWER DECK OF A SLAVER, UNDER THE REGULATED SLAVE TRADE ACT OF 1788.

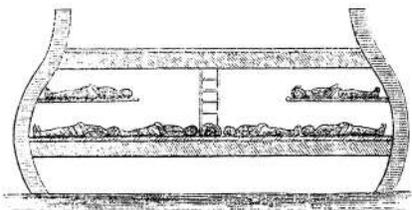


FIG. II.—CROSS SECTION AMIDSHIPS.

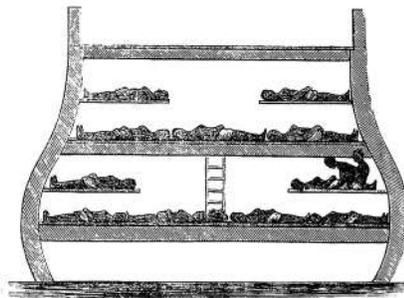


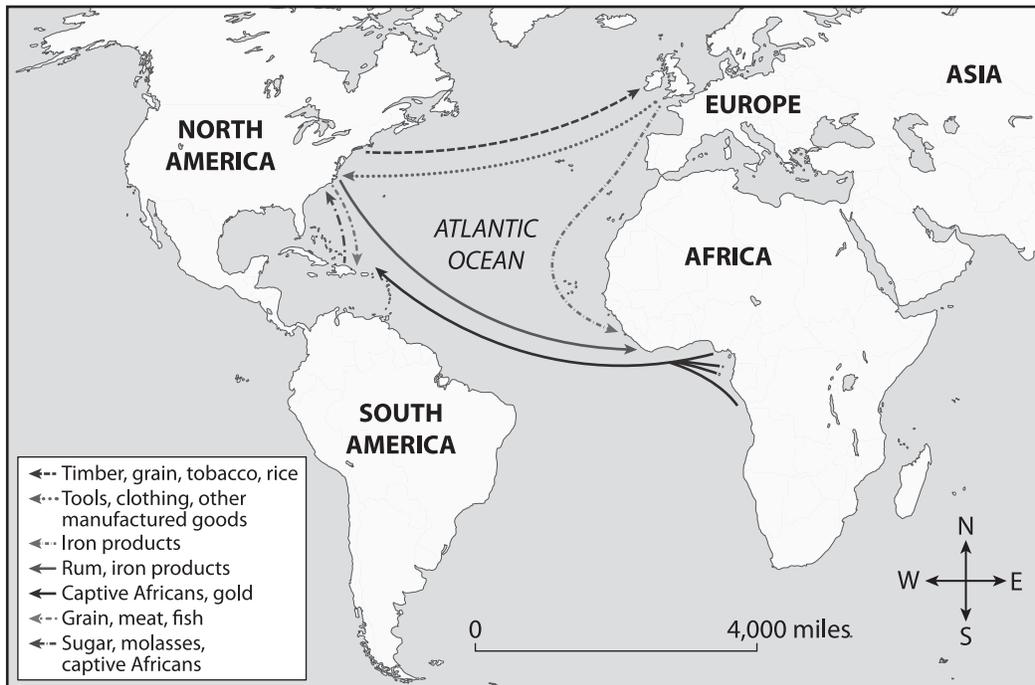
FIG. III.—CROSS SECTION AT THE POOP.

5. Why did enslaved Africans have little space for themselves while traveling on the ship that Equiano describes? (6.6, 6.6.a, 6.9.f)
  - a) The ship was packed tightly with other slaves.
  - b) Slaves were not allowed to breathe fresh air.
  - c) The odors on the ship were terrible.
  - d) It was extremely hot on the ship.
6. How does the diagram of the ship support Equiano's description of the ship? (6.6, 6.6.a, 6.6.b, 6.9.f)
  - a) It shows that the ship had many levels.
  - b) It shows how strong the smell was.
  - c) It shows that some people were allowed on the deck.
  - d) It shows that many people were confined in a small space.

7. Who were the first Europeans involved in the Atlantic slave trade? (6.9.f, 6.9.h)

- a) Dutch
- b) English
- c) Spanish
- d) Portuguese

8. Use the map to answer the question.



Which of these products was bought and sold in the triangular trade? (6.9.f, 6.9.h)

- a) gunpowder
- b) rum
- c) salt
- d) wine

9. Why was demand for enslaved workers lower in New England than in the Southern colonies? (6.9.f)

- a) Quakers opposed slavery.
- b) Slavery had been outlawed.
- c) Growing conditions were poor.
- d) The slave trade did not reach New England.

10. How did enslaved Africans create an African American culture? (6.1, 6.2, 6.3, 6.9.f)

- a) They shared folktales with one another.
- b) They practiced the religions of their ancestors.
- c) They sang African music and did African dances.
- d) They combined elements from Africa and their new home.

**B. On your own paper, write a well-organized paragraph in response to the following prompt:**

The Middle Passage was a terrible, dehumanizing experience. Support this claim with evidence from the chapter. **(6.7, 6.7.a, 6.7.c, 6.9.f)**

