



On behalf of Splash! Publications, we would like to welcome you to *Connecticut*, one of six lessons in our *New England States Unit*. This lesson was designed by teachers with you and your students in mind. Each lesson in this unit has been professionally recorded with words and music on Audio CD. Differentiate instruction with this unit by setting up a listening center in your classroom.

## THE FORMAT

Our goal is a lesson that you can use immediately. No comprehension questions to write, activities to create, or vocabulary words to define. Simply make copies of the lesson for your students and start teaching.

## THE VOCABULARY

Our lessons feature words in bold type. We have included a Glossary to help students pronounce and define the words. Unlike a dictionary, the definitions in the Glossary are concise and written in context. Remember, we're teachers! Students will be exposed to these vocabulary words in the comprehension activities. They will also be tested on the vocabulary words at the end of the lesson.

Students will be responsible for filling out and studying their vocabulary cards. You may want to have students bring in a small box for storing their vocabulary cards. We don't have to tell you that incorporating these words into your Reading and Spelling programs will save time and make the words more meaningful for students.

## THE LESSON PLAN

Before reading *Connecticut*, students will:

- complete Vocabulary Cards for ***abolished, accused, adopted, agriculture, allies, American Revolution, ammunition, antislavery, appointed, Bermuda, borders, capital, charter, citizens, colonies, colonists, Confederate States of America, conflict, constitution, Continental Army, contrast, debt, dominion, economy, elections, England, Europeans, exotic, governor, Great Britain, Great Lakes, historians, imported, independent, industries, inhabited, island, loyal, mammals, mansion, manufacturing, mother country, motto, Netherlands, New England, New World, North America, overthrown, plantations, profitable, Puritan, seceded, surrendered, sustains, territories, textile, transplanted, treaty, trolley, Union, united, vowed, wampum.***

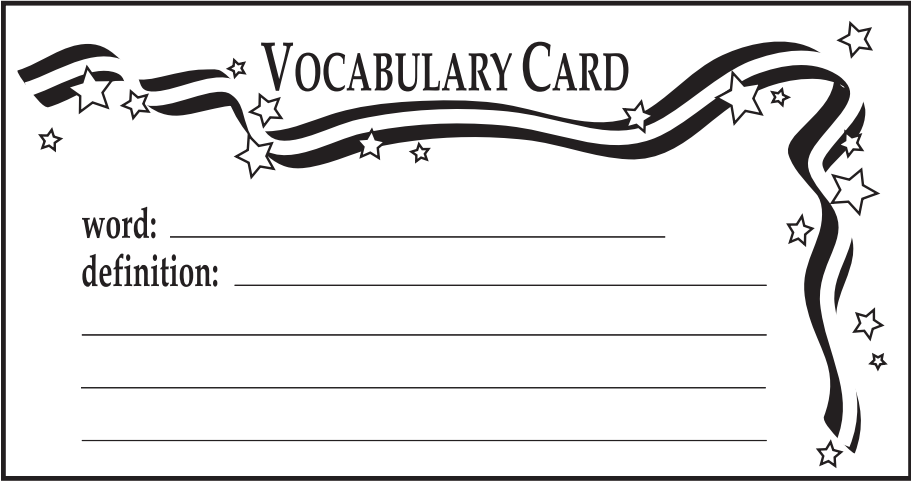
After reading *Connecticut* students will:

- answer Connecticut Reading Comprehension Questions.
- answer Connecticut Language Comprehension Questions.
- fill in Connecticut and its state capital on the New England Study Guide.
- create a Venn Diagram comparing the Civil War and Revolutionary War.
- use Venn Diagram to write a Compare and Contrast paragraph.
- take a Vocabulary Quiz for Connecticut.

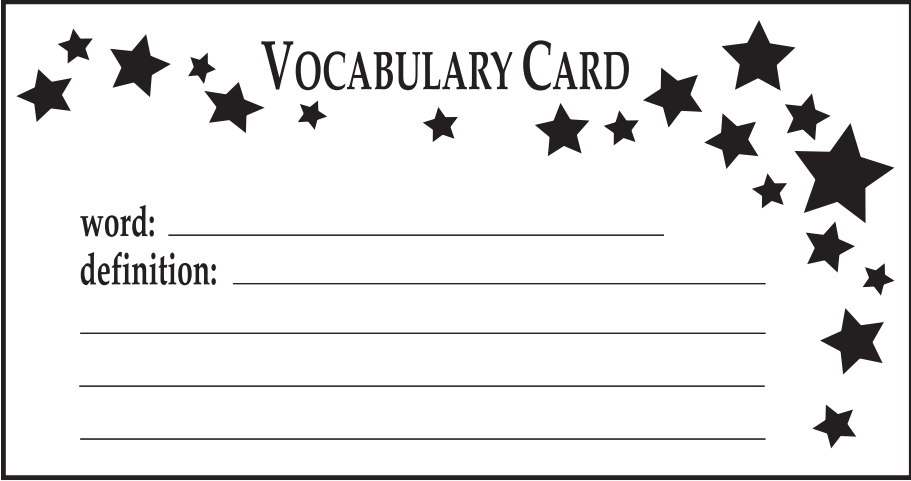
NOTE: The answers to all activities and quizzes are at the end of the lesson.

## OUR OTHER NEW ENGLAND STATES LESSONS

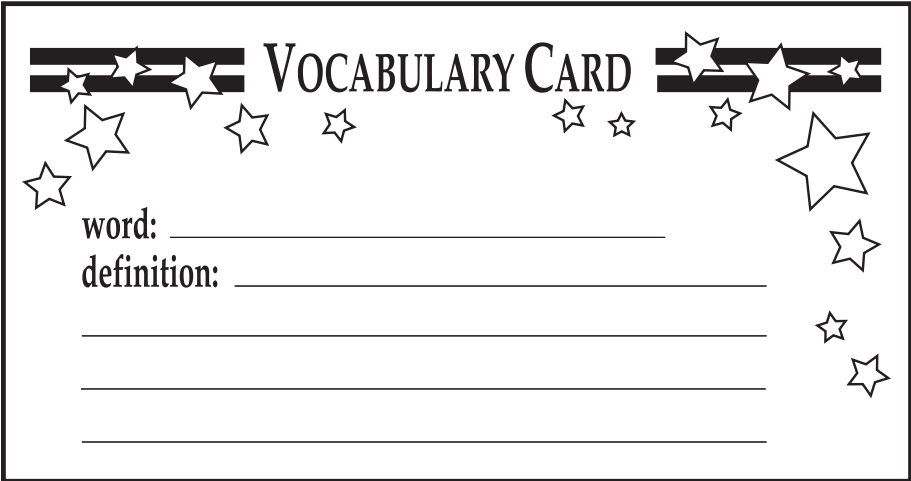
*Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont.*

 VOCABULARY CARD

word: \_\_\_\_\_  
definition: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

 VOCABULARY CARD

word: \_\_\_\_\_  
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 VOCABULARY CARD

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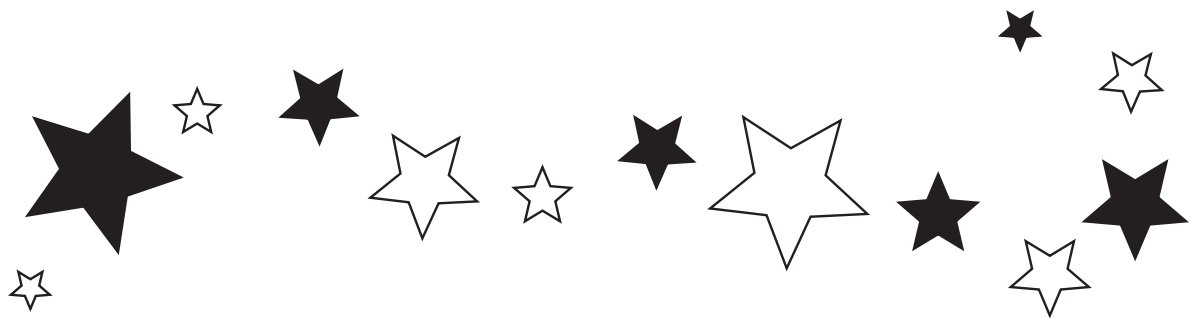
Connecticut, the Constitution State, was one of the original 13 colonies in America. It is the southernmost of the New England states in the Northeast region of the United States.

In 1639, colonists in Connecticut adopted the nation's first written constitution. This is why Connecticut is nicknamed the Constitution State.

The name Connecticut comes from a group of Native Americans who spoke the Algonquian (al•GONG•kee•in) language. The name means "up the long river." The river is the Connecticut River. The Connecticut River runs through the middle of Connecticut, dividing the state in half.

The capital and second largest city in Connecticut is Hartford. Hartford is located on the west bank of the Connecticut River. It is a major manufacturing city in Connecticut.

The state bird of Connecticut is the American Robin. The state flower is the Mountain Laurel, and the state tree is the White Oak. Connecticut's motto is "He Who Transplanted Still Sustains."

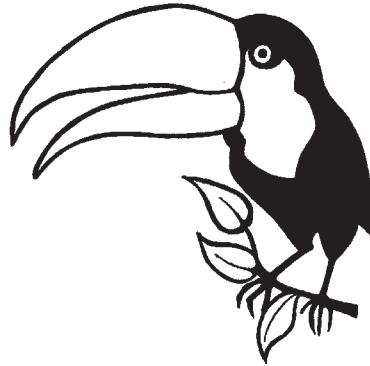


## CONNECTICUT'S POINTS OF INTEREST

There are more than 100 state parks and forests in Connecticut. Hikers enjoy the Appalachian (ap•uh•LAY•shun) Trail, which crosses through western Connecticut. The Beardsley Zoological Gardens in Bridgeport are home to **mammals** and **exotic** rain forest animals of **North America**. The Connecticut River invites visitors who enjoy fishing, boating, and swimming.

There are also many public beaches on Long **Island** Sound. Long Island Sound is an enclosed area of the Atlantic Ocean that **borders** Connecticut on the south. This area of water separates Long Island, New York from the Connecticut shore.

Like the other New England states, Connecticut is also rich in history. There are hundreds of historic homes and battle sites throughout the state. Mystic Seaport Museum is a world famous museum that shows visitors what life was like in a whaling village during the 1800s. There is a working steam-powered railroad in the town of Essex and **trolley** museums in East Windsor and Branford.



### FAST FACTS

- ★ In 1878, the first telephone book was published in the town of New Haven. The book only contained 50 names.



## CONNECTICUT'S FIRST PEOPLE

Native Americans **inhabited** Connecticut long before any other people visited the area. They spoke the Algonquian language and included the Pequot (PEE•kwat), the Mohegan (mo•HEE•gun), the Niantic (nye•AN•tick), and the Siwanog (SEE•wah•nog).

The Pequot was the most powerful and feared Algonquian tribe. In the early 1600s, there were about 20,000 Native Americans living in Connecticut. They survived by hunting deer, fishing, and farming corn, beans, and tobacco. Native Americans in Connecticut lived in wigwams. These were dome-shaped houses made of poles, tree bark, and grass.

During the 1600s, **Europeans** arrived in Connecticut. **Historians** believe that the first white explorer in Connecticut was Adriaen Block. He was a Dutchman from the **Netherlands**. The Dutch were not really interested in establishing permanent settlements in Connecticut. They were interested in trading with the Native Americans.

The Dutch gave the Native Americans European tools and metal weapons. In return, the Native Americans gave the Dutch beaver furs. The furs were taken back to Europe where they were sold for a very high price. Hats and other pieces of clothing were made out of the beaver furs. To protect their **profitable** fur trade from other European groups, the Dutch built a fort in the present-day city of Hartford.

## THOMAS HOOKER

Thomas Hooker was a **Puritan** preacher. He was born in **England**. In 1633, Hooker traveled to America in search of religious freedom. In America, Thomas Hooker settled in Massachusetts, but he did not always agree with the colony's leaders.

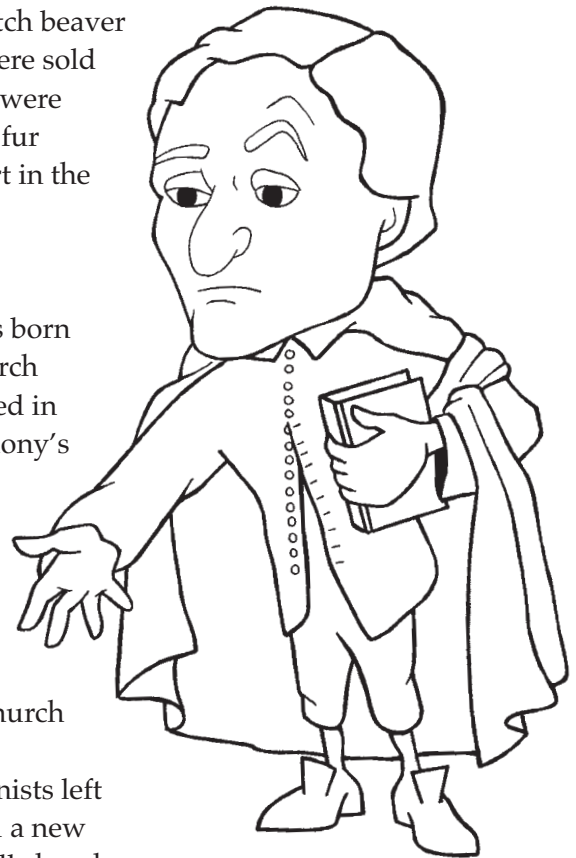
Hooker believed that each church should be **independent**. He also felt that the people of each church had the right to choose the colony's leaders and decide what powers those leaders should have.

The leaders in Massachusetts disagreed with Hooker. They felt that only the leaders of the Puritan church should choose leaders for the colony.

In 1636, Thomas Hooker and a group of 100 colonists left Massachusetts. They moved to Connecticut and started a new colony. Hooker made positive changes in his colony. All church members, not just church leaders, chose the colony's leaders.

Together with other English colonists who moved from Massachusetts, Hooker's group built the towns of Hartford, Wethersfield, and Windsor. These towns were called the "Three River Towns" because they were built along the Connecticut River.

Most of the Native Americans were friendly to the English colonists living in Connecticut. Instead of just taking the land from the Native Americans, Hooker and his followers purchased the land in Connecticut.



THOMAS HOOKER

## THE PEQUOT WAR

During the 1630s, two things happened that destroyed the peace between Connecticut's Native Americans and the colonists. Control of the fur trade was the first struggle. The Pequot controlled the fur trade throughout New England. They decided which tribes could trade with the white settlers and the price that would be paid for the furs. The Pequot refused to allow the colonists to control the **wampum** and fur trade in New England. This made the colonists very angry.

In 1634 and 1636, colonists killed two members of the Pequot tribe. The Pequot captured the murderers and refused to let them go. Fighting broke out after a colonist **accused** a Pequot of murder. The colonists declared war on the Pequot. The Pequot War was the first major **conflict** between the colonists in the **New World** and the Native Americans.

With the help of the Narragansett (nar•ra•GAN•set) and Mohegan tribes, the colonists attacked the main Pequot village. They burned the Pequot village and killed Native American men, women, and children as they tried to escape. The Pequot who survived were captured and taken to **Bermuda** where they were sold into slavery.

## THE FIRST CONSTITUTION

In 1639, the people of the Three River Towns **united** as one colony. They formed their own set of laws called the Fundamental Orders of Connecticut. This was the first written constitution in the New World. The Fundamental Orders established an independent government that made laws for **elections**, courts, powers of officials, and taxes. It gave all men who owned land the right to vote.

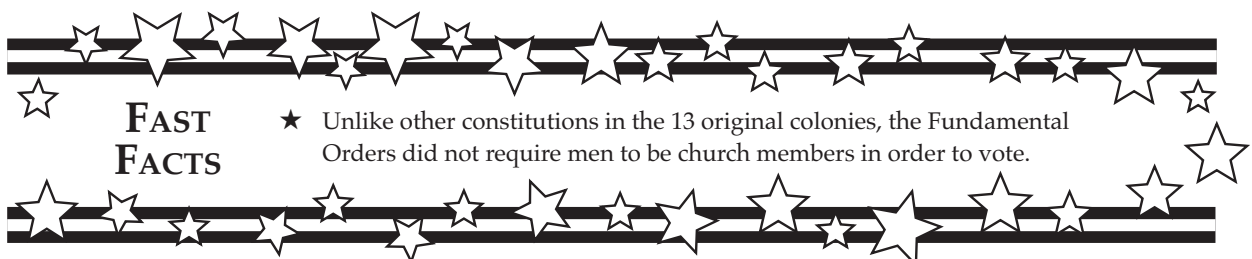
## CONTROL OF CONNECTICUT

In 1662, Charles II was the king of England. King Charles II established Connecticut as an independent colony. He also gave the Connecticut Colony a **charter**. The charter allowed the colonists more control over their government. King Charles II allowed the Connecticut Colony to have control of all land in present-day Connecticut.

In 1685, King Charles II died. His brother, James II, became the king of England. King James II wanted more control over the colonies in America. He took away Connecticut's power to rule itself. In 1686, King James II united Connecticut with other nearby colonies. The new colony was called the **Dominion** of New England.

King James II **appointed** a royal **governor** for the Dominion of New England. His name was Sir Edmund Andros. In 1687, Andros demanded that Connecticut give up its charter. The leaders of Connecticut refused. They hid Connecticut's charter in a hollow oak tree. This tree became known as the Charter Oak. It stood for Connecticut's love of freedom.

By 1689, King James II had been **overthrown** and the colonists sent Sir Edmund Andros back to England. Connecticut once again became a separate colony.



## THE FUR TRADE

The colonists from England were not the only settlers in the New World. While the English colonists established permanent settlements along the Atlantic Ocean, the French colonists settled in the **Great Lakes** area. Both groups were interested in gaining more land for their countries and taking control of the beaver hunting and trading **territories**.

Beaver furs were worth a lot of money to the colonists. The furs were shipped back to France and England where they were sold for a very high profit. Everyone in these countries wanted a beautiful hat made of beaver fur. The French and English would do anything to protect this business.

Native Americans in the Great Lakes area trapped beaver and traded with the French colonists. Native Americans in the Northeast region trapped and traded with the English colonists.

The beaver trade was just as important to the Native Americans. Through trade with the French and English colonists, the Native Americans received weapons and metal tools they had never seen before. The Native Americans were also willing to do anything to protect the beaver business.

## THE FRENCH AND INDIAN WAR

Battles over beaver hunting territories were common. As all of the beaver in one area was captured, the Native Americans moved to another territory. Many times this hunting territory already belonged to another group of Native Americans. Fighting broke out and the strongest group usually won.

The French and Indian War was the biggest battle fought to protect land and beaver hunting territories. Beginning in 1754, the French colonists and their Native American **allies** battled the English colonists and their Native American allies. The fighting lasted for nine long years. No battles took place on Connecticut's soil, but more than 5,000 men from Connecticut fought against the French.

In 1763, the French and Indian War ended. France and their Native American allies lost. France signed a **treaty** with **Great Britain**. The treaty required France to give up all of its land in America east of the Mississippi River.

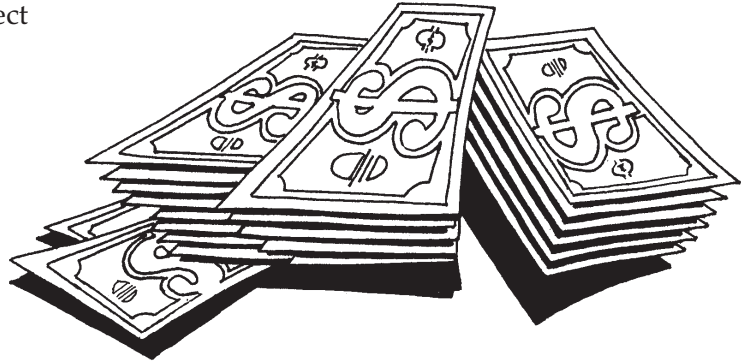


## GREAT BRITAIN'S TAXES

Fighting the French and Indian War was very expensive for Great Britain. Sending soldiers and weapons from Great Britain to America was costly. Protecting the colonists from Native American attacks after the war was also expensive.

Great Britain felt that the colonists should pay for these things. After all, they were living in America. The people of Great Britain certainly couldn't be expected to pay for battles and protection that didn't affect them.

Great Britain chose to tax the English colonists living in America to pay for these things. The Sugar Act placed a tax on **imported** items like sugar, molasses, and wine. The Stamp Act raised money by taxing all kinds of documents printed in the colonies. This included newspapers, calendars, and legal papers.



Another money saving plan, the Quartering Act, required colonists to help pay part of the expenses when British soldiers were in their colony. The colonists were ordered to supply the British soldiers with a place to stay, fuel, candles, and plenty of food to eat. The Currency Act required the colonists to pay for the **debt** created during the French and Indian War.

## THE AMERICAN REVOLUTION

The colonists refused to buy the taxed items or give the British soldiers food and shelter. To punish the colonists, Great Britain passed laws that took away the colonists' freedom to make their own laws.

The colonists grew tired of Great Britain's demands. They had always been **loyal** to their **mother country**, but now they wanted to be independent and make their own rules and laws. Great Britain refused to give the colonists their freedom. In 1775, the English colonists in America declared war. The first shots of the **American Revolution** were fired in the New England town of Lexington, Massachusetts.

## NATHAN HALE

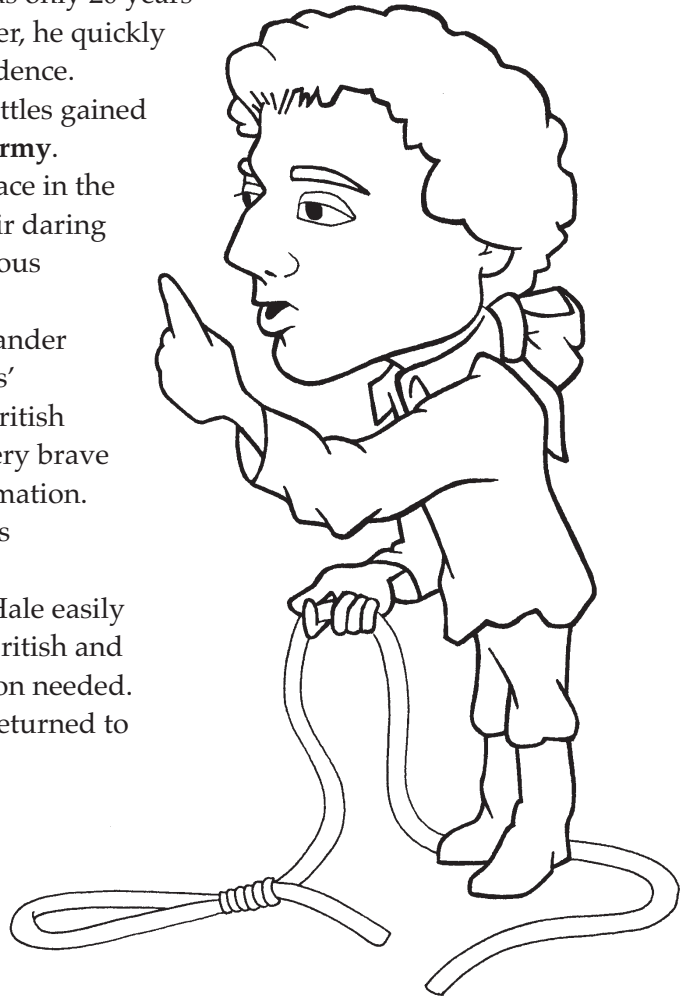
Nathan Hale was born in Connecticut on June 6, 1755. At the beginning of the Revolutionary War, young Nathan Hale was only 20 years old. Although Hale was a successful teacher, he quickly volunteered to fight for American independence.

Hale's leadership in several early battles gained him rank as a captain in the **Continental Army**. Within a short time, he earned himself a place in the Rangers. The Rangers were known for their daring leadership and fighting qualities in dangerous missions.

General George Washington, commander of the Continental Army, asked the Rangers' commander to select a man to spy on the British soldiers. The mission required someone very brave who would risk his life to bring back information. Nathan Hale volunteered for the dangerous mission.

Dressed as a Dutch school teacher, Hale easily crossed the British lines. He spied on the British and got the information that General Washington needed. He was captured by British soldiers as he returned to the American lines.

General William Howe, commander of the British Army, sentenced Nathan Hale to death. Just before he was hanged, it was reported that 21 year old Nathan Hale said, "I only regret that I have but one life to lose for my country."



NATHAN HALE

## INDEPENDENCE FROM GREAT BRITAIN

Nathan Hale and the thousands of other men from Connecticut who fought for freedom did not die needlessly. In 1776, the colonies declared their independence from Great Britain. The 13 original colonies formed a new nation that they named the United States of America. In 1781, Great Britain **surrendered** the war to the United States. In 1783, the United States and Great Britain signed a peace treaty. Five years later, on January 9, 1788, Connecticut became the fifth state to join the new **Union**.

## CONNECTICUT'S ECONOMY

During Connecticut's colonial days, its **economy** was based on **agriculture**. After Connecticut became a state, it began manufacturing brass products, clocks, and rubber products. In the 1800s, **textile** mills and shipbuilding were also important **industries** in Connecticut.

Connecticut's economy was very different from the economy in the Southern colonies and states. Southerners were farmers who built huge cotton and tobacco **plantations**. The Southern farmers purchased black slaves from Africa to plant and pick their crops.

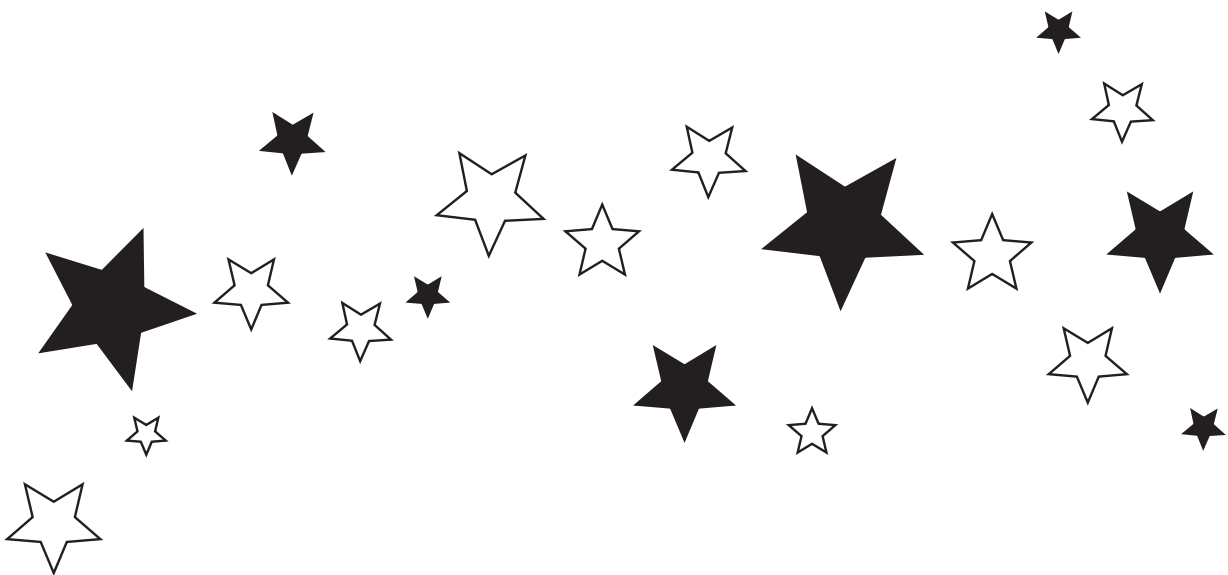


TOBACCO PLANT

## SLAVERY IN THE UNITED STATES

The black slaves became the property of the Southern farmers. The slaves did not have any of the freedoms enjoyed by white people in the United States. Slaves were not paid for their work. They were not allowed to leave the plantations, purchase property of their own, or make any of their own decisions. Slave owners, or "masters," were completely in control of them until the slaves died. Even a slave's children belonged to the master of the plantation. Children of black slaves were not allowed to go to school or learn to read and write like white children.

In the Northern states, like Connecticut, there were very few large farms. Some Northerners did own slaves, but most of the nation's slaves were in the South. Most people in the Northern states believed that owning slaves was cruel. The Northerners wanted to end slavery in the United States. The people in the South disagreed. Southern farmers argued that they needed slaves to work for them on their huge plantations. If slavery was **abolished**, the Southern states planned to separate from the Union.



## HARRIET BEECHER STOWE

In 1811, Harriet Beecher was born in Connecticut. Her father, Lyman Beecher, was a preacher and a leader in the **antislavery** movement. Through her father's teachings in church and at home, Harriet learned to hate slavery.

In 1836, Harriet married Calvin Stowe. He was a professor who was also against slavery. They often gave shelter to runaway slaves who escaped North to freedom.

Though Calvin and Harriet were white, they knew the pain that a black woman felt when her child was sold at a slave auction. Four of their own seven children died of illness or disease.

Harriet began writing at the age of 13. At the age of 41, she wrote her most famous book, *Uncle Tom's Cabin*. This book followed the lives of slaves as they were sold into slavery, beaten to death, or separated from their families at slave auctions.

*Uncle Tom's Cabin* was the most powerful attack on slavery written in the 1850s. It sold 3,000 copies on the first day it was published. More copies of *Uncle Tom's Cabin* were sold than any other book except the Bible.

*Uncle Tom's Cabin* was read by so many people that it scared slave owners. They feared that people would feel sorry for the slaves and refuse to return runaway slaves to their masters. That is exactly what happened.

After Harriet Beecher Stowe's book was published, more people helped slaves escape to freedom. When President Abraham Lincoln met Harriet Beecher Stowe he said, "So you're the little lady who started the Civil War!"



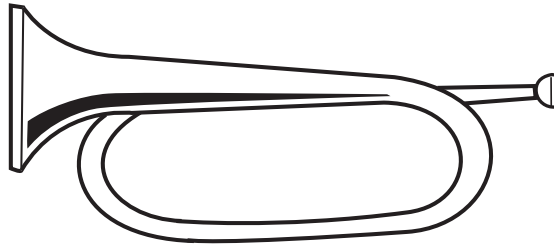
HARRIET BEECHER STOWE

## THE CIVIL WAR

In 1860, Abraham Lincoln was elected president of the United States. President Lincoln **vowed** to end slavery. The Southern states kept their promise and separated from the Union. In 1861, eleven Southern states in the Union **seceded** and formed a new nation. They called their nation the **Confederate States of America**. They formed the Confederate Army and prepared to fight the 23 states in the North who were still part of the Union. On April 12, 1861, the first shots of the Civil War were fired in South Carolina.

During the Civil War, 55,000 men from Connecticut fought for the Union Army to end slavery and bring the United States back together. Connecticut's industries helped the war effort by providing blankets, firearms, **ammunition**, and ships for the Civil War.

In 1865, the Civil War ended. Slavery was abolished in the United States. All states were required to free their slaves. The Southern states were not permitted to rejoin the Union until they wrote new constitutions that gave black **citizens** the same rights and freedoms as white citizens. It took five long years after the end of the Civil War for all 11 Southern states to be readmitted to the Union.



### FAST FACTS

- ★ Harriet Beecher Stowe's next-door neighbor was Mark Twain. Mark Twain built a fancy **mansion** where he wrote famous books that included *The Adventures of Tom Sawyer* and *The Adventures of Huckleberry Finn*.
- ★ P.T. Barnum was born in Connecticut. He was the co-creator and owner of the Barnum and Bailey Circus. The circus is still known today as, "The Greatest Show on Earth!"
- ★ In 1792, Eli Whitney of New Haven, Connecticut invented the cotton gin. This invention removed the tiny cotton seeds from the cotton fiber. Before the cotton gin was invented, the cotton seeds were removed by hand. This was usually done by slaves.



# CONNECTICUT

Directions: Read each sentence carefully. Darken the circle for the correct answer to each question.

Study this Table of Contents from a book about Nathan Hale. Then answer questions 4-6.

After reading about Connecticut, you decide to write a report about Nathan Hale.

- 1 Which of these topics should **not** be included in your report?
- A Nathan Hale's childhood.
  - B The causes of the French and Indian War.
  - C Nathan Hale's leadership in the Continental Army.
  - D Nathan Hale's bravery.

You need to use a dictionary to look up some words to use in your report. Use these entries to answer questions 2 and 3.

<p><b>A</b>•mer•i•can Rev•o•lu•tion <i>n.</i> Conflict between 13 English colonies in North America and their mother country, Great Britain. Also known as the Revolutionary War.</p> <p>Con•ti•nen•tal Ar•my <i>n.</i> American troops that fought against Great Britain during the Revolutionary War.</p> <p>moth•er coun•try <i>n.</i> Original homeland of the English colonists.</p> <p>loy•al <i>n.</i> Faithful.</p>
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- 2 How can the entries be changed so that they are in alphabetical order?
- F Put mother country after American Revolution.
  - G Put loyal after American Revolution.
  - H Put Continental Army first.
  - J Put loyal before mother country.
- 3 Which guide words might mark the page on which you would find the word **loyal**?
- A laugh-lawyer
  - B lost-lumpy
  - C live-lovely
  - D look-loser

### Table of Contents

Chapter 1 Nathan Hale's Childhood Years .....	2
Chapter 2 Nathan Hale as a Teacher .....	7
Chapter 3 Captain Hale's Dangerous Mission.....	14
Chapter 4 Famous Last Words .....	20

- 4 Which chapter should you read to learn about Nathan Hale's Death?
- F Chapter 1
  - G Chapter 2
  - H Chapter 3
  - J Chapter 4
- 5 On which page does Chapter 3 end?
- A 7
  - B 8
  - C 14
  - D 19
- 6 Chapter 1 might contain information about all of these things **except** –
- F the moments before Nathan Hale was hanged
  - G Nathan's childhood friends
  - H the date of Nathan's birth
  - J the name of Nathan Hale's fifth grade teacher

LANGUAGE

### Answers

- |                   |                   |
|-------------------|-------------------|
| 1 (A) (B) (C) (D) | 4 (F) (G) (H) (J) |
| 2 (F) (G) (H) (J) | 5 (A) (B) (C) (D) |
| 3 (A) (B) (C) (D) | 6 (F) (G) (H) (J) |

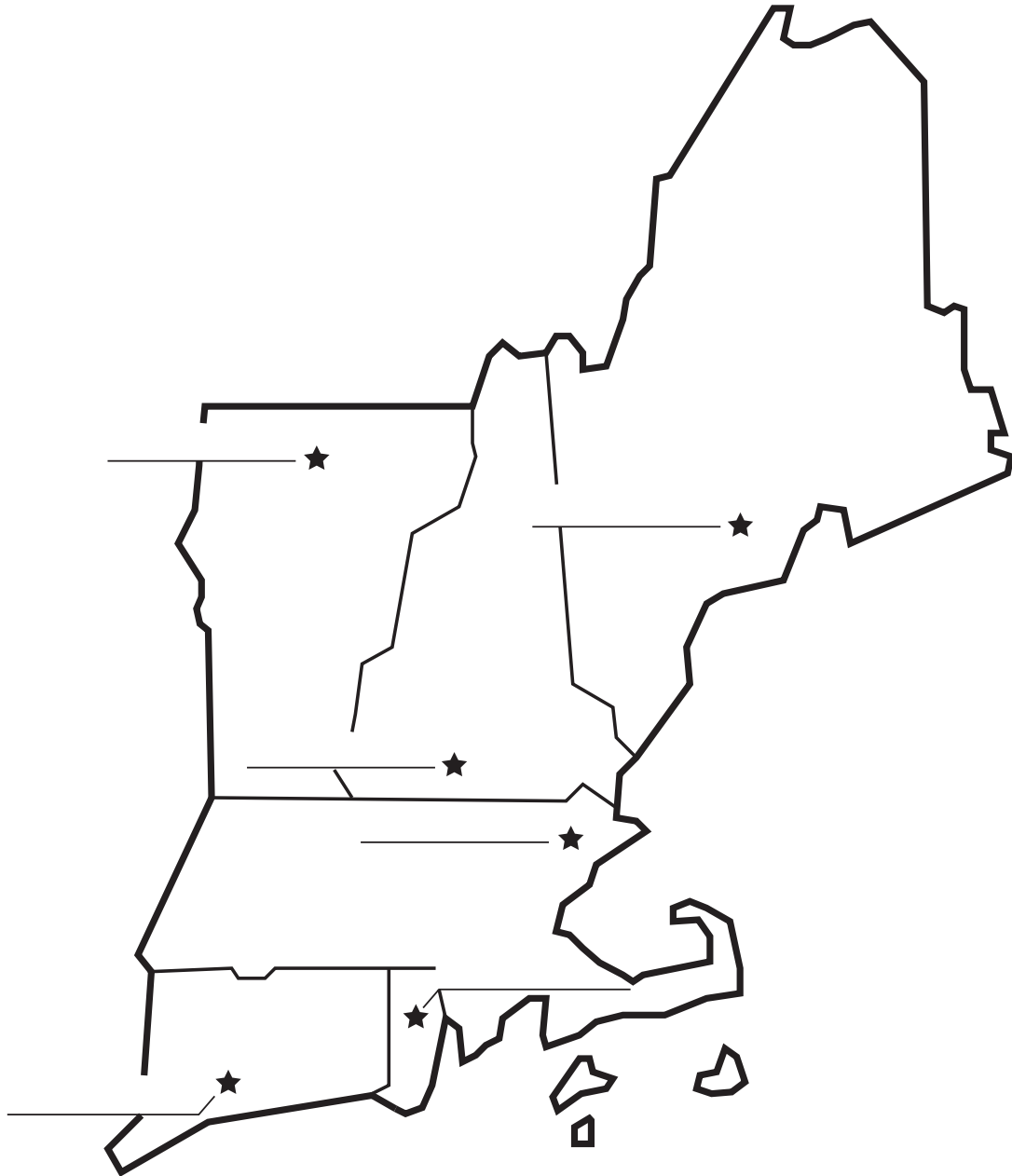
Name \_\_\_\_\_

# NEW ENGLAND

## STATES AND CAPITALS STUDY GUIDE

During this unit, you will be studying about each of the six New England states. In this activity, you will create a study guide to help you take a quiz about the New England states and their capitals.

**Directions:** Use the blank map of the New England states to make a study guide. As you learn about each state, find the state on the map. Label each state with its correct name. On the lines provided, fill in each state's capital city. Spelling Counts!

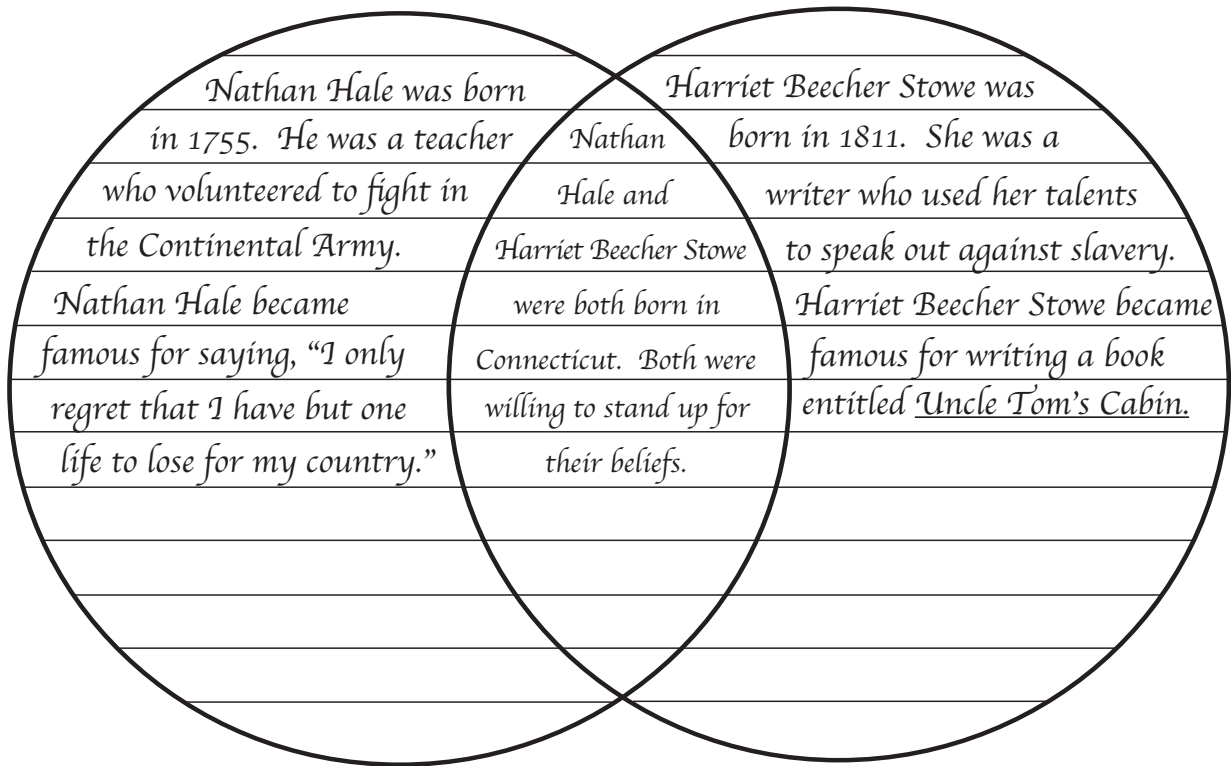


# ★ ★ MAKING A VENN DIAGRAM ★ ★

A Venn Diagram is a great tool to use when you want to create a graphic that shows how topics are different, yet alike at the same time. In a Venn Diagram, two or more large circles overlap in the middle. The differences between the chosen topics are written in the large outer areas of the circles. Things that the topics have in common are written where the circles overlap.

Look at the Venn Diagram below. There are two large circles that overlap to show how Nathan Hale and Harriet Beecher Stowe were both different and alike. In the large areas of the circles, the differences between Nathan Hale and Harriet Beecher Stowe have been listed. The overlapping sections of the circles list the ways that Nathan Hale and Harriet Beecher Stowe were alike.

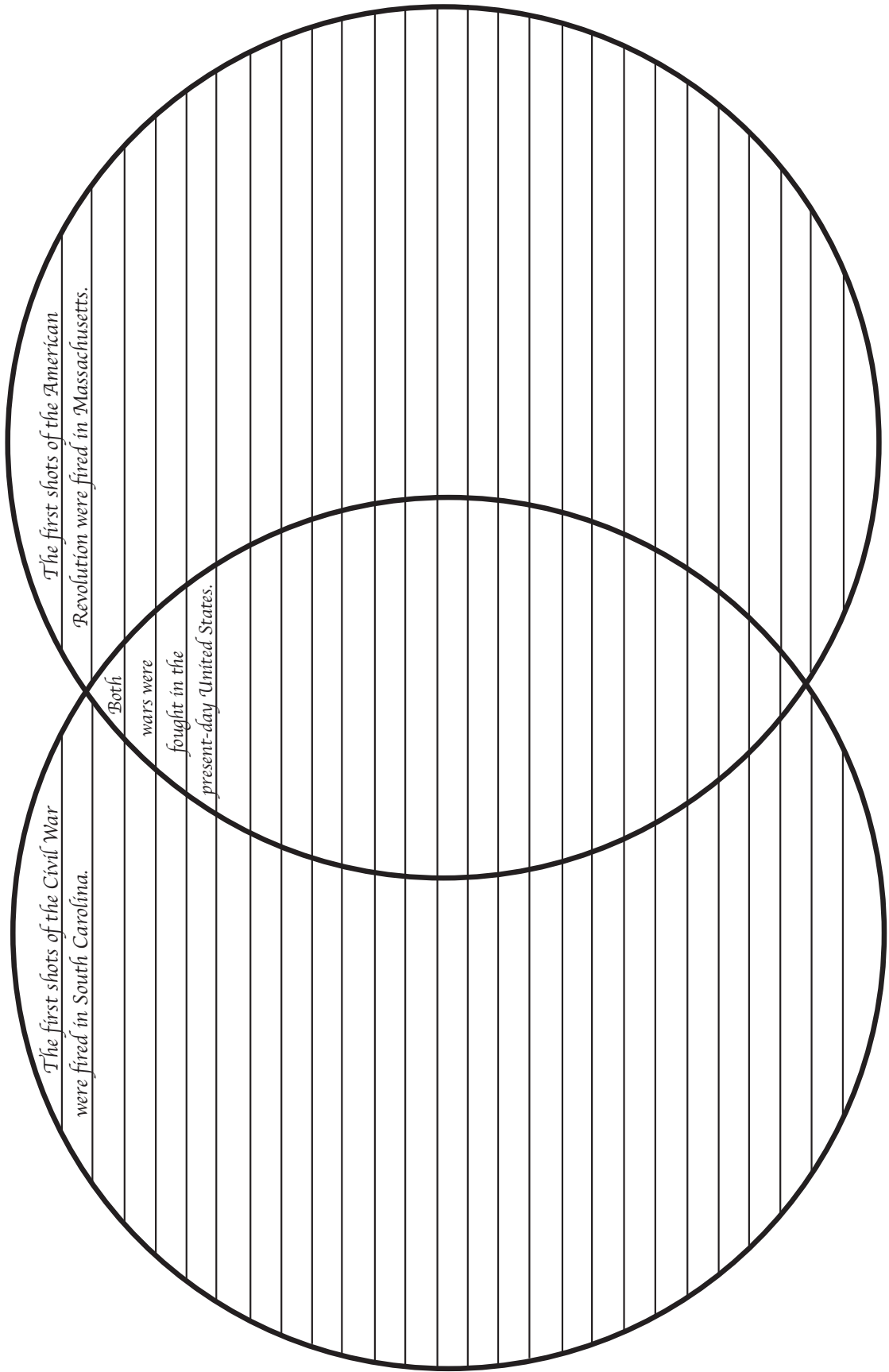
TOPIC: Nathan Hale                      TOPIC: Harriet Beecher Stowe



**Directions:** In this activity, you will use the Venn Diagram on the next page to compare and **contrast** the Civil War and the American Revolution. Use the information from Connecticut as well as other books, encyclopedias, and the Internet to find the information for your Venn Diagram. Follow the example by listing the differences between the two wars in the large areas of the circles. Use the overlapping areas of the circles to list ways that the Civil War and the American Revolution were alike.























Name \_\_\_\_\_

TOPIC: *The Civil War*      TOPIC: *The American Revolution*







- |                               |   |  |
|-------------------------------|---|--|
| 17. _____ seceded             |    | P. groups of people who are ruled by another country.  |
| 18. _____ profitable          |    | Q. large territory with one ruler.   |
| 19. _____ plantations         |    | R. came together and formed a single unit.   |
| 20. _____ exotic              |    | S. money that is owed to someone else.   |
| 21. _____ governor            |    | T. withdrew from the United States and formed a separate nation.   |
| 22. _____ historians          |    | U. conflict between 13 English colonies in North America and their mother country, Great Britain. Also known as the Revolutionary War.             |
| 23. _____ independent         |    | V. an area in the northeast United States that includes the states of Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. |
| 24. _____ overthrown          |    | W. a British colony located in the Atlantic Ocean.   |
| 25. _____ New World           |    | X. original homeland of the English colonists.   |
| 26. _____ industries          |    | Y. a person who is in charge of an area or group.  |
| 27. _____ loyal               |  | Z. to show the differences.  |
| 28. _____ defeated            |  | AA. bullets and explosive items used in war.   |
| 29. _____ mother country      |  | BB. a business that makes money.   |
| 30. _____ Netherlands         |  | CC. not under the control or rule of another.  |
| 31. _____ American Revolution |  | DD. groups of people who come together to help one another in times of trouble.  |
| 32. _____ colonies            |  | EE. selections of leaders by voting for them.  |
| 33. _____ Puritan             |  | FF. people who study history.  |
| 34. _____ Great Britain       |  | GG. promised.  |
| 35. _____ dominion            |  | HH. moved from one place and settled someplace else.   |
| 36. _____ New England         |  | II. won victory over.  |
| 37. _____ contrast            |  | JJ. passenger vehicle that runs on railway tracks set in the street.   |
| 38. _____ mansion             |  | KK. removed from power.  |
|                               |   | LL. faithful.  |



# GLOSSARY

**a•bol•ished** stopped or put an end to.

**ac•cused** blamed or charged with a crime.

**a•dop•ted** accepted and put into action.

**ag•ri•cul•ture** planting crops and raising farm animals.

**al•lies** groups of people who come together to help one another in times of trouble.

**A•mer•i•can Rev•o•lu•tion** conflict between 13 English colonies in North America and their mother country, Great Britain. Also known as the Revolutionary War.

**am•mu•ni•tion** bullets and explosive items used in war.

**an•ti•slav•er•y** against slavery.

**ap•point•ed** chosen or selected.

**Ber•mu•da** a British colony located in the Atlantic Ocean.

**bor•ders** lies right next to something.

**cap•i•tal** the city that serves as the center of government for the state.

**char•ter** a contract which gives one group power over another.

**cit•i•zens** people living in a city, town, state, or country who enjoy the freedom to vote and participate in government decisions.

**col•o•nies** groups of people who are ruled by another country.

**col•o•nists** people who live in a colony.

**Con•fed•er•ate States of A•mer•i•ca** the nation formed by the Southern states during the Civil War.

**con•flict** a struggle or disagreement.

**con•sti•tu•tion** a plan which outlines the duties of the government and guarantees the rights of the people.

**Con•ti•nen•tal Ar•my** American troops that fought against Great Britain during the Revolutionary War.

**con•trast** to show the differences.

**debt** money that is owed to someone else.

**do•min•ion** large territory with one ruler.

**e•con•o•my** the way a city, state, or country makes money.

**e•lec•tions** selections of leaders by voting for them.

**En•gland** a region located on the southern part of the island of Great Britain.

**Eu•ro•pe•ans** people who come from the continent of Europe.

**ex•ot•ic** strange, unusual, rare.

**gov•er•nor** a person who is in charge of an area or group.

**Great Bri•tain** the largest island in Europe. It includes England, Scotland, and Wales.

**Great Lakes** five large lakes located in North America at the border between Canada and the United States. The names of the lakes are Superior, Michigan, Huron, Erie, and Ontario.

**his•to•ri•ans** people who study history.

**im•port•ed** brought items into a country for the purpose of selling them.

**in•de•pen•dent** not under the control or rule of another.

**in•dus•tries** businesses that provide a certain product or service.

**in•hab•it•ed** lived or settled in a place.

**is•land** land surrounded on all sides by water.

**loy•al** faithful.

**mam•mals** warm-blooded animals who feed their young with milk, have backbones, and are covered with hair.

**man•sion** huge home.

**man•u•fac•tur•ing** making something from raw materials by hand or machinery.

**moth•er coun•try** original homeland of the English colonists.

**mot•to** a short phrase describing conduct or principles.

**Ne•ther•lands** an independent European country bordered by the North Sea, Belgium, and Germany.

**New En•gland** an area in the northeast United States that includes the states of Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont.

**New World** a term once used to describe the continents of North and South America.

**North A•mer•i•ca** one of seven continents in the world. Bounded by Alaska in the northwest, Greenland in the northeast, Florida in the southeast, and Mexico in the southwest.

**o•ver•thrown** removed from power.

**plan•ta•tions** very large farms in the South where crops of cotton and tobacco were grown and slave labor was generally used.

**prof•it•a•ble** a business that makes money.

**Pu•ri•tan** a person from England who traveled to America in the 1600s and 1700s in search of religious freedom.

**se•ced•ed** withdrew from the United States and formed a separate nation.

**sur•ren•dered** gave up completely.

**sus•tains** keeps going without giving up.

**ter•ri•to•ries** areas of land controlled by a person or group of people.

**tex•tile** a woven or knit cloth.

**trans•plant•ed** moved from one place and settled someplace else.

**trea•ty** a formal agreement.

**trol•ley** passenger vehicle that runs on railway tracks set in the street.

**Un•ion** coming together under one government, the way the United States did in 1776.

**u•nit•ed** came together and formed a single unit.

**vowed** promised.

**wam•pum** beads made of shells that were once used for money or decoration by Native Americans.

# ANSWERS

## ANSWERS TO COMPREHENSION QUESTIONS

- |   |  |
|---|--|
| <p>READING</p> <ol style="list-style-type: none"> <li>1. C</li> <li>2. G</li> <li>3. C</li> <li>4. F</li> <li>5. B</li> <li>6. J</li> <li>7. D</li> <li>8. F</li> </ol> | <p>LANGUAGE</p> <ol style="list-style-type: none"> <li>1. B</li> <li>2. J</li> <li>3. B</li> <li>4. J</li> <li>5. D</li> <li>6. F</li> </ol> |
|---|--|

## ANSWERS TO VOCABULARY QUIZ

- |       |        |        |       |
|-------|--------|--------|-------|
| 1. H  | 11. HH | 21. Y  | 31. U |
| 2. K  | 12. N  | 22. FF | 32. P |
| 3. C  | 13. D  | 23. CC | 33. E |
| 4. DD | 14. O  | 24. KK | 34. A |
| 5. GG | 15. S  | 25. B  | 35. Q |
| 6. R  | 16. EE | 26. J  | 36. V |
| 7. JJ | 17. T  | 27. LL | 37. Z |
| 8. AA | 18. BB | 28. II | 38. G |
| 9. W  | 19. F  | 29. X  |       |
| 10. M | 20. L  | 30. I  |       |

## VENN DIAGRAM PARAGRAPH GRADING CHART

### PARAGRAPH CONTENT

CRITERIA	POINTS POSSIBLE	POINTS EARNED
Topic Sentence	15	
Four Supporting Sentences with appropriate information from Graphic Organizer	60 (15 points per sentence)	
Closing Sentence	15	
Neatness of Final Draft	10	
<b>TOTAL</b>	<b>100</b>	

### PARAGRAPH MECHANICS

CRITERIA	POINTS POSSIBLE	POINTS EARNED
Spelling	20	
Punctuation	20	
Grammar	20	
Capitalization	20	
Sentence Structure	20	
<b>TOTAL</b>	<b>100</b>	