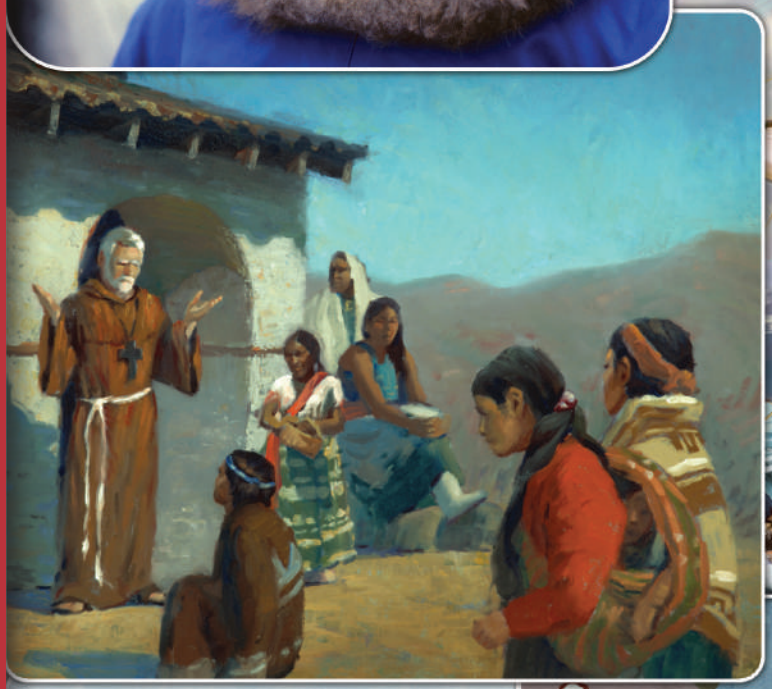
Grade 3
Primary Source Activity Book
Student Edition



GRADE 3 Core Knowledge History and Geography®

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Primary Source Activity Book

Grade 3

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Primary Source Activity Book Grade 3

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About Primary Sources

What Is a Primary Source?

A primary source is an item from a time period of study that tells us about that time period. It can be something written, like a government document, a letter, or a diary. It can be something heard, like a sound or video recording. It can be a work of art, like a painting, sculpture, or photograph. Furniture, toys, clothing, tools, and other elements of daily life also count as primary sources.

Why Study Primary Sources?

Primary sources are a window to the past. They help us understand a time period or event because they were created by people who lived during it. They show or tell us what people thought, what they knew, how they felt, and how they lived.

How Do I Analyze Primary Sources?

There are five steps in analyzing a primary source.

Step 1: Figure out what you already know about the time, place, and/or topic.

Step 2: Identify what the source says or shows.

Step 3: Connect the source to the time and place it was created.

Step 4: Determine the source's message, meaning, or importance.

Step 5: Draw a conclusion.

This workbook contains primary sources related to your study of history. Each source comes with questions that will guide you through these five steps to think like a historian.

Julius Caesar Crossing the Rubicon

Background: Suetonius was a Roman biographer who was born decades after Julius Caesar died. He wrote about many Roman emperors. He included gossip in his biographies, which made them very popular. Although he was an upper-class citizen, Suetonius's works do not glorify the emperors the way many upper-class Romans of his time did. In this excerpt, he describes Julius Caesar's actions on the day he led his troops across the Rubicon River.

When word came that the decision of the tribunes [officials who represented the plebeians] had been set aside and they themselves had left the city, Caesar at once sent on a few cohorts [groups of soldiers] with all secrecy, and then, to avoid suspicion, concealed his purpose by appearing at a public show inspecting the plans of a gladiatorial school which he intended building, and joining as usual in a banquet with a large company. It was not until after sunset that he set out very privily [secretly] with a small company. . . . Then, overtaking his cohorts at the river Rubicon, which was the boundary of his province, he paused for a while, and realizing what a step he was taking, he turned to those about him and said: "Even yet we may draw back; but once we cross that little bridge, the whole issue is with the sword."

Source: Adapted from Suetonius. "The Life of Julius Caesar." In *The Lives of the Twelve Caesars*, translated by J. C. Rolfe. Book 1. Loeb Classical Library, 1913.

Name _____ Date _____

Julius Caesar Crossing the Rubicon

Who was Julius Caesar?

_____

_____

Why did he cross the Rubicon River? What happened after he crossed the river?

_____

_____

_____

_____

In your own words, explain what happens in the excerpt.

_____

_____

_____

_____

_____

_____

According to the excerpt, what pushed Caesar to take action?

_____

_____

What did Caesar mean when he said, "The whole issue is with the sword"?

_____

_____

Name _____ Date _____

Julius Caesar Crossing the Rubicon (*continued*)

Did Caesar want the leaders of Rome to know what he planned to do? How do you know?

_____

_____

_____

_____

Did Caesar realize the importance of crossing the Rubicon with his troops? How do you know?

_____

_____

_____

_____

How does this excerpt confirm or change your understanding of Caesar's actions?

_____

_____

_____

_____

Based on this excerpt and your knowledge of Julius Caesar, what kind of person was he? How do you know?

_____

_____

_____

_____

_____

_____

Statue of Caesar Augustus

Background: This statue of Augustus Caesar stands in the Roman Forum.

Name _____ Date _____

Statue of Caesar Augustus

Who was Caesar Augustus?

_____

_____

_____

_____

Describe the statue. What is Augustus wearing? What is he holding?

_____

_____

_____

_____

Why do you think Augustus is dressed this way?

_____

_____

The stick that Augustus is holding is a scepter, a symbol of power. Why do you think Augustus is shown holding a scepter?

_____

_____

Why do you think Augustus is pointing forward?

_____

_____

Name _____ Date _____

Statue of Caesar Augustus (*continued*)

What does this statue suggest about the type of ruler Augustus was?

_____

_____

_____

_____

What is the Roman Forum? What might have been the purpose of putting this statue there?

_____

_____

_____

_____

How does this statue confirm or change your understanding of Caesar Augustus?

_____

_____

_____

_____

_____

_____

Justinian's Code

Background: Justinian I (r. 527–565 CE) was one of the great emperors of the Eastern Roman, or Byzantine, Empire. One of his best-known achievements was this *Corpus Juris Civilis*, more commonly known as the Code of Justinian or Justinian's Code. Originally written in Latin, the code was a collection of Roman laws at the time. It was organized into three books: the Book of Persons, the Book of Things, and the Book of Actions. These excerpts are from a translation of the Book of Persons.

BOOK I

I. Justice and Law

3. The maxims [principles] of law are these: to live honesty, to hurt no one, to give every one his due.

III. The Law of Persons

The chief division in the rights of persons is this: men are all either free or slaves.

1. Freedom, from which men are said to be free, is the natural power of doing what we each please, unless prevented by force or by law.

2. Slavery is an institution of the law of nations, by which one man is made the property of another, contrary to natural rights. . . .

4. Slaves either are born or become so. They are born so when their mother is a slave; they become so either by the law of nations, that is, by captivity, or by the civil law, as when a free person, above the age of twenty, suffers himself to be sold, that he may share the price given for him.

Source: "The Institutes of Justinian." In *The Library of Original Sources*, edited by Oliver J. Thatcher. Vol. 3. Milwaukee: University Research Extension, 1971.

Name _____ Date _____

Justinian's Code

Who was Justinian?

_____

_____

What was Justinian's Code?

_____

_____

What are the three principles of law?

1. _____

2. _____

3. _____

What does it mean to "live honesty"?

_____

_____

What does it mean to "give every one his due"?

_____

_____

With these principles, what kind of society was Justinian trying to create? How do you know?

_____

_____

_____

_____

Name _____ Date _____

Justinian's Code (*continued*)

According to the code, what are three ways that people become enslaved in the Roman Empire?

1. _____

2. _____

3. _____

Why is slavery "contrary to natural rights"?

_____

_____

Based on this excerpt, do you think the laws affecting free people were different from the laws affecting enslaved people? Why or why not?

_____

_____

_____

_____

How does this excerpt confirm or change your understanding of Justinian and the Eastern Roman Empire?

_____

_____

_____

_____

_____

_____

A Viking Runestone

Background: This runestone was carved in the 700s CE.

Name _____ Date _____

A Viking Runestone

Who were the Vikings?

_____

_____

What is a runestone?

_____

_____

What do you see on the top part of the stone?

_____

_____

_____

_____

What do you see on the bottom part of the stone?

_____

_____

_____

_____

What does the top part of the stone tell you about Viking life? How do you know?

_____

_____

_____

_____

Name _____ Date _____

A Viking Runestone (*continued*)

What does the bottom part of the stone tell you about Viking life? How do you know?

_____

_____

_____

_____

Could one person have created this, or did it require a group?

_____

What tools and knowledge were needed to create this stone?

_____

_____

_____

Why do you think this stone was created? What is its purpose? How do you know?

_____

_____

_____

_____

How does the stone confirm or change your understanding of the Vikings?

_____

_____

_____

_____

_____

Leif Eriksson's Discovery of Vineland

Background: Leif Eriksson was a Viking explorer who lived in the 1000s CE. He is believed to be the first European to have landed in North America, in a part of what is now Newfoundland, Canada. Eriksson named the place "Vinland" or "Vineland," for the grapes that grew there. This excerpt comes from *The Saga of Erik the Red*, which was written in the 1200s CE about the life of Leif's father.

Leif set sail as soon as he was ready. He was tossed about a long time out at sea, and lighted upon lands that were new to him. There were fields of wild wheat, and grape vines in full growth. There were also the trees which were called maples . . . some trunks so large that they were used to build houses. Leif came upon men who had been shipwrecked, and took them home with him, and gave them food during the winter. Thus did he show his great generosity and his graciousness. . . .

At home, there was much talk about making ready to go to the land which Leif had discovered. Leif's brother Thorstein was chief mover in this, a worthy man, wise and much liked. . . . They made ready the ship . . . there were twenty men who undertook the journey. They brought few possessions, mostly weapons and food.

Source: Adapted from Sephton, John, trans. *Eirik the Red's Saga: A Translation*. Liverpool: D. Marples, Melvill Chambers, 1880.

Name _____ Date _____

Leif Eriksson's Discovery of Vineland

Who was Leif Eriksson?

_____

_____

What was Vineland?

_____

_____

_____

Based on the excerpt, what kind of place was Vineland? How do you know?

_____

_____

_____

_____

Based on the excerpt, what kind of person was Leif Eriksson? How do you know?

_____

_____

_____

_____

According to the excerpt, how did the Vikings respond to Leif Eriksson's discovery? How do you know?

_____

_____

_____

Name _____ Date _____

Leif Eriksson's Discovery of Vineland (*continued*)

How is this account of Leif Eriksson's discovery the same as or similar to the account in your history book?

How is this account of Leif Eriksson's discovery different from the account in your history book?

How does this account confirm or change your understanding of Leif Eriksson and the Vikings?

Ancestral Pueblo Artifacts

Background: The Ancestral Pueblo were Native Americans who once lived in what is known today as the Four Corners area of the Southwest; that is, where Arizona, New Mexico, Colorado, and Utah meet. These artifacts come from the Ancestral Pueblo settlement at Mesa Verde in Colorado. Ancestral Puebloans lived at Mesa Verde for more than seven hundred years, from about 550 CE to around 1300 CE. The image on the left is a piece of Ancestral Puebloan pottery. The image on the right is a piece of a petroglyph, a collection of ancient pictures carved into rock.

Name _____ Date _____

Ancestral Pueblo Artifacts

Who were the Ancestral Pueblo?

_____

_____

Where and how did the Ancestral Pueblo live?

_____

_____

_____

_____

Describe the piece of pottery.

_____

_____

_____

_____

What was this pottery used for? How do you know?

_____

_____

_____

What tools and knowledge were needed to make this piece of pottery?

_____

_____

_____

Name _____ Date _____

Ancestral Pueblo Artifacts (*continued*)

Describe the petroglyph.

_____

_____

_____

What tools and knowledge were needed to create the petroglyph?

_____

_____

_____

What do the pottery and petroglyph have in common?

_____

_____

What do the pottery and petroglyph tell you about the Ancestral Pueblo at Mesa Verde?

_____

_____

_____

_____

How do the pottery and petroglyph confirm or change your understanding of the Ancestral Pueblo?

_____

_____

_____

_____

_____

Mound Builder Artifacts

Background: *Mound Builders* is a name used to describe different groups of Native Americans who lived in the American Southeast. There were three main Mound Builder cultures: the Adena, the Hopewell, and the Mississippians. The Adena lived in and around the Ohio River Valley. The Hopewell developed out of Adena culture and lived in the region between the Great Lakes and the Gulf of Mexico, from the Ohio River Valley to the Mississippi River. The Mississippians lived in a region centered around the Mississippi River, from which they get their name. The bird artifact is from the Hopewell culture. It is made of stone and was found in Chillicothe, Ohio. The other artifact is a gorget, an ornament or piece of armor that is worn on a person's throat. It is made of shell and was found at a Mississippian site in Oklahoma.

Name _____ Date _____

Mound Builder Artifacts

Who were the Mound Builders?

_____

_____

_____

Why were these cultures called Mound Builders?

_____

_____

Describe the bird artifact.

_____

_____

_____

What tools and knowledge were needed to create the bird artifact?

_____

_____

_____

Could the bird artifact have been made by one person, or did it require a group?

_____

Describe the gorget.

_____

_____

_____

_____

Name _____ Date _____

Mound Builder Artifacts (*continued*)

Gorgets can be worn as armor to protect the throat or as decoration. How do you think this gorget was worn? Why?

What tools and knowledge were needed to create the gorget?

Could the gorget have been made by one person, or did it require a group?

Each of these artifacts is from a different Mound Builder culture. Based on these artifacts, what might these cultures have in common? Why do you think that?

How do these artifacts confirm or change your understanding of the Mound Builders?

Haudenosaunee Great Law of Peace

Background: The Haudenosaunee Confederacy was made up of the Mohawk, the Onondaga, the Seneca, the Oneida, and the Cayuga, most of whom lived in what is now the state of New York. The confederacy was united by the Great Law of Peace. Although the Great Law was not written down at the time of the confederacy's formation, its story and laws have been passed down by word of mouth for generations. This version was recorded in 1916 by an archaeologist at the State Museum in New York.

1. I am Dekanawidah and with the Five Nations' Confederate Lords, I plant the Tree of Great Peace. . . . I name the tree the Tree of the Great Long Leaves. . . .

2. Roots have spread out from the Tree of the Great Peace, one to the north, one to the east, one to the south and one to the west. The name of these roots is The Great White Roots and their nature is Peace and Strength. If any man or any nation outside the Five Nations shall obey the laws of the Great Peace and make themselves known to the Lords of the Confederacy, they may trace the Roots to the Tree and if their minds are clean and they are obedient and promise to obey the wishes of the Confederate Council, they shall be welcomed to take shelter beneath the Tree of the Long Leaves. We place at the top of the Tree of the Long Leaves an Eagle who is able to see afar. If he sees in the distance any evil approaching or any danger threatening, he will at once warn the people of the Confederacy.

Source: Adapted from "The Constitution of the Iroquois Nations: The Great Binding Law, Gayanashagowa." Prepared by Gerald Murphy. Cybercasting Services Division, National Public Telecomputing Network (NPTN).

Name _____ Date _____

Haudenosaunee Great Law of Peace

Who are the Haudenosaunee?

_____

_____

_____

What is the Haudenosaunee Confederacy?

_____

_____

_____

Who was Dekanawidah? How do you know?

_____

_____

According to the Great Law, if another nation wants to join the confederacy, what do they have to do?

_____

_____

_____

_____

What is the purpose of the Eagle in the Great Law?

_____

_____

Name _____ Date _____

Haudenosaunee Great Law of Peace (*continued*)

According to the Great Law of Peace, what benefits did member nations get from the alliance?

The tree and the eagle in the Great Law are figurative. They are symbols. What do they represent?

What kind of alliance was the Haudenosaunee Confederacy? Was it defensive (for protection) or offensive (for conquest)? How do you know?

How does the Great Law of Peace confirm or change your understanding of the Haudenosaunee?

Inuit Carvings

Background: The Inuit are a Native people who live in northern Canada and other parts of the Arctic. The item at the top is part of a knife from the 1800s. It is made of ivory, probably from a walrus tusk, and is carved with an image of a whale hunt. The item at the bottom is a small sculpture of two Inuit with a seal carved from a type of rock called soapstone.

Name _____ Date _____

Inuit Carvings

Who are the Inuit?

_____

_____

How have the Inuit survived in the Arctic?

_____

_____

_____

Describe the knife.

_____

_____

_____

_____

What tools and knowledge were needed to create this knife?

_____

_____

_____

Could the knife have been made by one person, or did it require a group?

_____

What does the knife show about Inuit life?

_____

_____

_____

Name _____ Date _____

Inuit Carvings (*continued*)

Describe the sculpture.

_____

_____

_____

_____

What tools and knowledge were needed to create this sculpture?

_____

_____

_____

Could the sculpture have been made by one person, or did it require a group?

_____

What does the sculpture show about Inuit life?

_____

_____

_____

_____

How do these objects confirm or change your understanding of the Inuit?

_____

_____

_____

_____

_____

Canada's Constitution

Background: Like the United States, the country Canada began as European colonies and later became an independent country. Unlike the United States, Canada gained its independence without a war. These excerpts come from the laws that established Canada's independence.

From the Canada Act, 1982

Be it therefore enacted by the Queen's Most Excellent Majesty, by and with the advice and consent of . . . Parliament assembled, and by the authority of the same, as follows:

1 The Constitution Act, 1982 . . . is hereby enacted for and shall have the force of law in Canada and shall come into force as provided in that Act.

2 No Act of the Parliament of the United Kingdom passed after the Constitution Act, 1982 comes into force shall extend to Canada as part of its law.

From the Constitution Act, 1982

16 (1) English and French are the official languages of Canada and have equality of status and equal rights and privileges as to their use in all institutions of the Parliament and government of Canada.

Source: *A Consolidation of the Constitution Acts, 1867 to 1982*. Ottawa: Minister of Justice, 2021.

Name _____ Date _____

Canada's Constitution

Before it became independent, what European country or countries controlled Canada?

_____

When did Canada officially become independent?

_____

Who is the queen mentioned in the Canada Act?

_____

What is the parliament mentioned in the Canada Act?

_____

_____

Which sentence in the Canada Act establishes Canada's independence?

_____

_____

_____

According to the Constitution Act, what are the official languages of Canada?

_____

How do these official languages reflect Canada's history?

_____

_____

_____

Name _____ Date _____

Canada's Constitution (*continued*)

Is the parliament mentioned in the Constitution Act the same parliament mentioned in the Canada Act? How do you know?

_____

_____

_____

_____

_____

What does this suggest about Canada's government?

_____

_____

_____

_____

How do these excerpts confirm or change your understanding of Canada?

_____

_____

_____

_____

_____

_____

Journal of de Soto's Expedition

Background: In 1539 CE, Spanish explorer Hernando de Soto landed in Florida with a force of six hundred people. Over the next three years, de Soto's expedition traveled across the southeastern region of North America. They are considered to be the first Europeans to see the Mississippi River. This excerpt comes from an account written by a member of de Soto's expedition.

We journeyed two days, and reached a village in the midst of a plain surrounded by walls, and a ditch filled with water. . . . We remained at this village for twenty-six or seven days, anxious to learn if we could take the northern route, and cross to the South Sea [Pacific Ocean]. We then marched northeast, where we were told we would find large towns. We traveled eight days through swamps, after which we met a troop of Indians, who lived under movable tents. They informed us that there were other tribes like themselves, who pitched their tents wherever they found deer, and carried their tents and provisions [supplies] with them on their backs from place to place. We next came to the province of Calusi. The natives attend but little to the cultivation of land, and live principally on fish and game. Seeing there was no way of reaching the South Sea, we returned towards the north, and afterwards in a south-west direction, to a province called Quigata [near present-day Little Rock, Arkansas], where we found the largest village we had yet seen in all our travels. It was situated on one of the branches of a great river. We remained here six or eight days to procure [acquire] guides and interpreters, with the intention of finding the sea.

Source: Hernández De Biedma, Luys. *A Translation of a Recently Discovered Manuscript Journal of the Expedition of Hernando de Soto into Florida*. New York, 1850, pp. 105–106.

Name _____ Date _____

Journal of de Soto's Expedition

Who was Hernando de Soto?

_____

_____

What happened on de Soto's North American expedition?

_____

_____

_____

_____

In your own words, summarize the events in the excerpt.

_____

_____

_____

_____

_____

According to the excerpt, what were de Soto and his expedition looking for?

_____

What is the "great river" mentioned in the excerpt?

_____

Why did de Soto and his expedition need Native guides and interpreters?

_____

_____

Name _____ Date _____

Journal of de Soto's Expedition (*continued*)

What does the excerpt show about the Native peoples of North America? How do you know?

Compare the excerpt with the account in your history book. What information is missing from this account?

How does this excerpt confirm or change your understanding of de Soto and his expedition?

The Founding of St. Augustine

Background: In 1565 CE, Pedro Menéndez de Avilés and an expedition of 1,500 colonists landed on the northeastern coast of Florida, where they established the colony of St. Augustine. This excerpt comes from an account of the founding of St. Augustine written by the expedition's chaplain, or religious leader.

On Saturday, the 8th, the general [Menéndez] landed with many banners spread, to the sound of trumpets and salutes of artillery. As I had gone ashore the evening before, I took a cross and went to meet him, singing the hymn *Te Deum laudamus*. The general marched up to the cross, followed by all who accompanied him, and there they kneeled and embraced the cross. A large number of Indians watched these proceedings and imitated all they saw done. The same day the general took formal possession of the country in the name of his Majesty, and all the captains took the oath of allegiance to him, as their general and governor of the country. When this ceremony was ended, he offered to do everything in his power for them. . . .

Source: López de Mendoza Grajales, Francisco. "The First Settlement in the United States: The Founding of St. Augustine." In *The Library of Original Sources*, edited by Oliver J. Thatcher. Vol. 5. New York: University Research Extension, 1907, p. 335.

Name _____ Date _____

The Founding of St. Augustine

What is St. Augustine?

_____

_____

_____

_____

Who was Pedro Menéndez de Avilés?

_____

_____

In your own words, summarize the events in the excerpt.

_____

_____

_____

_____

_____

_____

What does the excerpt suggest about the role of religion in Spanish colonization? How do you know?

_____

_____

_____

_____

_____

Name _____ Date _____

The Founding of St. Augustine (*continued*)

Why did Menéndez arrive "with many banners spread, to the sound of trumpets and salutes of artillery"?

_____

_____

_____

The last sentence of the excerpt says, "When this ceremony was ended, he [Menéndez] offered to do everything in his power for them." Who does *them* refer to? Does it include the Indians?

_____

_____

What does this tell you about how the Spanish viewed the Indians?

_____

_____

_____

How does this excerpt confirm or change your understanding of the founding of St. Augustine?

_____

_____

_____

_____

_____

_____

A Letter from Junípero Serra

Background: Junípero Serra was a Spanish priest and missionary credited with founding several missions in California. In his role as explorer and missionary, Serra reported to the viceroy, or governor, of New Spain on his progress. This excerpt comes from a letter Serra wrote to the viceroy about a rebellion against the San Diego mission.

December 15, 1775

Most Excellent Lord.

My most revered and most excellent Sir:

. . . I make no excuses for announcing to your Excellency the tragic news I have just received of the total destruction of the San Diego Mission at the hands of rebellious and newly-converted natives. All this happened November 5th, about one or two o'clock at night. The natives came together from forty villages, according to the information given to me, and set fire to the church after sacking [stealing valuables from] it. Then they went on to the storehouse, the house where the Fathers [priests] live, the soldiers' barracks, and all the rest of the buildings. . . .

The surviving priest and a few survivors escaped with the wounded to the presidio [military fort]. From there, the priest wrote to me asking what he should do. . . .

In light of this news, I might suggest again to Your Excellency what I proposed in one of my earlier letters: that in conquests of this kind the place where soldiers are most important is in the missions. . . .

The San Diego Mission is about two leagues [six miles] from the presidio, but it is in such as position that, throughout the day, they can see the mission from the presidio. . . . Yet while the mission was all on fire, the flames leaping up to a great height from one or two o'clock in the morning until dawn, and during all that time shooting was going on, they saw and heard nothing at the presidio. . . .

Now, after the damage has been done, the forces of the presidio come to set things right.

Source: Adapted from Serra, Junípero. "To Antonio Maria de Bucareli y Ursua." In *Writings of Junípero Serra*, edited by Antonine Tibesar. Vol. 2. Washington, D.C.: Academy of American Franciscan History, 1956, pp. 401–405.

Name _____ Date _____

A Letter from Junípero Serra

Who was Junípero Serra?

What were Spanish missions? What happened there?

According to the excerpt, what happened in San Diego on November 5, 1775?

Did Junípero Serra see these events for himself? How do you know?

Name _____ Date _____

A Letter from Junípero Serra (*continued*)

Whose perspectives or viewpoints are included in this account?

_____

_____

Whose perspectives or viewpoints are left out of this account?

_____

_____

Using what you know about mission life, why do you think the Native peoples rebelled?

_____

_____

_____

_____

What is Serra's proposed answer or solution to the rebellion? Does it solve the problems that led to the rebellion? Why or why not?

_____

_____

_____

_____

How does this source confirm or change your understanding of Spanish missions?

_____

_____

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_____

The Founding of Quebec

Background: French explorer Samuel de Champlain explored the Atlantic Coast of North America and the St. Lawrence River, looking for a place to establish a colony. In 1608, he chose a site along the St. Lawrence and established a settlement called Quebec with thirty-two colonists. The settlement later became part of a larger French colony called New France.

From the Island of Orleans to Quebec the distance is a league [3.5 miles]. I arrived there on the 3rd of July, when I searched for a place suitable for our settlement; but I could find none more convenient or better suited than the point of Quebec, so called by the natives, which was covered with nut trees. I at once employed a portion of our workmen in cutting them down, that we might construct our buildings there: one I set to sawing boards, another to making a cellar and digging ditches, another I sent downriver with the ship to get supplies. . . .

I had the work of our quarters continued, which was composed of three buildings of two stories. Each one was three fathoms [six yards] long, and two and a half fathoms [five yards] wide, with a fine cellar six feet deep. I had a gallery [balcony] made all around our buildings, on the outside, at the second story, which proved very convenient. There were also ditches, fifteen feet wide and six deep. On the other side of the ditches, I constructed several spurs [extensions], which enclosed part of the dwelling, at the points where we placed our cannon. Before the settlement, there is a place four fathoms [eight yards] wide and six or seven fathoms [twelve or fourteen yards] long, looking out upon the riverbank. Surrounding the settlement are very good gardens, and a place on the north side some hundred or hundred and twenty paces [steps] long and fifty or sixty paces wide. Moreover, near Quebec, there is a little river, coming from a lake in the interior, distance six or seven leagues [twenty-one or twenty-four miles] from our settlement.

Source: Adapted from de Champlain, Samuel. "The Founding of Quebec." In *The Library of Original Sources*, edited by Oliver J. Thatcher. Vol. 5. New York: University Research Extension, 1907, pp. 349, 353.

Name _____ Date _____

The Founding of Quebec

Who was Samuel de Champlain?

_____

_____

_____

_____

What is Quebec?

_____

_____

According to Champlain, why did he choose that location for his settlement?

_____

_____

Use the details in the excerpt to draw a map or sketch of Champlain's settlement.

Name _____ Date _____

The Founding of Quebec (*continued*)

What was the purpose of the ditches, spurs, and cannon?

Using what you have learned about the exploration of North America, why do you think Champlain included the ditches, spurs, and cannon in his settlement?

Using what you have learned about the exploration of North America, why does Champlain mention the gardens, surrounding land, and river?

How does this excerpt confirm or change your understanding of the exploration of North America and/or the founding of Quebec?

John Smith's *The Generall Historie of Virginia*

Background: In 1608, John Smith assumed the leadership of Jamestown colony. At the time, life in Jamestown was very hard, and many colonists became ill or died. Soon after becoming leader, Smith 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 many of you deserve both honor and reward, but the majority 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 labors 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 efforts. 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 _____

John Smith's *The Generall Historie of Virginia*

What was Jamestown?

_____

_____

_____

_____

Who was John Smith?

_____

_____

_____

_____

Define the following terms from the excerpt:

- idleness _____
- sloth _____
- loiterers _____

What does Smith mean when he refers to "the long experience of our late miseries"?

_____

_____

_____

What does Smith mean when he says, "He that will not work shall not eat"?

_____

_____

Name _____ Date _____

John Smith's *The Generall Historie of Virginia* (*continued*)

Using what you know about Jamestown, why did John Smith establish "he that will not work shall not eat" as a law of the colony?

How did the government of Jamestown change when John Smith became leader? How do you know?

How does this source confirm or change your understanding of life in Jamestown?

Thomas Newe, Letter from Carolina

Background: In 1663, the Carolina colony was established south of the Virginia colony. The port of Charles Town, known today as the city of Charleston, was established soon after. In this letter, colonist Thomas Newe describes Carolina almost twenty years after its founding.

May the 17th, 1682, from Charles Town on Ashley River . . .

Most Honored Father:

The 12th of this instant by the providence of God after a long and tedious [boring] passage we came to an Anchor against Charles town at 10 in the night. . . . As for the Country I can say but little of it as yet on my own knowledge, but what I hear from others. The Town which two years ago had but 3 or 4 houses, hath now about a hundred houses in it, all which are wholly built of wood, tho here excellent Brick is made, but not very much of it. All things are very dear [expensive] in the Town; milk 2 *d* a quart, beefe 4 *d* a pound, pork 3 *d*. . . . The English Barley and Wheat do thrive [grow] very well, but the Indian corn being more hearty and profitable, the others are not much regarded. I am told that there is great plenty of all things in the Country. . . . Several in the Country have great stocks of Cattle and they sell so well to newcomers that they care not for killing, which is the reason provision [food] is so dear in the Town, whilst they in the Country are furnished with Venison, fish, and fowl by the Indians for trifles [items of little value or no importance], and they that understand it make as good butter and cheese as most in England.

The land near the sea side is generally a light and sandy ground, but up in the Country they say there is very good land, and the farther up the better, but that which at present does somewhat hinder [make difficult] the settling farther up, is a war that they are engaged in against a tribe of Indians. . . .

When we came into Ashley river, we found six small vessels [boats] in the Harbour, but great [large] ones may and have come in by the assistance of a good Pilot, and if they can make good wine here, which they have great hopes of, and this year will be the time of trial which if it hits no doubt but the place will flourish [succeed] exceedingly, but if the grapevines do not prosper I question whether it will ever be any great place of trade.

Source: Adapted from Newe, Thomas. "Letters of Thomas Newe, 1682." In *Narratives of Early Carolina, 1650–1708*, edited by Alexander S. Salley Jr. New York: C. Scribner's Sons, 1911, pp. 181–82.

Name _____ Date _____

Thomas Newe, Letter from Carolina

Using your knowledge of the Thirteen Colonies, describe the founding of Carolina.

_____

_____

_____

_____

Using your knowledge of the Thirteen Colonies, describe Charleston's location and importance.

_____

_____

_____

_____

According to the excerpt, what were two problems that existed in Carolina colony?

- _____
- _____

What did Newe mean when he mentioned "the Country"?

_____

_____

Based on the excerpt, what was life like in "the Country"?

_____

_____

_____

_____

Name _____ Date _____

Thomas Newe, Letter from Carolina (*continued*)

What details in the excerpt show that Charleston was a growing city?

_____

_____

_____

Did Newe think Carolina would be a successful colony? How do you know?

_____

_____

_____

_____

_____

How does this source confirm or change your understanding of Carolina colony?

_____

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_____

_____

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_____

The Journal of Sarah Kemble Knight

Background: Sarah Kemble Knight was a British teacher and businesswoman who lived in New England during the early 1700s. In 1704, she traveled by horseback from Boston, Massachusetts, through Connecticut to New York City. Her journal provides a unique glimpse into what conditions were like for travelers at this time.

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.

Source: Knight, Sarah Kemble. *The Private Journal of Sarah Kemble Knight.* Norwich, CT: The Academy Press, 1901, p. 49.

Name _____ Date _____

The Journal of Sarah Kemble Knight

Which colonies were founded by Puritans?

- _____
- _____
- _____

Using your knowledge of the Thirteen Colonies, describe life in a Puritan colony.

_____

_____

_____

_____

_____

_____

Define the following terms from the excerpt:

- sociable _____
- zeal _____
- rigid _____
- merriment _____

What parts of Puritan life are mentioned in the excerpt?

_____

_____

_____

Name _____ Date _____

The Journal of Sarah Kemble Knight (*continued*)

According to the excerpt, what types of behavior could result in punishment in Connecticut?

According to the excerpt, how were the people of Connecticut similar to those in Boston?

According to the source, how were the people of Connecticut different from those in Boston?

Does Sarah Kemble Knight approve of the way things are done in Connecticut? How do you know?

How does this excerpt confirm or change your understanding of the Puritan colonies?

Francis Daniel Pastorius on Pennsylvania

Background: Francis Daniel Pastorius was born in Germany and immigrated to North America in 1683. He founded Germantown, one of the first German settlements in the colonies, which later became part of Philadelphia. Like William Penn, Pastorius was also a Quaker. In this excerpt, he describes Pennsylvania at the time of his arrival.

Philadelphia daily increases in houses and inhabitants. . . . Furthermore here and there other towns are laid out; for the Society is beginning to build about an hour and a half from here one bearing the name of Frankford, where they have [built] a mill and a glass factory. Not far from there . . . lies our Germantown, where already forty-two people are living in twelve dwellings. They are mostly linen weavers and not any too skilled in agriculture. These good people [used up] all their substance [wealth and possessions] upon the journey, so that if William Penn had not advanced provisions to them, they must have become servants to others. . . . Of [Germantown] I can say no more at present than that it lies on black fruitful soil and is half surrounded with pleasant streams like a natural defense. . . . Every family has a house lot of three acres.

Source: Adapted from Pastorius, Francis Daniel. "Positive Information from America." In *Narratives of Early Pennsylvania, West New Jersey and Delaware, 1630–1707*, edited by Albert Cook Myers. New York: Barnes & Noble, 1953, p. 399.

Name _____ Date _____

Francis Daniel Pastorius on Pennsylvania

Who founded the colony of Pennsylvania? Why?

_____

_____

_____

Using what you know about the Thirteen Colonies, describe life in the colony of Pennsylvania.

_____

_____

_____

_____

_____

Define the following terms from the excerpt:

- inhabitants _____
- dwellings _____
- provisions _____
- fruitful _____

What details in the excerpt show that Pennsylvania was growing as a colony?

_____

_____

_____

_____

_____

Name _____ Date _____

Francis Daniel Pastorius on Pennsylvania (*continued*)

Why would settlers have become servants if William Penn had not provided support to them?

_____

_____

_____

What details in the passage explain why Pastorius chose the location of Germantown?

_____

_____

_____

Would other Germans have wanted to come to Pennsylvania, based on Pastorius's description? How do you know?

_____

_____

_____

_____

_____

How does this excerpt confirm or change your understanding of the colony of Pennsylvania?

_____

_____

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_____

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_____

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