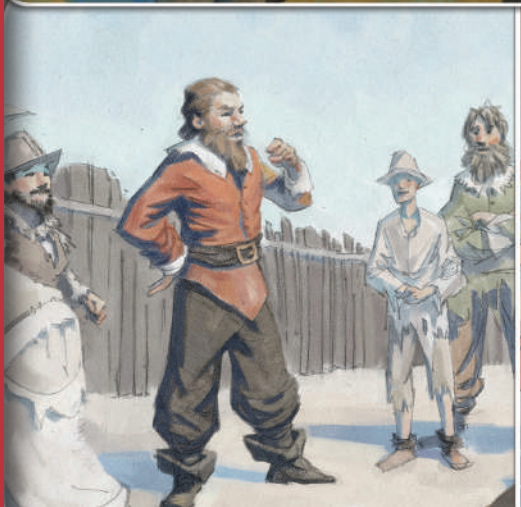
Grade 3
Primary Source Activity Book
Teacher Edition



GRADE 3 Core Knowledge History and Geography®

Core Knowledge®

Primary Source Activity Book

Grade 3

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ISBN: 979-8-88970-359-4

Primary Source Activity Book Grade 3

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About Teaching with Primary Sources

What Is a Primary Source?

According to the Library of Congress, primary sources are the raw materials of history—original documents and objects that were created at the time under study. They are items from the time period of study that tell us about that time period. Primary sources may include letters, diaries, photographs, works of art, artifacts, interviews, and sound or video recordings. Furniture, toys, clothing, tools, and other elements of daily life also count as primary sources. For example, Viking runestones, maps of North America drawn by European explorers, and letters written by President Thomas Jefferson about the Louisiana Purchase are all examples of primary sources.

Primary sources are different from secondary sources in that secondary sources are removed from the events of the past. Secondary sources often analyze, retell, or interpret historic events. Secondary sources are created by individuals who did not directly witness or experience the events they are discussing. These individuals rely on primary sources, such as historical documents, firsthand accounts, artifacts, or scientific data, to inform their analysis. Secondary sources can include textbooks, journal and newspaper articles, books about historical topics, encyclopedias, and biographies.

Why Teach with Primary Sources?

Primary sources are an essential part of understanding history. They are a window to the past and provide a deeper understanding of the human experience. Primary sources are the most direct evidence of a time period or event because they were created by people who lived during it. They have not been modified by subsequent interpretations (although they themselves may be interpretations).

Teaching with primary sources creates space for students to build connections with history and the people who lived through it. A primary source reflects the individual viewpoint of a participant or observer of past events. The student then takes on the task of contextualizing the document or materials and making connections to other sources of information. In making these connections, they are learning to think laterally, a key skill in developing informational literacy.

Primary sources also help students develop historical empathy. They help students understand that we are all historical actors. We all play a role in how history is shared, created, and documented.

Analyzing Primary Sources

A deeper understanding of a primary source and the historical event or time period from which it originates can be reached through a systematic examination of the source. This examination involves

five steps: accessing prior knowledge, describing the source, putting the source in context, interpreting the source, and drawing a conclusion from or about the source.

Accessing Prior Knowledge

The first step in analyzing a primary source is acknowledging prior knowledge of the time period, place, person, and/or event. This information can be accessed by asking questions such as the following:

- Who was [the person]?
- What happened in [the event]?
- What was life like in this time period?

Describing the Source

Describing the source provides a foundation for further interpretation and analysis. It means answering questions such as the following:

- What type of primary source is this?
- What are the defining features of the source?
- What did you notice first about the source?
- What else did you notice about the source?

Putting the Source in Context

Putting a source in context means connecting the source to the historical, social, and cultural environment in which it was created. This can be done by asking questions such as the following:

- Who created this source?
- When was the source created?
- Where was the source created?
- What was happening in that place at that time?

Note: In this activity book, this information is provided to students in the Background information for each source.

Interpreting the Source

Interpreting the source requires close examination of the source. For a document, that means examining what is said, what is suggested, and what is not addressed at all. It's as much about reading between the lines as it is about reading the text.

Interpretation of a document can be guided by questions such as the following:

- Why was this source created?
- For whom was it created or intended?

- What are the main points expressed by the source?
- What is the message of the source?
- Does the source reflect a bias? How do you know?
- Consider the point of view of the source. Whose point of view is expressed or included? Does it reflect any limitations? Does it omit any viewpoints?

For an artifact, interpretation means thinking about the knowledge, skills, and resources needed to create the object, using questions such as the following:

- Why was this source created? What was its purpose?
- For whom was it created or intended?
- What knowledge was needed to create it?
- What resources or materials were needed to create it?
- Could it have been made by one person, or did it need to be made by group?

Drawing a Conclusion

Drawing a conclusion means using the information gathered to make a statement about the primary source's meaning or significance. This process can be guided by questions such as the following:

- What does this source reveal about its author or creator?
- What does this source reveal about the time and place it was created?
- Why is this source important?
- What do you still want to know?

How to Use This Book

This book is a compilation of primary sources aligned to the Core Knowledge History and Geography™ units for Grade 3. Each source correlates with a specific unit and chapter. You may choose to use these activities during the reading of a chapter, after completion of a chapter, or at the conclusion of a unit.

For each source, students are presented with background information to help them set the context. They are then given a series of prompts and questions that guide them through analysis of the source, including connecting the source with content in the Student Reader, building vocabulary, understanding the source, interpreting the source, and drawing a conclusion from or about the source.

This Teacher Edition includes duplicates of the student activities with possible responses to each question. It also includes two generic worksheets—one for primary source documents and one for artifacts—that can be used with any source from this workbook, in the Student Reader, in Additional Activities and Online Resources, or from your own research.

As for this activity workbook, you may choose from any number of implementation options:

- Display a source, and have students work together as a class to complete the activity.
- Have students work independently, either on their own, with a partner, or in a small group.
- Have students complete the source activities one at a time when they finish each of the corresponding chapters.
- Have students complete each unit's activities at the conclusion of the unit.
- Have students complete the unit activities in a jigsaw activity.
- Have students complete the unit activities by rotating through stations.

No matter which implementation option(s) you choose, the activities in this book will help students work and think like historians, which in turn will help them develop and strengthen their informational literacy skills.

Note: The last question for each source asks students to explain how the source confirms or changes their understanding of the topic. *Confirm* means that the source repeated what students already knew about the topic. *Change* can mean that students learned they were wrong or they misunderstood the topic, but it can also mean that the source added to their knowledge of the topic or expanded or deepened their understanding.

Name _____ Date _____

Primary Source Analysis

Describe the source. If it is an image, tell what you see. If it is a text, summarize what it says.

Tell what you already know about this time period, person, place, or event.

SOURCE:

Explain the source. Identify its purpose, message, and audience.

Explain how the source confirms or changes your understanding of the time period, person, place, or event.

Name _____ Date _____

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 need to be made by a group?

_____

11. How has the artifact changed over time?

_____

_____

Name _____ Date _____

Artifact Study (*continued*)

Think about context.

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

_____

_____

Draw a conclusion about the artifact.

_____

_____

Julius Caesar Crossing the Rubicon

Use with *Ancient Rome*, Chapter 5

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?

Julius Caesar was a popular leader in ancient Rome. He was a soldier and was elected consul. He led his army to conquer Gaul. He became Rome's most famous general.

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

The Senate ordered Caesar to give up his army and return to Rome because they thought Caesar's army was too powerful. Instead, Caesar crossed the Rubicon with his army, starting a civil war. Caesar and his army won the war.

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

After the tribunes left the city, Julius Caesar secretly sent groups of soldiers to the Rubicon. While his troops gathered in secret, he made public appearances throughout the city. Then after dark, he joined his soldiers at the river. He thought about what he was doing and told his army that once they crossed the river, there would be a fight.

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

The tribunes had left the city.

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

Caesar meant that once they crossed the river, they would have to fight.

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?

No, Caesar did not want the leaders of Rome to know what he planned to do. I know this because the source says he sent out cohorts with secrecy, threw off suspicion by attending a public event, and went to the Rubicon later, after dark.

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

Caesar knew the importance of crossing the Rubicon with his troops. I know this because the source says he realized what he was doing and stopped before they crossed to say, "Even yet we may draw back; but once we cross that little bridge, the whole issue is with the sword."

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

Answers will vary. Students may say that the excerpt confirmed their understanding that Julius Caesar chose to fight his enemies in the Senate instead of surrendering or that it changed their understanding because it showed how sneaky Caesar could be.

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

Answers will vary. Students should support their answers with details from the excerpt and the Student Reader.

Statue of Caesar Augustus

Use with *Ancient Rome*, Chapter 8

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

Name _____ Date _____

Statue of Caesar Augustus

Who was Caesar Augustus?

Caesar Augustus was Julius Caesar's adopted son, Octavian. After Julius Caesar's death, Octavian and Marc Antony won a civil war and then fought each other. Octavian won. Octavian returned to Rome, where the Senate named him Caesar Augustus. He became the first emperor of Rome.

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

Augustus is standing. He is wearing armor. He is holding a large stick or staff. He is pointing forward.

Why do you think Augustus is dressed this way?

It shows he was or wanted to be thought of as a military hero.

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

It shows that he held government power as the First Citizen and then Emperor of the Roman Empire.

Why do you think Augustus is pointing forward?

He may be pointing toward the future of Rome. He may also be commanding his armies to charge into battle.

Name _____ Date _____

Statue of Caesar Augustus (*continued*)

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

Answers will vary. Students may say that the statue shows that Augustus was admired and respected as a ruler or that he was first and foremost a military leader.

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

The Roman Forum was the area in the center of Rome where government buildings, temples, and other important monuments were built. This statue might have been put there because Augustus was the leader of the government or because it was a place where everyone was most likely to see the statue.

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

Answers will vary. Students may say that the statue confirms their understanding of Caesar Augustus as a respected military and political leader or that it changes their understanding by showing how he wanted to be remembered.

Justinian's Code

Use with *Ancient Rome*, Chapter 16

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?

Justinian was one of the most famous emperors of the Eastern Roman, or Byzantine, Empire.

What was Justinian's Code?

Justinian's Code was a collection of Roman laws that Justinian had written down.

What are the three principles of law?

1. to live honesty
2. to hurt no one
3. to give every one his due

What does it mean to "live honesty"?

To "live honesty" means to be true to yourself and to keep your word or promises to others. Be honest in how you live your life and how you deal with others.

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

To "give every one his due" means to treat everyone with respect.

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

Answers will vary. Students may say that Justinian was trying to create a kind and fair society, because the three principles of law are about people getting along peacefully with each other.

Name _____ Date _____

Justinian's Code (*continued*)

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

1. They could be born into slavery.
2. They could be enslaved after being captured.
3. They could sell themselves into slavery.

Why is slavery "contrary to natural rights"?

Slavery is contrary to natural rights because freedom is people's natural state.

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

Students should recognize that the laws affecting free people likely were different from the laws affecting enslaved people based on the introduction to this section, which says that the chief division in rights is based on whether men are free or enslaved.

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

Answers will vary. Students may say that the excerpt confirms their understanding of the Eastern Empire as a continuation of the traditions of the Western Empire or that it changes their understanding of slavery in the Roman Empire.

A Viking Runestone

Use with *The Vikings*, Chapter 1

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

Name _____ Date _____

A Viking Runestone

Who were the Vikings?

The Vikings were a seafaring people who lived in Scandinavia in northwest Europe. They were skilled shipbuilders and sailors and fierce warriors.

What is a runestone?

A runestone is a carved record of information about an important event or person.

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

The top part of the stone shows people with swords and shields. One of them is riding a horse. There is also a smaller animal that looks like it is walking away.

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

The bottom part of the stone shows people in a boat riding on waves. The boat has a large rectangular sail. The people in the boat look like they are holding shields.

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

The top part of the stone tells me that the Vikings were fighters. I know this because the stone shows people with swords and round shields fighting each other.

Name _____ Date _____

A Viking Runestone (*continued*)

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

The bottom part of the stone tells me that the Vikings were sailors. I know this because the image shows people in a sailboat riding on waves.

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

One person could have created this.

What tools and knowledge were needed to create this stone?

To create this stone, someone needed to find the right kind of stone and sharp tools to carve with. They had to know how Vikings lived and how to use the tools to create the shapes they wanted.

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

Possible answer: I think the stone was created to tell the story of a Viking raid. I think this because the stone shows Vikings traveling in a ship and fighting, which is what happened when Vikings raided other places.

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

Answers will vary. Students may say that the stone confirms their understanding of the Vikings as fierce warriors and skilled shipbuilders and sailors.

Leif Eriksson's Discovery of Vineland

Use with *The Vikings*, Chapter 5

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?

Leif Eriksson was the son of Eric (Erik) the Red. He led Viking explorers to the land called Vineland.

What was Vineland?

Vineland, or Wineland, was a place past Greenland where Leif Eriksson and his crew spent a winter. Vineland had wild grapes, rich pastures and forests, and plenty of animals. (Students may recognize that Vineland was in North America, in what is now Newfoundland, Canada.)

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

Vineland was a rich or fertile place. I know that because the excerpt says Vineland had grape vines, wild wheat, and large maple trees.

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

Leif Eriksson was generous and gracious. I know this because not only does the excerpt say it specifically, it also shows it by saying that Leif helped men who had been shipwrecked by giving them food and shelter in his own home.

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

The Vikings were excited by Leif Eriksson's discovery. I know because the excerpt says there was "much talk" about going to Vineland and that Leif's brother put together an expedition to go there.

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?

Both accounts say that Vineland got its name for the grapes that grew there and that it had trees (forests). Also, both accounts say that Leif and his crew stayed in Vineland for the winter. They also say that Leif helped shipwrecked sailors.

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

This account describes Leif's ocean voyage, and the history book does not. This account says that Leif found the shipwrecked sailors in Vineland, and the history book says he found them on his way home. This account also describes what happened when Leif returned home, which the history book does not. The history book mentions the animals in Vineland, but this account does not mention animals at all.

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

Answers will vary. Students may say that the account confirms their understanding of Leif Eriksson and the Vikings as explorers or that it changes their understanding by giving more or different information about Leif Eriksson's Vineland expedition.

Ancestral Pueblo Artifacts

Use with *The Earliest Americans*, Chapter 4

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?

The Ancestral Pueblo were ancient Native Americans who lived in the American Southwest.

Where and how did the Ancestral Pueblo live?

They lived in the Four Corners region of what is now the United States in cliff dwellings and adobe buildings that were like apartment buildings. They were farmers, but they also hunted and gathered and traded. They wove clothing, made sandals from yucca, and made jars, bowls, and pitchers out of clay.

Describe the piece of pottery.

The pottery is round with handles at the top next to a narrow spout or opening. It is decorated with stripes and figures of an animal.

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

It was probably used to carry liquid, like water. The top is narrow, which would make it hard to spill what's inside and easy to pour.

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

To make this pottery, someone needed to know how to make clay, shape it, and dry it. They needed to know what the animal looked like and how to draw it. They needed to know how to make and use paint to decorate the pottery. They needed tools to mix the clay, shape it, and paint it.

Name _____ Date _____

Ancestral Pueblo Artifacts (*continued*)

Describe the petroglyph.

The petroglyph has carvings of different kinds of animals. There is a bird, lizards, and a sheep or a goat. It also has a wiggly line on it.

What tools and knowledge were needed to create the petroglyph?

To create the petroglyph, someone would need knowledge of the animals they were drawing and how to carve them. They would need to know how to carve in rock. They would need sharp tools that could carve in rock and make the shapes they wanted.

What do the pottery and petroglyph have in common?

The pottery and the petroglyph include the same animal, a sheep or a goat.

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

Answers will vary. Students may say that the pottery and petroglyph tell them about the animals that the Ancestral Pueblo saw at Mesa Verde or that they show the skills of the Ancestral Pueblo.

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

Answers will vary. Students may say that the pottery confirms their understanding of the Ancestral Pueblo's use of clay or that the two artifacts change their understanding of the Ancestral Pueblo by showing the kind of art that they made and the kind of animals they encountered.

Mound Builder Artifacts

Use with *The Earliest Americans*, Chapter 4

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?

The Mound Builders were ancient Native Americans who lived in the Midwest and Southeast. They built villages along the Mississippi River Valley, from present-day Ohio, Wisconsin, and Minnesota to Louisiana and the southeastern United States.

Why were these cultures called Mound Builders?

They were called Mound Builders because their cities and towns included large flat-topped mounds.

Describe the bird artifact.

The bird is carved from stone. Its beak is open, its feet are tucked, and its wings are raised. It is decorated with circles. It looks kind of like a parrot.

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

To create the bird artifact, someone needed to know what the bird looked like. They needed to know how to find the right kind of stone and shape and carve it. They needed sharp tools to shape and carve the stone.

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

It could have been made by one person.

Describe the gorget.

The gorget is made of shell. It is kind of oval-shaped and has two human figures cut out and carved in it. The people are holding objects that look like shields in one hand and clubs or musical instruments in the other. They are wearing headpieces, pants, and shoes. The bar between them is decorated with an animal that looks like a raccoon. There are circles, crosses, and *I*'s used as decorations too.

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?

I think this gorget was worn as decoration. It has lots of holes in it, which means it would not provide very good protection. Also, the design on it is very detailed, which suggests decoration.

What tools and knowledge were needed to create the gorget?

To create the gorget, someone need to know how to get and carve a shell. They needed tools to cut and carve the shell and to draw on it. They needed to know how to draw, and they needed to be skilled at drawing people.

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

It could have been made by one person.

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?

Answers will vary. Students may say that people of both of these cultures were skilled carvers because of the detail carved in each artifact.

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

Answers will vary. Students may say that the artifacts changed their understanding by showing how different Mound Builder cultures could be or by showing some of the goods that Mound Builders made.

Haudenosaunee Great Law of Peace

Use with *The Earliest Americans*, Chapter 7

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?

The Haudenosaunee are a people of the Eastern Woodlands.

What is the Haudenosaunee Confederacy?

The Haudenosaunee Confederacy is a group of five Haudenosaunee nations (the Mohawk, Onondaga, Seneca, Cayuga, and Oneida) that joined together to keep the peace among themselves and unite against enemies.

Who was Dekanawidah? How do you know?

Dekanawidah was the founder of the Haudenosaunee Confederacy. I know this because the first line of the excerpt says, "I am Dekanawidah" and "I plant the Tree of Great Peace."

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

If another nation wants to join the confederacy, they have to obey the laws of the Great Peace, have clean minds, and obey the wishes of the Confederate Council.

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

The Eagle warns of approaching danger.

Name _____ Date _____

Haudenosaunee Great Law of Peace (*continued*)

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

Members of the Five Nations got peace and strength from the alliance.

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

The tree represents unity. The eagle represents strength.

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

The confederacy was defensive. I know this because the last line of the excerpt says that if the eagle sees danger approaching, it will warn the nations of the confederacy.

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

Answers will vary. Students may say that the Great Law confirms their understanding of the founding and purpose of the Haudenosaunee Confederacy or that it changes their understanding by adding knowledge of how the confederacy worked.

Inuit Carvings

Use with *Canada*, Chapter 2

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?

The Inuit are Indigenous, or Native, people who live in the Canadian Arctic in the far north of Canada.

How have the Inuit survived in the Arctic?

The Inuit have survived in the Arctic by hunting whales, walruses, seals, and polar bears and fishing through holes in the ice. They travel by dog sled and make shelters out of blocks of snow.

Describe the knife.

The knife is white with black pictures on it. The pictures show people rowing a boat while one person stands at the end of the boat with a spear. A whale is in front of the boat. It looks like the person is going to throw the spear or stab the whale with it. Small fish are attached to a line connected to the whale.

What tools and knowledge were needed to create this knife?

To create this knife, someone needed to know how to get ivory, either by hunting walrus themselves or by getting it from someone who did. They needed tools to shape the ivory and carve drawings on it. They needed to know how to do this and what a whale hunt looked like.

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

It could have been made by one person.

What does the knife show about Inuit life?

It shows they used ivory, probably from walruses, to make tools. It also shows how they hunted whales.

Name _____ Date _____

Inuit Carvings (*continued*)

Describe the sculpture.

The sculpture is dark. It shows two people wearing a hooded jacket or cloak and mittens holding a seal.

What tools and knowledge were needed to create this sculpture?

To create the sculpture, someone needed to know where to get soapstone; how to carve, shape, and polish soapstone; what a seal looked like; and how to carve people and seals. They needed tools to shape, carve, and polish the soapstone.

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

It could have been made by one person.

What does the sculpture show about Inuit life?

The sculpture shows how the Inuit dress and that they catch seals. It also shows that they have access to soapstone and know how to sculpt or shape it.

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

Answers will vary. Students may say that the objects confirm their understanding of how the Inuit used whales and seals to survive in the Arctic or that the objects changed their understanding by showing them what Inuit art looks like.

Canada's Constitution

Use with *Canada*, Chapter 2

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?

France and England (or Britain or Great Britain)

When did Canada officially become independent?

Canada officially became independent in 1982.

Who is the queen mentioned in the Canada Act?

The queen mentioned in the Canada Act was the queen, or monarch, of the United Kingdom.

What is the parliament mentioned in the Canada Act?

The parliament mentioned in the Canada Act is the parliament of the United Kingdom. It makes laws for the United Kingdom and its colonies and territories.

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

The last sentence in the excerpt from the Canada 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.") establishes Canada's independence.

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

According to the Constitution Act, the official languages of Canada are English and French.

How do these official languages reflect Canada's history?

The official languages reflect Canada's history as colonies of France and England or Great Britain (or Britain).

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?

No, the parliament in the Constitution Act is not the same as the parliament in the Canada Act. I know this because the Canada Act said that the parliament of the United Kingdom would no longer make laws for Canada and the Constitution Act refers to the parliament and government of Canada.

What does this suggest about Canada's government?

This suggests that Canada's government is similar to the United Kingdom's, even though it is separate and independent.

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

Answers will vary. Students may say that the excerpts change their understanding of Canada by giving more information about Canada becoming an independent country and Canada's government.

Journal of de Soto's Expedition

Use with *Exploration of North America*, Chapter 2

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?

Hernando de Soto was a Spanish soldier and explorer. He was part of the expedition that conquered the Inca and then led an expedition to North America.

What happened on de Soto's North American expedition?

De Soto and his expedition looked for gold from Florida and across the Southeast. They became the first Europeans to see the Mississippi River. They also fought and enslaved Native Americans and left behind deadly diseases.

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

De Soto and his expedition traveled to different Native American villages and met different groups of Native Americans while trying to find the Pacific Ocean.

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

They were looking for the South Sea, or Pacific Ocean.

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

The "great river" is the Mississippi River.

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

They needed Native guides and interpreters because they did not know the land or the Native languages.

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?

It shows that the Native peoples of North America were not all the same. I know this because some of the Native peoples mentioned in the excerpt lived in villages and some were nomadic, living in tents and following game.

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

Students should recognize that the excerpt does not mention fighting Native Americans, enslaving them, or making them sick. It also does not mention de Soto getting sick and dying.

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

Answers will vary. Students may say that the excerpt confirmed their understanding that de Soto's expedition traveled all over the American southeast or that it changed their understanding of how de Soto's expedition interacted with Native Americans.

The Founding of St. Augustine

Use with *Exploration of North America*, Chapter 4

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?

St. Augustine is a city in Florida. It was originally a Spanish colony, founded in 1565 CE, and is the oldest continuing European settlement in the United States.

Who was Pedro Menéndez de Avilés?

Pedro Menéndez de Avilés was the Spaniard who led the expedition that founded St. Augustine.

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

Pedro Menéndez de Avilés arrives at St. Augustine to much fanfare and is greeted by the chaplain carrying a cross. The expedition kneels in front of the cross while the local Natives watch. Then Menéndez claims the territory for Spain, and the others promise him their loyalty.

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

The excerpt suggests that religion was important in Spanish colonization. I know this because the expedition included a chaplain and because the excerpt says that everyone kneeled to the cross before Menéndez claimed the land for Spain.

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"?

Menéndez arrived this way because he was the leader of the expedition.

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?

Them refers to the captains and others from the expedition. It does not include the Indians.

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

This tells me that the Spanish did not view the Indians as equals or important.

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

Answers will vary. Students may say that the excerpt confirms or changes their understanding of the founding of St. Augustine by showing the role of religion in Spanish colonization.

A Letter from Junípero Serra

Use with *Exploration of North America*, Chapter 4

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?

Junípero Serra was a Spanish priest who set up several missions in California.

What were Spanish missions? What happened there?

Spanish missions were religious outposts, settlements built for the purpose of converting Native Americans to Christianity. Native Americans were brought in to work on mission ranches and farms, and Catholic priests taught the workers about Christianity. Native Americans brought into the missions had to give up their ways of life and learn to live like Spaniards. Bells told them what to do and when.

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

On November 5, 1775, Native Americans from forty villages destroyed the Spanish mission in San Diego, stealing from it and burning the church to the ground. People at the mission were hurt, and they fled to the nearby presidio.

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

No, Serra did not see these events for himself. I know this because he begins the letter by saying he just received the news of what happened.

Name _____ Date _____

A Letter from Junípero Serra (*continued*)

Whose perspectives or viewpoints are included in this account?

This account includes the perspectives or viewpoints of the Spanish, both the priest who survived the attack on the mission and Serra himself.

Whose perspectives or viewpoints are left out of this account?

This account leaves out the perspectives or viewpoints of the Natives, both those who were in mission when it was attacked and those who attacked the mission.

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

The missions forced Native peoples to give up their ways of life to live like the Spanish. The Native peoples probably rebelled because they wanted to continue their own cultures and traditions.

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?

Serra's proposed solution is to place soldiers at the missions. This does not solve the problems that led to the rebellion, because the rebellion was probably about Natives not wanting to become like the Spanish. The soldiers would help force Natives to follow Spanish ways.

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

Answers will vary. Students may say that the source changed their understanding of Spanish missions by showing that some Natives fought against them or that it confirmed their understanding of how important the missions were to Spanish colonization.

The Founding of Quebec

Use with *Exploration of North America*, Chapter 6

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?

Samuel de Champlain was a French explorer who made many voyages to North America in the 1600s looking for the Northwest Passage. He established the first permanent French colony in North America.

What is Quebec?

Quebec is a province of Canada. It began as a French colony and trading post founded by Samuel de Champlain.

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

He chose that location because it was covered in nut trees.

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

Answers will vary. Student maps or sketches should show three rectangular buildings (two stories each with balconies) surrounded by ditches. Across the ditches should be spurs with cannons. There should be gardens around the settlement and empty land north of the settlement, as well as a river some distance from the settlement.

Name _____ Date _____

The Founding of Quebec (*continued*)

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

The purpose of the ditches, spurs, and cannon was to protect the settlement against invasion or attack.

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?

Champlain included the ditches, spurs, and cannon because he knew the settlement could be attacked by Native peoples or by expeditions from other countries who wanted the settlement for themselves.

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

Champlain mentions the gardens, land, and river to show that the settlement has resources to succeed and the potential to grow.

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

Answers will vary. Students may say that the excerpt confirms their understanding of Champlain's founding of Quebec because of the natural resources that were there or that it changes their understanding by describing what the settlement originally looked like.

John Smith's *The Generall Historie of Virginia*

Use with *The Thirteen Colonies*, Chapter 3

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?

Jamestown was a colony founded in 1607 in what became Virginia.

Who was John Smith?

John Smith was one of the founders and leaders of Jamestown. He helped the colony succeed.

Define the following terms from the excerpt:

- idleness inactivity
- sloth laziness; slowness
- loiterers time wasters; people who fool around instead of work

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

Smith is referring to the difficult time the colonists have had in the Jamestown colony so far.

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

Smith means that everyone will be expected to work and contribute to the success of the colony; they are not going to support people who don't want to contribute.

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?

The colony had suffered much hardship and did not have resources to spare. Because so many people had become sick or died, everyone had to work as hard as possible to make the colony a success. It also may have been intended to help people work together and commit to the colony.

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

When John Smith became leader, the government of Jamestown changed from being a group of people (the "Councilors") to only one person, Smith. I know this because Smith states that he is in charge and that he is the sole authority in the colony. He points out that there are no longer "Councilors" to "protect" people who object to his rule. He reinforces that he is willing to punish anyone who breaks his rules.

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

Answers will vary. Students may say that the source confirms what they read about John Smith as leader of Jamestown or that it changes their understanding by showing what kind of leader Smith was.

Thomas Newe, Letter from Carolina

Use with *The Thirteen Colonies*, Chapter 7

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.

Carolina was founded in 1663, when King Charles II of England gave a group of Englishmen permission to start another colony in North America. The men named the colony for the king.

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

Charleston lies near the mouths of the Ashley and Cooper Rivers. The rivers connected the city with plantations that were inland, and the city's harbor allowed trade with the whole world.

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

- Goods were expensive.
- There was a war with Native Americans.

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

Newe means the more rural areas of Carolina, outside the city of Charleston.

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

People who lived in "the Country" had better access to resources than those in Charleston. They successfully raised cattle and have plenty of deer, fish, and poultry for food. They traded with Indians but also were at war with Indians.

Name _____ Date _____

Thomas Newe, Letter from Carolina (*continued*)

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

The excerpt says that Charleston had only three or four houses two years ago and now it had a hundred. The excerpt also mentions newcomers, which suggests that people were still coming to the colony.

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

Answers will vary. Students may say that Newe thought Carolina would be successful because of the resources that were available in "the Country" and its growing population, or they may say that Newe thought Carolina would not be successful because it does not produce grapes for wine.

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

Answers will vary. Students may say that it changes their understanding of Carolina colony because it shows that Carolina was more than plantations or the struggles that colonists faced there. They may also say that it confirms their understanding of Charleston as an important city for colonists and trade.

The Journal of Sarah Kemble Knight

Use with *The Thirteen Colonies*, Chapter 12

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?

- Massachusetts (or Massachusetts Bay)
- Connecticut
- New Hampshire

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

Life in a Puritan colony was strict. People had to obey strict rules. Everyone had to attend Puritan church services and pay taxes to support Puritan ministers. People who opposed the Puritan ways were forced to leave the town or colony. Only members of a Puritan congregation could own land or vote in town meetings. Joining a congregation was hard because you had to answer difficult questions about your life and beliefs. Students may also say that children were raised according to strict rules and had to attend school.

Define the following terms from the excerpt:

- sociable friendly
- zeal great enthusiasm for something
- rigid strict; inflexible
- merriment fun

What parts of Puritan life are mentioned in the excerpt?

The excerpt mentions religion, church government, and strict rules.

Name _____ Date _____

The Journal of Sarah Kemble Knight (*continued*)

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

A harmless kiss or innocent fun among young people could result in punishment.

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

They were governed by the same laws and were from similar religious backgrounds.

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

They were much stricter in their policies and punishments.

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

She does not approve. I know this because she says that the people of Connecticut are "a little too much independent in their principles."

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

Answers will vary. Students may say that the excerpt confirms their understanding of the strict rules of Puritan colonies or that it changes their understanding by showing differences between colonies.

Francis Daniel Pastorius on Pennsylvania

Use with *The Thirteen Colonies*, Chapter 16

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?

William Penn founded the colony of Pennsylvania so that Quakers would have a safe place to live and practice their faith.

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

Philadelphia was the biggest city in Pennsylvania. It had parks and gardens instead of walls or stockades. It became a center for trade and new ideas. People from all over Europe lived in Pennsylvania, where they had religious freedom. They had rich farmland and good trade and peace with Native Americans. The colony also had a mild climate, which helped make farming easier.

Define the following terms from the excerpt:

- inhabitants the people who live in a place
- dwellings houses or other places to live
- provisions food and supplies
- fruitful producing an abundant amount

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

Pastorius noticed that more housing was being built and the number of inhabitants was increasing. These details 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?

If Penn had not provided support, the settlers would not have had enough supplies to build lives on their own and would have needed to take jobs as servants in order to survive.

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

Pastorius chose the location of Germantown because of its "black fruitful soil" and "pleasant streams like a natural defense."

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

Yes, other Germans would have wanted to come to Pennsylvania. I know this because Pastorius says that the soil was very fertile, which would make it possible for settlers to grow food to support themselves and their families. The mill and glass factory would provide jobs and goods that new inhabitants could use to build a new life.

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

Answers will vary. Students may say the excerpt confirms their understanding of Pennsylvania as a popular destination for immigrants and a place with a diverse economy or that it changes their understanding of the colony by describing places other than Philadelphia.

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