Ms. Vitulli 5th Grade Math and Social Studies
Emergency Plans for School Closing
March 13, 2020

Dear Students and Families,

Uploaded on the YPS/School 13 website folder (or can be found on EngageNY) has been added that has Module 4 Lessons 6-12 added into it. They have the Problem Sets, Exit Tickets and Homework Sets. This is new information so some of it might be confusing, however if you type in the titles of each lesson and search on Khan Academy or YouTube, you will find Khan Academy videos that will teach each one of them and also have review questions to each lesson (students have been on Khan Academy to view videos before and know where to find the review questions). When you are doing the Problem Sets, Exit Tickets and Homework Sets, do the work in your Learn and Succeed books (Remember Module 4 starts in the middle of the Module 3 & 4 Learn and Succeed Books) make sure you are checking in the top right corner that it has 4.5. If you do not have your workbooks, please do it in your math notebook or on loose leaf. Make sure to title the page in your notebook, if that is what you are using, the title of the Module Lesson is and DATE it please!

- ## Math Module 4 Learn and Succeed Books/Engage New York/Eureka Math

Day 1: Module 4 Lesson 6, Watch Khan Academy video explaining the topic " Relate Fractions as Division to Fraction of a Set", the work on Problem Set, Exit Ticket and Homework Set in the Module Learn and Succeed Book.

Day 2: Module 4 Lesson 7, Watch Khan Academy video explaining the topic " Multiply any whole number by a Fraction Using Tape Diagrams", the work on Problem Set, Exit Ticket and Homework Set in the Module Learn and Succeed Book.

Day 3: Module 4 Lesson 8, Watch Khan Academy video explaining the topic "Relate a Fraction of a Set to the Repeated Addition Interpretation of Fraction Multiplication", the work on Problem Set, Exit Ticket and Homework Set in the Module Learn and Succeed Book.

Day 4: Module 4 Lesson 9, Watch Khan Academy video explaining the topic "Find a Fraction of a Measurement, and Solve Word Problems", the work on Problem Set, Exit Ticket and Homework Set in the Module Learn and Succeed Book.

Day 5: Module 4 Lesson 10, Watch Khan Academy video explaining the topic "Compare and Evaluate Expressions with Parentheses", the work on Problem Set, Exit Ticket and Homework Set in the Module Learn and Succeed Book.

Day 6: Module 4 Lesson 11, Watch Khan Academy video explaining the topic "Solve and Create Fraction Word Problems Involving Addition, Subtraction and Multiplication", the work on Problem Set, Exit Ticket and Homework Set in the Module Learn and Succeed Book.

Khan Academy Videos go along with the module lessons, however you all know that you can watch any Khan Academy video to help you. Some of this content is new so if you are truly struggling skip and write next to it that you have a question.

CLEVER LOGIN:

Castle Learning App – I have uploaded practice NYS Math tests for you to answer the questions in preparation of the Math State Test.

You will also be able to go into **DataMate** and work on the practice tests I have uploaded for review on fractions and decimals. The title of the practice test is **Decimals and Fractions.**

- **Social Studies: 13 Colonies Powerpoint/Task Cards/Article-** information and documents will be uploaded to the YPS/School Website under grade 5.

(If you cannot access this on the computer there will be a print out to follow the Power Point which will deliver the same information and have the same content)

Day 1: Students will read through the 13 Colonies Powerpoint slides 1-23 "The New England Colonies" they will write down 5 important facts that they learned about the New England Colonies in their S.S. notebook.

Day 2: Students will read through the 13 Colonies Powerpoint slides 24-33 "The Mid-Atlantic Colonies" they will write down 5 important facts that they learned about the Mid-Atlantic Colonies in their S.S. notebook.

Day 3: Students will read through the 13 Colonies Powerpoint slides 37-47 "The Southern Colonies" they will write down 5 important facts that they learned about the Southern Colonies in their S.S. notebook.

Day 4: Students will read through the 13 Colonies Powerpoint slides 48-70 "Colonial Jobs" they will write down 5 important facts that they learned about Colonial Jobs in their S.S. notebook.

Day 5: Students will read through the 13 Colonies Powerpoint slides 71-82 " Review of the 13 Colonies" they will write down 5 important facts that they learned about The 13 Colonies in their S.S. notebook.

Day 6: Students will read through the 13 Colonies Powerpoint slides 83-106 "The 13 Colonies Quiz" they will write down the answers to the quiz questions in their S.S. notebook.

I have also uploaded 13 Colonies Task Cards and a 13 Colonies Article with questions to follow.

If you want to do extra practice you can go on:

 SumDog for 30 minutes a day

Boom Learning

You tube: Liberty Kids

Enjoy your time home, continue your work and practice, practice, practice
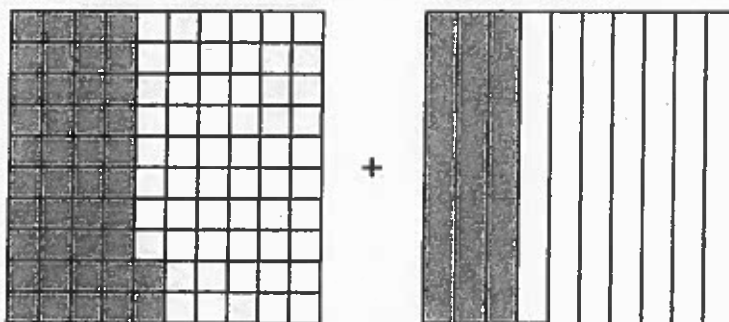
Math
2018

Name: _____

1 Mr. Smith has 1,104 student photos to display around the school. He plans to put them on 48 poster boards with the same number of photos on each poster board. How many student photos will Mr. Smith place on each poster board?

A   20

B   22

C   23

D   24

2 The shaded parts of the models below each represent a fraction.
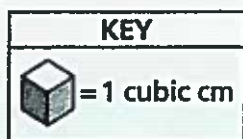

What is the sum of the fractions?

A $\dfrac{45}{110}$

B $\dfrac{65}{110}$

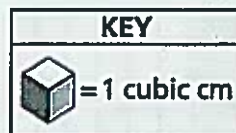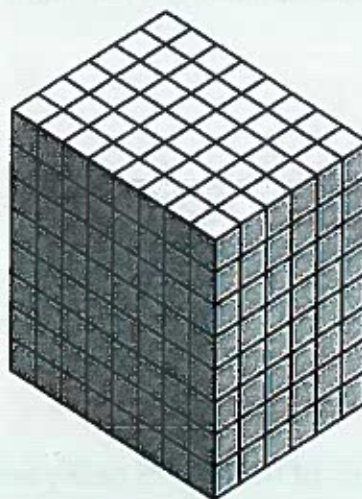C $\dfrac{70}{100}$

D $\dfrac{72}{100}$

GO ON

3 Jake used 1-centimeter cubes to build a right rectangular prism that has a volume of 24 cubic centimeters. Which figure could represent the prism that Jake built?
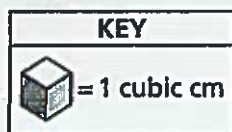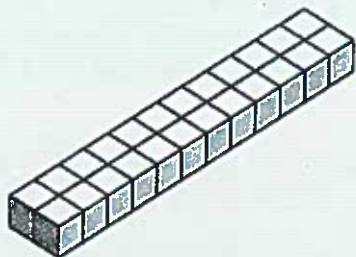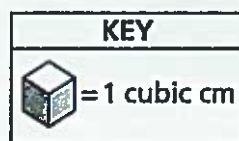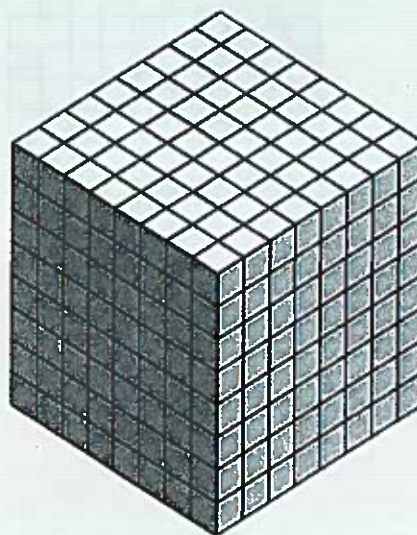
A

KEY

= 1 cubic cm

C

KEY

= 1 cubic cm
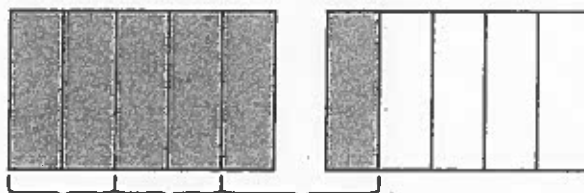
B

KEY

= 1 cubic cm

D

KEY

= 1 cubic cm

10 A school librarian ordered new books for the library. Of the new books ordered, $\frac{1}{3}$ are science, $\frac{2}{5}$ are biography, and the rest of the books are fiction. What fraction of the books ordered are fiction?

A $\frac{3}{5}$

B $\frac{3}{8}$

C $\frac{4}{15}$

D $\frac{11}{15}$

11 The model below is shaded to represent an expression.

Which expression represents the model?

A $\frac{1}{3} \times \frac{2}{5}$

B $\frac{1}{3} \times \frac{5}{2}$

C $3 \times \frac{2}{5}$

D $3 \times \frac{5}{2}$

GO ON

Session 1

13 Which shape always has four congruent sides?

A   parallelogram

B   rectangle

C   rhombus

D   trapezoid

14 Which statement describes the value of the expression below?
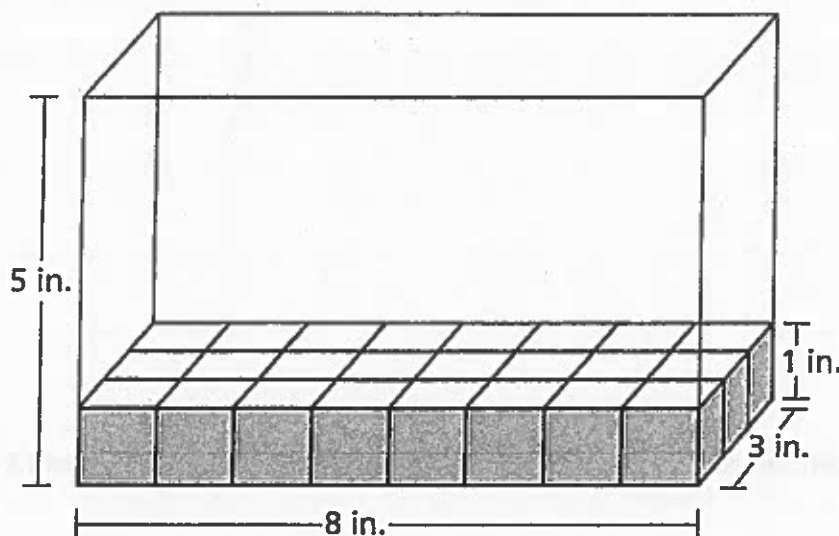
$$67 \times \frac{1}{6}$$

A   The value is less than 67.

B   The value is equal to 67.

C   The value is greater than 67.

D   The value is greater than 0 and less than 1.

GO ON

17 The diagram below shows some 1-inch cubes placed in a box.

5 in.

1 in.

3 in.

8 in.

How many **more** 1-inch cubes are needed to completely fill the box?

A 16

B 24

C 96

D 120

18 Which expression has a value that is greater than 42.537 ?

A $(4 \times 10) + (2 \times 1) + \left(5 \times \frac{1}{10}\right) + \left(9 \times \frac{1}{100}\right) + \left(3 \times \frac{1}{1,000}\right)$

B $(4 \times 10) + (1 \times 1) + \left(6 \times \frac{1}{10}\right) + \left(2 \times \frac{1}{100}\right) + \left(5 \times \frac{1}{1,000}\right)$

C $(4 \times 10) + (2 \times 1) + \left(5 \times \frac{1}{10}\right) + \left(3 \times \frac{1}{100}\right) + \left(7 \times \frac{1}{1,000}\right)$

D $(4 \times 10) + (2 \times 1) + \left(5 \times \frac{1}{10}\right) + \left(1 \times \frac{1}{100}\right) + \left(9 \times \frac{1}{1,000}\right)$

GO ON

24 A state fair held a heaviest-pumpkin contest. The winning pumpkin weighed 2,050 pounds. What is the weight, in ounces, of the winning pumpkin?

A   8,200

B   16,400

C   24,600

D   32,800

25 Which expression can be used to represent 8 more than the product of 15 and 12?

A $15 \times 12 + 8$

B $(15 + 12) \times 8$

C $15 \times 12 \times 8$

D $15 \times (12 + 8)$

GO ON

28 The volume of a single layer in a rectangular prism is 18 cubic centimeters. There are 5 layers in this rectangular prism. What is the volume, in cubic centimeters, of this rectangular prism?

A   90

B   23

C   13

D   3.6

29 Which situation could the expression $\frac{1}{4} \div 3$ represent?

A $\frac{1}{4}$ of a package of pencils shared equally among three friends

B   the number of $\frac{1}{4}$-cup servings in three cups of popcorn

C $\frac{1}{3}$ of a stadium split into four equal sections

D   a four-foot-long rope cut into $\frac{1}{3}$-foot pieces

30 Caley builds a rectangular prism using 18 cubes that each measure 1 centimeter on each side. What could be the dimensions of her rectangular prism?

A   length: 2 cm   width: 2 cm   height: 3 cm

B   length: 2 cm   width: 3 cm   height: 3 cm

C   length: 3 cm   width: 3 cm   height: 3 cm

D   length: 6 cm   width: 6 cm   height: 6 cm

STOP

31 How many $\frac{1}{3}$-cup servings are in 4 cups?

A $\frac{1}{12}$

B $\frac{3}{4}$

C 4

D 12

32 What is the value of $9\frac{2}{3} - 4\frac{1}{5}$?

A $5\frac{1}{8}$

B $5\frac{7}{8}$

C $5\frac{5}{15}$

D $5\frac{7}{15}$

GO ON

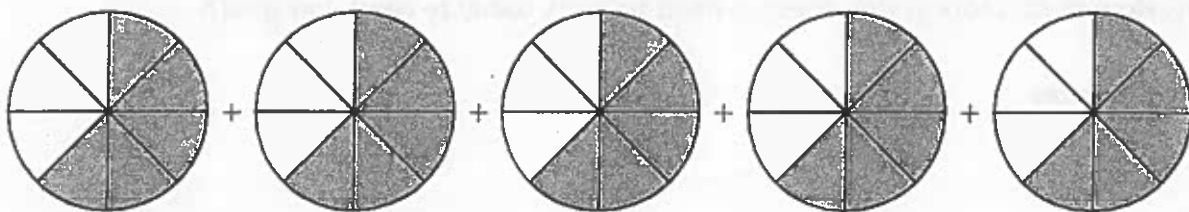**33** Which decimal number is equivalent to $\frac{73}{100}$?

A 0.73

B 7.30

C 73.100

D 100.73

34 Which expression could be represented by the shaded parts of the model below?

A $\frac{5}{8} + \frac{5}{5}$

B $\frac{5}{8} \times \frac{5}{5}$

C $\frac{5}{8} + 5$

D $\frac{5}{8} \times 5$

35 Three boxes are shipped on a truck. Each box has a base of 16 square feet. Two of the boxes have a height of 3 feet and one box has a height of 5 feet. What is the total volume, in cubic feet, of the three boxes?

A   240

B   176

C   144

D   128

36 Lin's goal is to drink 8 cups of water every day. She drank 37 ounces before lunch today. How much more water does Lin need to drink today to reach her goal?

A   27 ounces

B   29 ounces

C   59 ounces

D   91 ounces

37 Ursula drew a polygon in which all the angles were obtuse. What kind of polygon could she have drawn?

A   trapezoid

B   parallelogram

C   triangle

D   pentagon

GO ON

38 Anna is building a figure that has three columns of unit cubes. The first column is shown below.

KEY

⬡ = 1 unit cube

The other two columns each have four fewer unit cubes than the first column. What is the volume, in cubic units, of Anna's figure?

A   12

B   16

C   22

D   24

39 Samantha is using a 2-liter pitcher to serve lemonade to 10 of her friends. How many times will she need to fill the pitcher in order to serve each friend 400 milliliters of lemonade?

Show your work.

Answer _____ times

40 Write a number in which the value of the digit 3 is 10 times the value of the digit 3 in 156.32. Explain how you know the number you wrote is correct.

Answer

_____

_____

_____

41 Mark and his friends order two pizzas of the same size.

- The first pizza is cut into 6 slices of equal size.

- The second pizza is cut into 4 slices of equal size.

Each person plans to take 2 slices of pizza. Mark concludes that he would get more pizza by taking 1 slice from each pizza, instead of 2 slices from the first pizza. Explain why Mark is correct. Be sure to include a number comparison using > or < in your explanation.
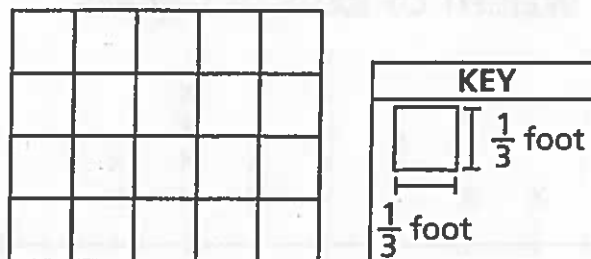
Answer

_____

_____

_____

GO ON

42 A section of a rectangular floor is covered with square floor tiles, as shown below.

Each square tile has a side length of $\frac{1}{3}$ foot.

What is the area, in square feet, of the section of the rectangular floor that is covered with floor tiles?
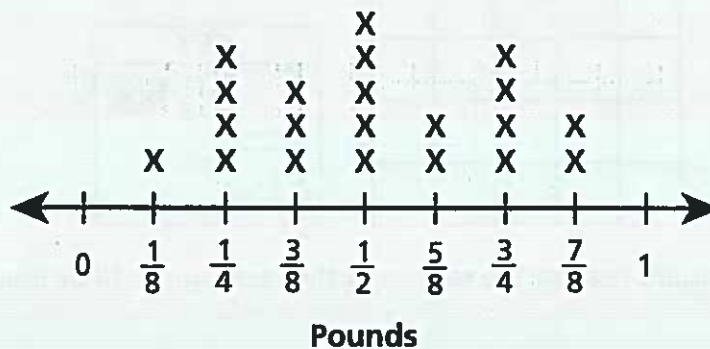
Show your work.

Answer _____ square feet

43 The line plot shows the number of bags of grapes, grouped by weight, to the nearest $\frac{1}{8}$ pound.

WEIGHT OF BAGS OF GRAPES

```
                              X
              X           X       X
              X   X       X       X
              X   X   X   X   X   X
          X   X   X   X   X   X   X
      ←———┼———┼———┼———┼———┼———┼———┼———┼———→
          0   1   1   3   1   5   3   7   1
              ─   ─   ─   ─   ─   ─   ─
              8   4   8   2   8   4   8
```

Pounds

How many bags of grapes had a weight of $\frac{3}{8}$ pound or less?

Answer _____ bags

What was the total weight of the grapes in the bags that had a weight of $\frac{3}{8}$ pound

or less?

Show your work.

Answer _____ pound(s)

44 At the Middleton School festival, a tent covers a rectangular space $30\frac{1}{2}$ yards long and $9\frac{1}{3}$ yards wide. What is the area, in square yards, covered by the tent?
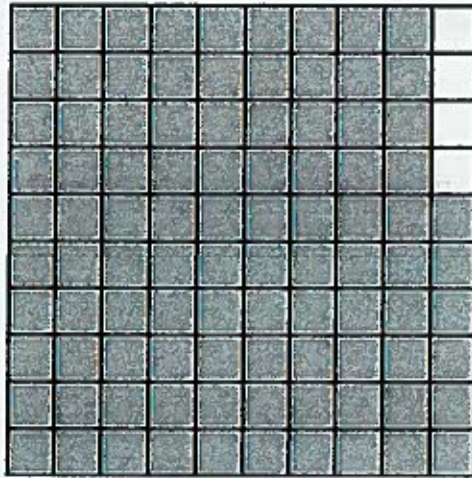
Show your work.

Answer _____ square yards

Kia purchased books at a book fair. The shaded part of the decimal grid below represents the part of $1.00 that she has remaining after purchasing her books.

Kia decides to give all of the money she has remaining to her 3 friends so they can buy some bookmarks which cost $0.10 each. If Kia gives each of her friends the same amount of money, what is the greatest number of bookmarks that each of her friends can buy?

Show your work.

Answer _____ bookmarks per friend

STOP

Grade 5
2018
Mathematics Test
Session 2
May 1–3, 2018

New England Colonies

Colonial America Articles

The New England colonies were made up of the colonies of Massachusetts, Connecticut, New Hampshire, and Rhode Island.

Geography and Climate

The New England colonies were flat along the rocky coastline, which made good harbors. It became hilly and mountainous further inland. The land was covered in dense forests. The soil was rocky, which made farming difficult. The New England colonies had very harsh winters and mild summers. This made the growing season only about five months long.

Economy

Because the soil was rocky and the climate was often harsh, colonists in New England only farmed enough to feed their families. Some of these crops included corn, beans, and squash. The New England colonies, however, were full of forests, giving the colonists the important natural resource of trees. These trees provided wood that colonists were able to use to build homes, buildings, and ships. **Lumber** became very important to the shipbuilding industry because they built ships for the colonies. Ships and lumber were also exported to England. Also, because the New England colonies were along the coast, many colonists fished. The fishing industry included whaling and cod, among other types of fish. Whale oil was an important resource that was used as fuel for lamps and could also be sold. Because the New England colonies focused on the shipbuilding and fishing industries, they imported **agricultural products** (farm products) from other colonies and England.
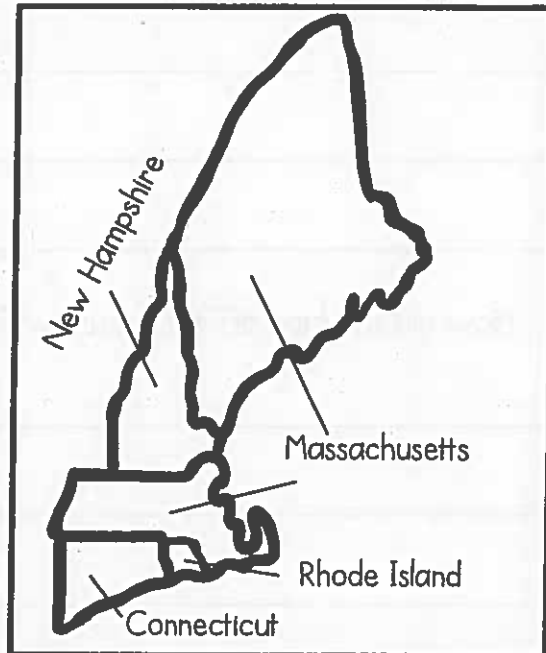
Life of a New England Colonist

The Puritans wanted religious freedom. They wanted to purify the Church of England. They came to the New World in search of a place that they could practice their religion without being **persecuted** (treated badly). This led them to leave England and create the New England colonies with a strong tie between the church, the government, and every day life. The Puritans had strict religious beliefs. Their lives revolved around work and prayer. The Puritans worked very hard and were very serious. They did not have parties, play music, or celebrate holidays. They believed in living plainly- plain and simple clothes and homes. They went to church often and created their villages around the Meeting House where they held church, meetings, and school. Free white men who owned property were allowed to vote. It was important for children to learn to read so they could read the Bible. The Puritans believed in education and founded Harvard in 1636. Even women learned to read and played an important role in the Puritan household.

The New England Colonies
Comprehension Questions

1. Describe the land in the New England colonies, giving at least 2 details from the text to support your answer.

_____

_____

_____

2. How did the land affect the New England colonists' ability to farm? _____

_____

_____

_____

3. What do you think was the most important natural resource for the New England colonists? Use evidence from the text to support your answer.

_____

_____

_____

4. What were two ways (or industries) that made the New England colonists successful?

_____

_____

5. What caused the Puritans to move to the New World? _____

_____

_____

The New England Colonies

Comprehension Questions

6. What was life like for a New England colonist? Use at least 3 details from the text to support your answer.

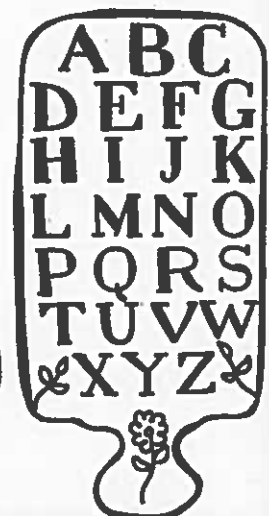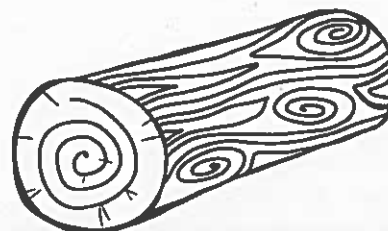_____

_____

_____

_____

_____

ABC
DEFG
HIJK
LMNO
PQRS
TUVW
XYZ

The Middle Colonies

Colonial America Articles

The middle colonies were made up of the colonies of New York, Delaware, New Jersey, and Pennsylvania.

Geography and Climate

The middle colonies had deep, rich soil. The fertile soil was good for farming. These colonies had mild winters and warm summers. The growing season was longer than in New England because there was more sun and lots of rain. There were many long, wide rivers that were used to ship goods to other colonies. Two of the main rivers were the Hudson River and the Delaware River. This area also had good coastal harbors for shipping. The land ranged from coastal plains, **piedmont** (rolling hills), and mountains further inland.
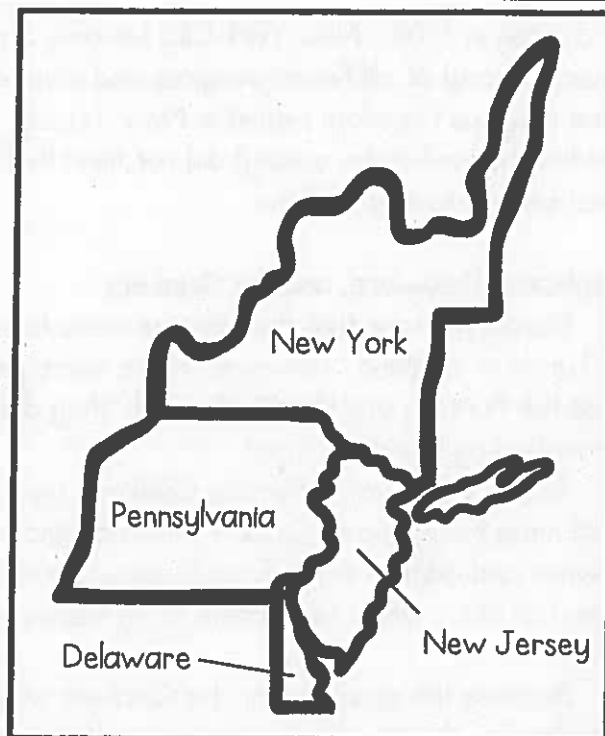
Economy

Because the soil was so rich and fertile, many middle colonists farmed. They farmed more than they could eat, so many used the rivers to export their extra crops to the cities. They would sell their goods in cities like Philadelphia and New York. Merchants in these cities would then sell the goods to other cities and countries. Many farmers built flour mills where they ground wheat into flour and then could ship it to England. Besides wheat, farmers harvested rye and corn, earning them the nickname "The Breadbasket Colonies." Farmers also raised livestock, including pigs and cows. There were also many **artisans**, people who were good at making products by hand, in the middle colonies. Some artisans included blacksmiths (who made products from iron), coopers (who made barrels from wood), and cobblers (who made shoes). Children and young men became **apprentices** and worked alongside master artisans, learning the trade from them in hopes that they could one day earn a living by this trade.

The Great Melting Pot

The people who lived in the middle colonies were from many different areas of Europe. They were a **diverse** population and took part in different religions. The colonists that were living here were very tolerant of one another. This was different from the New England colonies, who expected those who settled there to also be Puritans. If they weren't Puritans, they had to move and begin new colonies of their own, often in the region of the middle colonies. A Frenchman visiting the middle colonies called it a great "melting pot" because of the great diversity of the people living in this area.

New York and New Jersey

The Dutch West India Company sent settlers to the New World to begin a colony. They sailed up the Hudson River and settled in an area they called New Netherlands in 1624. England felt that they had claim to this land and sent a fleet to conquer New Netherlands and reclaim the land in 1664. King Charles II then gave the colony to his brother, the Duke of York. He kept some of the land for himself, renaming it New York, and then gave the rest of the land to two of his friends. The friends divided the land and called it East and West Jersey. Both areas combined and became New Jersey in 1702. New York City became a major port and **immigrants** (people who move to another country) of different religions and nationalities would enter the country here. People seeking religious freedom settled in New Jersey. The **proprietors** (people who owned and controlled the land in the colony) did not mind that there was such religious diversity because they wanted settlers to buy the land.

Pennsylvania, Delaware, and the Quakers

During the time that the colonies were being established, the official religion of England was The Church of England. However, there were people who wanted to join other Christian churches, such as the Puritans and the Quakers. If they did join a different church, they were persecuted and punished by being put in jail.

William Penn was a famous Quaker. He became a Quaker in his twenties and went to jail several times for going to Quaker meetings and writing religious letters. His father was a wealthy landowner and admiral in the English navy. He did not agree, at first, with William's choice of religion, but later, when he became ill, he respected William's courage and left him a fortune when he died.

Because the situation for the Quakers was becoming more difficult in England, Penn came up with a plan for the Quakers. He went to King Charles II and asked to create a colony in North America where the Quakers would go. King Charles owed Penn's father a large amount of money, and Penn stated that the land would be the repayment of this debt. King Charles II liked his idea and gave Penn a charter for a large area of land that would be called Pennsylvania, "sylvania" meaning "woods" (so Penn's woods).

Once Penn got to North America, he asked the Duke of York to lease him some land so that Pennsylvania was not landlocked and would have an outlet to the sea. The Duke agreed and gave him more land that later became Delaware. Penn also planned Pennsylvania's first city, Philadelphia. This city was on a harbor and became a trade center with many ships from other colonies and Europe porting there.

The Quakers believed in religious freedom and did not believe in religious rituals or ceremonies. They were very peaceful and did not fight in wars or believe in slavery. Penn wanted to create a colony that was not just for Quakers, but was free for all who chose to live there. He wanted to live in peace with the Native Americans and bought land from the Lenni Lenape Indians that lived there. He wanted everyone to live fairly and peacefully, no matter what church they attended.

Portrait of William Penn

The Middle Colonies
Comprehension Questions

1. Describe the land in the middle colonies, giving at least 2 details from the text to support your answer.

_____

_____

_____

2. How did the land affect the middle colonists' ability to farm? _____

_____

_____

_____

3. Why were the middle colonies called the "Breadbasket Colonies"?

_____

_____

_____

4. What is an artisan? Give an example of one type of artisan and explain their craft.

_____

_____

5. Why were the middle colonies called "The Great Melting Pot"?

_____

_____

The Middle Colonies
Comprehension Questions

6. How did New Netherlands change to New York? _____

_____

_____

7. How did William Penn persuade King Charles II to give him a charter to start a new colony? Give at 2 details from the passage to support your answer.

_____

_____

_____

8. Why did William Penn start the colony of Pennsylvania? _____

_____

_____

9. Why did Penn want land from the Duke of York? _____

_____

_____

10. Describe the Quakers. Give at least 2 details from the passage that help describe their beliefs.

_____

_____

_____

_____

The Southern Colonies

Colonial America Articles

The southern colonies were made up of the colonies of Virginia, Maryland, North Carolina, South Carolina, and Georgia.

Geography and Climate

The southern colonies were made up of mostly coastal plains and piedmont areas. The soil was good for farming and the climate was warm, including hot summers and mild winters. The growing season here was longer than any other region.

Economy

The southern colonies' economy was based on **agriculture** (farming). Many of the colonists who came to the southern colonies were rich aristocrats or businessmen from England and they wanted to become even more wealthy from owning land. The flat land was good for farming and so the landowners built very large farms called plantations. The crops that were grown were called **cash crops** because they were harvested for the specific purpose of selling to others. The cash crops of the southern colonies included cotton, tobacco, rice, and **indigo** (a plant that was used to create blue dye). In Virginia and Maryland, the main cash crop was tobacco. In South Carolina and Georgia, the main cash crops were indigo and rice. The cash crops grown in each colony depended on which crop grew best in that colonies' type of soil. There were fewer towns and cities in the southern colonies because farming took a lot of land that was spread apart.
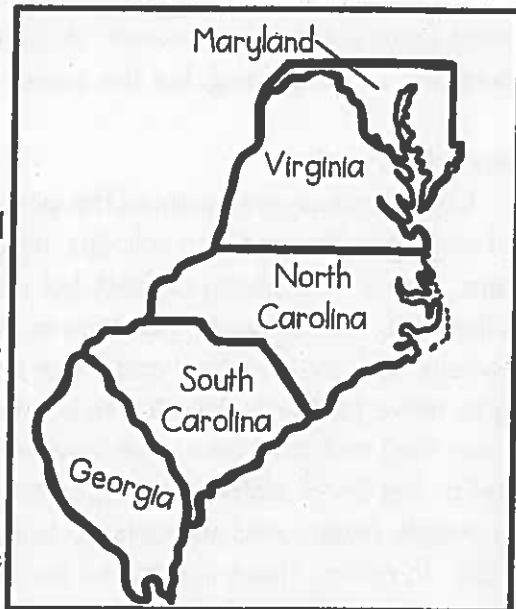
Plantations

Some of the founders of the southern colonies became owners of large areas of land there. They knew that there was rich soil and the warm weather was perfect for large farms called **plantations**. Plantations were huge, almost like towns of their own, and required many workers. Plantations had to be tended to all year long and there were jobs on plantations other than just working in the fields. Plantation owners had a hard time finding people to work the farms. Plantation owners used indentured servants and slaves from Africa to work the fields. Their plantations would not have been successful if there hadn't been so many people working there to get the cash crops harvested. Slaves also worked within the main house as servants to the plantation owner's family. Plantation owners were the wealthiest families in the southern colonies. Most plantations provided everything the family and workers would need throughout the year, which was why plantations were spread so far apart. They were also usually along the coastal plains, near the ocean or rivers to help with shipping their cash crops to other colonies or countries. Children who lived on plantations often had private teachers who taught them to read and write.
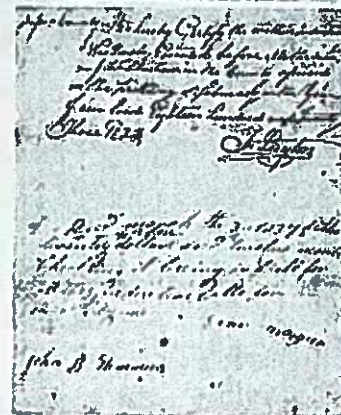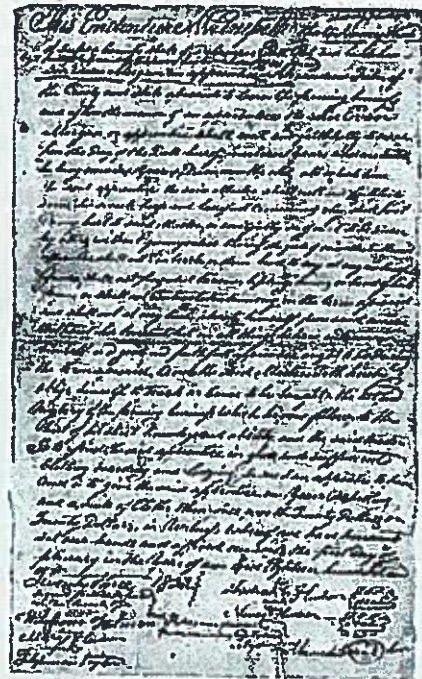
Small Farms

Although there were many plantations in the southern colonies, most of the colonies were full of small farms. These farms were also spread out, and instead of being along the coast, they were in the backcountry. The backcountry was the area considered the piedmont, just beyond the coastal plains, further inland. The backcountry was further from towns and schools, so children who lived on small farms rarely went to school or learned to read and write, unless their parents taught them. Small farms were on small pieces of land. The farm owner often worked the fields, which was different from a plantation owner. A small farm owner may have had a few, if any, indentured servants and slaves helping, but the owner worked along side of them if he did.
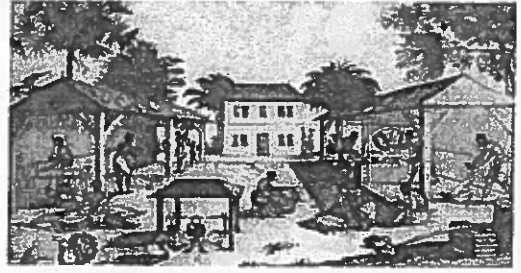
Indentured Servants

Once landowners realized the potential to become wealthy from farming in the southern colonies, they knew they needed workers. There was plenty of land, but not enough people to work the land. The opposite was true in England. Many landowners had lost their land and were out of work. They were willing to move to North America to earn an opportunity to have their own land and start new. Landowners in the colonies agreed to pay for the food, clothing, transportation, and shelter of these willing people (indentured servants) to bring them to North America. In return, these indentured servants would work on the landowners farms for a period of 4 to 7 years to repay the debt owed to the landowner for bringing them to the colonies. An **indentured servant** was a free person who agreed to work for another person for free and they would sign an indenture, or a contract, that stated the terms of the agreement. Once the indentured servant had worked for the period of time agreed upon in their indenture, they'd be given something called freedom dues, which could include clothing, seeds to start their own crop, or a gun. Many were hopeful for a piece of land. Many indentured servants would work off the debt that the owner had paid within one year. Many indentured servants did not survive to work through their 4-7 years of indentured servitude due to disease and poor nutrition. Owners wanted to get the most for their money, and often overworked their servants. Also, once landowners paid for the indentured servant, they also received 50 more acres of land that could be planted. Many indentured servants, who survived the 4-7 years of work, had not earned any money. Once their indenture was finished, they were forced to begin a new indenture because they could not afford to support themselves. Their hopes of beginning their new farm was dashed with the task of being able to afford to start their own farm.

Indenture of apprenticeship binding Evan Morgan, a child aged 6 years and 11 months, for a period of 14 years, 1 month.

Slaves

The first slaves were purchased in Jamestown in 1619. Plantation owners were short-handed and needed able workers. This began the slave trade. Many slaves were brought from Africa. Slaves were captured and brought to America and considered the property of the person who bought them. The landowner was in charge of providing food, clothing, and shelter. They worked for free, but unlike indentured servants, they were expected to work for their entire life. Slaves were treated cruelly, often beaten and

Slaves working on a tobacco plantation.

forced to complete difficult work over the course of many hours each day on plantations. If a child was born from a slave, they were also considered a slave and put to work as soon as they were able or sold as a slave to another owner. Slaves received no education and were not taught to read and write. Because the labor was free, the southern colonies became dependant on slaves to be successful. Eventually, many other colonies would see that slavery was wrong, but the southern colonies did not want slavery to end because their wealth depended on these workers.

The Southern Colonies
Comprehension Questions

1. Why were the southern colonies able to farm? Give at least 2 details from the text to support your answer.

_____

_____

_____

2. Why were the crops grown in the southern colonies called cash crops? _____

_____

_____

3. Why do you think that different cash crops were grown in different colonies?

_____

_____

_____

4. Describe a plantation. Use at least 2 details from the text.

_____

_____

_____

5. Why did plantation owners have slaves? _____

_____

_____

The Southern Colonies
Comprehension Questions

6. How were plantations and small farms different? Give at least 2 details from the text to support your answer.

_____

_____

_____

_____

7. What was an indentured servant? _____

_____

_____

8. What were some problems that indentured servants faced in the colonies? Give at least 2 details from the text to support your answer.

_____

_____

_____

9. How were indentured servants and slaves different? Give at least 2 details from the text to support your answer.

_____

_____

_____

Name: _____

NEW ENGLAND COLONIES

Name the colonies in that region:

_____
_____
_____
_____
_____
_____

One fact about daily life:

_____
_____
_____
_____
_____
_____

Explain how they used their Natural Resources to survive and flourish:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

List Natural Resources there:

List Crops Grown There:
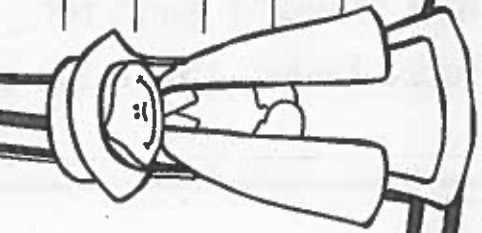
Name: _____

Life in the New England Colonies

The colonists depended on their _____ resources. They used the _____ to build their homes and ships. They ate _____, turkey, deer meat, and berries. The few crops they could grow included _____, pumpkins, squash, and beans.

The ocean was full of _____ and fish, especially cod. Whales were hunted for their _____ which was turned into oil for lamps. Early houses were simple _____ huts with a _____ in the middle. Many families slept near the fireplace in the winter to keep _____. They built homes, _____, hunted, and farmed the land. Girls worked at _____ with their mothers. They made _____ and soap for the family, cooked, cleaned, and took care of the children. Children attended a one-room _____ house where they were taught religion _____, writing, and manners. Lumber was used to build huge _____. Many merchants and artisans lived there providing goods for _____ and exporting. They traded lumber, fish, maple syrup, and _____. _____ were prized for their warm plush fur.

Word Bank:

lumber	fish	blubber
warm	home	fished
natural	fireplace	beavers
candles	reading	trading
school	ships	furs
corn	whales	wooden

Name: _____

MID-ATLANTIC COLONIES

Name the colonies in that region:

One fact about daily life:

Explain how they used their Natural Resources to survive and flourish:

List Natural Resources there:

List Crops Grown There:

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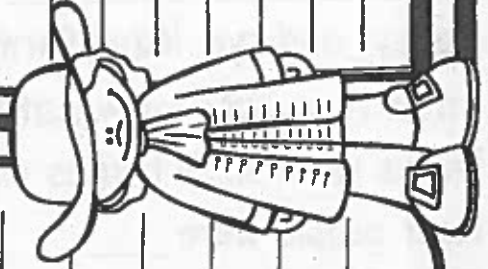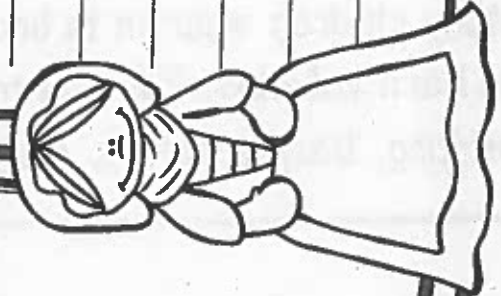
Name: _____

Life in the Mid-Atlantic Colonies

The Mid-Atlantic Colonies were made up of people from many different cultures and _____. The Mid-Atlantic Colonies had many _____ resources available to them. The most important one was the fertile _____ that was excellent for _____. They grew grains like _____, barley, and rye. Many farmers grew a _____, or an extra supply, of wheat that they were able to sell. Most of their homes were small houses made from _____ and mud. Most people were _____ working long hours in the fields. Farmers started using a _____ pulled by a team of oxen. Farmers depended on nearby towns for _____ and trading their _____, grains, and vegetables. These market towns were often located on _____ for easier _____ of goods. Men, women, and children planted the fields and _____ the crops. Girls also helped out with the household chores like cooking and _____. Many children went on to become _____ to learn valuable skills and trades such as _____, printing, basket-making, and _____.

Word Bank:

soil	blacksmithing	surplus
religions	sewing	farming
natural	farmers	shoemaking
apprentices	rivers	harvested
transporting	selling	plow
crops	wheat	wood

Name: _____

SOUTHERN COLONIES

Name the colonies in that region:

One fact about daily life:

Explain how they used their Natural Resources to survive and flourish:

List Natural Resources there:

List Crops Grown There:
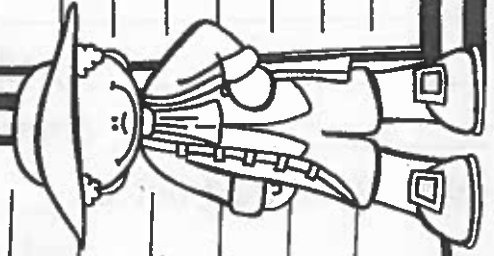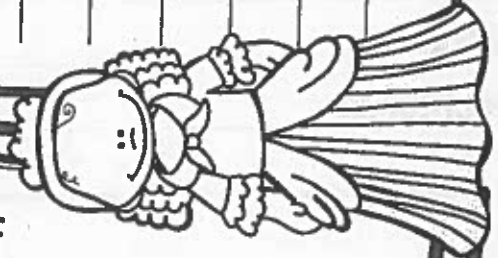
Name: _____

Life in the Southern Colonies

Life in the Southern Colonies was very _____ from the rest of the colonies. The climate was warm and _____. Winters were _____ so crops were grown _____ round. The Southern Colonies focused on raising crops that were profitable for trading, and _____. Plantations grew tobacco, _____, indigo, rice, and other crops that sold well. These _____ crops were greatly desired. Crops were traded for items that could not be _____ on the plantations like _____, and tools. Because life centered around farming, large _____ were built. A plantation had many _____ on the grounds including a huge _____ for the owner and his family. Most children were _____ at home. They learned reading, _____, and music. Servants and _____ lived in small buildings. To run a plantation successfully, it required many _____ working long hours. The owners of the plantations, called _____, depended on thousands of slaves and indentured _____ to keep up with all the work.