

Communities Build a Nation

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INTERACTIVITY



AUDIO



GAMES



ASSESSMENT



eTEXT

The BIG Question



VIDEO

How does our past affect our present?



Lesson 1

America's First Peoples

Lesson 2

Early Explorers

Lesson 3

Early Spanish Communities

Lesson 4

Early French Communities

Lesson 5

Early English Communities

Lesson 6

Creating a New Nation

Jumpstart Activity



INTERACTIVITY

Think about something you learned how to do in the past or an action you took in the past. Act it out for a partner. Then talk about what it has to do with you now.



Communities Built a Nation: The U.S.A.

Preview the chapter **vocabulary** as you sing the rap.

North America was first settled by different
American Indian groups.

They had their own cultures, and their own
customs too.

Some also worked with European settlers
who came.

Explorers traveled from Portugal, France,
England, and Spain.

Some came for gold, spices, riches, or fame
And built **forts** to help **defend** land they'd claim.

The British built colonies and many people
came for

Religious freedom, like the **pilgrims** and **Quakers**.

The British **imposed** taxes, but colonists
weren't represented

And this led to **protests**, and a fight for
independence.



Quest

Document-Based Writing

The Past and You!

When you think of our country's past, does a person or event come to mind? Identifying people or events from the past is one way to learn about history and what it has to do with your life today.

Quest Kick Off

What is something from the past that has made a difference in your life? Write about the event or person from history so others can see how something like this might affect them.

1

Ask Questions

What questions can you ask to find out about people or events that are important to our country's past? How does it relate to your life?

The background of the page is a colorful illustration. At the top right, a large wooden sailing ship is on the water. In the middle ground, a man in a green coat and hat is leading a brown horse. To the left, a wooden cart is being pulled. In the foreground, two women are standing on a grassy area. One woman is wearing a blue dress and a white bonnet, and the other is wearing a red shawl and a white bonnet. They are both looking towards the right. The sky is blue with white clouds.

2

Plan

What evidence will help tell why a person or event was important? What evidence will explain how this person or event impacted your life? Write down some ideas.



INTERACTIVITY

Complete the activities to get started on your persuasive text.

3

Look for *Quest* Connections

Begin looking for Quest Connections that will help you write your persuasive text.

4

Quest Findings Write Your Persuasive Text

Use the Quest Findings page at the end of the chapter to help you write your persuasive text.

America's First Peoples



INTERACTIVITY

Participate in a class discussion to preview the content of this lesson.

Unlock The BIG Question

I will know how geography influences communities and how the past connects to the present.

Vocabulary

custom
longhouse
confederacy
cooperate
reservation
government
tradition

Academic Vocabulary

purpose
generation

Jumpstart Activity

Stand in one of the five areas of your classroom that represent the five regions of the United States. Think about that region's land, water, climate, and resources. Make a drawing that shows what life may have been like for an American Indian living there long ago.

American Indians settled throughout North America. This settlement was in the Northeast.



Every community has a history shaped by the people who first lived there. Your community is special because of its past as well as its present.

Cultural Groups

American Indians were the first people to settle in North America. There were many American Indian groups. Each had their own cultures and **customs**, or special ways of doing things.

American Indians lived in all regions throughout North America. Each group used the natural resources in their region to meet their needs. American Indians who lived in the Pacific Northwest caught fish from the Pacific Ocean. Those living on the Plains used the rich soil there for farming.

Cherokee of the Southeast

More than 1,000 years ago, the American Indian group called the Cherokee settled in the forests of the southeastern United States. The Cherokee settled in this area because of geography: rich soil, rivers, and trees. They were hunters and farmers. They ate meat, fruit, and vegetables available to the area. They used trees to build houses. They covered the wooden frames with mud from the nearby riverbanks. Later, the Cherokee built log homes that kept out the cold and snow in winter.

A famous Cherokee named Sequoyah (sih KWOI uh) invented a system for writing the Cherokee language. Once people learned the 86 symbols, they could read and write the language.

Word Wise

Word Endings You know that the word *settle* means “to live in a new place or to build a new community.” What do you think *settler* and *settlement* mean?

1. Reading Check

Underline why the Cherokee settled in the southeastern United States.



Hiawatha was an Onondaga chief and a member of the Iroquois Confederacy.

Iroquois of the Northeast

The Iroquois settled in the forests of what is now central and northern New York and southern Canada. Like the Cherokee, the Iroquois chose this area to settle because of geography. The forests had plenty of animals and plants. The Iroquois used rivers for fishing and traveling.

Like the Cherokee, the Iroquois used trees to build their houses. However, Iroquois houses had a different shape than Cherokee houses. They were up to 200 feet long! Since these homes were longer than they were wide, they were called **longhouses**. Longhouses could be home to as many as ten families. Each family had its own living space. Fires were built down the middle of the longhouse, and families on each side shared a fire.

More than 500 years ago, the Iroquois formed a confederacy. A **confederacy** is a formal agreement, or treaty, between groups to work together. The Iroquois Confederacy had five groups: the Mohawk, Oneida, Onondaga, Cayuga, and Seneca peoples all shared a similar culture. The Confederacy was also called the Five Nations. It had rules to protect the rights of each of the five groups. Each group voted on important Iroquois decisions.


2.  **Reading Check** Describe how the idea to form a confederacy changed communities.

Group Cooperation

As the Iroquois Confederacy shows, some American Indian groups **cooperated**, or worked together. Even though the Confederacy allowed each group to rule itself, the Five Nations felt it was best to come together so they could be stronger and more powerful. The main **purpose** of the Iroquois Confederacy was the *Great Law of Peace*. This law said that all decision making had to be done peacefully. No one was allowed to hurt anyone if groups disagreed.

Some American Indian groups worked with one another. They also sometimes cooperated with the first settlers from England. When these settlers came about 300 years ago, some American Indians taught them how to plant crops such as pumpkin, squash, beans, and corn. They also taught settlers different ways to fish in the shallow water.

At times, however, American Indian groups went to war against each other. About 400 years ago, the Iroquois fought wars against the Huron, Erie, and Algonquin groups. The Iroquois had traded beaver furs with European settlers for guns and other supplies. When the beaver population began to die out, the Iroquois traveled west into other American Indian lands to look for beaver. Because the Iroquois had better weapons than the groups they were fighting against, they won what were called the Beaver Wars.

3.  **Reading Check** **Cause and Effect Identify** and **underline** the effects of the Iroquois groups working together.

Academic Vocabulary

purpose • *n.*, goal or reason

Quest Connection

What might the Iroquois Confederacy have to do with how you act in school and at home?



INTERACTIVITY

Explore why the Iroquois Confederacy was formed and its benefits.



Leaders of the Cherokee nation get ready for a Native Nations procession to mark the opening of the National Museum of the American Indian.

Academic Vocabulary

generation • *n.*,
people born and living
about the same time

American Indians Today

Today, there are about 2 million American Indians living in the United States. About 1 million American Indians live in Canada.

Some American Indians in the United States live on **reservations**, or lands that the United States government set aside for them many years ago. Each reservation has its own **government**, or system of ruling people. American Indians who live on reservations have to obey the laws created by this government. They not only have to follow the laws set up by their reservation's government, but they also have to follow the laws made by the United States government.

Ben Nighthorse Campbell is part of the Northern Cheyenne group and serves as a member of the group's Council of Chiefs. He also served as a member of the United States government for 18 years.

American Indians have traditions. A **tradition** is a special way that a group does something that is passed down from one **generation** to the next. Some Cherokee traditions include games, dances, songs, and written language. Some American Indians wear traditional clothing at special events.




4. ☒ **Reading Check** **Identify** who creates the laws on American Indian reservations.

**Lesson 1 Check**

Check your understanding of the key ideas of this lesson.

5. **Main Idea and Details Compare** American Indian settlements. Then fill in the chart with details that support the main idea.

American Indians chose where to settle because of geography.

		
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6. **Describe** traditions in your family or community that came from the past.

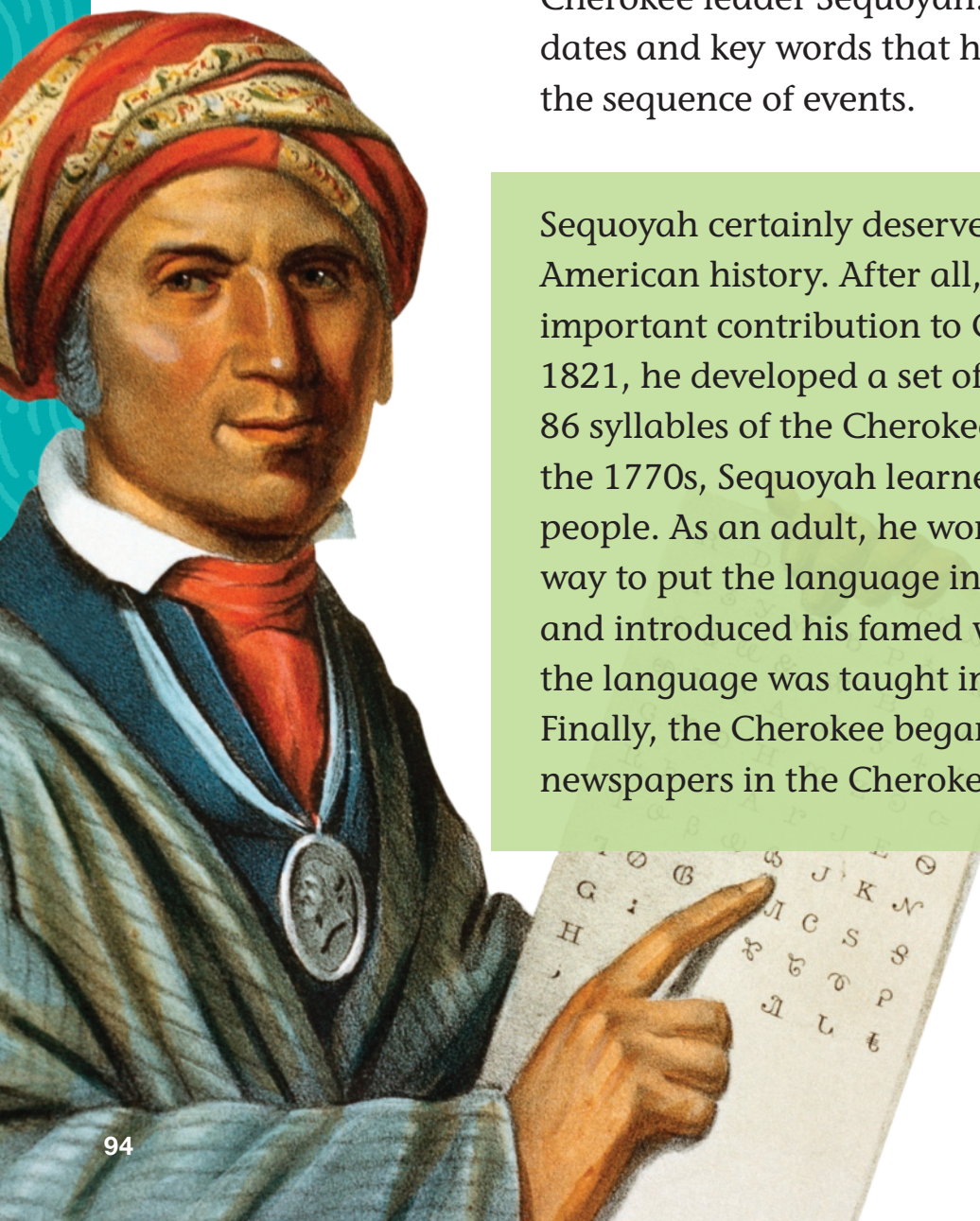
7. **Understand the *Quest* Connections Identify** evidence from the lesson that explains why cooperation was important to American Indian groups.

Sequence

When you learn about past events, it is important to understand when they happened. The order in which events took place is their sequence. Words such as *first*, *second*, *third*, *then*, *after*, *next*, *finally*, *past*, *future*, *now*, and *later* can help you find the sequence of events. Dates can help you find the sequence of events, too. Look for days, months, and years.

Read about important events in the life of Cherokee leader Sequoyah. As you read, look for dates and key words that help you understand the sequence of events.

Sequoyah certainly deserves a place in American history. After all, he made a very important contribution to Cherokee culture. In 1821, he developed a set of symbols to go with all 86 syllables of the Cherokee language. Born in the 1770s, Sequoyah learned the language of his people. As an adult, he wondered why there was no way to put the language into writing. So he created and introduced his famed writing system. Then the language was taught in all Cherokee schools. Finally, the Cherokee began to print books and newspapers in the Cherokee language.



Your Turn!

1. You read about events in Sequoyah's life. Now put the events in sequence in a chart. Begin with what happened first and write the events in the order they took place.



INTERACTIVITY

Review and practice what you learned about sequence.

A vertical sequence chart with four boxes connected by downward arrows. The boxes are colored blue, dark blue, red, and green from top to bottom. Each box contains three horizontal lines for writing.

2. What clues in the text helped you understand the sequence?

Early Explorers



INTERACTIVITY

Participate in a class discussion to preview the content of this lesson.

Unlock The BIG Question

I will know the causes and effects of European exploration.

Vocabulary

explorer

route

Academic Vocabulary

motive

claim

Jumpstart Activity

Work with a partner. You are both explorers. Prepare and act out a short skit that tells why you decided to explore other lands. Include what you like about exploring, what you find hard about it, and how you treat the new people you meet.

Routes of European Explorers



Do you like going to new places and meeting new people? An explorer does! An **explorer** is a person who travels looking for new lands and discoveries.

Explorers Sail From Europe

Explorers from Europe thought traveling to Asia by water might take less time than traveling by land. They all wanted to be the first to find a water route to Asia. A **route** is the course you take to get somewhere.

More than 500 years ago, in the 1480s, explorers from Portugal began to search for a water route to Asia by sailing east around Africa. In the early 1490s, Spain sent explorers west across the Atlantic Ocean looking not only for a way to travel to Asia by water, but also for spices and herbs needed for cooking and medicine. Another **motive** was to find gold, silk, and other riches.

Late in the fifteenth century, England was also trying to find a water route to Asia. In addition, the country wanted to own land in the Americas, so they sent explorers there, too.

By the early 1500s, France was searching for a water route to Asia, too. During the search, French explorers built settlements and traded with American Indians in what is now Canada.

1. **✓ Reading Check Sequence** Write the countries in Europe in the order that they began searching for a water route to Asia.

Academic Vocabulary

motive • *n.*, a reason

Quest Connection

Talk with a partner about whether Columbus's explorations impacted your life. Give reasons for your ideas.



INTERACTIVITY

Explore different explorers and their effect on people in the past and present.

Spanish Explorers

Long ago, spices kept food from spoiling, so people thought they were valuable. In 1492, Spain wanted Christopher Columbus, an explorer born in Italy, to sail to China in search of them. Columbus thought he could reach China by sailing west from Spain. However, he did not find China. Instead he landed on an island off the coast of present-day Florida. On seeing the people living there, he called them "Indians." He thought he had reached the East Indies, near southern China. Then Columbus sailed to other islands. He set up a settlement on an island called Hispaniola (hihs pun YOH luh).

A group called the Taino (TYE noh) already lived on Hispaniola. Their lives changed after the Spaniards, or people from Spain, arrived. Many Taino people died of diseases brought by the Spaniards.

Another explorer who sailed for Spain was Amerigo Vespucci. He explored many places on the present-day continents of North and South America, which are named for him.

Columbus builds a settlement on Hispaniola.



Routes of Vespucci and LaSalle



French Explorers

The French arrived in North America in the 1520s. They traveled north by river through the center of North America. Jacques Cartier sailed the St. Lawrence River in 1535. Samuel de Champlain explored the St. Lawrence region and the Great Lakes. He founded Quebec City in 1608.


In 1634, Jean Nicolet tried to find the Northwest Passage to India, a water route to link the Atlantic and Pacific oceans. He did not find it, but he explored Lake Michigan. Louis Joliet explored the Mississippi River in 1673. Later, Robert de La Salle explored the Great Lakes and the Mississippi River as well.

2. **✓ Reading Check** Look at the map. **Identify** which country Vespucci sailed for in 1500 and where he sailed. When did LaSalle reach the Great Lakes?

English Explorers

Academic Vocabulary

claim • v., to say that the land belongs to a certain country

3.  **Reading Check**
Identify and **underline** the sentences that tell what each explorer claimed.

English explorers wanted to explore the Americas, too. In June 1497, John Cabot arrived on the coast of North America and explored it. Later, England **claimed** all of North America. The English believed that Cabot had been the first person to discover this land.

In 1580, Sir Francis Drake became the first English explorer to sail around the world. He claimed land near present-day San Francisco for England. When Drake finished his trip, he was honored by the queen.

Beginning in 1607, Henry Hudson sailed for England to search for the Northwest Passage to India. After many failed attempts to do so, he moved to Holland. In 1609, he sailed from Holland, again trying to find the Northwest Passage. He could not find it, but he did discover a huge river in North America. The river is called the Hudson River and it is in New York state.

Henry Hudson sails into the Hudson River.





INTERACTIVITY

Check your understanding of the key ideas of this lesson.



Lesson 2 Check

4. **Sequence Analyze** the list of events. Then fill in the chart by sequencing the events.

- Samuel de Champlain founds Quebec City.
- Jean Nicolet explores Lake Michigan.
- Henry Hudson discovers the Hudson River.

Date	Event
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

5. **Explain** how European exploration affected the Americas.

6. **Understand the** *Quest* **Connections** How did Columbus contribute to the creation of new communities?

Map and Graph Skills

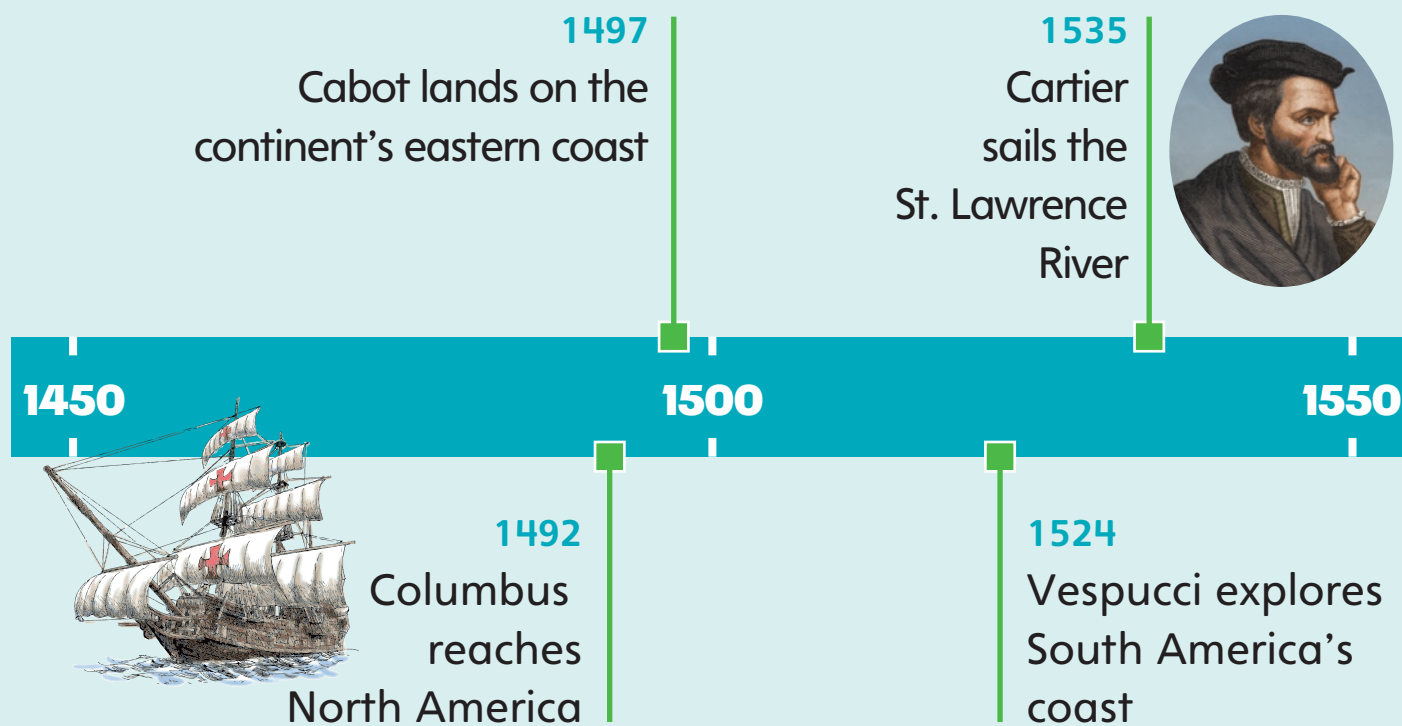
Timelines

A timeline shows when events took place. Each event is placed on a timeline in the order in which it happened. The event that happened first, or earliest, is placed on the left part of the timeline. As you read the timeline from left to right, you learn which events happened first, second, third, and then last.

On the timeline each mark stands for 50 years. Notice that some events happen close together in time.

Circle the event on the timeline that happened first.

Underline two events that happened very close together.



Your Turn!

1. What do the numbers on the timeline show?

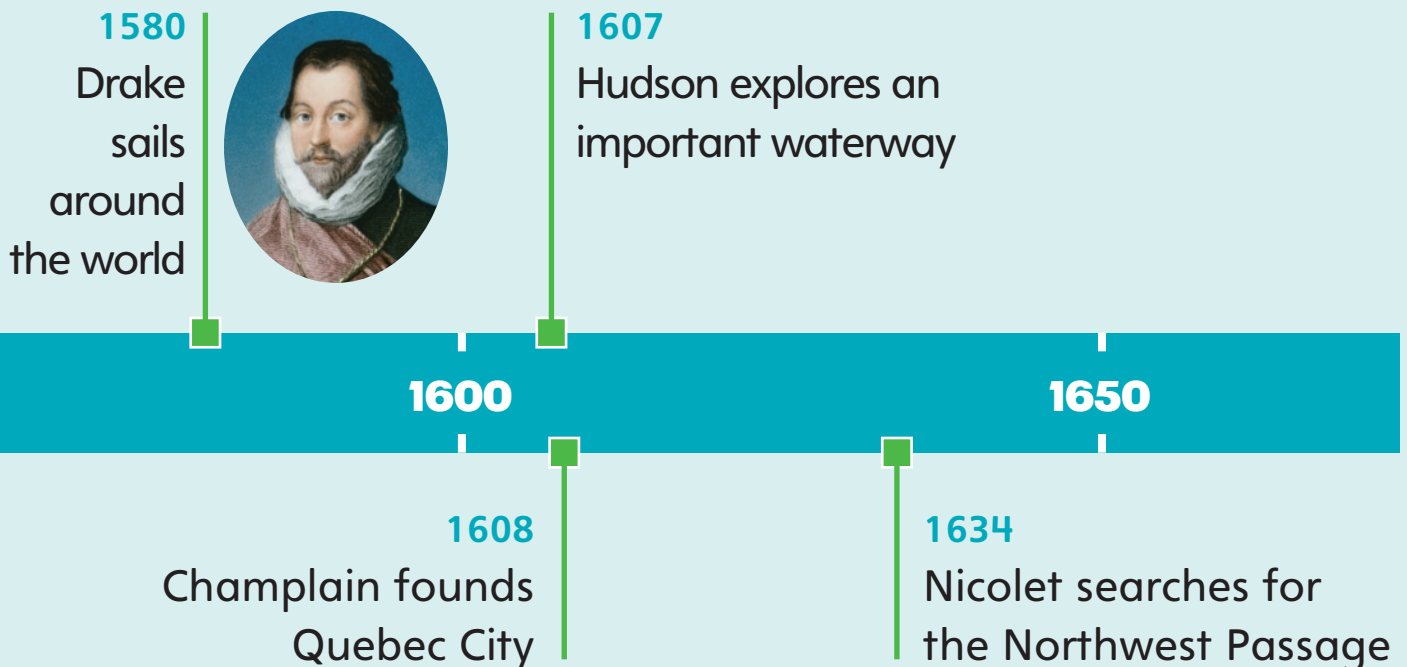
2. Why are spaces between events different?

3. Did Cartier sail the St. Lawrence before or after Drake's trip around the world?



INTERACTIVITY

Review and practice what you learned about interpreting timelines.



Early Spanish Communities



INTERACTIVITY

Participate in a class discussion to preview the content of this lesson.

Unlock The BIG Question

I will know about early Spanish explorers and settlers in North America.

Vocabulary

legend
fort
colony
colonize
mission
citizen

Academic Vocabulary

defend
significant

Ponce de León landed near what is today St. Augustine, Florida.

Jumpstart Activity

Imagine you are a Spaniard and have the chance to go to the Americas. Would you go there to live? Stand up and share whether you would make the move and why.

Explorers from Portugal, Spain, France, and England came to the Americas. These explorers and the American Indians living in the Americas had different cultures. Today, America is a rich mix of all these cultures.



Let's look more closely at the Spanish explorers who brought their culture to America.

Spanish Exploration in Florida

Some explorers who sailed to the Americas wanted gold, gems, and riches. Other explorers wanted to be famous.

American Indians told a special **legend**, or a story from the past whose facts cannot be checked. The legend was about a magical spring whose water made people young again. Spanish explorer Juan Ponce de León wanted to find the spring. He wanted to find the Fountain of Youth.

In 1513, Ponce de León landed near present-day St. Augustine, Florida, during his search. He took control of the land for Spain. He named the land *La Florida*, which means “land of flowers.”

Ponce de León and his men did not find the Fountain of Youth. Ponce de León was very disappointed and left Florida. He sailed to what is known today as Puerto Rico and then back to Spain.

Ponce de León sailed to the west coast of Florida in 1521. He brought with him about 200 settlers, 50 horses and other animals, as well as farm tools. When Ponce de León and his party landed, they went to battle with a group of American Indians. Ponce de León was wounded, and he died soon after.

Ponce de León was the first European to explore the area of Florida that is near St. Augustine. This led to others exploring the area after him.



Ponce de León

Word Wise

Parts of Speech The word *land* is usually used as a noun. Find the word *landed*. What part of speech is *landed*?

Don Pedro Menéndez de Avilés, shown in the statue, had the Castillo de San Marcos built in 1565. The fort still stands today and is a national historic monument.



Spain and France Fight to Settle Florida

Spain and France both wanted to build a settlement in Florida. In 1564, the French set up a fort and a colony on the St. John's River. A **fort** is a strong building or area that can be **defended** against enemy attacks. A **colony** is a place ruled by another country. The French fort was named Fort Caroline.

Fort Caroline was close to where the Spaniards had first landed. The Spanish treasure ships sailed along the Florida coast past Fort Caroline to Spain. The French fort threatened the Spanish ships. King Philip II of Spain wanted to keep his ships safe from enemy attacks. So he sent Don Pedro Menéndez de Avilés [ah vee LAYS], a Spanish explorer, to set up and lead a Spanish colony in Florida. The king knew Menéndez would protect Spanish interests.

Academic Vocabulary

defend • v., to protect or guard from harm

King Philip also told Menéndez to drive out any settlers and pirates from other countries. A pirate is a person who robs ships or boats at sea.


Menéndez arrived in Florida in 1565. Menéndez, his soldiers, and the settlers built a fort for safety. It was named Castillo de San Marcos. The area was protected from the ocean. It could be defended easily. Then Menéndez started a settlement, which he called St. Augustine.

About a month later, Menéndez defeated the French at Fort Caroline. As a result, Spain now controlled the coast of Florida. St. Augustine grew since more Spaniards came to settle there. Today, St. Augustine is remembered as the first permanent European settlement in North America. It is also the oldest city in the United States.

Other Spanish Explorers

Around the same time Ponce de León was exploring *La Florida*, Vasco Núñez de Balboa also was exploring for Spain. In 1513, he led an expedition in search of gold, and found the Pacific Ocean. He claimed it and its shores. This helped Spain in later years as the country explored and conquered South America's western coast.

Another Spanish explorer, Hernando de Soto, took part in conquests in Central America and Peru. He also explored the present-day southeastern United States, and in 1541 found the Mississippi River.

1.  **Reading Check** **Sequence Underline** the first event that led to Spain's control of Florida. **Circle** what happened as a result of Spain's actions.

The Spanish Explore the Southwest

In the 1500s, many Spaniards lived in New Spain, present-day Mexico. American Indians told them a legend about the Seven Cities of Gold.

Spanish explorer Francisco Vazques de Coronado went in search of this gold. He found that the city of Cibola was an American Indian village. The Zunis told Coronado he might find gold in Quivira. He did not find any gold, and he returned to New Spain in 1540.

In 1598, Juan de Oñate and others returned to again search for Quivira gold. His group crossed the Chihuahuan Desert. On the forty-fifth day, the group ran out of food and water. People searched for plants to eat, but found little. Many people nearly died until they came to the Rio Grande. Their lives were saved.

After resting, hunting, and fishing for ten days, Oñate ordered a day of Thanksgiving. Here is what one member of the group said:

Primary Source

We built a great bonfire and roasted the meat and fish, and then all sat down to a repast the like of which we had never enjoyed before. We were happy that our trials were over.

—A member of Oñate’s group, 1598

Academic Vocabulary

significant • *adj.*,
important

Some historians say that this feast was truly the first Thanksgiving. Every year in El Paso, Texas, people reenact this **significant** event.



Spanish Settlements in the Southwest

After the day of Thanksgiving, Oñate colonized New Mexico for Spain. To **colonize** means to settle lands for another country. This was the first Spanish settlement in the Southwest. However, Oñate was a cruel leader. While he was away searching for gold, most of the people left. He was not the only Spaniard to settle the Southwest, though.

In present-day Texas, Spaniards started settlements called missions. A **mission** is a settlement with a church. Its goal is to spread religion to the people who live in the area. In 1691, present-day San Antonio was land where Papaya Indians lived. By 1718, the Mission San Antonio de Valero stood there. That mission later became known as the Alamo.

2. **✓ Reading Check** **Describe** how Juan de Oñate contributed to the expansion of existing communities or the creation of new communities.
-
-

The Spanish built missions throughout the Southwest including the Mission San Antonio de Valero.

Spanish Settlements in California


The Spaniards also colonized parts of California. Here they began settlements called pueblos. They also built presidios, or forts, and set up missions.

The first missions in California were built in the 1760s. The American Indians who lived there had to learn about Spanish culture and religion. Spain's king sent Father Junípero Serra to set up more missions. He and other leaders forced the American Indians to work hard and to eat Spanish food and to use Spanish.

Spain Loses Power

Spain sent money to support the missions. Then, in the early 1800s, Spain told the religious leaders to stop building missions in California. The last mission was built in 1823.

People moving to California at that time wanted the Mexican government to make the American Indians leave the missions. Mexico had control of California. So, in 1826, the head of government in California allowed many of these American Indians to leave and become Mexican citizens. A **citizen** is an official member of a community. When they left the missions, the American Indians needed new places to live and new jobs. Leaving the missions sometimes made their lives more difficult. However, many California Indians did not like how the missions affected their cultures.

3.  **Reading Check** **Sequence Identify** and **underline** when the first and last missions were built.



One of the last missions built in California



INTERACTIVITY

Check your understanding of the key ideas of this lesson.

✓ Lesson 3 Check

4. **Summarize** Write one or two sentences **summarizing** what you learned about Spanish settlements in the Americas.

5. **Identify** reasons the Spanish formed communities in the present-day United States.

6. De Balboa found the Pacific Ocean and de Soto found the Mississippi River. **Explain** why this was important to Spain.

Early French Communities



INTERACTIVITY

Participate in a class discussion to preview the content of this lesson.

Unlock The BIG Question

I will know about early French explorers and settlers in North America.

Vocabulary

expedition
territory

Academic Vocabulary

undertake
influence

Jumpstart Activity

The French and the American Indians often traded goods. Write five things you use every day but cannot make yourself. Swap lists with a partner. Then act out trading to get the things on the list that you wrote.

Pierre Laclede established a trading post in what is present-day St. Louis, Missouri, around 1760. Today, the riverfront area is named in his honor.



French explorers traveled to many different parts of North America. The explorers brought French culture with them to the places they traveled. Many cities in North America founded by the French have kept parts of French culture.

The French Come to North America

In 1498, Vasco da Gama, an explorer from Portugal, found an all-water route to India. The French thought it might be faster to travel by inland waterways, so they explored rivers and streams.

In 1534, Jacques Cartier landed in Newfoundland. Then he explored the Gulf of St. Lawrence in present-day Canada. Cartier later sailed up the St. Lawrence River. He realized that it was not the direct route to Asia that he was looking for. Rough waters made traveling west too dangerous to **undertake**, so he returned home.

St. Louis, Missouri, is a city that was first settled by the French. In 1700, priests built a mission there. American Indians joined the priests, but the settlement did not last. Then around 1760, a Frenchman named Pierre Laclede traveled to where the mission had been. Here he set up a trading post. Laclede wanted to buy fur from the American Indians. He named the area St. Louis for King Louis of France. Laclede said he wanted to set up “one of the finest cities in America.” He did!

In time, France lost control of St. Louis. The city opened to new settlers and new businesses. However, French culture is still important in St. Louis today.

Academic Vocabulary

undertake • v., to begin to do



Old Quebec City including
Le Chateau Frontenac

Champlain Builds Quebec City

In 1608, Samuel de Champlain sailed from France to present-day Canada. He built a village near an area where an American Indian group called the Huron already lived. He became friends with the people of this nation.

Champlain called his village Quebec City. England and France fought over this village. They both wanted to take control because of its location. Quebec City was on two waterways, the St. Lawrence and the St. Charles rivers. Settlers could use these rivers for trade and for traveling from one place to another. In 1759, the English won a battle against the French. As a result, French rule in Canada ended.

Academic Vocabulary

influence • *v.*, to
have an effect upon

Today, French culture still **influences** Quebec City. People speak French, and they celebrate French customs and traditions. Old Quebec is a popular place to visit. It is the part of the city on top of a hill. Le Chateau (sha TOH) Frontenac is in the center of Old Quebec. It was built in 1893 on a hilltop overlooking the St. Lawrence River. Standing there, you can see for miles.

1.  **Reading Check** **Explain** why the location of Quebec City was so important.

Exploring Waterways

The French explored inland waterways instead of traveling along the coast. In 1634, Jean Nicolet took seven American Indians with him in a large canoe, and they went on an expedition to Lake Michigan. Nicolet also discovered what is now the state of Wisconsin.

In 1672, a Frenchman named Louis Joliet was put in charge of an expedition down the Mississippi River. An **expedition** is a trip made for a special reason. Joliet and a priest named Father Marquette traveled from present-day Canada down the Mississippi River. They traveled to the places that we know today as Green Bay, Wisconsin, and Chicago, Illinois. They learned that the Mississippi River empties into the Gulf of Mexico.

Later in the 1600s, Robert de La Salle explored the Great Lakes, the Mississippi River, and more. He claimed the entire Mississippi region for France.

Because of these explorers and others like them, the French began to gain power and control in North America. They claimed big parts of the continent for France.

2. **✓ Reading Check Sequence Identify**
who explored the Mississippi River first:
Louis Joliet or Robert de La Salle.
-



Robert de La Salle

Louisiana Purchase



French Lose Power in North America

From 1754 to 1763 Britain and France fought a war for control of northern North America. Some American Indians helped the French, while others helped the British. When the French lost, both France and their American Indian allies had to give much of their land to the British.

France lost more power in 1803, when it sold its Louisiana Territory to the United States. A **territory** is an area of land owned by a country either within or outside the country's borders. This Louisiana Purchase stretched from the Mississippi River to the Rocky Mountains and more than doubled the size of the United States.

3. Reading Check

Trace the outline of the Louisiana Purchase. Then **draw** a dotted line around all of the states.



INTERACTIVITY

Check your understanding of the key ideas of this lesson.

Lesson 4 Check

4. **Sequence Identify** three main events of the lesson in order from first to last. For each event, **explain** why it was important.





5. **Describe** seventeenth-century exploration of the Mississippi River.

6. Choose one explorer from the lesson. **Describe** how this explorer and his ideas helped shape an area in present-day North America.

Early English Communities



INTERACTIVITY

Participate in a class discussion to preview the content of this lesson.

Unlock The BIG Question

I will know why settlers came from England to North America.

Vocabulary

drought
debt
interpreter
Quaker
pilgrim

Academic Vocabulary

require
crucial

Roanoke Colony found abandoned

Jumpstart Activity

You live in England long ago. You have been selected to start a new colony in North America. Work with a partner to make an advertisement for others to join you in the adventure. Share it.

North American exploration meant that the Spanish and French had new lands to settle. The English wanted to settle too.



Roanoke Colony

Sir Walter Raleigh sent English settlers to Roanoke Island in present-day North Carolina in 1587. John White was in charge of setting up the colony. When supplies were **required**, White returned to England, but did not come back to Roanoke until 1590.

On his return, White found the word *CROATOAN* carved on a tree, and all of the 113 settlers gone. What happened to the settlers of the Roanoke colony remains a mystery. Some scientists believe that a **drought**, or not enough water, led to the colony's end. Others think that the settlers went to live with American Indians or that they died from disease or hunger.

Academic Vocabulary

require • v., to need

Jamestown

In 1607, 105 English settlers arrived in what is now Virginia. They named their colony Jamestown after King James I.

Long before the English came, American Indians built villages and planted crops in Virginia. Soon after the settlers arrived, they ran out of food. Colony leader Captain John Smith searched for food, but American Indians captured him. Smith was taken to the chief, Powhatan. One legend says Smith's life was saved by Powhatan's daughter, Pocahontas.

When Smith returned to Jamestown, only about 38 settlers were still alive. The rest had died of hunger and disease.

Thirteen Colonies



England's Colonies

The Roanoke colonists vanished and many of the Jamestown colonists died. Still, the English did not give up. They would go on to settle 13 colonies. By the 1660s, some settlers had moved south and set up Carolina in present-day North and South Carolina.

Settlers to the southern colonies brought African slaves with them. The enslaved Africans farmed the land.

In 1733, James Oglethorpe founded the Georgia colony. He set up this colony to help people who were in prison for not paying a debt. A **debt** is money that is owed to another person. People owing debts

settled in Georgia. Oglethorpe wanted to give them a chance to start a new life in his colony.

Mary Musgrove also played a key role in the founding of Georgia. Musgrove, a Creek American Indian, served as an interpreter for Oglethorpe. As an **interpreter**, she helped the English and American Indians communicate with each other because she was able to speak both languages. She helped the American Indians and English get along and keep the peace.

1. **✓ Reading Check**
Identify and **circle** the names of the southern colonies on the map.

Settling the Middle Colonies

New York, New Jersey, Pennsylvania, and Delaware are the middle colonies. Can you guess how they got this name? They are right between the southern colonies and the colonies to the north.

In 1664, Holland lost the land that would later become three of the middle colonies in a war against the English. The Duke of York got one part of the land. He named it New York, after himself. The duke gave the other part of his land to two friends. These other parts eventually became the colonies of New Jersey and Delaware. Pennsylvania, however, was started in a very different way.

William Penn started the colony of Pennsylvania as a “holy experiment.” Penn was a Quaker. A **Quaker** is a follower of a religion that believes in peace and equal treatment for all people. Many people came to Penn’s colony. People from Germany and Ireland were among the first settlers to come there for religious freedom.

Benjamin Franklin is one of the most famous people who lived in Philadelphia, Pennsylvania. He moved there because there were many more opportunities than in his home city of Boston, Massachusetts. Wherever Franklin went, he tried to make it a better place to live. He began Philadelphia’s first fire department. Thanks to Franklin, Philadelphia became a safer city.



A Philadelphia community honors Ben Franklin’s contribution of the city’s first fire department.

2. **✓ Reading Check** Choose one of the middle colonies, and **explain** how it was started.



The Mayflower Compact was the first plan of government written in the colonies.

Academic Vocabulary

crucial • *adj.*, very important

3. **✓ Reading Check**
Sequence Identify
and **underline** the first and second things the Pilgrims did when they came to America.

New England Colonies

Massachusetts, Connecticut, Rhode Island, and New Hampshire were called the New England colonies.

In 1620, William Bradford led a group of Pilgrims on board a ship called the *Mayflower*. A **pilgrim** is a person who travels for a religious reason. Sixty-six days later, they landed in present-day Massachusetts. They came to the colonies to be free to follow their religion.

First, the Pilgrims formed a community in Plymouth, Massachusetts. Then, they wrote a plan of government called the Mayflower Compact. It said the colonists would make laws for the good of the community. A **crucial** part of the plan was that everyone agreed to obey the laws. This was the first time European colonists in America had made laws for themselves.

Bradford became the leader. He was a good leader. The Pilgrims and American Indians began trading food and other items. Squanto, an American Indian who spoke English, served as an interpreter. In 1621, the Pilgrims and the American Indians sat down to share in a harvest feast. Today, we mark this as the first Thanksgiving.

A woman named Anne Hutchinson did not follow the Pilgrims' beliefs. She began spreading her own beliefs. As a result, in 1634, she was forced to leave Massachusetts. She later founded Portsmouth, Rhode Island.

**Lesson 5 Check**

Check your understanding of the key ideas of this lesson.

4. **Main Idea and Details** Complete the chart with details that support the main idea. **Identify** the needs that cause people to form communities.

Life was difficult for the early colonists.

5. **Identify** one reason the English settled the Americas. **Explain** why that reason is still important to us today.

6. **Describe** how Benjamin Franklin changed his community by starting Philadelphia's first fire department.

Creating a New Nation



INTERACTIVITY

Participate in a class discussion to preview the content of this lesson.

Unlock The BIG Question

I will know the causes and effects of the American Revolution.

Vocabulary

tax
protest
legislature
patriot
independence
revolution
constitution

Academic Vocabulary

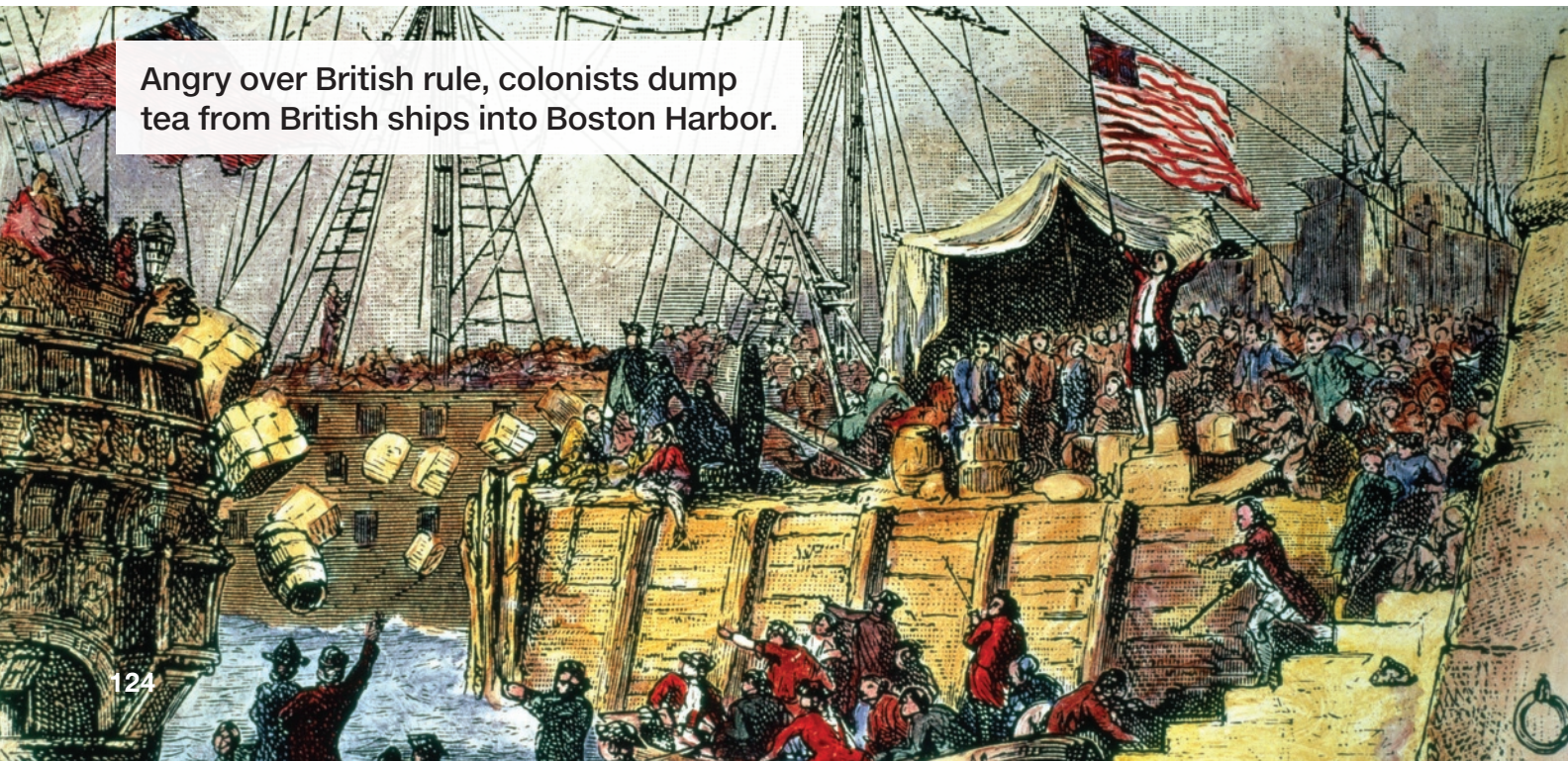
impose
background

Jumpstart Activity

Imagine you are forming a new country. Form a circle with three classmates. Talk about what needs to be done, how leaders will be chosen, and how laws will be made. Take turns naming one thing that needs to be done and how you might do it.

In the 1770s, about 2 million people lived in the 13 colonies, and Great Britain ruled these colonies. With each year that passed, the colonists wanted more and more to be free to rule themselves.

Angry over British rule, colonists dump tea from British ships into Boston Harbor.



Trouble in the Colonies

The British had won the French and Indian War in 1763 and now had a lot of debt. To raise money, Great Britain made the colonists pay taxes. A **tax** is money paid to a government. The colonists became angry and thought this was unfair because they did not have a say in the British government.

In 1764, the British **imposed** the Sugar Act, which taxed most of the sugar brought into the colonies. Then in 1765, Great Britain passed the Stamp Act. The Stamp Act taxed all printed items, such as newspapers and legal papers.

The colonists became more angry, saying, “No taxation without representation!” They would not pay taxes unless they had a say in the government.

The Stamp Act ended, but there were new taxes on paper, glass, and lead. Many colonists refused to buy these things, so the British lost a lot of money.

In 1773, the British passed the Tea Act, which said the colonists could buy tea only from Great Britain. To **protest**, or complain, some colonists went on British ships in Boston Harbor. They dressed themselves as American Indians and dumped all the tea overboard! This was called the Boston Tea Party. The British were angry, so they closed Boston Harbor and also took many powers away from the Massachusetts legislature. A **legislature** is a part of government that makes laws.

The problem was over money, power, and control. Who should rule America: Great Britain or the colonists?

Academic Vocabulary

impose • v., to bring about by force

Academic Vocabulary

background • *n.*,
a person's culture,
knowledge, and
experience

Quest Connection

What made
Paul Revere
take his ride?
In which event
was he an early
participant?

INTERACTIVITY

Explore why the colonists
took their actions
against the British.

American Patriots

American colonists known as Patriots grew angrier about British rule. A **patriot** is a person who loves and defends the country. The Patriots wanted the American colonies to be free. These Patriots came from different **backgrounds**. For example, Nathan Hale was young and Benjamin Franklin was older. Thomas Jefferson was a leader and Daniel Shays was a farmer. They all worked hard to win **independence**, or freedom, for the colonies.

On April 18, 1775, Patriot Paul Revere rode from Boston to Lexington, Massachusetts, to warn colonial leaders Samuel Adams and John Hancock that British troops were coming to arrest them. Revere also wanted to stop the British from taking the colonists' weapons. He warned everyone on his route about the British.

Paul Revere's ride



The War for Independence was beginning. This war between the American colonies and the British is also called the American Revolution. A **revolution** takes place when people want to take over the government that rules them and create a new one. The war started on April 19, 1775, in the towns of Lexington and Concord in Massachusetts.

1. ☒ **Reading Check** Underline what the Patriots wanted.

Freedom and Government

Thomas Jefferson wrote the Declaration of Independence in 1776. It told the world why the colonies were breaking away from Great Britain and what the new nation stood for.

The first part said that people have rights that the government must protect. The second part listed the complaints the colonists had against the British king. The third part said the colonies were now free and independent states and not part of Great Britain.

It took eight years for America to win the American Revolution and independence from Great Britain. In 1787, 55 people met in Philadelphia to write a new plan of government, the United States Constitution.

A **constitution** is a written plan of government that explains the beliefs and laws of a country. George Washington, Benjamin Franklin, and James Madison were three Founding Fathers. They helped write the Constitution and helped the country grow.

On September 17, 1787, the members completed their work. They had written a new plan of government for the United States. The people, not a king, would rule the new, independent nation.



Founding Fathers sign our country's plan of government, the U.S. Constitution.

2. **✓ Reading Check Summarize** what was included in the three parts of the Declaration of Independence.

Washington, D.C.

George Washington led the colonial soldiers in the American Revolution. After the war, other leaders wanted Washington to lead the new government.

On February 4, 1789, the people elected Washington our first president. Lawmakers decided to build the new capital at a place they called Federal City. Today, it is known as Washington, D.C. An African American named Benjamin Banneker surveyed, or measured, the land to figure out its border.

In the year 1791, a Frenchman named Pierre L'Enfant designed Washington, D.C. He chose the sites for the two most important buildings there: the Capitol and the White House. He also designed wide streets lined with trees. He set up spaces so that statues could be built to honor important people.

Washington, D.C., is named after George Washington. He is remembered as a great leader who was “first in war, first in peace, and first in the hearts of his countrymen.”

3. **✓ Reading Check**
Identify and **underline** the names of the people who helped create Washington, D.C.

Washington, D.C.





INTERACTIVITY

Check your understanding of the key ideas of this lesson.

Lesson 6 Check

4. **Sequence Write** the events below in the order of the year they happened.

- The U.S. Constitution is completed.
- The French and Indian War ends.
- Great Britain passes the Stamp Act.
- Paul Revere rides to Lexington.

1763 _____

1765 _____

1775 _____

1787 _____

5. **Explain** how the Founding Fathers helped build a new nation.

6. **Understand the *Quest* Connections Explain** how the American Revolution impacted the colonies. Then explain its impact on your life.



The Declaration of Independence

The Declaration of Independence is a founding document of the United States. It describes some of the basic ideas and beliefs that shaped the country. It was adopted on July 4, 1776.

Read the excerpt from the Declaration of Independence written by Thomas Jefferson.

Vocabulary Support

We believe that

People give the government the power to act

when the government denies unalienable rights

self-evident • *adj.*, clear, obvious

endow • *v.*, to give

unalienable • *adj.*, not to be given or taken away

derive • *v.*, to get

alter • *v.*, to change

abolish • *v.*, to do away with

We hold these truths to be **self-evident**, that all men are created equal, that they are **endowed** by their Creator with certain **unalienable** Rights, that among these are Life, Liberty and the pursuit of Happiness. – That to secure these rights, Governments are instituted among Men, **deriving** their just powers from the consent of the governed, – That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to **alter** or to **abolish** it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

–Thomas Jefferson, The Declaration of Independence, 1776

Close Reading

1. **Identify** and list the rights that all people should have.

2. **Identify** and **circle** what the Declaration says that people without these rights can do to gain them.

Wrap It Up

Summarize the Declaration of Independence in your own words.

The Declaration of Independence



Quality:
Problem Solving



Archie Thompson

Saving the Yurok Language

As one of the last living speakers of the Yurok language, Archie Thompson faced a problem. There was a risk that, in time, no one would know how to speak the Yurok language anymore. The Yuroks were an American Indian tribe that settled in Northern California. Thompson wanted to keep the important language alive.

Thompson had grown up with his grandmother, who spoke only Yurok. He understood the importance of Yurok traditions. Thompson helped to save the Yurok language by teaching it at schools in the area. He helped workers at the Yurok Language Project create Yurok dictionaries. Thompson also made recordings of himself speaking Yurok. Because of Thompson and other elders, today the Yurok language is taught in high schools in Del Norte and Humboldt counties in California. In 2013, the year Thompson died, more than 300 people were able to speak Yurok.

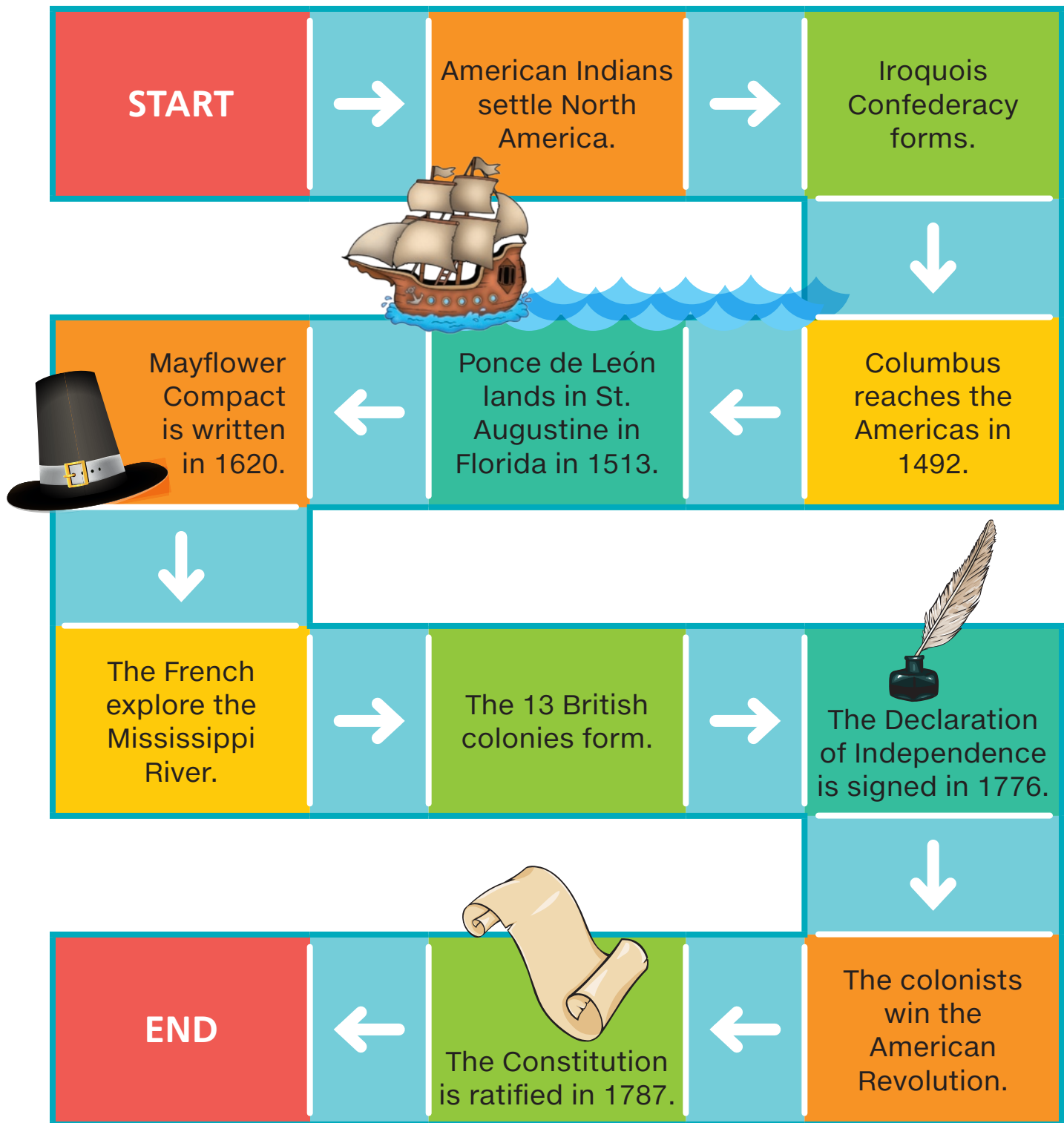
Find Out More

1. In what way did Archie Thompson help solve the Yurok language problem?

2. Choose a partner and exchange stories of when you solved a problem. What was the most difficult part of solving it?

Visual Review

Use this graphic to review some of the key terms, people, and ideas from this chapter.



Assessment


GAMES

Play the vocabulary game.

Vocabulary and Key Ideas

Circle the best word to complete each sentence.

- American Indian reservations today have their own _____.
longhouse, government, confederacy
- Spain, France, and England set up their own _____ in places that they claimed and ruled. colonies, missions, regions
- Settlers to New England were mainly _____. debtors, Quakers, Patriots

- Identify** Complete the chart about explorers.

Explorer	Country	Achievement
Juan de Oñate	_____	_____
Pierre Laclede	_____	_____
James Oglethorpe	_____	_____
Robert de La Salle	_____	_____
William Penn	_____	_____

Critical Thinking and Writing

5. **Summarize** What were two early forms of government in North America, and why were they created?

6. **Analyze** Why did the Spaniards build pueblos and presidios?

7. **Compare** How did Christopher Columbus, Samuel de Champlain, Don Pedro Menéndez de Avilés, and William Bradford's actions affect North America?

8. **Revisit the Big Question** What is something you learned in second grade that helps you succeed in third grade?

9. **Writing Workshop: Write Journal Entries** On separate paper, write five journal entries from the point of view of one of the explorers in the chapter. Include the country you explored for, when and where you explored, your goals, what you found or claimed, and your overall experiences.

Analyze Primary Sources

“History is who we are and why we are the way we are.”

—David McCullough, 1984

10. David McCullough is a writer and historian. A historian is a person who tells about the past. Read McCullough’s quote. How does the quote relate to your own life?

Sequence

11. Complete the chart. Place the following events in sequence from what happened first to what happened last.
- The American Revolution begins.
 - George Washington is elected president.
 - James Madison helps write the Constitution.
 - The Boston Tea Party takes place.

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Quest Findings



INTERACTIVITY

Complete the activities to get started on your persuasive text.

Write Your Persuasive Text

You have read the lessons in this chapter, and now you are ready to write your persuasive text. Remember that in a persuasive text you use evidence to support your ideas to help convince others to share your opinion.



1

Prepare to Write

Choose something from the chapter that has made a difference in your life. Write the event or person's name down on a piece of paper and make a few notes.

2

Write a Draft

Use your notes and your answers to the chapter's Quest Connections to write a persuasive text in which you tell how an event or person from the past has made a difference in your life. Provide evidence to support your ideas. You can use specific words and phrases such as *I think this because* or *In my opinion*.

3

Share With a Partner

Exchange your draft with a partner. Tell your partner what you like about the draft. Ask for some ideas on how to improve your draft and make it more convincing. Listen closely as your partner speaks.

4

Revise

After you have thought about your partner's suggestions, make changes to your draft. Also check for spelling and grammar errors.