



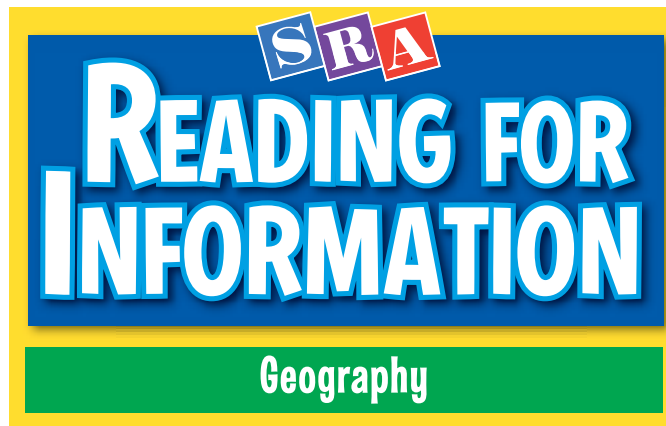
SRA
**READING FOR
INFORMATION**

Geography

Geography and the Colonies

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Geography and the Colonies



Columbus, OH

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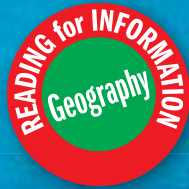
Printed in China.

Send all inquiries to this address:
SRA/McGraw-Hill
4400 Easton Commons
Columbus, OH 43219

ISBN: 978-0-07-610303-4
MHID: 0-07-610303-X

1 2 3 4 5 6 7 8 9 CC 13 12 11 10 09 08 07

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Geography and the Colonies

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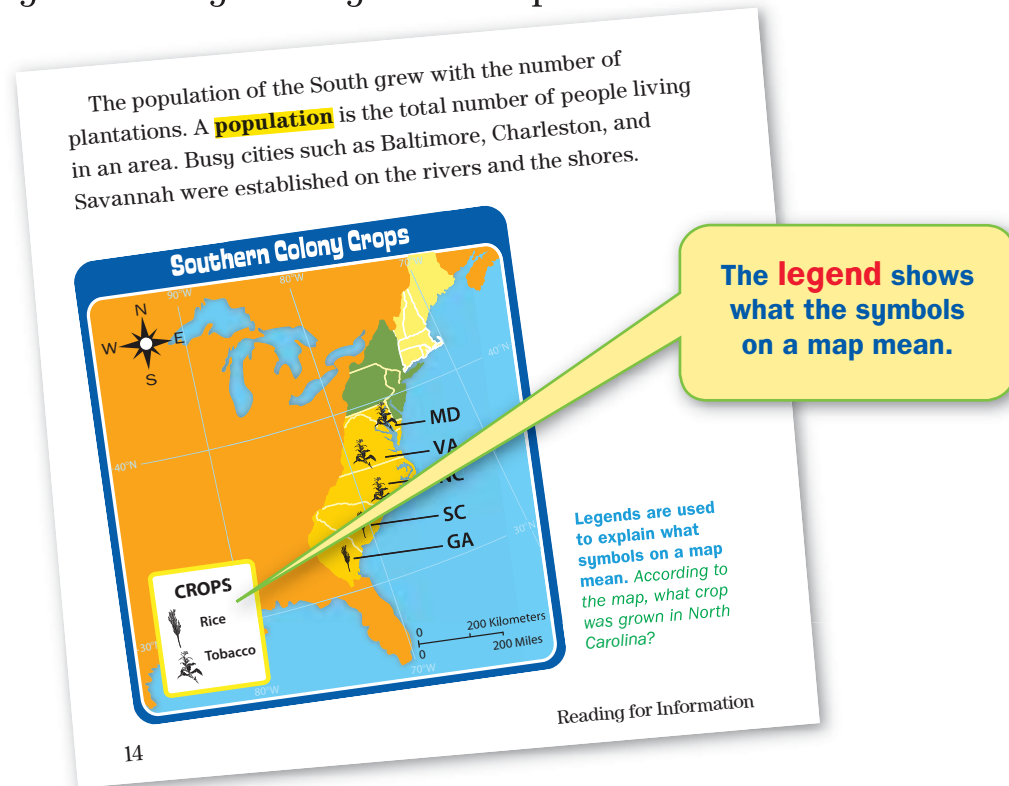
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Before You Read

Here are some things you can do to help you read for information.

Features Maps, Legends, and Graphs

- **Maps** can show information about a place, such as where cities, mountains, or rivers are located. What can you learn by looking at the map below?

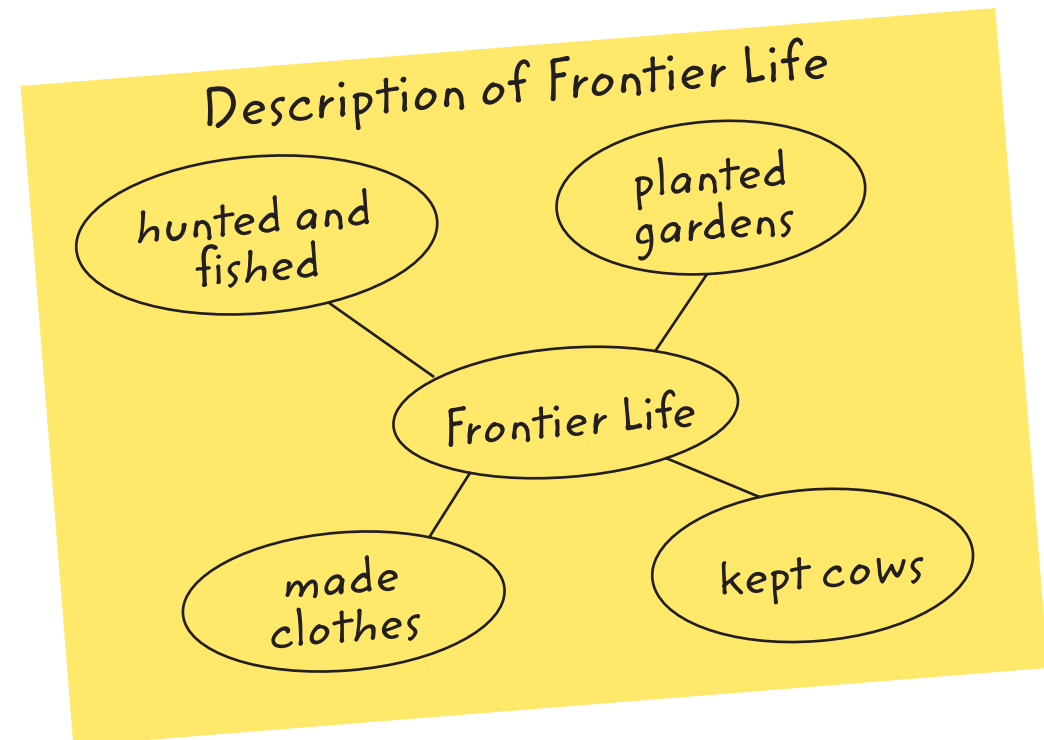


- **Graphs** show information in a visual way. Graphs can chart how numbers or amounts change over a period of time. They can compare information. What does the line graph on page 21 tell you?

Structures Description

Writers help readers imagine what something looks like by using a lot of details. In geography, descriptions tell readers what a place is like or what it used to be like.

The information on page 25 gives details about frontier life. Using a web like the one below can help you remember important details from what you read.



Before You Read

Vocabulary Words to Know

direction the line or course along which something moves, points, or lies



Weather vanes show wind direction.



The sun is a natural resource.

natural resource a material found in nature, such as water, that is useful to humans

population the total number of people living in an area



required to be needed



Signs can explain required heights for rides.



Jamestown was the first settlement in the New World.

settlement the organization of people in a new country or region

transportation a way of being moved from one place to another



Geography and the Colonies

A Whole New World

Have you ever moved to a new place? You might have moved to a new city or a new state. When you first arrived, nothing was familiar. You had to learn how to get around in your new neighborhood. You had to make new friends. You may have even had to adjust to different weather conditions.

After awhile, though, you adjusted. You adapted to your new surroundings. You made new friends, and you learned your way around. The early colonists faced some of the same obstacles when they came to America. It was a new place. They had to figure out how to adjust their lives to fit with their environment.

The Big Question

In what ways does the land around you affect how you live?



SECTION 1 A Land of Plenty

Thomas Hariot was an English scientist. He visited North America in the late 1500s. He wrote a book that described the land. In his book, he talked about the warm climate and the fine soil. Hariot said thick grass, cedar trees, grapes, and walnuts grew in North America. He believed people could grow all kinds of crops in the New World. Spanish explorers told him there was gold in the land.

The Spanish and French already had settlers in North America. The English wanted a settlement in the New World too. A **settlement** is an organization of people in a new country or region.

The land in the New World was said to be filled with trees and good soil.

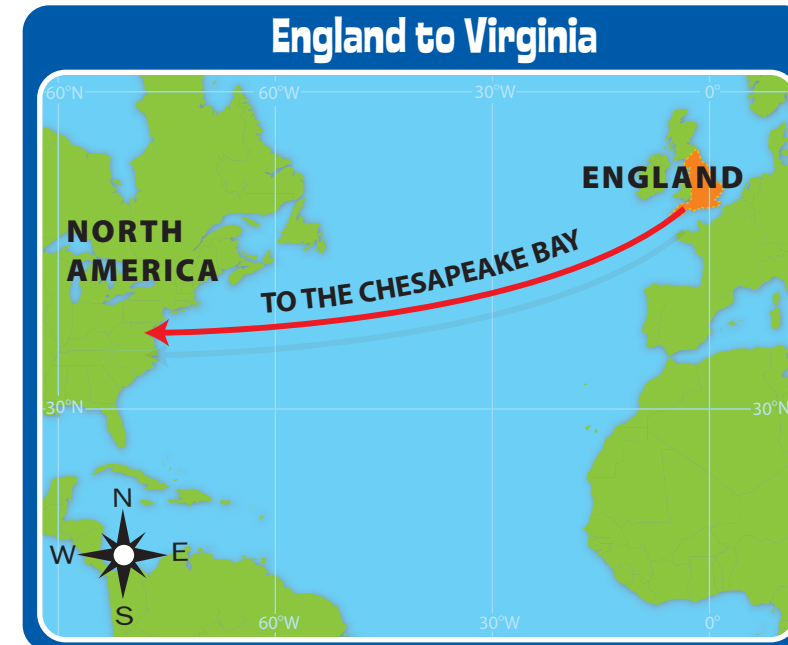


Virginia

In April 1607, three English ships arrived at the mouth of the Chesapeake Bay. The new colonists were looking for a place to start their settlement. It was important for the settlement to be located on a river because rivers were necessary for **transportation**. English ships could use the river to bring supplies to the settlement, and the settlers could use the river to send goods back to England.

Jamestown

The colonists sailed far enough up the river to make sure they weren't near any Spanish settlements. The colonists named their settlement Jamestown in honor of King James. Jamestown was the first English settlement in the New World.



This map shows the route ship captains took to sail from England to the New World.

Jamestown was separated from the mainland by a narrow strip of sand, making it almost an island. Ships could sail right up to shore and be tied to the trees on the riverbank. It seemed like a good place for a town.

Finding Gold

Jamestown turned out to be a terrible location for the settlers. It was too hot. The insects there carried diseases. Many colonists became ill and died while others wasted time searching for gold. Most of the colonists were businessmen, not farmers. Without farms on which they could grow food, people in Jamestown starved. More colonists arrived, but conditions were still bad. Only 2,000 of the first 10,000 Jamestown colonists lived. It took a long time for the remaining colonists to adjust to their new environment.

The colonists soon realized that they already had something as important as gold. The rich soil along the coast of Virginia was perfect for growing tobacco.

Rich soil helped the colonists grow tobacco and other crops.

✓Comprehension
How will growing tobacco help the colonies survive?



Settlers worked hard to prepare fields for farming, but they were not able to handle all of the work themselves. They began to use enslaved people to help farm the land.

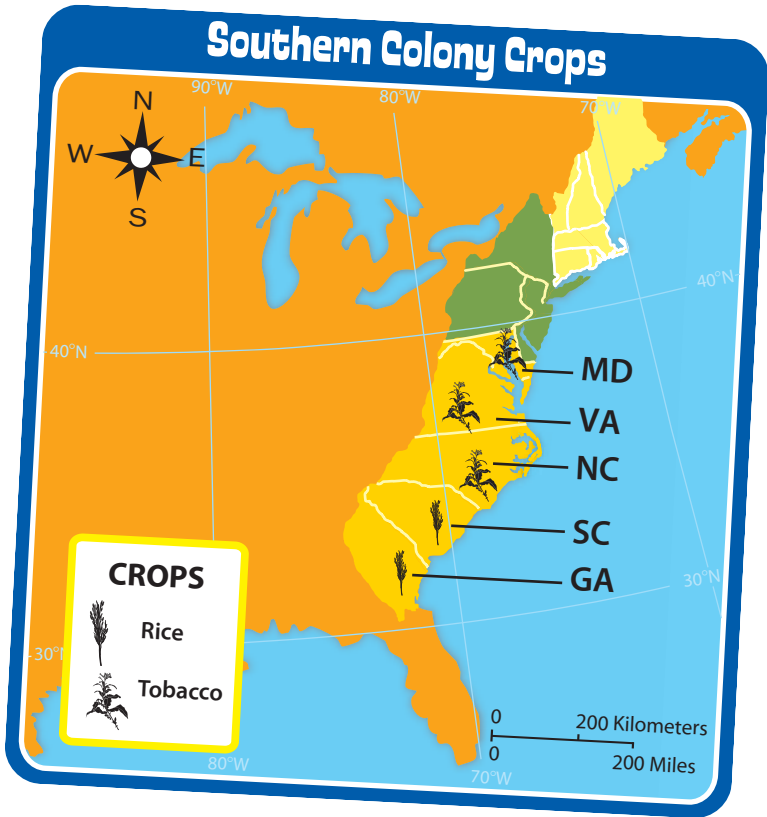
Tobacco was popular in England, so Virginia settlers wanted to grow and sell as much of the crop as possible. However, growing tobacco in the same soil every season uses up the soil's nutrients. Tobacco farmers solved this problem by using parts of large pieces of land. They planted tobacco in one area while other areas recovered. This was called crop rotation.

There weren't enough settlers to do all the farming. Tobacco farmers began using enslaved people to farm the land.

Plantations

Some wealthy farmers had big plantations in the southern colonies. They established plantations along rivers so they could easily ship their crops to England. Colonists in North Carolina and Maryland grew tobacco. The swampy land near the shores of South Carolina was perfect for growing rice. Soon, there were rice plantations in the Carolinas and Georgia.

The population of the South grew with the number of plantations. A **population** is the total number of people living in an area. Busy cities such as Baltimore, Charleston, and Savannah were established on the rivers and the shores.



Legends are used to explain what symbols on a map mean. According to the map, what crop was grown in North Carolina?

New England

The *Mayflower* was a ship that set sail from England in 1620. Unlike the earlier settlers, the passengers on the *Mayflower* weren't looking for gold. They wanted religious freedom.

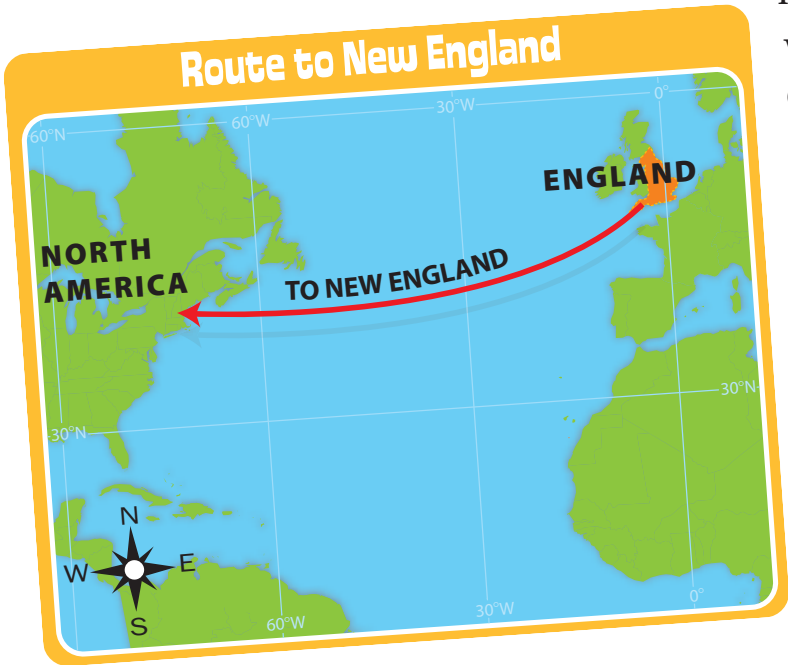
Founding Plymouth Colony

The *Mayflower* was headed for Virginia where the Pilgrims had been given land by the English government. The ship had a very difficult time crossing the Atlantic Ocean, and the ship's captain knew they were going in the wrong direction.

Direction is the line or course along which something moves, points, or lies. The *Mayflower* was too far north of Virginia. It was low on supplies and many passengers were ill. The captain

landed the ship near what is now Cape Cod, Massachusetts.

The Pilgrims explored the land. They named their settlement Plymouth Colony. This area eventually became known as New England.



Look at the map on page 11. How is the route to New England different from the route to Virginia?



✓ **Comprehension**
What business do you predict the Pilgrims eventually became involved in at their new settlement?

The colonists in New England lived near the ocean so they could use its resources, such as oysters.

The land in Massachusetts was not at all like the land in Virginia. The coast was rocky, and the soil was sandy. It wasn't very good for growing large amounts of crops. Farmers could grow enough food for their families, but they couldn't grow extra crops to sell to England.

The streams and rivers of New England weren't very big. They didn't lead the settlers inland like the rivers in the South did. As a result, the settlers stayed near the seashore.

The ocean turned out to be the settler's best natural resource. A **natural resource** is a material found in nature that is useful to humans. The ocean provided many resources. The colonists found plenty of fish in the water and oysters and clams along the shore.

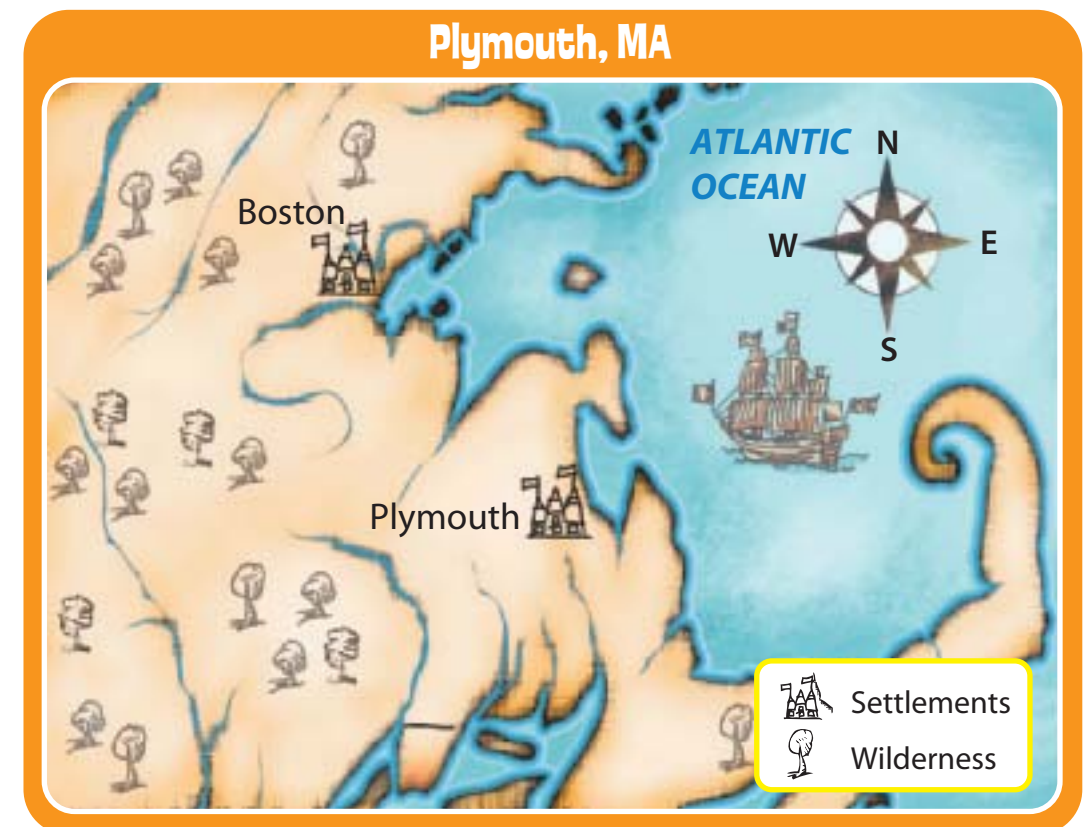


New England village

By the Sea

The New Englanders caught large amounts of codfish. They salted it and packed it onto ships to sell in England. Later, they sent ships out to catch whales. People wanted whale oil, fat, and meat. Whaling became an important part of New England business. Colonists made money by building ships. They also sent timber, or pieces of wood, back to England.

Other groups came to the New World to find religious freedom. The Puritans settled near a deep harbor north of Plymouth. They named their city Boston. It became a busy center of trade.



Moving Inland

The shores of New England became crowded. People began to spread out to the north and south. Some wanted to start new colonies for religious reasons. Others just wanted more land.

Some colonists settled in a valley in an area that is now Connecticut. The land there was excellent for farming. The colonists grew corn, wheat, oats, and apples. Some even started small tobacco farms. Although the farms in Connecticut helped New England develop, the ocean remained the region’s most important resource



Fishing and farming were the two major industries of the northern colonies. Why did Massachusetts and Rhode Island rely on fishing?

The Middle Colonies

The colonists in the New England area continued to look for more land. They took an interest in the land between New England and the southern colonies. This land originally was settled by the Dutch, but it became an English colony.

The Dutch and New Netherland

The Dutch took control of an area of land that spread from the Atlantic Ocean north to the mountains. They named it New Netherland after their homeland. The Dutch created settlements on the Hudson. They bought an island from the Native Americans and built a city called New Amsterdam.

The Hudson River was useful for transporting goods from the New England colonies to harbors near the Atlantic Ocean.





New York City was founded on Manhattan Island. It became a busy port city with many businesses, restaurants, and hotels.

The Dutch colony was large, but the English wanted to colonize the whole eastern coast. The Dutch, who had other colonies around the world, did not want to go to war with England. So they surrendered their land to the English. The areas of New Netherland and New Amsterdam were renamed New York. The English also gained control over the land that is now Delaware and New Jersey.

Many kinds of land made up these new English colonies. There was farmland along the Hudson River and on the islands. There were forests and large lakes in the north. The island of

Structures Description

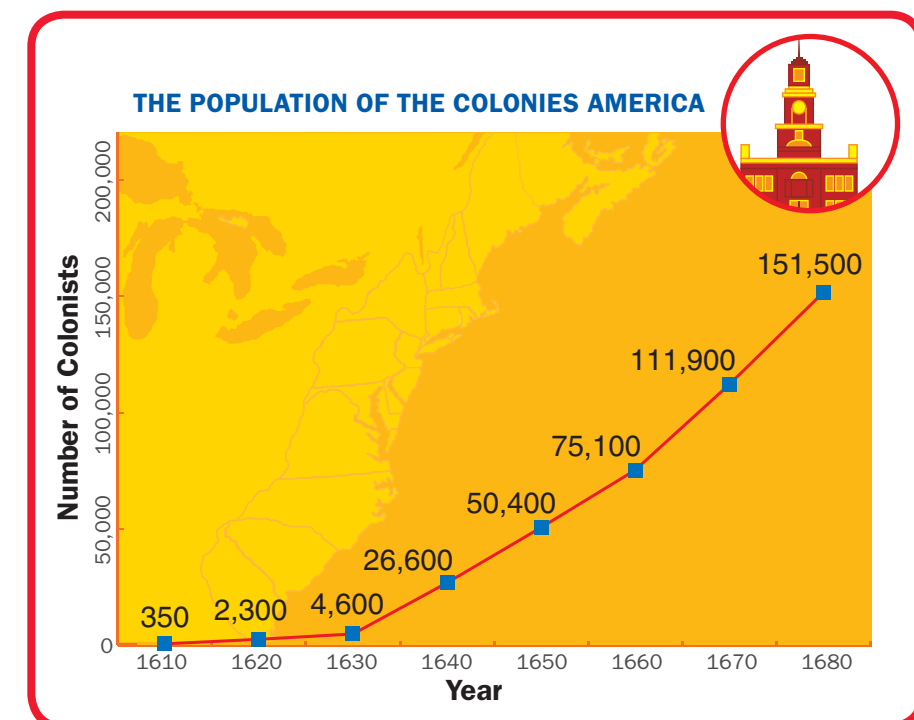
Close your eyes. Can you picture what this new colony looked like?

New York was a city with many businesses. Most importantly, there were harbors and the seacoast.

Penn Moves In

The colony of Pennsylvania was founded by an Englishman named William Penn. The King of England gave Penn some land south of New York. This was a payment for a war debt owed to Penn's family. Penn wanted a place where everyone had religious freedom. He named the land after his father.

This land became known as Pennsylvania. Pennsylvania was made up of rolling hills and green valleys. It also had mountains, lakes, and rivers.



The population of the colonies grew quickly throughout the 1600s.
Approximately how many more people lived in the colonies in 1670 than in 1650?

genre Travelogue

A travelogue gives information about a person's visit to a new location. In the piece below, Benjamin Franklin describes a visit he made to Philadelphia in the late 1700s. Some of the words have different spellings than those we use today.

A VISIT TO PHILADELPHIA

from *The Autobiography of Benjamin Franklin*

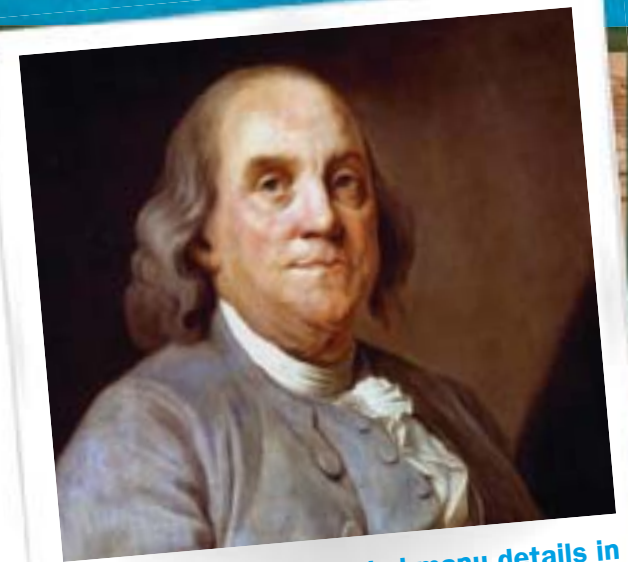
"Then I walked up the street, gazing about till near the market-house I met a boy with bread. I had made many a meal on bread, and, inquiring where he got it, I went immediately to the baker's he directed me to, in Secondstreet, and ask'd for bisket, intending such as we had in Boston; but there, it seems, were not made in Philadelphia. Then I asked for a three-penny

Philadelphia, Pennsylvania, c. 1790



loaf, and was told they had none such. So not considering or knowing the difference of money, and the greater cheapness nor the names of his bread, I made him give me three-penny worth of any sort. He gave me, accordingly, three great puffy rolls. I was surpriz'd at the quantity, but took it, and, having no room in my pockets, walk'd off with a roll under each arm, and eating the other.

Thus I went up Market-street as far as Fourth-street, passing by the door of Mr. Read, my future wife's father; when she, standing at the door, saw me, and thought I made, as I certainly did, a most awkward, ridiculous appearance....



Benjamin Franklin included many details in the travelogue of his visit to Philadelphia.



✓ **Comprehension**
What kind of city do you think Philadelphia became?

The Declaration of Independence, Articles of Confederation, and U.S. Constitution were signed in Independence Hall in Philadelphia.

Building a City

Colonists who came to Pennsylvania found plenty of farmland. The soil in the southern part of the state was very rich. It was good for growing a number of crops. There was grass for cattle to eat. Dairy farms were established in the valleys.

William Penn wanted to build a city. An important city **required** a river. Penn chose to build his city in the southern part of the colony where ships could easily travel up and down the Delaware River to the Atlantic Ocean. Penn named his city Philadelphia.

SECTION 2

Frontier Life

Not everyone in the New World lived in the cities or near the shores. Some people chose to move far away from the others. These people lived on the unsettled land of the frontier.

Living on the Frontier

Many frontier families built log cabins. They planted gardens, hunted, fished, and kept dairy cows for milk. They made clothes out of deerskin. They also grew flax, a plant that could be spun into thread and woven into cloth. The families used the flax to make their own clothes. Other plants, such as indigo, were grown and used to dye the cloth different colors.



Flax was spun into thread and woven into cloth to make clothes. The different colors in the fabrics came from plants such as indigo.





Many frontier families built log cabins. These cabins often had drafts that came through holes in the walls. The holes were filled with mud or moss.

The frontier did not remain empty for long. The English colonies were filling up. The coasts and rivers were crowded, and the big cities were getting bigger. Plantation owners had used the best land for farming.

People started to move west. Family members would often follow each other, building cabins near each other. Soon, small towns began to form on the frontier.

✓Comprehension

What do you think people on the frontier did as the population of the area grew?

To the West

Parts of the Appalachian mountain range went through the colonies. The range starts near Canada and extends south through North Carolina.

The mountains were like a wall. It was very difficult to cross them because the trees were too thick and horses couldn't step through the tangled grass and plants. The colonists weren't sure what the land was like on the other side of the mountains. Some people thought the Pacific Ocean was just over the mountains.

Population by Colony, 1790			
Colony	Population	Colony	Population
ME	96,540	NJ	184,139
NH	141,885	DE	59,096
VT	85,425	MD	319,728
MA	378,787	VA	747,610
RI	68,825	NC	393,751
CT	237,946	SC	249,073
NY	340,120	GA	82,548
PA	434,373		

Which colony had the largest population in 1790?

On the Other Side

Some adventurous people made their way through the mountains. They returned to the East with the news that there was plenty of land on the other side of the mountains.

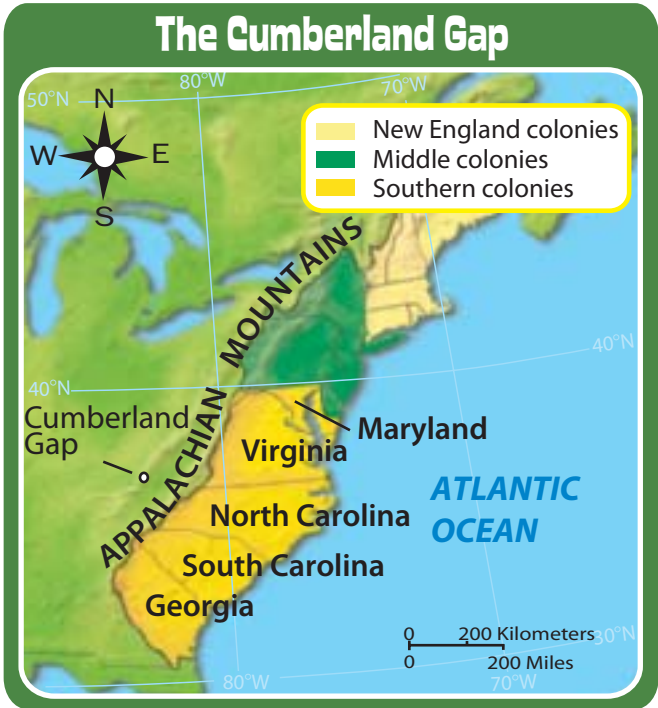
The Cumberland Gap

The journey across the mountains was still too hard for most travelers. Then a colonist named Daniel Boone found a trail made by Native Americans that led to a gap through the mountains. There was plenty of beautiful farmland on the other side.

The Cumberland Gap, as this path became known, opened the Midwest to settlers. This route was used by thousands of colonists as they moved westward.



Daniel Boone



Near what colonies is the Cumberland Gap located?

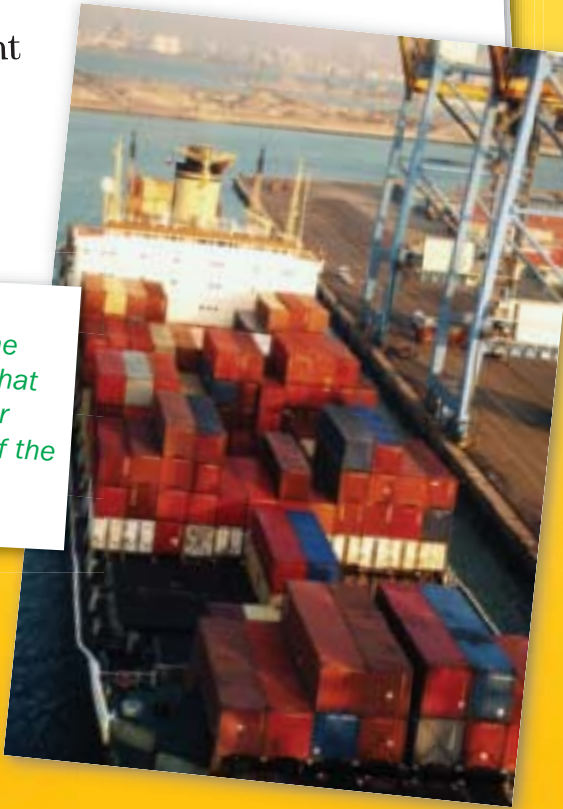
Geography &you

Each of the early colonies had something special that helped the nation develop. The southern colonies had good farmland for growing cash crops. New England had the ocean and rivers for fishing and shipping. The middle colonies had both fertile soil and easy access to the ocean. The people who moved west found something special too. The empty, unsettled land kept their spirit of adventure alive.

The land's geography helped create a country of many different people and ways of life. The differences helped to make a strong nation.

Think about It! What is the land like where you live? What do you think life was like for the colonists in your area of the country?

Harbors and shipping docks are still important in today's world.



After You Read

Complete these activities on a separate piece of paper.

Vocabulary Words to Know

Write the letter of the definition that matches each vocabulary word.

Words	Definitions
1. settlement	a. a way of being moved from one place to another
2. natural resource	b. a place that has been newly inhabited by a group of people
3. direction	c. the line or course along which something moves, points, or lies
4. transportation	d. something that is found in nature and is useful to humans

Features Graphs, Maps, and Legends

Use the graph on page 21 to answer Question 5.

5. Approximately how many people lived in the colonies in 1680?

Use the map on page 18 to answer the questions below.

- What was the primary industry in Rhode Island?
- Did the colonists in Connecticut fish or farm?



Structures Description

Reread the description of frontier life on page 26. Then answer Question 8.

8. What detail describes frontier?

- crowded
- empty
- busy



Write about It

Imagine that you are one of the settlers in early America. Choose one of the colonies in which you would have liked to live. Write a paragraph that describes your life in the colony, what the land looked like, and how you used the land in your daily life.



Go To

Interactive Skills Handbook

For more practice with

- **graphs**, see pages 18–21.
- **maps and legends**, see pages 34–37.
- **description**, see pages 58–65.
- **predicting**, see pages 90–93.

Glossary

direction (di rek' shən) *n.* the line or course along which something moves, points, or lies. *I changed my direction and went south instead.*

natural resource (nach' ər əl rē' sôrs) *n.* a material found in nature that is useful to humans. *Water is an important natural resource.*

population (pop' yə lā shən) *n.* the total number of people living in an area. *The population of our town was 12,298 last year.*

required (ri kwīrd') *v.* to be needed. *The new law required us to wear bicycle helmets.*

settlement (set' əl mənt) *n.* the organization of people in a new country or region. *The first people to arrive in the settlement cleared land and built houses.*

transportation (trans por tā' shən) *n.* a way of being moved from one place to another. *My bicycle is my favorite form of transportation.*

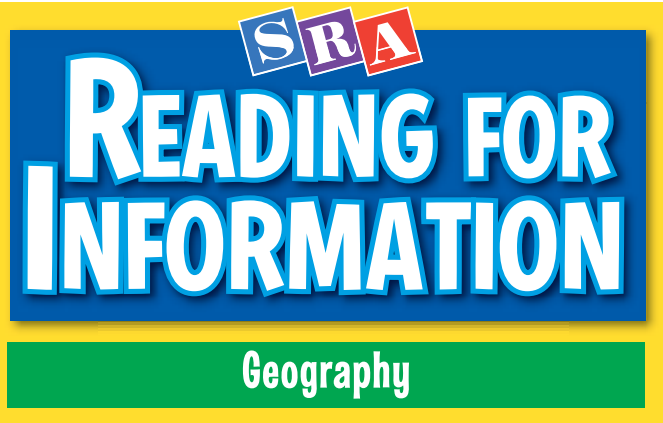
Pronunciation Key

a	at	•	ō	rose	•	ə	about, chicken,
ā	late	•	ô	law, bought	•		pencil, cannon,
ä	father, ox,	•	oi	coin	•		circus
	mop	•	oo	book, pull	•	ch	chair
âr	care	•	oo	food, rude	•	hw	which
e	set,	•	or	form	•	ng	ring
ē	me	•	ou	out	•	sh	shop
îr	ear, pier	•	u	up	•	th	thin
i	it	•	û	use, mule	•	th	there
ī	kite	•	ûr	turn, learn	•	zh	treasure

Settlement in Early America

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Settlement in Early America



Columbus, OH

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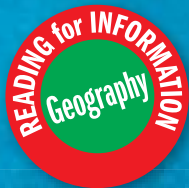
Printed in China.

Send all inquiries to this address:
SRA/McGraw-Hill
4400 Easton Commons
Columbus, OH 43219

ISBN: 978-0-07-610307-2
MHID: 0-07-610307-2

1 2 3 4 5 6 7 8 9 CC 13 12 11 10 09 08 07

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Settlement in Early America

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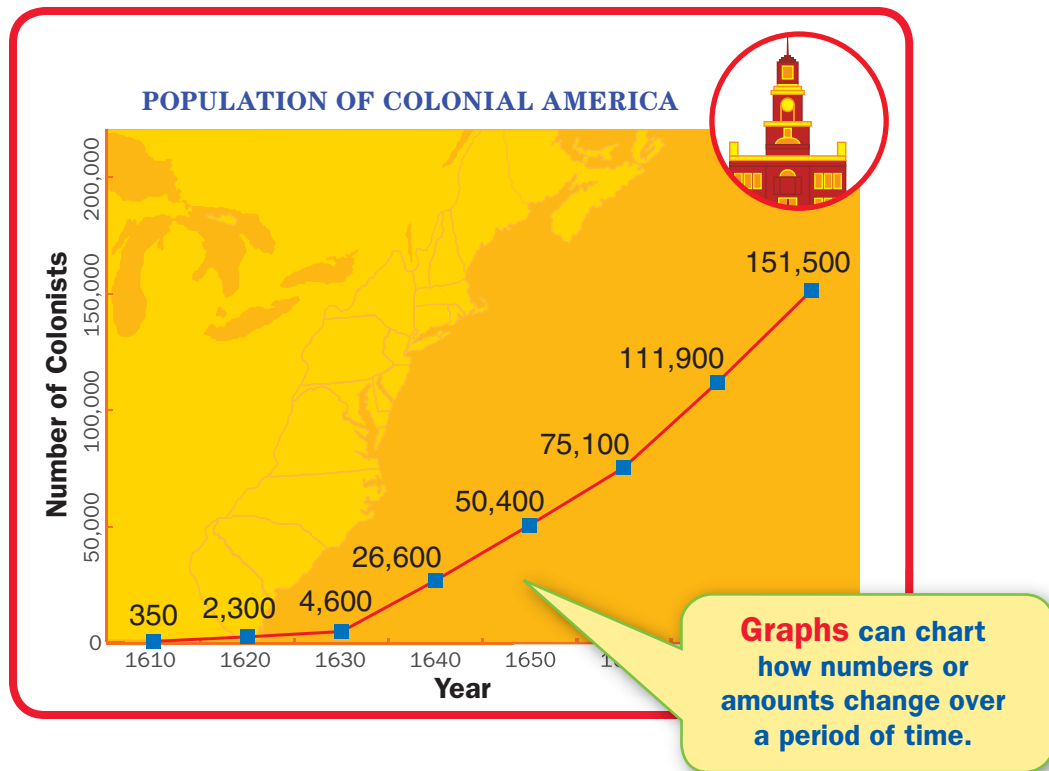
Before You Read

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Features Maps, Legends, and Graphs

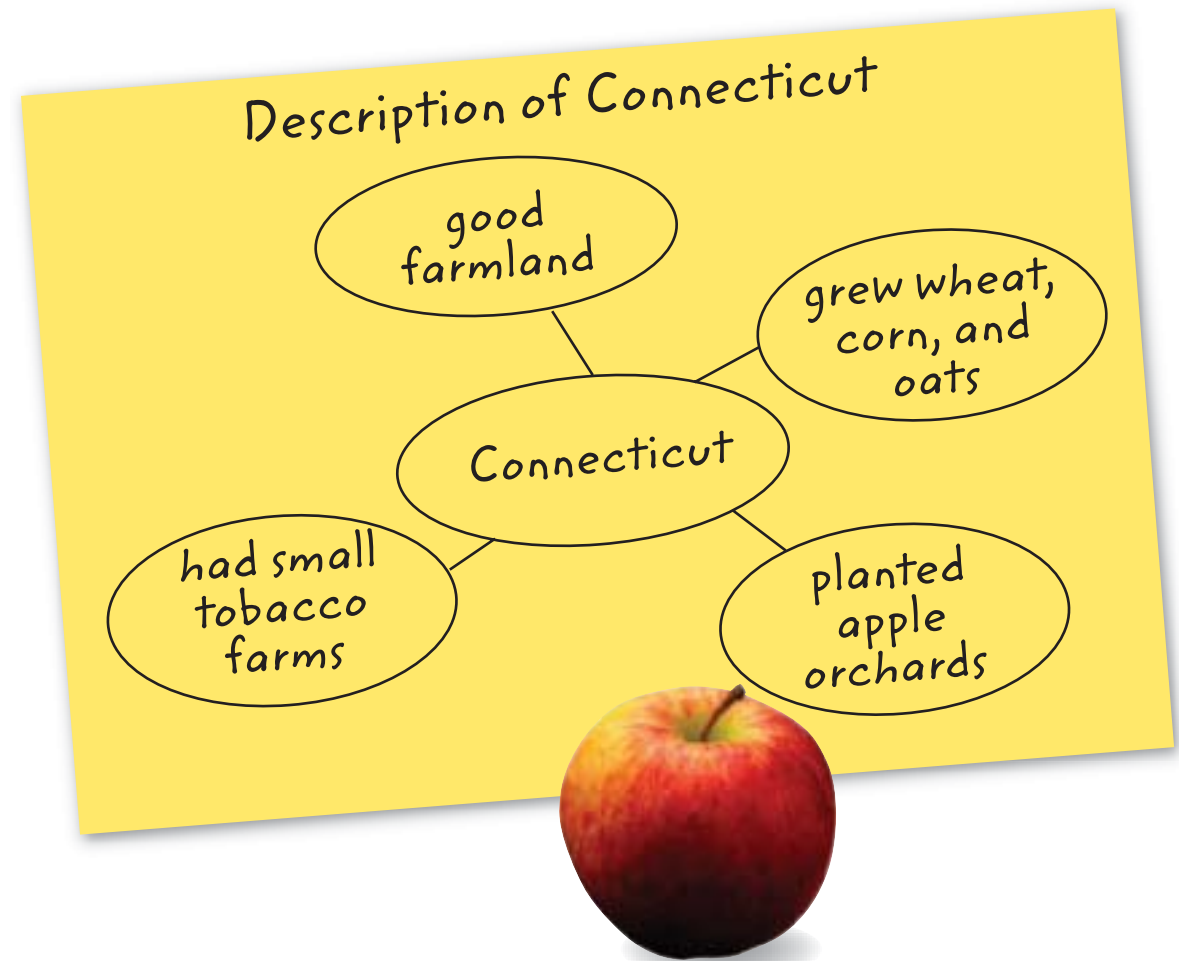
Maps show information about a place, such as the location of cities, forests, or rivers. The **legend** shows what the symbols on a map mean. Look at the map on page 13. What can you learn by looking at the map?

Graphs are used to show information in a visual way. What does the graph below tell you?



Structures Description

Writers help readers picture what something looks like by using lots of details. Geographic descriptions tell what a place is like or what it used to be like. Look at the second paragraph on page 18. It gives details about Connecticut. Using a web like the one below can help you remember important details about what you read.



Before You Read

Vocabulary Words to Know

direction the line or course along which something moves, points, or lies



Weather vanes show wind **direction**.



The sun is a **natural resource**.

natural resource a material found in nature, such as water, that is useful to humans

population the total number of people living in an area



required to be needed

Signs can explain **required** heights for rides.

settlement the organization of people in a new country or region



society a community; a group set apart by some common interest or value

Quakers were a type of religious **society**.

transportation a way of being moved from one place to another



Settlement in Early America

New Discoveries

Imagine it's your first day at a new school. When you walk into the building, you don't know where to go or what to do. You know that it will take time for you to adjust to your new surroundings. This type of situation is similar to what the early settlers had to deal with when they first came to America. They found themselves in a new land with many challenges. They eventually figured out how to work with their new environment.

The Big Question

Why did the early settlers' lifestyles depend on where they lived?



Settling the New World

In the 1600s, the only form of **transportation** across the Atlantic Ocean was sailing. When people from England left in search of land, religious freedom, and gold, they boarded ships to travel to the New World.

A group of English businessmen sailed across the Atlantic Ocean. They found a river that led in a northwest **direction** because they were looking for the Northwest Passage to Asia.

The group found a place for a settlement along this river. A **settlement** is an organization of people in a new country or region. The settlers knew that the river was an important **natural resource**, or material found in nature. Boats could bring supplies to the colonists and carry goods back to England. The colonists could also drink the water and catch fish that lived in the water.

Chesapeake Bay Area



Look at the map. Why do you think the settlers were sent to the Virginia area of the New World?

The First Settlement

The settlers found a river and named it the James River after King James I of England. They created a settlement along the river and named it Jamestown. The water was deep near Jamestown, so ships could sail directly to the town.

Bad Location, No Gold

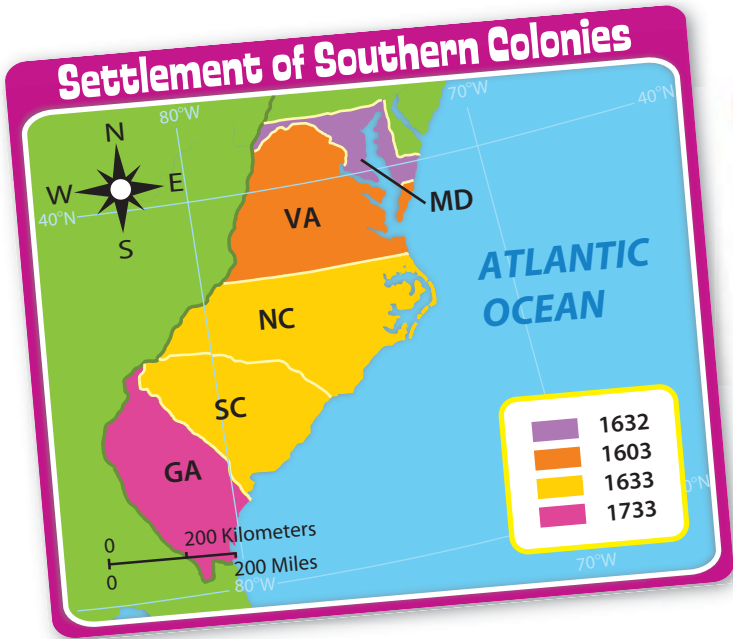
Jamestown turned out to be a poor choice for the settlement's location. It was in a hot, swampy area. There were disease-carrying mosquitoes there, and the water wasn't safe for drinking.

The settlers struggled in the unfamiliar land, and many died. Only 2,000 of the first 10,000 settlers survived the harsh conditions. Eventually, the settlers moved their town upstream to where conditions were better. They began to work together to build another settlement.

The settlers didn't find gold. However, they discovered that they could grow tobacco. There was a high demand for tobacco in England. Ships were packed with the tobacco leaves that were grown in the colonies. Being near the river provided easy transportation for the ships.



Tobacco



✓Comprehension
What types of business do you think formed in the Southern colonies?

This map shows when the southern colonies were settled. What areas were colonized in 1663?

Colonizing the South

More settlers came to Virginia. The **population,** or total number of people living in an area, began to spread down the coast. Other colonies were founded along bodies of water. Maryland was settled along the coast of the Chesapeake Bay. North Carolina was on the coast of the Atlantic Ocean. South Carolina was bordered by the Atlantic Ocean and the

Savannah River. Georgia was also settled along the Savannah River.

Although many farmers in Virginia grew tobacco, it wasn't the only important crop in the South. The swampy riverbanks and low tide areas of South Carolina and Georgia were perfect for growing rice.

The Pilgrims

A separate group of settlers known as the Pilgrims weren't searching for gold or the Northwest Passage. They wanted religious freedom. The English government wanted more colonies in the New World, so they gave the Pilgrims land to start a settlement. The Pilgrims would farm the land and send goods back to the English for repayment.

A Fortunate Mistake

The Pilgrims' new home was supposed to be in northern Virginia, but they never got there. During the trip, storms blew the ship off course. The voyagers were weak and sick from the journey, and winter was on the way. The ship



The Pilgrims faced many hardships. Many became sick, and they had to adjust to their new environment.

captain decided to land in the first safe harbor he found. The Pilgrims made their way along Cape Cod, Massachusetts, and settled in Plymouth Harbor. These new settlers stayed near the water so ships from England could reach them with goods and supplies.



Pilgrim in the New World

Poor Soil, Rich Waters

The land in this area, which was later known as New England, wasn't very good for farming. The people were able to grow enough food to eat, but they couldn't grow tobacco or rice.

The ocean provided the best resources for the New England colonies. The colonists began to catch large quantities of codfish. They salted the fish to preserve it and shipped it to England to be sold.

Whale meat, fat, and oil became popular products in the colonies and in England. The settlers also shipped wood to England. Shipbuilding became a big business in the colonies.



Which colonies were founded to provide settlers with religious freedom?

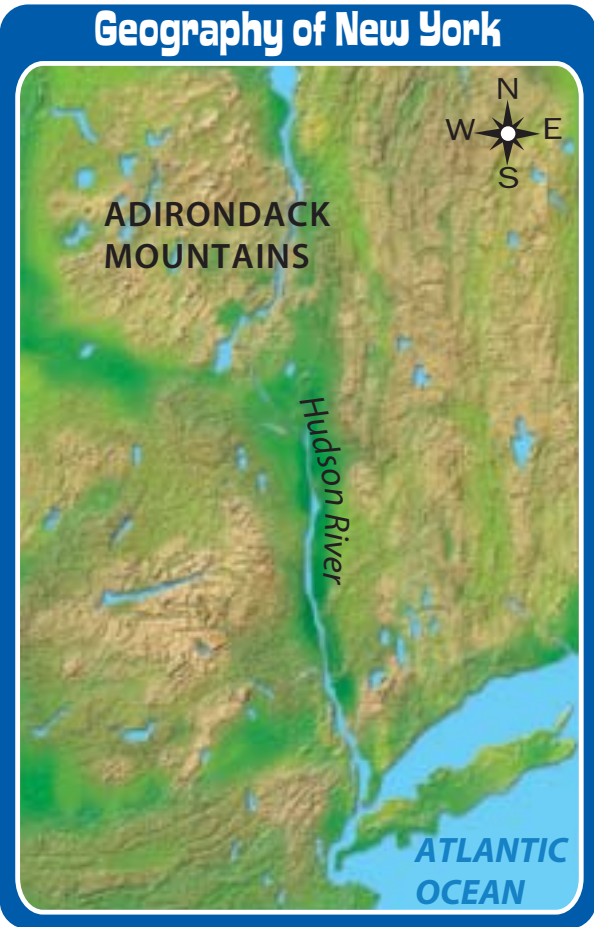
In the Middle

The English wanted to control all the land on the eastern coast of North America. They had colonies in the South and in New England. The land in between these major areas was owned by the Dutch. The English colonists wanted to own that land too.

New York

The Dutch had settled the land along the Atlantic Ocean. They built settlements along the Hudson River, which extends from the Adirondack Mountains to the Atlantic Ocean.

The Dutch had other colonies throughout the world, so they surrendered the land to the English. The English renamed the land New York. They took over trade along the Hudson River and the Atlantic coastal harbors.



What colonies were settled along the Hudson River?

✓Comprehension
Do you think the New York colony became more like the colonies in New England or in the South?

Pennsylvania

The colony of Pennsylvania was founded by an Englishman named William Penn. The King of England gave Penn some land located south of New York as payment for a debt that was owed to Penn’s family. Penn wanted a place where everyone had religious freedom. He named the land Pennsylvania after his father.

The Delaware River formed a natural border for Pennsylvania between New York and New Jersey. The river emptied into the Atlantic Ocean. Ships could easily travel up and down the Delaware River.



William Penn, founder of Pennsylvania

Look at the location of the colonies. What kind of economy do you think these colonies eventually had?

The early settlements of North America were built along the water. Supply ships from England could easily reach the colonies. The colonists could just as easily ship their products to England and the rest of the world from this location.

Southern Cities

As their populations grew, the settlements in the South became cities that still exist today. Richmond, Virginia, is located on the James River. Baltimore, Maryland, is at the top of the Chesapeake Bay. Charleston is on the Ashley and Cooper rivers in South Carolina.

After a while, business in these harbor areas began to grow. There were stores that sold goods brought from England. Inns and rooming houses were available to welcome passengers who had traveled to the colonies. Blacksmiths fitted iron shoes for people's horses. Tailors made clothes for the wealthy colonists.



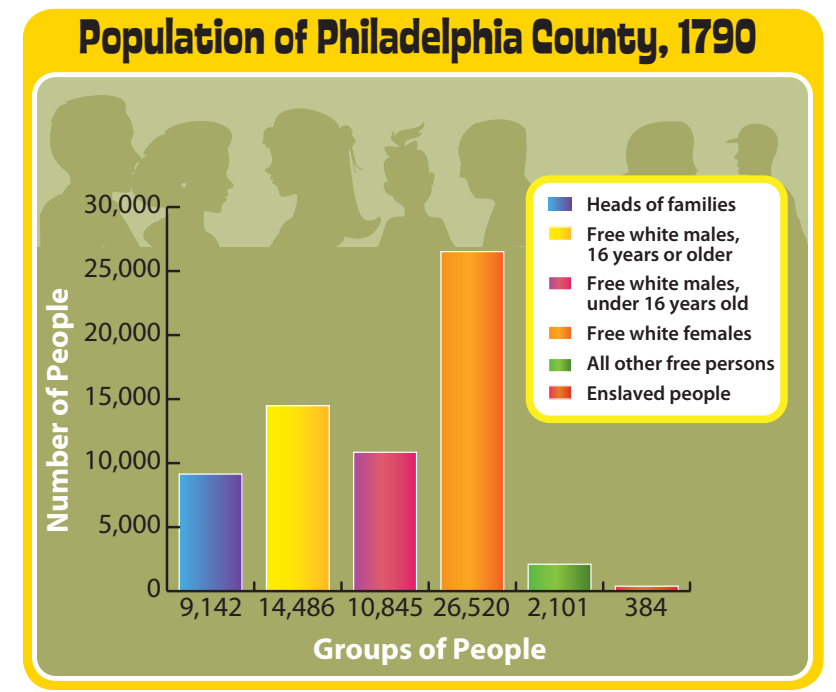
How was life in the cities of the South similar to life on the plantations?

Philadelphia and Boston

Most cities grew as businesses were established in the area. Philadelphia, Pennsylvania, was different because it was a planned city. William Penn picked a spot where ships could come and go easily. He made sure the streets were wide and the houses were set far apart from each other. The roads were paved with red bricks that were made from the clay along the riverbanks. The houses were built with these bricks too.

Boston, Massachusetts, was an important city because of its large, deep harbor. It became a leading commercial center in the colonies. Other cities and towns in New England were founded by groups of people who practiced specific religions. Some people wanted to live where everyone agreed on the same beliefs and worshipped the same way.

This graph shows the population of Philadelphia County in 1790. How many Heads of Families were there?



Living off the Land

Not everyone lived in cities. Many people lived on farms. Farming was also an important part of colonial life. The colonists had to find places with the best soil and climate for their crops.

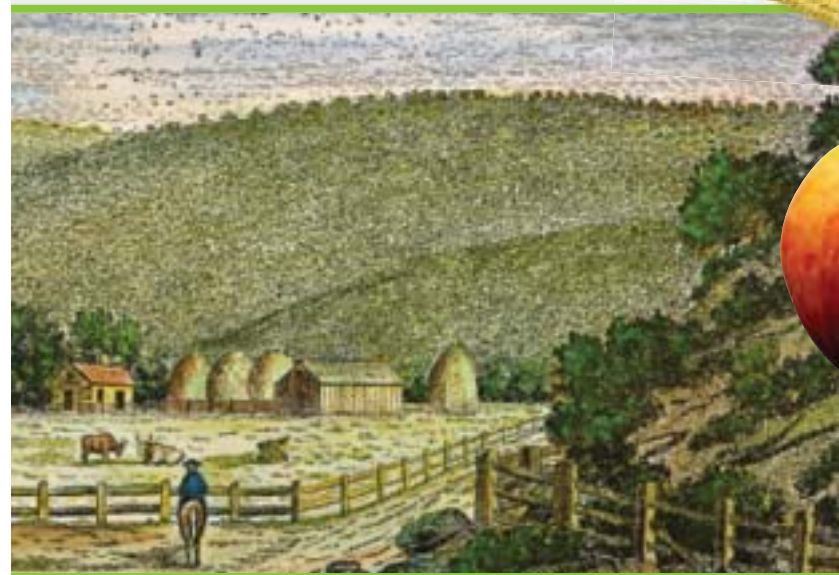
Fields for Farming

The first settlers of New England found that their colonies were on rocky land with poor soil. They moved southwest to what is now Connecticut, where they found much better land for

growing large amounts of wheat, corn, and oats. They grew vegetables and planted apple trees. They were even able to start small tobacco farms.



Farming was an important way of life for the settlers in Connecticut.



Colony Crops

The colonists in Pennsylvania found excellent farmland along the Delaware River, where they grew a variety of crops. They also had success raising cattle and other livestock.

Settlers in Delaware, New Jersey, and New York had similar success. Fields of wheat were grown in river valleys. Areas in the northern

part of New York had fruit trees. Long Island and Staten Island both had rich farmland.

People moved away from the cities and found places to farm in the Middle and New England colonies. There was plenty of farmland in the South too. These new farms were different, though. They would change the culture of the colonies.



Colonists in the Middle Colonies worked in fruit orchards. Today, many different types of fruit are still grown in this area of the country.

Plantations

The southern colonists found success farming tobacco. However, tobacco farming **required** a lot of land because tobacco plants wear out the soil. Farmers needed to grow their crops in one area while the soil in another area recovered. To do this, they bought more land. By the end of the 1700s,

farmers in the South were also growing cotton. They needed more land for that too.

The planters built big farms called plantations near the coast or along a river. Being on the water allowed planters to ship their crops from their own docks to England.

Plantations were very large farms that grew one main crop, such as tobacco or cotton.



Large Farms, Small Towns

Plantations were more than just large farms—they were like small towns. Plantations had large fields where the crops were grown. There were buildings that were used to pack and ship the crops. Plantations also had shops for carpenters, cobblers, and blacksmiths.

The family that owned the plantation lived in a big house. They had a garden, cows, pigs, and chickens that supplied almost all the food they needed. They ordered fine clothes and furniture from England. These wealthy planters made friends with each other, creating elegant

societies in cities such as Charleston and Savannah. A **society** is a group set apart by a common interest or value.

The plantations required a lot of work. In the early years of the colonies, there weren't enough people to do all the work. The farmers began to use enslaved people who were not paid for their work. Enslaved people helped make the plantations successful.

Some larger plantations had buildings where blacksmiths and other craftspeople worked.



The land along the East coast was becoming crowded. In 1710, Alexander Spotswood, the governor of Virginia, led a group of explorers west. They crossed the Appalachian Mountains. They traveled through forests filled with deer and found rivers filled with fish. They discovered a beautiful valley and named it Shenandoah. The explorers brought news of these new areas back to the Virginia colonists in the East.

The Shenandoah Valley is a mix of rolling mountains and green valleys.

The Frontier Life

Small farms were developed in the Shenandoah Valley as more people continued to travel west. More colonists came to Virginia to live in these areas. Colonists from all over the South moved west to explore the rest of the land. These brave people found themselves on the frontier of the colonies.



Structures Description

How is the land of the Shenandoah Valley described?

A frontier is the area of land between civilization and the wilderness. The colonists had already filled the cities and farmland along the coast. Some people wanted to find more land, but there wasn't any left in the established part of the colonies. Others wanted to move away from the crowds. These people moved into the foothills and valleys of the mountains to the west.

Using the Land

The people who lived on the frontier developed their own lifestyles. These families used the natural resources of the land around them to survive. They lived in log cabins. They hunted and fished. They grew enough fruits and vegetables to feed their families, but they didn't

Geography



Log cabin

sell their extra crops. They made clothes out of deerskin or by weaving cloth from a plant called flax.

As families followed their relatives and neighbors into the frontier, the land in those areas filled up quickly. It was time for the settlers to go farther west.

✓Comprehension
What do you think the frontier people did when more settlers moved into their areas?

genre Travelogue

A travelogue gives information about a person's visit to a new location. Travelogues are important because they provide descriptions about new areas of the world. The piece below is a fictional account of a young man's visit to the frontier.

A VISIT TO THE FRONTIER, 1800

Today, Mama, Papa, and I finally made it to the Shenandoah Valley. We are here visiting my Aunt Constance. It took us two weeks to get here. We traveled by wagon through the Blue Ridge Mountains in Virginia.

The frontier is very different from our plantation. Mama told me that the people who move here seek adventure and independence. That's why Aunt Constance left our plantation. There are hardly any houses or people here. The farms are very small. They don't grow tobacco in big fields like we do. Instead, the people here mainly grow food, such as carrots and tomatoes, for themselves.

Aunt Constance and Uncle James live in a log cabin. Their entire cabin is the size of our dining room at home! Aunt Constance makes her own clothes. She doesn't order them from England like we do. She weaves her dresses and aprons from flax. Sometimes she uses fur from the animals Uncle James hunts.

Even though there are not many nice things on the frontier, it is very beautiful. It's hard to believe I'm in the same colony as our plantation! The forest is peaceful, and we can see more mountains in the distance. I don't think I would want to live here. I wouldn't like to have to make my own clothes or cook my own food. But some people like it. I hope Aunt Constance stays here so I can come back to visit the frontier again.



Frontier families had to learn to adjust to their new environment, just as the early settlers did.

To the West

The Appalachian Mountains begin in Canada and extend down to present-day Alabama. These mountains made it difficult for colonists to continue to explore the land in the west.

Few people traveled across the mountains because it was very difficult. The underbrush in the forests was too thick for horses to walk through. Explorers had to find their way through the plants and trees. No one knew what was on the other side of the mountains. It was considered to be a dangerous place.

Those who went through the mountains and returned told tales of a beautiful land. They said there were rivers, grasslands, and plenty of animals on the other side of the mountains.

West of the mountains was a giant river. The colonists created settlements along the riverbank. The Mississippi River, as it is now known, extends from the north near Canada and flows to where the southern colonies were located.

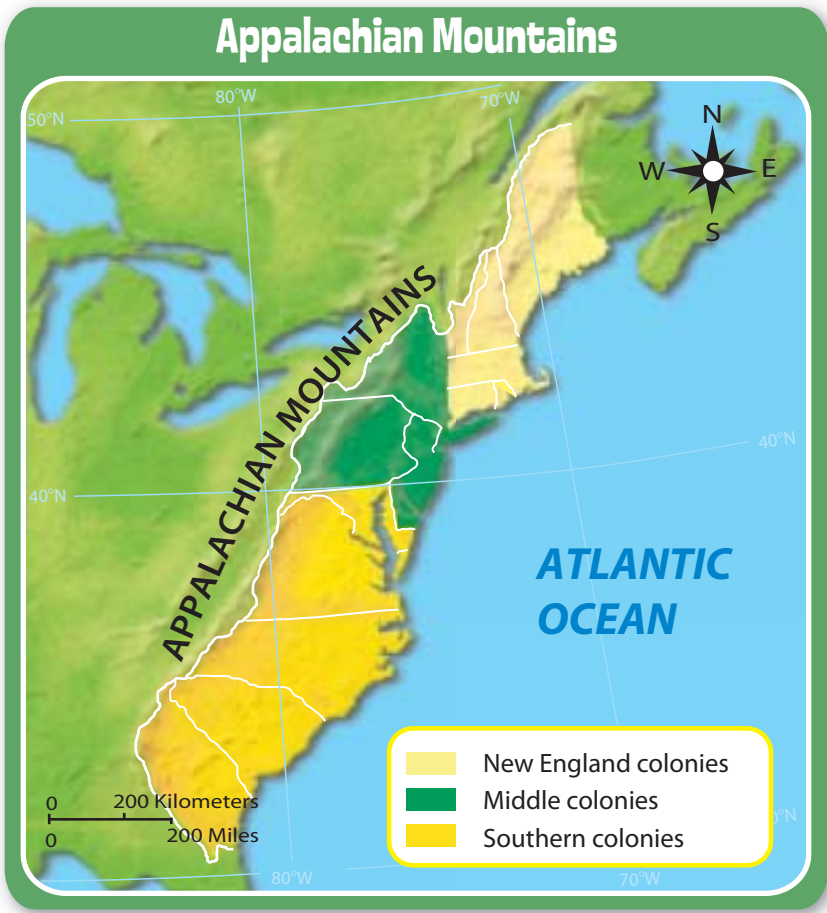
The Cumberland Gap

Daniel Boone found a trail that cut through the mountains. It was created by Native Americans. Boone made it into a road known as the Cumberland Gap. By 1790, 200,000 people had traveled this trail.

Daniel Boone



The Cumberland Gap created a path through the Appalachian Mountains.



The Appalachian Mountains were a natural border for the original colonies. It wasn't until 1790 that people traveled beyond the mountains to form more settlements.

Manifest Destiny

People spoke about the United States having a manifest destiny. That meant that Americans were supposed to fill the continent from the one coast to the other. The settlers believed in this idea. They continued moving west, following rivers and exploring new land until they reached the West Coast.

Louisiana Purchase

In 1803, President Thomas Jefferson bought a huge piece of land from the French. It stretched from the Mississippi River to the Rocky Mountains. This land was known as the Louisiana Purchase. As the years went on and Americans continued to move west, they fought to buy more land. The territories

of Oregon, Texas, and California were important to the new country. As Americans settled in these places, settlers discovered the gold they had originally hoped for when they first arrived in the New World.



Americans were inspired by the idea of manifest destiny as a reason to add more land to the country.

Geography &you

The New World

Settling into a new environment was a challenge for the colonists. Different areas of the country provided different resources. The settlers had to learn to adapt to their surroundings to make their colonies successful.

As people continued to explore America, they discovered that their new country had many different types of land. The citizens of the newly formed United States had to adjust their ways of life to the different geographies they found as they settled farther west.



As Americans moved west, they encountered deserts, plains, and more mountains.

Think about It! How were the struggles of the colonists similar to an unfamiliar situation that you've had to deal with before?

After You Read

Complete these activities on a separate piece of paper.



Vocabulary Words to Know

Write the vocabulary word that best completes each sentence.

- The _____ of the town greatly increased when the new houses were built.
- In the 1600s, a successful town _____ a river or other body of water.
- The Atlantic Ocean was a valuable _____ for the New England colonists.
- Horses were an important form of _____ in the 1600s.



Features Maps, Legends, and Graphs

Use the map and legend on page 13 to answer Questions 5 and 6.

- What colony is farthest north?
- What symbols are in the Massachusetts colony?

Use the graph on page 17 to answer Question 7.

- Approximately how many free white males of all ages were in Philadelphia?
 - 14,500
 - 10,800
 - 25,300

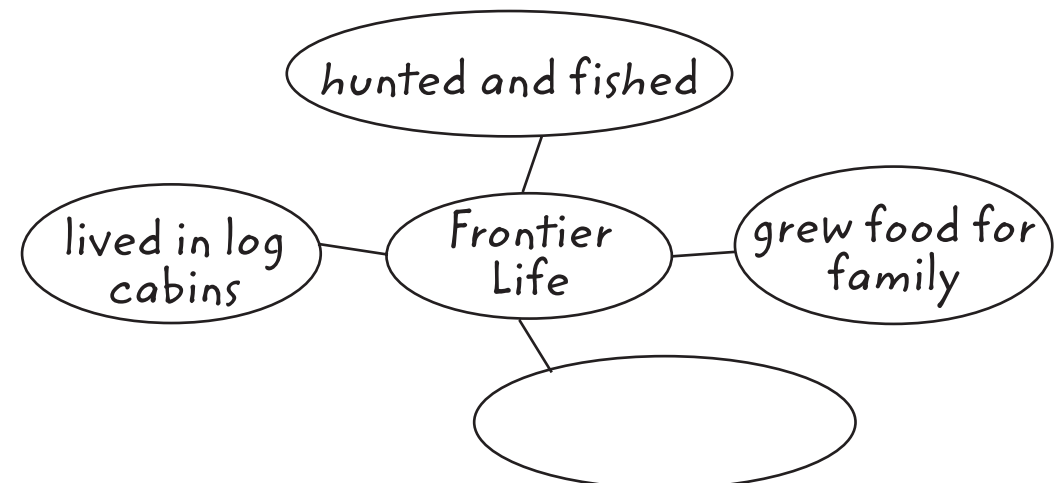


Structures Description

Use the information on page 23 to answer Question 8.

- What detail could be used to complete the following web?

Description of Frontier Life



Write about It

Imagine that you are one of a group of settlers in the area where you live. Write a paragraph that describes the geography of your town, city, or neighborhood. Tell what the land and weather are like. Think about whether there are any bodies of water nearby. Explain why it does or does not seem like a good place to settle.



Interactive Skills Handbook

For more practice with

- ▶ **predicting**, see pages 90–93.
- ▶ **description**, see pages 58–65.
- ▶ **maps and legends**, see pages 34–37.
- ▶ **graphs**, see pages 18–21.

Glossary

direction (dī rek' shən) *n.* the line or course along which something moves, points, or lies. *I changed my **direction** and went south instead.*

natural resource (nach' ər əl rē sôrs) *n.* a material found in nature that is useful to humans. *Water is an important **natural resource**.*

population (pop' yə lā shən) *n.* the total number of people living in an area. *The **population** of our town was 12,298 last year.*

required (ri kwīrd') *v.* to be needed. *The new law **required** us to wear bicycle helmets.*

settlement (set' əl mənt) *n.* the organization of people in a new country or region. *The first people to arrive in the **settlement** cleared land and built houses.*

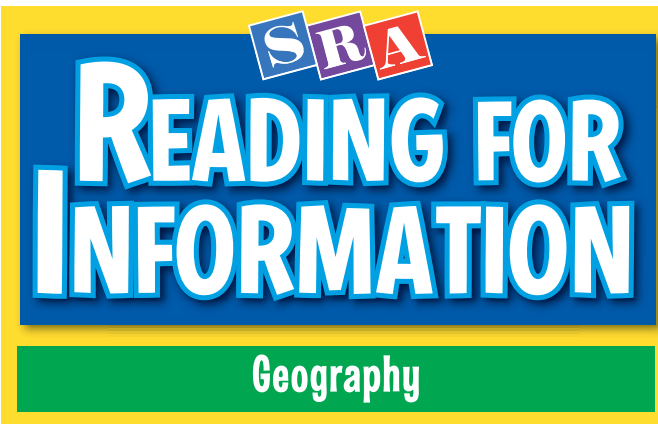
society (sə sī i tē) *n.* a community; a group set apart by some common interest or value. *Most of colonial America was an agricultural **society**.*

transportation (trans por tā' shən) *n.* a way of being moved from one place to another. *My bicycle is my favorite form of **transportation**.*

Pronunciation Key

a	at	i	it	ou	out	ch	chair
ā	late	ī	kite	u	up	hw	which
ä	father, ox,	ō	rose	ū	use, mule	ng	ring
	mop	ô	law, bought	ûr	turn, learn	sh	shop
âr	care	oi	coin	ə	about,	th	thin
e	set,	oo	book, pull		chicken,	th	there
ē	me	oo	food, rude		pencil,	zh	treasure
îr	ear, pier	or	form		cannon,		
					circus		

People and the Environment



People and the Environment

 **SRA**
Columbus, OH

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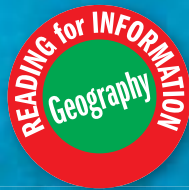
Printed in China.

Send all inquiries to this address:
SRA/McGraw-Hill
4400 Easton Commons
Columbus, OH 43219

ISBN: 978-0-07-610311-9
MHID: 0-07-610311-0

1 2 3 4 5 6 7 8 9 CC 13 12 11 10 09 08 07

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People and the Environment

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Before You Read

Here are some things you can do to help you read for information.



Features Maps, Legends, and Graphs

Maps show where places are in relation to each other. Maps can show landmarks, roads, and bodies of water. The map **legend** shows what symbols on maps mean. How does the legend help you understand the map on page 27?

A **graph** can be used to support the information in a text. Look at the graph on page 18. What information does this graph show?



Structures Description

Descriptions use details to help readers imagine what a place looks like. You can use a web like the one below to help you remember important details about what you read.

Description of Jamestown



Vocabulary Words to Know

direction the line or course along which something moves, points, or lies

natural resource a material found in nature, such as water, that is useful to humans

population the total number of people living in an area

required to be needed

settlement the organization of people in a new country or region

site the position or location of a town, city, or building

society a community; a group set apart by some common interest or value

transportation a way of being moved from one place to another



Jamestown was the first **settlement** in the New World.

People and the Environment

New Land, New Lives

Different groups of colonists came to the New World from England in the 1600s for different reasons. They each had a plan for how to build a **society**, or community. However, the places where their ships landed largely determined how the colonists acted and what they did. The geography of the land affected their lifestyles.

The Big Question

How did the different geographies of America influence how the colonists lived?



Exploring the New World

In 1606, a group of businessmen in London, England, created the Virginia Company. Their plan was to establish a settlement. A **settlement** is an organization of people in a new country or region. These people were anxious to find gold and make their fortunes.

The three ships that crossed the Atlantic Ocean headed for a river that was known to feed into the ocean. Being on a river was important because it would provide fresh water for the settlers to drink. It could also be used for the **transportation** of goods out to the Atlantic Ocean and back to England. The river would be an easy route for ships to travel when they were bringing new supplies.

The New World c. 1763



The Virginia Company sent the first group of English settlers to travel to the New World. What they found when they arrived was not what they expected.

Jamestown

The colonists sailed about 100 miles up the James River. They wanted to avoid conflict with settlers from Spain and France. The colonists settled in a place they named Jamestown for King James I. They named the James River after their king as well.

Jamestown seemed like an ideal **site**, or location, for the new settlement. It was almost an island, with only

a sandbar connecting it to the mainland. The water was deep enough for their ships to sail right up to the land. The colonists could also defend themselves against attacks by the Spanish or Native Americans if they had to.

✓ **Comprehension**
Do you think the site of Jamestown was a good choice?



This is John Smith's map of the New World from the 1600s. How does this style of map compare to the style of map on page 7?

Structures Description

What words tell you that Jamestown seemed to be a good location?



Colonists soon realized Jamestown was in a poor location. What effects did the settlement's location have on the settlers?

The settlers soon discovered that Jamestown was a terrible location for their settlement. The land was swampy, the water was not drinkable because it was salty, and there were mosquitoes everywhere. The climate was extremely hot in the summer and bitterly cold in the winter.

The colonists got sick from diseases in the new land. They had arrived too late in the season to plant crops, so

they were also low on food. Even if they had arrived earlier, they still would have struggled. Most of the colonists were businessmen, not farmers. They weren't interested in clearing land for farms. Instead, they wanted to search for gold.

The colonists continued to struggle during their first years living in the Jamestown settlement. Only 2,000 of the first 10,000 settlers in Virginia survived.



Colonists worked hard on tobacco farms. *Why did tobacco farmers need so much land to make their plantations successful?*

Plantations

The rich soil around the coast was the colonists' most valuable natural resource. This **natural resource**, or material found in nature that is useful to humans, changed how the new Virginians lived. The climate was warm, which allowed for a long growing season. There was enough rainfall throughout the year to help plants grow. The colonists discovered that tobacco grew well in this rich soil. It wasn't gold, but it soon proved to be nearly as valuable.

Growing Gold

Tobacco was very popular in England. However, it **required** a lot of land. Tobacco uses up the soil's nutrients after a few years. The soil needs to rest between growing seasons so it can replenish its nutrients. The best way for a tobacco farmer to make money was to own a lot of land. Some areas could be planted while others were resting. The more land they owned, however, the more workers tobacco farmers needed to maintain the land.

People on the Plantation

Enslaved people were brought from Africa to the colonies to help clear land and plant and harvest crops. Large tobacco farms called plantations were created in the South. All of the workers lived on the plantation. There were field workers, house servants, carpenters, blacksmiths, barrel makers, and brick makers. The plantations were like small towns.

The success of the plantations affected others in the colony. Some small farmers were pushed out of the tobacco business. There wasn't a need for small towns filled with craftspeople either, because those services could be found on the plantation. The people who owned large plantations were very wealthy. They lived in a world that resembled that of the English nobility. They dressed in fine clothes imported from England. Their furniture, silver, and linen came from England.



Some plantations had buildings for craftsmen. *What advantage did this give the plantation owners?*

Building the Southern Colonies

Groups of colonists also settled in Maryland and North Carolina, where there was more land for planting tobacco. In South Carolina, colonists discovered that the swampy land was ideal for growing rice, another crop that they could send to England and sell.

James Oglethorpe wanted to start a colony called Georgia that didn't have plantations or enslaved people. He wanted Georgia to have small farms, but the people in Georgia wanted to have big plantations. Oglethorpe ran out of money and left Georgia. Soon, the Georgians had rice plantations similar to those in South Carolina.

Rice plantations were developed across much of South Carolina and Georgia.
How did the geography of these colonies effect the success of the plantations?



Rice plant



Life in a log cabin was quite different from life on a large plantation.



Deerskin clothing

Rural Life

There were people who didn't live in a city or on a plantation. They lived away from the coast, near the foothills of mountain ranges. The land there was not as good for growing crops, such as rice or tobacco, but people could grow enough fruits and vegetables to feed their families. They built log cabins and wove their own clothes from deerskin or cloth.

The southern colonies successfully used natural resources in agriculture. The settlers in the North built a very different world.

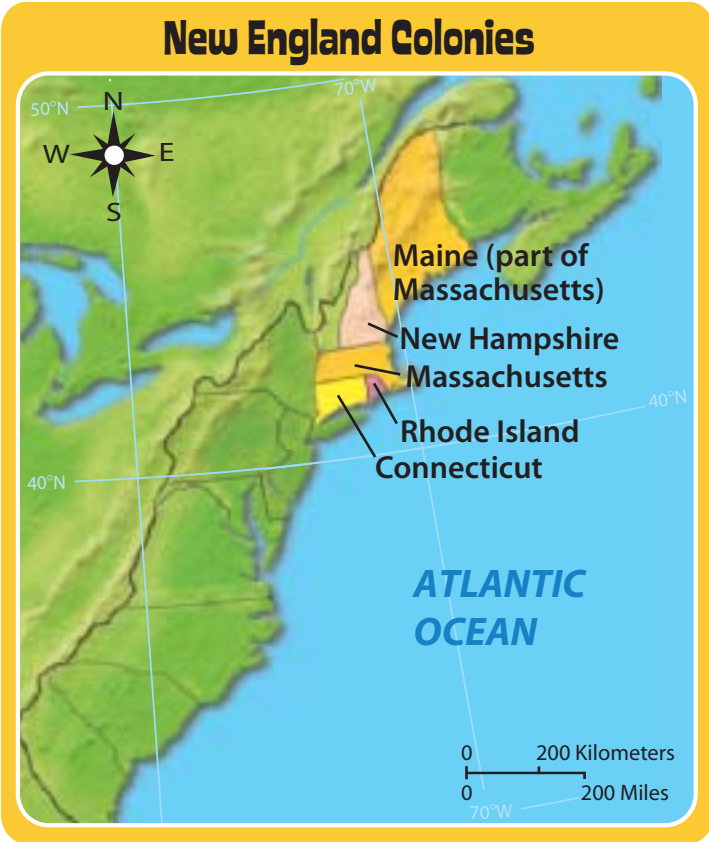
Trade Centers

Cities, such as Richmond and Baltimore, were established on waterfronts to handle the shipping of crops and other goods to England. Charleston, a city in South Carolina, had a harbor that made it easy for ships to arrive there from England. Charleston became a social center for the wealthy plantation owners and their families.

New England

The group of colonists who became known as the Pilgrims left England for religious reasons. They wanted to be free to worship the way they wanted without interference from the Church of England. First, they settled in the Netherlands among

the Dutch people. After a while, they decided to move to the New World to preserve their English culture. The Pilgrims were granted a piece of land a few miles north of the original Jamestown settlement. The plan was that they would work the land and ship goods back to England.



Locate Virginia on the map on page 7. Using the scale on the map above, approximately how many miles farther north is Massachusetts from Virginia?

The Pilgrims

In 1620, a ship called the *Mayflower* set off on its journey from England to the New World. Storms threw the ship off course. The Pilgrims on the ship landed at Plymouth Harbor, which was well north of the land they had been given to settle. The colonists were exhausted from the journey. Many of them had also become sick. They didn't have the rights to the land, but they settled there and hoped for the best.



The Mayflower



How does the map below compare to the map on page 8?



Hidden Advantages

The success of the New England colonies was due in large part to the geography of the region. New England was nothing like Virginia. The coast was very rocky, and the soil was sandy and not very rich. It was good enough for growing corn, beans, and other vegetables. However, crops such as tobacco, which was so successful in the South, would not grow in the sandy soil.

The Pilgrims often traded goods and crops with Native Americans who lived nearby. Some of the goods that were traded included corn and wheat.

New England did have some advantages. Some of the land had already been cleared for farming by Native Americans. There were some Native American tribes in the area, and the Pilgrims formed friendships with them. They began to trade with the Native Americans for food, land, and furs.

Learning the Land

The ocean had plenty of resources to offer. There were fish, oysters, and other shellfish for the Pilgrims to eat. The Pilgrims also saw many whales. Whales had oil that was very valuable. At first, they did not have the equipment to capture the whales. The colonists were later able to turn whaling into a big business.

The climate of New England was both good and bad for the Pilgrims. They landed in November,

when it was snowy and cold. These conditions helped the Pilgrims avoid some of the diseases that killed the colonists in the swampy, mosquito-infested Jamestown. However, because the winter was so harsh, about half of the *Mayflower's* passengers did not survive the first year. Illness, cold weather, and poor nutrition killed 52 of the first 102 settlers. The rest were able to build a settlement.



Colonists often fished in the rivers and streams in New England. The ocean was another important natural resource for them.

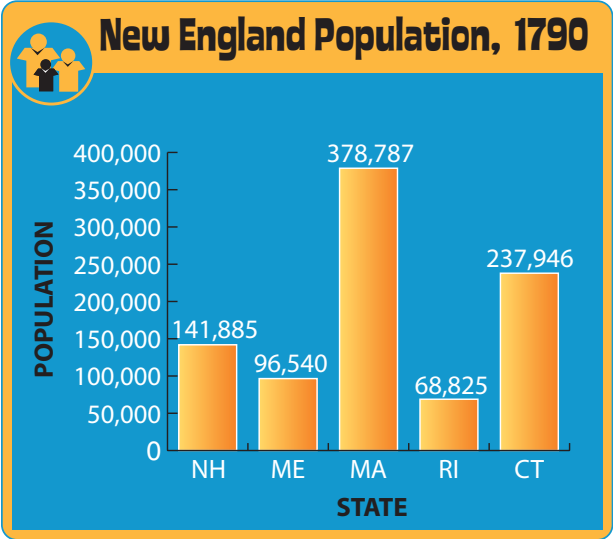
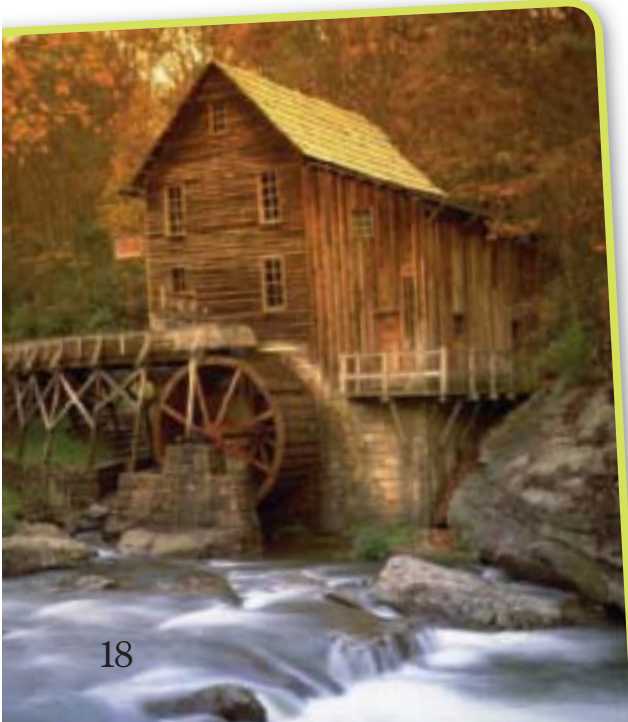
✓ **Comprehension**
How do you think the colonists prepared for the cold winters?



The Economy of the North

The location of the harbors in New England made it easy for ships to come and go. The **population**, or total number of people living in an area, grew as colonists settled in other parts of New England. They moved to western Massachusetts, Connecticut, New Hampshire, Rhode Island, and Maine.

Towns used streams to power mills. These areas would later become centers for factories and manufacturing.



Why do you think Massachusetts had the largest population?

The colonists fished for cod and sold it to England. They built ships and sent logs from the trees back to England. They farmed and raised sheep, goats, and cows that were brought over from England.

Small towns were established everywhere. Each town centered around a meetinghouse that served as both the church and town hall. Craftsmen, who made furniture, silver, soap, and candles, settled close to the meetinghouses.

Different Lives, Same Continent

The people of New England had different lives from the people of the southern colonies. Some rich people had enslaved people who worked in their houses. However, enslaved people were not as important to New England as they were in the South. The busy seaport cities and fishing towns of New England were far different from elegant

southern cities such as Charleston and Savannah. Although there were wealthy people in New England, many of them had religious beliefs that encouraged simplicity.

Like the Virginians, the people of New England recreated a little piece of England. However, they copied the culture of small English towns, not the wealthy manor houses and estates. Life in the two regions was very different.



The red house is in New England. The plantation house is in the South. *How would you describe the differences between these images?*



genre **Travelogue**

A travelogue gives information about a person's visit to a new location. Travelogues are important because they provide descriptions about areas of the world. The pieces below are fictional accounts of visits to Boston in two different centuries.

BOSTON, 1638

When I walk along the shore, my eyes are constantly amazed by the richness of the sea. We have pulled clams out of the mud with our bare hands, and one can barely take a step without hearing the crack of an oyster shell. The stream behind our house is so filled with fish that I think I could walk across the water on their backs.

The land is equally astounding. There are many types of birds—cardinals, jays, doves, crows, and, of course, ducks and geese. We have found a lot of sweet berries in the forest. It is much different from London.

Colonial Boston**BOSTON, 2008**

We have been very busy since we arrived in Boston. The traffic is crazy, and finding a parking spot is almost impossible. However, there are so many great things here. We've seen buildings that are hundreds of years old, and we've walked along streets that were built by the first settlers. It's almost like stepping into the past!

We have eaten at many different restaurants. We also visited Quincy Market where Bostonians have been shopping for over 200 years. We're going to a Red Sox game tonight, and then we're off to Cape Cod tomorrow. I can't wait to lie on the beach and listen to the waves!

Present-Day Boston

The Middle Colonies

In 1664, the English took over the Dutch colony of New Netherland. The new colony had mountain ranges, deep valleys, farmland, and thousands of lakes and streams. The Hudson River flowed from the harbor on the Atlantic Ocean all the way to the mountains in the northern part of the colony. The river was useful for shipping goods.

The Dutch had many other colonies around the world, so they did not mind giving this colony to the English. The new owners of the colony changed the Dutch names to English names. They gained land that is now New York State, Delaware, and New Jersey.

Which colony is north of Pennsylvania?



✓Comprehension
In what other ways do you predict the colonists used the Hudson River?

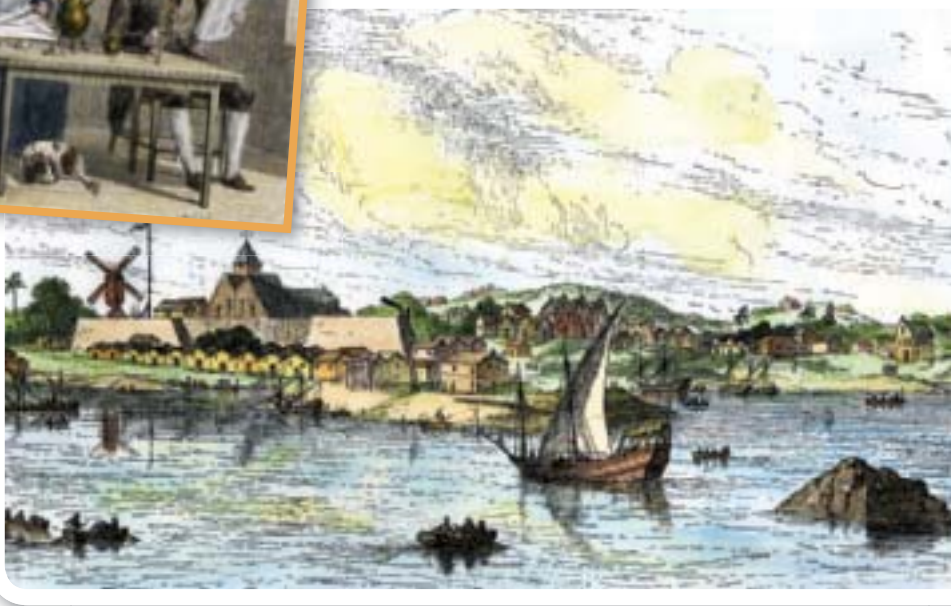
New Amsterdam

The Dutch had invited people from Norway, Sweden, Germany, and Denmark to their colony. By 1660, there were about 1,000 people living in New Amsterdam, a busy Dutch port city on what is now the island of Manhattan.

The English didn't ask the Dutch and other colonists to leave. The colony was doing well. The harbor and Manhattan Island were busy with ships. The other islands in the area, today's Long Island and Staten Island, had excellent land for farming. Businessmen even formed a stock market in Manhattan. Business was good in New York.



Colonial family



Manhattan Island was settled by people from many different countries.

Pennsylvania

Another colony that was founded for religious reasons was Pennsylvania. William Penn, a wealthy English Quaker, wanted to start a colony where people could live and practice their religions safely. To pay off a debt, King Charles II gave Penn the land to start the colony.

Philadelphia

Penn wanted to create an important city for his colony. He chose a spot where the Delaware and Schuylkill rivers meet so ships could easily travel up and down

the rivers and out to the Atlantic Ocean. This city, named Philadelphia, became a center of trade.

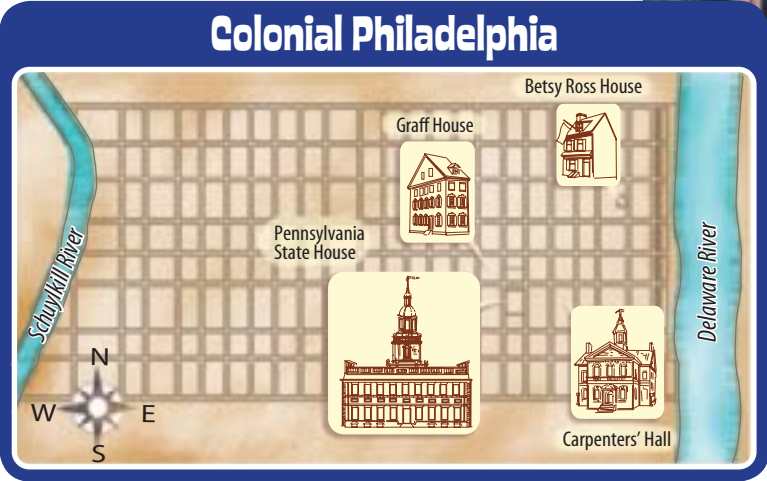
Philadelphia had wide streets, and the lots for the houses were spacious. The houses were spacious. The streets were paved with bricks made from the red clay found along the riverbanks. Many of the houses were also made from brick. Philadelphia was considered one of the New World's most beautiful cities.

Philadelphia was also a profitable city. Like Boston, people there were heavily involved in shipping and shipbuilding. Many craftsmen had businesses in the city. Some colonists moved out to the countryside where there was rich soil for farming and grasslands for raising dairy cows. By the middle of the 1700s, coal and other minerals were found in the hills of Pennsylvania.

A Natural Blend

The Middle Colonies of New York, New Jersey, Delaware, and Pennsylvania were founded for both religious and business reasons. The coastlines and rivers allowed colonists in the region to build important port cities. The Middle Colonies also had plenty of countryside where people could farm. With both farms and port towns and cities, the Middle Colonies represented a blend of the agricultural South and business-centered North.

Pennsylvania still has a lot of countryside.



The bricks used to build Philadelphia can still be found in certain areas of the city.



Coal is an important natural resource found in the hills of Pennsylvania.



Environmental Effects

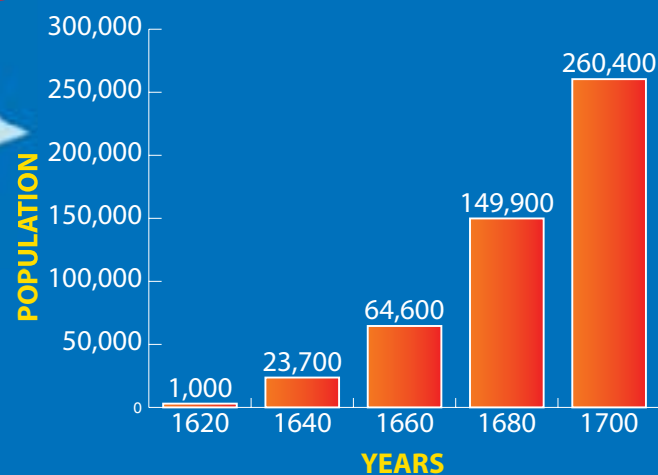
The colonization of the New World had a huge impact on the environment. As the colonists used what they needed to build their new civilization, they changed the land forever.

Deforestation

Forests were chopped down as the colonists cleared land for their farms. They used the wood from the trees to build their houses. Wood was used in fireplaces for heat and cooking too. Colonists also shipped wood to England, where it was used as building material.

The loss of forests made the soil warmer and drier. In some areas, the soil dried up. In other areas, the soil did not drain enough, turning the land into permanent swamps. Animals also lost their habitats and had to find new homes.

Population of North American Colonies 1620-1700



✓ **Comprehension**
What effect do you think settlers had on the land?

Soil and Water

Soil was affected by farming. Tobacco and corn were hard on the soil. The Native Americans had grown a lot of corn, but they moved from place to place each year. The colonists, however, wanted to settle in one place. They wore out the soil by planting the same crops over and over again in the same place.

Fishing was a big business in New England. Over the years, the colonists fished some species until they nearly became extinct. When one species disappeared or moved, larger fish also lost them as a food source. Each change in the land or water caused the colonists to seek out new food sources.

Colonial Settlement, 1675



Overcoming Obstacles

When the colonists arrived, there seemed to be a limitless supply of natural resources. The forests looked like they went on forever and the water appeared to contain thousands upon thousands of fish. The possibility of using up any of these resources probably did not even occur to the early colonists.

Some of the new land provided obstacles for the Americans. As they continued

The geography of the colonies was as diverse as the people. There were seacoasts, lush forests, and acres of farmland.

moving west, they found mountains, deserts, and flat plains. Each group of settlers in these areas had to adjust their lifestyles so that they could work with the land. The different landscapes of the country affected its development. Each area formed distinct economies, and the people had varying lifestyles.



Geography & you

Geographical Impacts

Each place the colonists landed provided some type of resource. Whether it was good land for farming, forests for hunting and cutting down wood, or the water for fishing and trade, geography played a major role in how each colony developed.



Today, some forests have signs to explain that they are protected from future development.

Think about your community. Are there parks where homes can't be built? Some of these parks are homes for wildlife who have lost their habitats as Americans have used up their land. Are there new buildings or homes being built near you? Many trees may have been cut down to clear the land. If you live near water, you may notice signs that prohibit fishing. This is to protect the marine life so that it does not become extinct. How the colonists used the land years ago directly impacts your life today.

Think about It! How do you think the geography of where you live impacts your daily life?

After You Read

Complete these activities on a separate piece of paper.



Vocabulary Words to Know

Choose the sentence in which the underlined vocabulary word is used correctly.

- a. The eye doctor told me I had excellent site.

b. We chose a site for our picnic.
- a. Horses were a form of transportation.

b. The colonists used chickens and pigs for transportation.
- a. Gold is a natural resource.

b. Clothes are a natural resource.
- a. The colonists cleared a field to plant a rice settlement.

b. Jamestown was the first permanent British settlement in North America.
- a. The population of our town grows every summer.

b. My aunt live on a beautiful population.



Features Maps, Legends, and Graphs

Use the map on page 24 to answer Question 6.

- Which river is east of Philadelphia?

Use the graph on page 18 to answer Question 7.

- How many people lived in Rhode Island in 1790?



Structures Description

Use the information about New York on page 22 to answer Question 8.

- What are some of the descriptive words the writer uses to help you picture what New York looked like?



Write about It

Write about how the geography where you live has affected who you. Describe how the area in which you live affects the weather, the types of activities you participate in, how you travel, and what types of jobs are available in your area.



Interactive Skills Handbook

For more practice with

- **predicting**, see pages 90–93.
- **description**, see pages 58–65.
- **maps and legends**, see pages 34–37.
- **graphs**, see pages 18–21.

Glossary

direction (di rek' shən) *n.* the line or course along which something moves, points, or lies. *I changed my **direction** and went south instead.*

natural resource (nach' ər əl rē sôrs) *n.* a material found in nature that is useful to humans. *Water is an important **natural resource**.*

population (pop' yə lā shən) *n.* the total number of people living in an area. *The **population** of our town was 12,298 last year.*

required (ri kwird') *v.* to be needed. *The new law **required** us to wear bicycle helmets.*

settlement (set' əl mənt) *n.* the organization of people in a new country or region. *The first people to arrive in the **settlement** cleared land and built houses.*

site (sīt') *n.* the position or location of a town, city, or building. *The colonists built on a **site** near the river.*

society (sə sī' i tē) *n.* a community; a group set apart by some common interest or value. *Quakers were a religious **society**.*

transportation (trans por tā shən) *n.* a way of being moved from one place to another. *My bicycle is my favorite form of **transportation**.*

Pronunciation Key

a	at	i	it	ou	out	ch	chair
ā	late	ī	kite	u	up	hw	which
ä	father, ox,	ō	rose	ū	use, mule	ng	ring
	mop	ô	law, bought	ûr	turn, learn	sh	shop
âr	care	oi	coin	ə	about,	th	thin
e	set,	ōō	book, pull		chicken,	th	there
ē	me	ōō	food, rude		pencil,	zh	treasure
îr	ear, pier	or	form		cannon,		
					circus		

SAMPLE ONLY

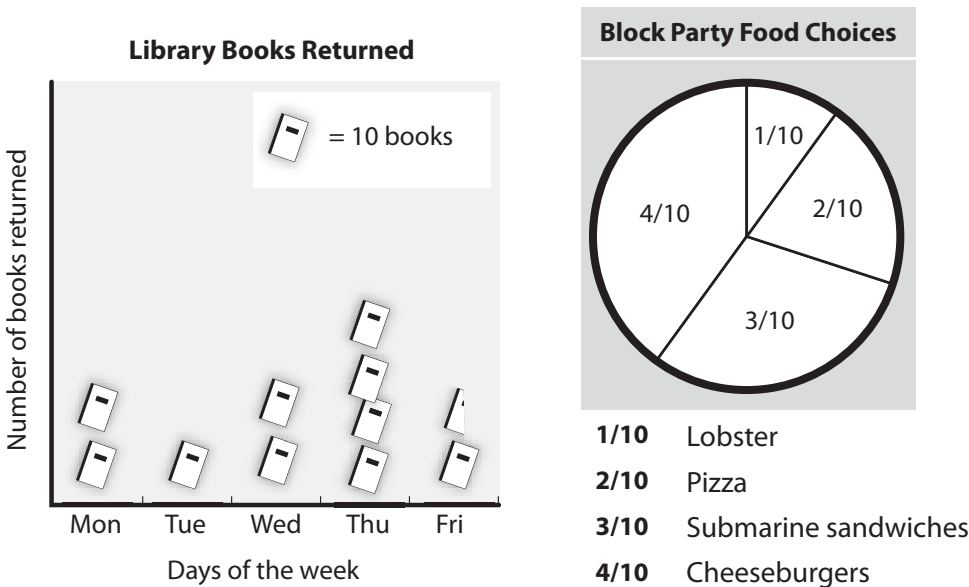
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Learn It

Graphs use bars, pictures, lines, or parts of the whole to show and compare information.

To read a graph:

- Read the title and labels.
- Determine whether it is a bar graph, a line graph, a pictograph, or a circle graph.



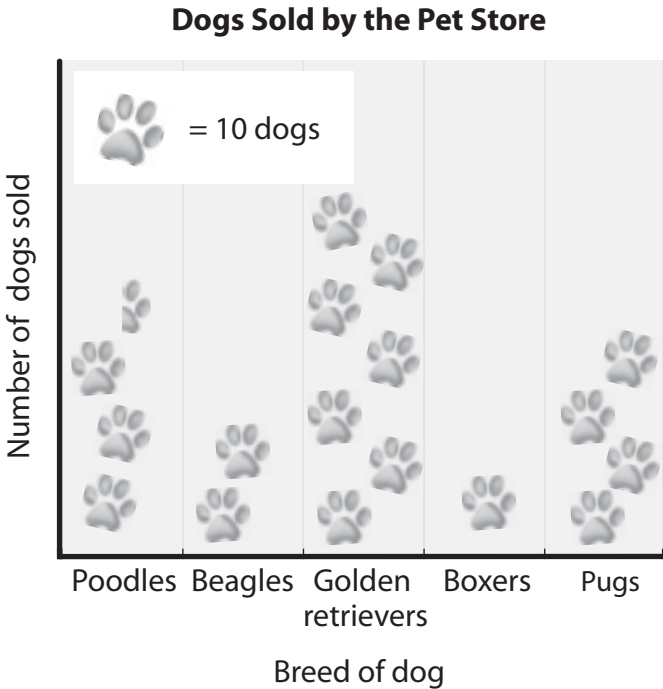
Both graphs represent similar information in a visual way.



Graphs compare information visually using bars, pictures, lines, or parts of the whole.

Try It

Look at the pictograph below. Use what you know to answer the questions.

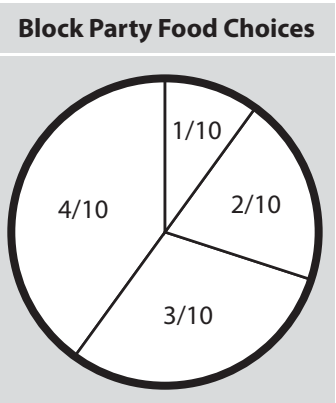


1. Which breed of dog was the biggest seller for the pet store?
golden retrievers
2. Which was the least popular breed of dog?
boxers
3. What is the difference between the number of poodles sold and the number of pugs sold?
5 dogs

Practice It

Finish the circle graph by coloring each pie piece and legend with matching colors. Write a few sentences explaining what your graph shows.

Block Party Food Choices
Mrs. Schiro asked ten of her neighbors what they would like to eat at the neighborhood block party. One said boiled lobster. Four said cheeseburgers. Three said submarine sandwiches. Two wanted pizza delivered.



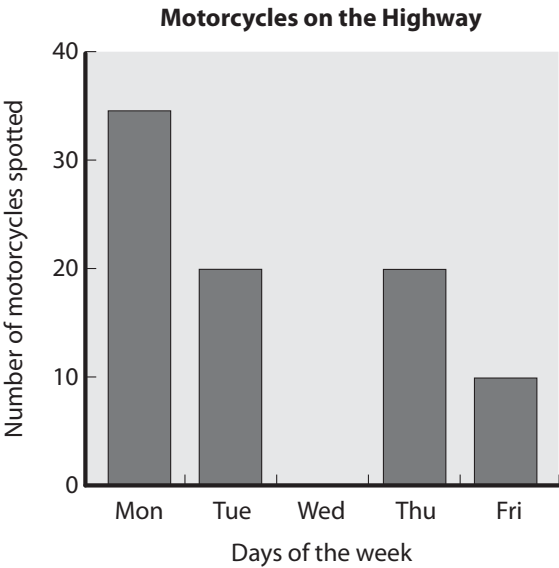
- 1/10 Lobster
- 2/10 Pizza
- 3/10 Submarine sandwiches
- 4/10 Cheeseburgers

Answers will vary, but should reflect the information presented in the passage and graph.

Apply It

Read the passage below. Complete the bar graph. Write a paragraph explaining what your graph shows.

Summer Vacation
On a summer vacation, Michael and his brothers counted the number of motorcycles they saw on the highway each day. On Monday they saw 35. On Tuesday and Thursday they saw 20, and on Friday they saw 10. On Wednesday they didn't see any motorcycles.

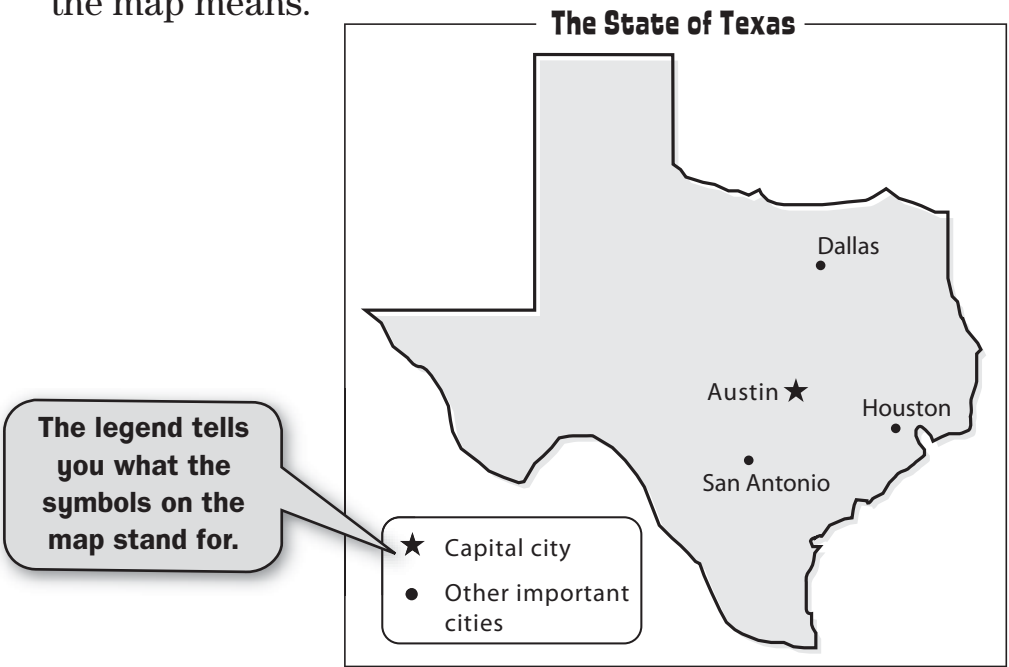


Answers will vary, but should reflect the information presented in the passage and graph.

Learn It

Maps give you a visual representation of a place.

- A **map** visually shows information about a place. A map may have symbols, lines, numbers, colors, and drawings. Different kinds of maps show different information.
- A **legend** helps you understand what the information on the map means.

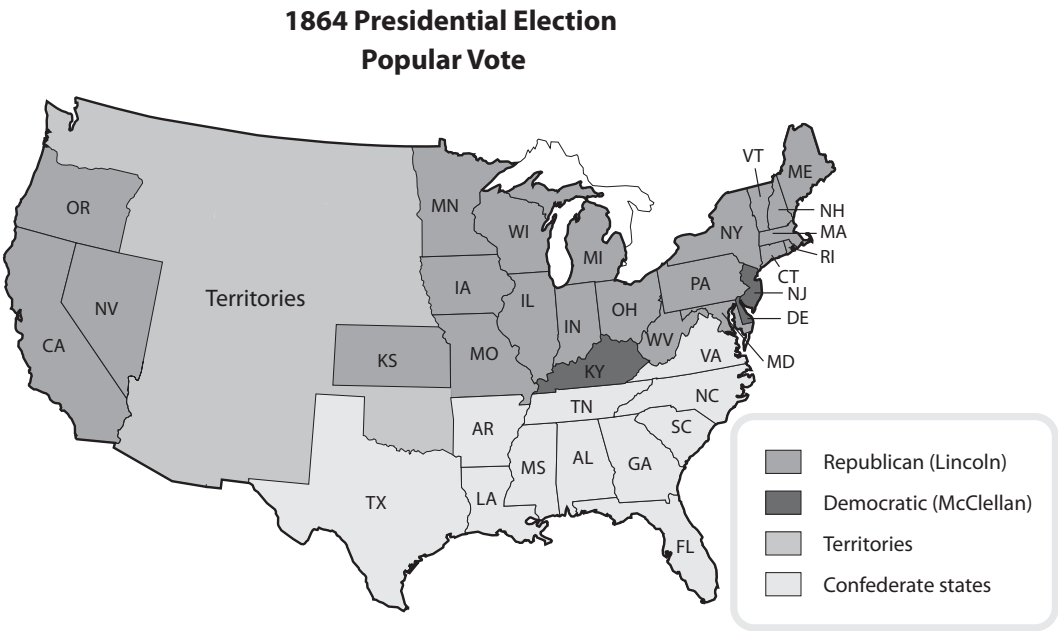


Some maps focus on special kinds of information about a location, such as population, landmarks, or natural resources.



Read the title of each map, as well as any information in the legend. Ask yourself, how does this map help me understand what I'm reading?

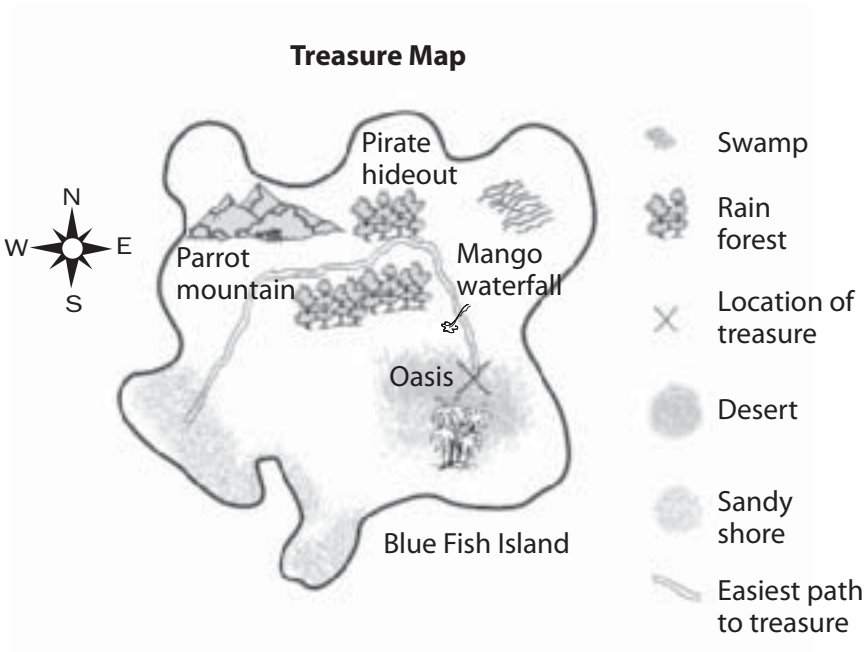
Try It



1. How many states had the most people vote to elect George B. McClellan in 1864?
3
2. The people in Confederate States could not vote in the 1864 election. How many such states were there?
11
3. Which candidate won the popular vote in the most states?
Abraham Lincoln

Practice It

Look at the treasure map below. Then write a description of the path you would take to find the treasure.



Answers will vary, but should include the student's understanding of the steps necessary to find the treasure.

Apply It

Draw a map of your school. Use symbols to represent classrooms, the cafeteria, and other important places. Be sure to include a legend to explain these symbols.

Accept all reasonable representations.

Learn It

Descriptions are words that tell about the people, places, objects, or events in the text.

What's in Blood?

A drop of human blood contains more than one million cells. Tiny red blood cells carry oxygen throughout the human body. White blood cells move quickly to fight germs. Eventually, blood cells die, but your body constantly makes new cells to replace the old ones.



In the passage above, there are many kinds of descriptive words. There are words describing color (red, white), size (tiny), kind (human), number (more than a million), and actions (quickly, eventually, constantly).



Descriptions paint a picture in the mind of the reader and help the reader better understand the topic.

Try It

Read the passage, and underline as many descriptive words as you can find. Then answer the questions below.

Children of Colonial America

If you were a young child in the 1700s, you wouldn't be wearing jeans. You probably would be wearing something that looked like a long dress, even if you were a boy! These old-fashioned dresses were different from today's modern dresses. The body of the dress was fitted tightly. Sometimes, it even had stays in it. Stays are long pieces of bone. These Colonial dresses usually had long strings attached to the shoulders. Parents used them to guide a child who was learning to walk. These uncomfortable dresses were probably not much fun to wear. Would you like to wear one?

1. Children in Colonial America wore dresses. Which descriptive word tells how old the children were?
young
2. Which descriptive words describe stays?
long pieces of bone
3. Write a sentence describing young children's clothes in Colonial America. Use at least two descriptive words.
Possible answer: Colonial dresses were long, old-fashioned, and uncomfortable.

Practice It

Use the words in the box below to complete the following sentences.

Colonial interesting sweet

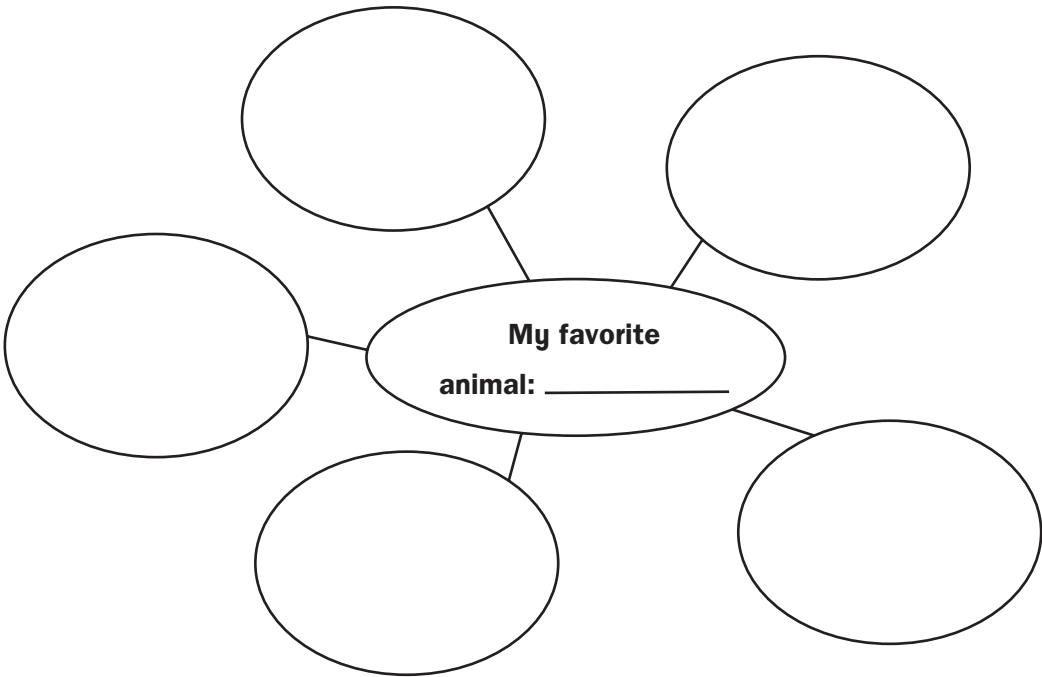
- 1. Today, corn is a sweet, yellow vegetable that many people eat.
- 2. Colonial Americans had never eaten corn before they came to the New World and met Native Americans.
- 3. Because corn was so important to Native Americans, they have many interesting stories about how corn came into the world.

Make a list of three words to describe each item below.

- 4. Mashed potatoes
Possible answers: delicious, salty, lumpy
- 5. Bandages
Possible answers: sticky, tan, stretchy
- 6. Fruit ices
Possible answers: cold, colorful, sweet

Apply It

Write a description of your favorite animal. Then circle the descriptive words you used. Use the graphic organizer to get started.

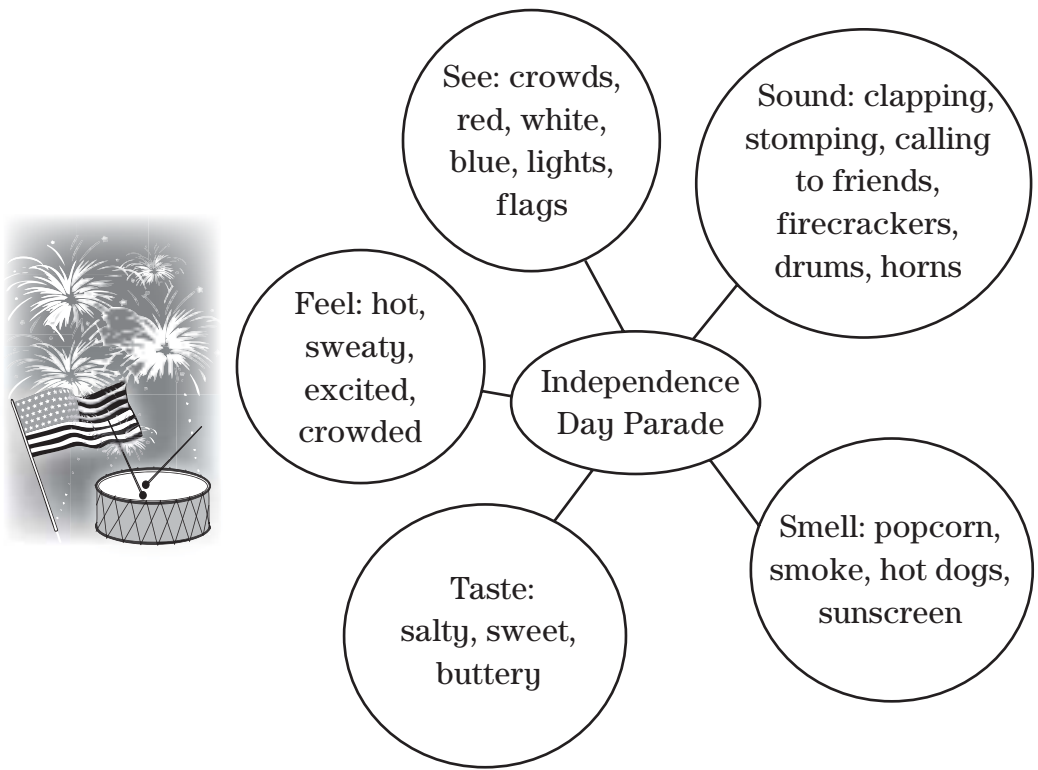


Answers will vary but should include a description of the student's favorite animal. Answers should reflect the details students write in the graphic organizer. Descriptive words should be circled.

Learn It

When you read, look for descriptive words to learn more about the topic.

A good **description** helps readers create pictures in their minds. As you read descriptive text, imagine how what is being described looks, sounds, feels, smells, and tastes.



Imagine what each word is describing. Use the words to get an idea of what it would be like to be at the parade.



A good description gives you a complete picture.

Try It

Read the passage. Then draw a picture of what you imagine the rain forest to look like.

Rain Forest Strata

Rain forests have four different layers of plant and animal environments. The highest level is the **emergents**. A few of the tree tops are as high as 270 feet! Birds and insects live there. The **canopy** is a leafy area with many vines. Orangutans, snakes, and lizards live in the canopy. You can also find mosses and orchids growing there. The next level is called the **understory**. There are small trees, ferns, and vines in the understory, but not many flowers. There are also birds, insects, snakes, and lizards. Few plants grow on the **forest floor**. There are insects and spiders, as well as gorillas, anteaters, and wild boars on the forest floor.

Students should draw pictures of the 4 layers of the rain forest.

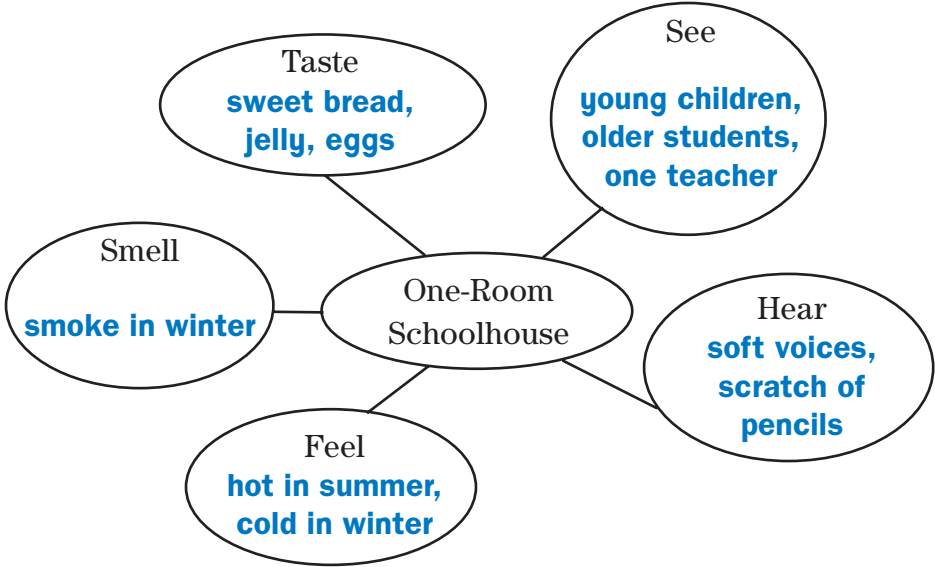
Practice It

Read the passage. Use the descriptive words to help you complete the graphic organizer below.

One-Room Schoolhouse

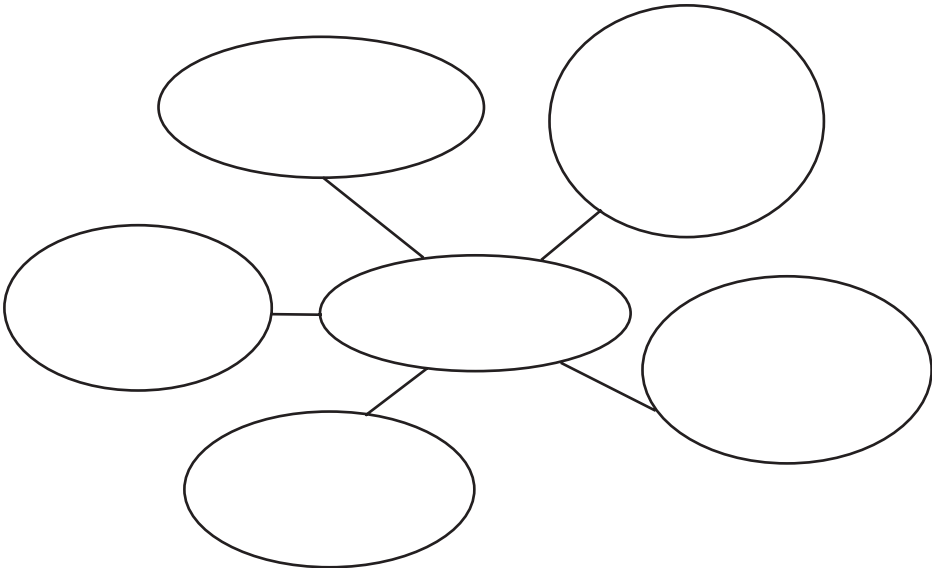
In the late 1800s, many children went to school in one-room schoolhouses. If you could go back in time to visit, you would see young children and older students learning from one teacher. You would hear the soft murmur of their voices and the scratch of pencils on slate boards.

In the winter, it would be cold in the, and you might smell smoke from a wood stove. In the summer, it would be hot. Just like today, students brought their lunches to school. For lunch, students often ate hardboiled eggs or sweet bread with jelly.



Apply It

What is your school like? Use all of your senses to write a description of your school below. Fill out the graphic organizer to get started.





Learn It

As you read, make predictions based on the title, headings, pictures, and clues in the text.

- Read the title. What does it tell you about the passage?
- Look for headings that reveal more detailed information.
- Gather information from photos, illustrations, and diagrams.

Buried Treasure
by Tisha Adams
Chapter 1: The Vanishing Treasure

Read the information above. What do you think the passage will be about? Will the passage be fiction or nonfiction? What will happen? Answering these types of questions can help you make predictions.



To make a prediction, pay close attention to the clues given by the author. Be sure to figure out whether your predictions were right as you read.



Try It

Match the story titles to the description of what you think the story will be about. Then choose one of the pairs and explain why you predict they will match.

1. Our First President

2. Four-Legged Heroes

3. “We the People”

4. Journey to the Moon

5. The New Addition

a. a girl’s new baby brother

b. the daily life of astronauts

c. dogs who have saved lives

d. George Washington

e. the signing of the U.S. Constitution

Answers will vary but should include one of the pairs above. Students should explain what clues they used to make their prediction of why the pair matches.



Practice It

Read the following passage. Then answer the questions.

A Summer Storm

Jenna and Katie were enjoying a picnic in the park near their home. Jenna had just finished the last of her sandwich when a gust of wind blew her napkin off the table. Jenna put down her sandwich and ran after the paper as it sailed away. Suddenly, a crash of thunder filled the sky.

Jenna looked up and noticed that dark clouds had filled the once clear blue sky. As she ran back to the picnic table, she felt a drop of rain on her arm.

“Hurry, Katie!” she cried. “Put everything back in the basket.”

- 6. What do you think happened next?
It began to rain very hard.
- 7. What clues from the text did you base your prediction on?
the title, the dark clouds, the thunder, and the drop of rain
- 8. What new title could you give this passage to help a reader make better predictions?
Possible answer: Caught in the Rain, A Picnic Lunch, The Storm

Begins



Apply It

Read the following story. Make a list of clues to help you predict what will happen next. Then, use the clues to predict how the story ends.

Unlikely Friends

Georgette was a lazy cat. Her favorite pastimes were eating and sleeping. When Georgette’s owner started putting less food in her dish, she became very annoyed. She found the cabinet where her food was kept, but she couldn’t open the bag.

Next to the bag of cat food was a large box of cereal. Georgette noticed that a mouse had chewed on the corner of the box. She waited until a mouse appeared in the cabinet.

“Don’t be scared, little mouse,” said Georgette. “I won’t eat you, as long as you do me one little favor.”

- 9. The title tells you that this is about unlikely friends.
 - 10. Georgette loves to eat but she can’t get the bag open.
 - 11. Georgette does not eat the mouse.
- Answers will vary but should include a logical conclusion based on the predictions students listed above.

Why We Live Where We Do Unit Planner

Ability Level Key

- ◆ = Approaching Level
- ★ = On Level
- ▲ = Above Level

Unit Objectives

3 Key Elements:

- Vocabulary** Students will learn key social studies and academic words.
- Features** Students will understand the purpose of maps, legends, and graphs.
- Structures** Students will identify and understand description in social studies texts.

Unit Vocabulary

Social Studies

- natural resource ◆★▲
- population ◆★▲
- settlement ★▲
- society ★▲

Academic

- direction ◆★▲
- required ◆★▲
- transportation ◆★▲
- site ▲

Materials Needed

Student Readers

- *Geography and the Colonies* ◆
- *Settlement in Early America* ★
- *People and the Environment* ▲

Activity Masters 1–4,
pp. 56–59

Interactive Skills
Handbook, pp. 18–21,
34–37, 58–65, and 90–93

Genre:
Travelogue

Comprehension Skill:
Predicting

Background Information

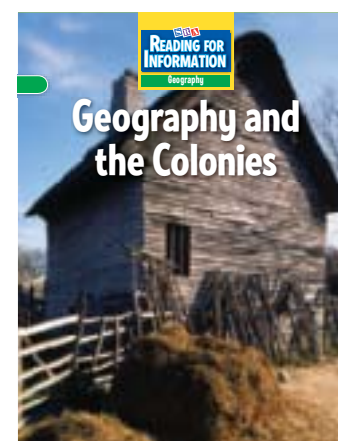
The **3 Key Elements** of this unit are **vocabulary, maps, legends, and graphs**, and **descriptive text**. Students will apply these elements as they explore how the nation's geography influenced settlements and lifestyles in the colonies. Understanding the relationship between geography and history will help students gain a broader perspective on why people live where they do, and how they use the land around them to their advantage.

1 Focus

Preparing to Read

In this unit, students will examine the English colonies from a geographic perspective.

◆ Approaching Level



★ On Level



▲ Above Level



Getting Started

Connecting Prior Knowledge

- Ask students to name some bodies of water located near their school or in their state. On a map, point out those bodies of water and the cities nearby.
- Ask students why they think so many cities are located near bodies of water. (Water is necessary for drinking, cooking, cleaning, and transportation.)

Fun Facts!

- It took the passengers on the Mayflower 66 days to travel 2,750 miles across the Atlantic Ocean. Today it takes only six hours to travel the same distance by plane.
- The Chesapeake Bay holds 18 trillion gallons of water!

2 Teach

Introducing the Key Elements

Whole Group Use the following activities with all students to introduce the **3 Key Elements** of the unit.

Ability Level Key

- ◆ = Approaching Level
- ★ = On Level
- ▲ = Above Level

5 min Vocabulary

- ◆ ★ ▲ **Social Studies** Ask students to explain why **populations** are different in different cities. How many people live in their city or town? Is it a large population? Why or why not?
- ★ **Academic** Have the class brainstorm modes of **transportation** used in Colonial America and in present-day America. Which modes are the same? Which are different?

5 min Features

- ◆ ★ ▲ **Maps and Legends** Review the major features of a map: compass rose, scale, and legend. Discuss the function of each feature. (A compass rose shows which way the map is oriented, a scale relates the map to actual sizes and distances, and a legend decodes the symbols on the map.)
- ★ Using a map from the Student Readers, point out some symbols and have students identify them using the legend.
- ★ **Graphs** Show students a graph from their readers and review the graph's major features. Explain that graphs, like maps, help readers more clearly see and understand information.

10 min Structures

- ◆ ★ ▲ **Description** Ask students the meaning of the word *describe* (to tell about something with details). Explain that descriptive paragraphs include details to help readers more clearly visualize and understand something.
- ★ Tell students they can use a web diagram to help them connect descriptive words to an object. In the middle circle, they should write the name of the thing or place being described. In the surrounding circles, they should write the descriptive details.

For more practice with

- ◆ **vocabulary**, use Activity Master #1, page 56.
- ★ **maps, legends, and graphs**, use Activity Master #2, page 57.
- ▲ **description**, use Activity Master #3, page 58.

Assign the Reading

- ◆ Distribute the Student Readers for this lesson based on students' reading levels, and have students begin reading.
- ★ Encourage students to pay attention to **vocabulary, maps, legends, and graphs**, and **descriptive text** as they read.

Reinforcing the 3 Key Elements

Small Group Use these lessons for an in-depth treatment of the **3 Key Elements** of reading for information.



10 min Vocabulary

Understanding Natural Resources and Society

- ◆ ★ ▲ **Natural Resources** Discuss the term **natural resource** (something that is found in nature and is valuable to humans). Explain that people often settle near areas rich in natural resources. Ask students to brainstorm a list of natural resources found in their region. Write their ideas on the board.
- ★ **Society** Ask students whether they know any words that look or sound similar to *society* (*social, sociable, socialize*). Explain that these words are about being friendly and gathering together.

Activity With students, list things that depict U.S. society (common foods, television shows, sports, and so on).



10 min Features Maps and Legends

- ◆ **Legends** Have students examine the New England map on page 14 of their Student Readers. Discuss the important features listed in the map's legend. Review the importance of legends. (Legends allow information to be displayed on the map without crowding it with writing.) Ask students to evaluate the map's legend. Are the symbols easy to interpret? What could make the legend easier to read?

Activity Using the map and legend, create a list on the board of the New England colonies and their important geographic features. Have students create a map and legend using the information from the list.



10 min Structures Using Description to Explain North America

- ◆ ★ ▲ **Description** Ask volunteers to describe the first English colony at Jamestown. As students describe it, write the details in a web diagram on the board. (Details can include: founded in 1619; located along James River in Virginia; very hot, swampy land; many mosquitoes; settlers looking for gold; many died of disease, good soil for growing tobacco.)

Take Note Explain to students that a web diagram can help them recall the important details of any description they read.

Extending the Lesson

Small Group Use the following lessons to customize your instruction according to your students' needs.

Guided Reading

Ask the following questions:

- *The first English colonists in Jamestown were businesspeople, not farmers. What do you think happened to their food supply?*
- *The New England colonies had rocky soil and long winters. What do you think farming was like in those colonies?*

Approaching Readers

- Discuss the purpose of the graph on page 21. What does it show about the colonies?
- Help students list ways that geography affected the colonies in North America.

On Readers

- Have students analyze the graph on page 17.
- Help students compare how geography shaped each colonial region.

Above Readers

- Discuss the vocabulary words *site* and *society*, and relate them to geography.
- Ask students to compare and contrast the environmental impacts of colonization with common environmental issues today.

Differentiating Instruction

- **Intervention** Provide an enlarged map of the English colonies to each student. Have students label the important geographic features of each region.
- **Reteach** Ask students to write five questions they have about the reading. Discuss their questions and provide answers, reviewing concepts as needed.
- **Challenge** Ask students to pretend they are English colonists in the 1600s. Have them describe the ideal site to build a town. Discuss geographic features that a suitable site would have (access to water, land for farming, suitable climate, forests for fuel and building materials, and so on).

Assign ELL Activity Master #4

Complete the activity together, or assign it as independent work.

Genre Focus: Travelogue

Discuss with students the following characteristics and definition of *travelogue*:

- A travelogue is a traveler's description of a particular place or journey. It contains details about things such as geography, weather, people, plants, and animals.
- Read aloud the travelogues found in the Student Readers. Have students explain what features make these travelogues different from the rest of the text in the book.

3 Review and Assess Monitor Progress

Ability Level Key

- ◆ = Approaching Level
- ★ = On Level
- ▲ = Above Level

Use the **Activity Masters** and **Interactive Skills Handbook** pages to monitor progress and review.

Name _____ Date _____

Geography

Words to Know

direction the line or course along which something moves, points, or lies

natural resource something that is found in nature and is useful to humans

population the total number of people living in an area

required to be needed

settlement the organization of people in a new country or region

transportation a way of being moved from one place to another

Choose the best word from the box above to complete each sentence.

1. The compass rose shows which _____ in north on the map.
2. Sometimes, maps show the location of important _____, such as timber or fish.
3. The _____ of the colonies grew as more European settlers arrived.
4. Jamestown was the first English _____ in the New World.
5. Colonists _____ water to survive.
6. Because there were few roads in North America in the 1600s, colonists relied on rivers for _____.

56 Reading for Information - Grade 5 Geography - Activity Master 1 - Vocabulary

Activity Master 1, page 56

Name _____ Date _____

Geography

Graphs

Use the population information below to complete the bar graph.

State	Population in 1790
New Hampshire	142,000
Connecticut	238,000
New Jersey	184,000
Delaware	59,000
North Carolina	384,000

400,000
300,000
200,000
100,000
0

Population

State

Geography - Activity Master 2 - Text Features Reading for Information - Grade 5 57

Activity Master 2, page 57

Name _____ Date _____

Geography

Description

Read the following paragraph. Use the details in the paragraph to complete the web.

The English Colonies

The geography of the English colonies varied greatly. The colonies in New England had rocky soil, mountains, and hills. New England winters were long and cold. The Middle Colonies had rich soil and many rivers. They also had shorter winters and higher temperatures than New England. The Southern Colonies had the warmest climate. They enjoyed long, hot summers and mild winters. These colonies also had rich soil and a long growing season.

Geography of Colonies in the New World

58 Reading for Information - Grade 5 Geography - Activity Master 3 - Text Structures

Activity Master 3, page 58

Name _____ Date _____

Geography

Requirements

Look at the pictures of things the colonists required. Cut them out and paste them on a piece of construction paper. Under each picture, write a sentence explaining why that item was required.

59 Geography - Activity Master 4 - English Language Learners Reading for Information - Grade 5

Activity Master 4, page 59

Skills Practice

Go To Interactive Skills Handbook

- For more practice with
- ▶ **graphs**, see pages 18–21.
 - ▶ **maps and legends**, see pages 34–37.
 - ▶ **description**, see pages 58–65.
 - ▶ **predicting**, see pages 90–93.

Assessment

To assess student learning in this unit, use the following resources.



To assess student progress in the **3 Key Elements**, use the *ExamView® Assessment Suite* CD-ROM to create a custom test or administer the prepared **Leveled Unit Tests**.



Use the **PuzzleMaker** CD-ROM to create fun interactive activities that measure student mastery of the unit vocabulary.

Geography



Description

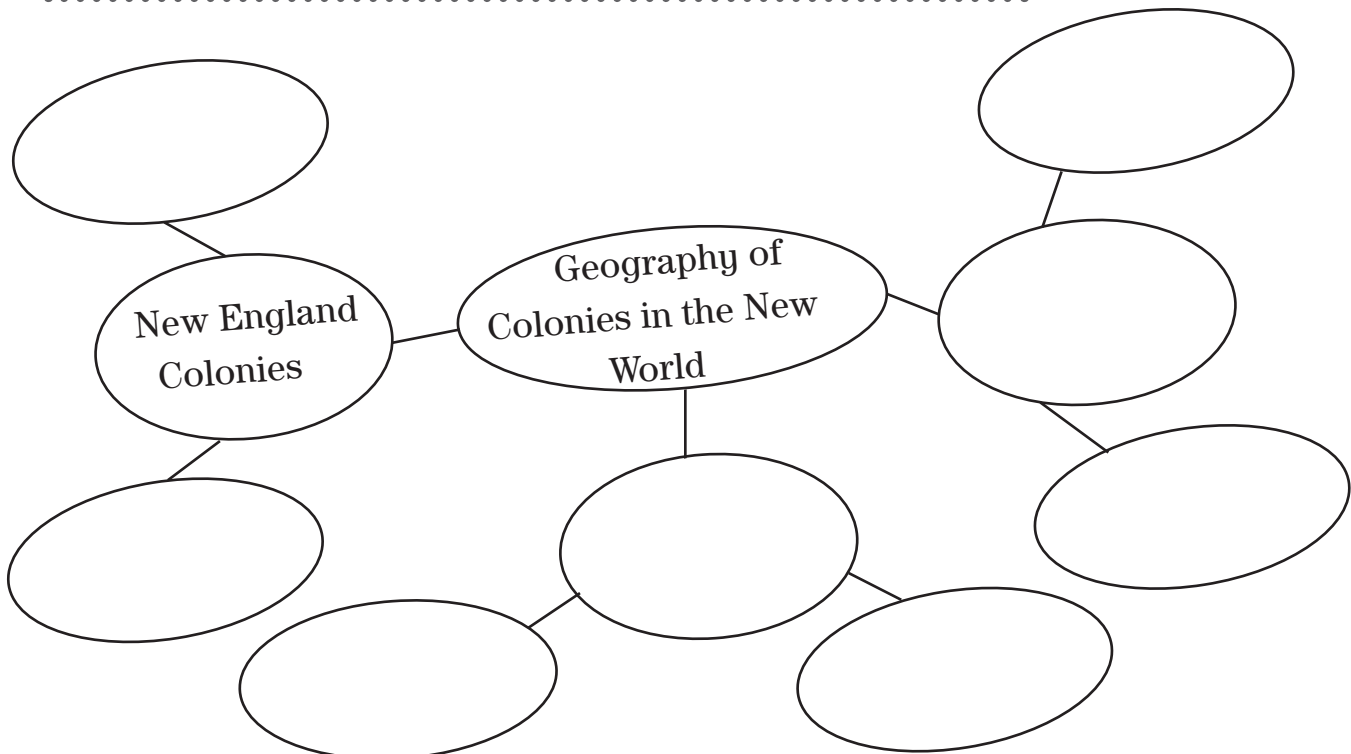
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Geography

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