



On behalf of Splash! Publications, we would like to welcome you to *The Thirteen Original Colonies*, one of several books in our American History series. Since this curriculum was designed by teachers, we are positive that you will find it to be the most comprehensive program you have ever utilized to teach students about the thirteen original colonies. We would like to take a few moments to familiarize you with the program.

THE FORMAT

The Thirteen Original Colonies is a 13 lesson program. Our goal is a curriculum that you can use the very first day you purchase our materials. No lessons to plan, comprehension questions to write, activities to create, or vocabulary words to define. Simply open the book and start teaching.

Each of the 13 lessons requires students to complete vocabulary cards, read about one of the thirteen original colonies, and complete a comprehension activity that will expose them to various standardized test formats. In addition, each lesson includes a balanced mix of lower and higher level activities for students to complete. Vocabulary and mapping quizzes, mapping activities teaching reference points and cardinal directions, grid math, research projects utilizing graphic organizers and primary and secondary sources, time lines, and following directions are the types of activities that will guide students through their journey of *The Thirteen Original Colonies*.

THE LESSON PLANS

On the next several pages, you will find the Lesson Plans for *The Thirteen Original Colonies*. The Lesson Plans clearly outline what students must do before, during, and after each lesson. Page numbers are listed so that you will immediately know what you need to photocopy before beginning each lesson. The answers to all activities, quizzes, and comprehension questions are located on pages 94-99.

NOTE: Students will complete a culminating activity at the end of the curriculum. We suggest that students keep the information from each lesson in a notebook or folder.

THE VOCABULARY

Each lesson features words in bold type. We have included a Glossary on pages 88-93 to help students pronounce and define the words. Unlike a dictionary, the definitions in the Glossary are concise and written in context. Remember, we're teachers! Students will be exposed to these vocabulary words in the comprehension activities. They will also be tested on the vocabulary words five times throughout their study of *The Thirteen Original Colonies*.

Students will be responsible for filling out and studying the vocabulary cards. You may want to have students bring in a small box for storing their vocabulary cards. We don't have to tell you that incorporating these words into your Reading and Spelling programs will save time and make the words more meaningful for students.



THE COPYRIGHT

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LESSONS *at a* GLANCE

1. Before reading Virginia, students will:

- complete Vocabulary Cards for *Africa, appointed, assault, captives, climate, coast, colonies, confederacy, conflict, cultivate, debt, defeated, dominion, England, fertile, fungus, governor, harvested, historians, indigo, inhabited, indentured servants, loyal, merchants, militia, New World, plantations, prosper, rebellion, representatives, revolted, threatened, wigwam.* (pg. 1)

After reading Virginia (pps. 2-5), students will:

- answer Virginia Reading Comprehension Questions. (pg. 6)
- plot Virginia on the Thirteen Original Colonies Study Guide Map. (pg. 7)
- take a Vocabulary Quiz for the Thirteen Original Colonies Part I. (pps. 8-9)

2. Before reading Massachusetts, students will:

- complete Vocabulary Cards for *bay, Church of England, European, founded, harbors, kidnapped, official, Pilgrims, Puritan, trampled, treaty.* (pg. 1)

After reading Massachusetts (pps. 10-12), students will:

- answer Massachusetts Reading Comprehension Questions. (pg. 13)
- plot Massachusetts on the Thirteen Original Colonies Study Guide Map. (pg. 7)
- use a system of number and letter pairs to complete Grid Math. (pps. 14-16)

3. Before reading New Hampshire, students will:

- complete Vocabulary Cards for *allies, Asia, boundaries, council, destructive, determination, encouraged, expanding, expedition, formations, French, granite, interior, keelboats, livestock, production, province, raided, scalps, Scotland, seacoast, shoreline.* (pg. 1)

After reading New Hampshire (pps. 17-20), students will:

- answer New Hampshire Reading Comprehension Questions. (pg. 21)
- plot New Hampshire on the Thirteen Original Colonies Study Guide Map. (pg. 7)
- take a Vocabulary Quiz for the Thirteen Original Colonies Part II. (pps. 22-23)



★ LESSONS *at a* GLANCE ★

4. Before reading New York, students will:

- complete Vocabulary Cards for *Christians, Dutch, empire, Great Lakes, Greenland, gristmills, incisor, longhouse, North America, North Pole, orchards, preserved, profit, resources, rodent, sawmills, seaport, strait, voyages.* (pg. 1)

After reading New York (pps. 24-27), students will:

- answer New York Reading Comprehension Questions. (pg. 28)
- plot New York on the Thirteen Original Colonies Study Guide Map. (pg. 7)
- follow written directions to draw a beaver. (pps. 29-30)

5. Before reading Maryland, students will:

- complete Vocabulary Cards for *admired, autobiography, biographies, Catholics, charter, Protestants, quarreling, Revolutionary War, statute, turmoil.* (pg. 1)

After reading Maryland (pps. 31-32), students will:

- answer Maryland Reading Comprehension Questions. (pg. 33)
- plot Maryland on the Thirteen Original Colonies Study Guide Map. (pg. 7)
- differentiate between primary and secondary sources. (pg. 34)
- take a Vocabulary Quiz for the Thirteen Original Colonies Part III. (pps. 35-36)

6. Before reading Connecticut, students will:

- complete Vocabulary Cards for *accused, adopted, Bermuda, constitution, elections, independent, overthrown, united, wampum.* (pg. 1)

After reading Connecticut (pps. 37-39), students will:

- answer Connecticut Reading Comprehension Questions. (pg. 40)
- plot Connecticut on the Thirteen Original Colonies Study Guide Map. (pg. 7)
- create a time line for Connecticut's history in Time Travel Part I. (pg. 41)
- create a personal time line in Time Travel Part II. (pg. 42)

LESSONS *at a* GLANCE

7. Before reading Rhode Island, students will:

- complete Vocabulary Cards for *nationalities, Quaker, synagogues*. (pg. 1)

After reading Rhode Island (pps. 43-45), students will:

- answer Rhode Island Reading Comprehension Questions. (pg. 46)
 - plot Rhode Island on the Thirteen Original Colonies Study Guide Map. (pg. 7)
 - use primary and secondary sources to create the game Find the Fib. (pps. 47-49)
- NOTE: You will need to make four copies of page 48 or 49 for each student.**

8. Before reading Delaware, students will:

- complete Vocabulary Cards for *pioneers, pirate, pledged, seized*. (pg. 1)

After reading Delaware (pps. 50-51), students will:

- answer Delaware Reading Comprehension Questions. (pg. 52)
- plot Delaware on the Thirteen Original Colonies Study Guide Map. (pg. 7)
- follow written directions to make a miniature Swedish log cabin. (pps. 53-55)

9. Before reading Pennsylvania, students will:

- complete Vocabulary Cards for *annual, artifacts, Civil War, commandment, exhibits, meadows, motto, species*. (pg. 1)

After reading Pennsylvania (pps. 56-57), students will:

- answer Pennsylvania Reading Comprehension Questions. (pg. 58)
- plot Pennsylvania on the Thirteen Original Colonies Study Guide Map. (pg. 7)
- use cardinal and intermediate directions to plot points of interest on a Pennsylvania map. (pps. 59-63)

10. Before reading North Carolina, students will:

- complete Vocabulary Cards for *ceremonial, extinct, Ireland, knight, military, mound builders, prehistoric, proprietors, reefs, sandbars, Spain*. (pg. 1)

After reading North Carolina (pps. 64-66), students will:

- answer North Carolina Reading Comprehension Questions. (pg. 67)
- plot North Carolina on the Thirteen Original Colonies Study Guide Map. (pg. 7)
- take a Vocabulary Quiz for the Thirteen Original Colonies Part IV. (pps. 68-69)

LESSONS *at a* GLANCE

11. Before reading New Jersey, students will:

- complete Vocabulary Cards for *epidemic, estates, fertilizer, immigrants, influenza, insisted, Italian, mammoths, measles, smallpox.* (pg. 1)

After reading New Jersey (pps. 70-71), students will:

- answer New Jersey Reading Comprehension Questions. (pg. 72)
- plot New Jersey on the Thirteen Original Colonies Study Guide Map. (pg. 7)
- create a time line for New Jersey's history in Time Travel Part I. (pg. 73)
- create a time line for someone else in Time Travel Part II. (pg. 74)

12. Before reading South Carolina, students will:

- complete Vocabulary Cards for *emblem, palmetto, West Indies.* (pg. 1)

After reading South Carolina (pps. 75-77), students will:

- answer South Carolina Reading Comprehension Questions. (pg. 78)
- plot South Carolina on the Thirteen Original Colonies Study Guide Map. (pg. 7)
- research a famous colonist to complete K•W•L•H chart. (pps. 79-81)
- use K•W•L•H chart to answer famous colonist discussion questions. (pg. 82)

13. Before reading Georgia, students will:

- complete Vocabulary Cards for *legislature, malaria, retained.* (pg. 1)

After reading Georgia (pps. 83-84), students will:

- answer Georgia Reading Comprehension Questions. (pg. 85)
- plot and color code the thirteen original colonies on a map. (pg. 86)
- take a Vocabulary Quiz for the Thirteen Original Colonies Part V. (pg. 87)