# **Guided Reading Activity**

#### networks

#### Colonizing America, Prehistory to 1754

#### Lesson 3 Founding the Thirteen Colonies

Review Questions: Identifying Supporting Details

DESECTIONS: Read each main idea. One your teathook to supply the details that support or explain each main idea.

A. Hain Idea: England's first colonies were founded matrily for religious and economic reasons.

- Details Reform of the Catholic Church led to the \_\_\_\_\_ in Europe. Some Anglicans, called \_\_\_\_ eventually left England for \_\_\_\_\_.
- Details By the 1500s the increased demand for \_\_\_\_\_ left many tenant formers homeless, so merchants formed \_\_\_\_\_ companies to set up colories in other parts of the world.
- Details In 1607 the Virginia Company founded the settlement of \_\_\_\_. The colony
  was nearly abandoned until settlers began growing \_\_\_\_. In 1618 the colonists
  formed a law-making body called
- Details Since meet of the colonists in Maryland were Protestants, the assembly passed the \_\_\_\_\_ to ensure religious freedom for all Christians.

B. Hain Idea: Although Pilgrims and Puritans came to America for religious freedom, they were intolerant of religious freedom for others living in their colonies.

- Details A group of Separatists, later called \_\_\_\_\_\_\_ sailed to America in 1620 settling in Cape Cod. They married their settlement \_\_\_\_\_\_ A plague killed most of the settlers. Those who survived were helped by a Wampanoog man named \_\_\_\_\_\_.
- Betails When economic and religious hardships increased in England \_\_\_\_\_\_ and other stockholders of the \_\_\_\_\_\_ decided to found a colony in New England.
- Details Because the Puritaris did not allow religious freedom, other colonies were founded: Roger Williams and Azer Hutchinson founded \_\_\_\_\_\_, and \_\_\_\_\_ founded Connecticut.

C. Hain Edea: When Charles II became king of England after a civil war, English colonies were founded for several reasons.

- Details Charles II took over the Dutch colory of \_\_\_\_\_\_ and gave it to his brother, who renamed it \_\_\_\_\_. Later, some of this land was renamed \_\_\_\_\_.
- Details in order to repay a debt, the king gave land to \_\_\_\_\_\_ He was a member of the \_\_\_\_\_ a group that believed in religious teleration.
- Details To help England's worthy poor, or debtors, James Oglethorpe founded the colony of \_\_\_\_\_\_.

# **Us History Guided Reading Chapter 2section Answers**

**Brian Stewart Hook, Russell R. Reno** 

#### **Us History Guided Reading Chapter 2section Answers:**

American Literature (Teacher Guide) Dr. James Stobaugh,2012-12-12 The vital resource for grading all assignments from the American Literature course including options to help personalize the coursework for the individual student to develop Essay writing skills Higher ACT SAT scores Solid worldviews and Strong vocabulary History of the ... Economic Censuses United States. Bureau of the Census,1996 Gaither's Dictionary of Scientific Quotations Carl C. Gaither,Alma E. Cavazos-Gaither,2012-01-04 This unprecedented collection of 27 000 quotations is the most comprehensive and carefully researched of its kind covering all fields of science and mathematics With this vast compendium you can readily conceptualize and embrace the written images of scientists laymen politicians novelists playwrights and poets about humankind s scientific achievements Approximately 9000 high quality entries have been added to this new edition to provide a rich selection of quotations for the student the educator and the scientist who would like to introduce a presentation with a relevant quotation that provides perspective and historical background on his subject Gaither's Dictionary of Scientific Quotations Second Edition provides the finest reference source of science quotations for all audiences The new edition adds greater depth to the number of quotations in the various thematic arrangements and also provides new thematic categories

**Resources in Education** .2001-04 Reading, Thinking, and Writing About History Chauncey Monte-Sano, Susan De La Paz, Mark Felton, 2014 Although the Common Core and C3 Framework highlight literacy and inquiry as central goals for social studies they do not offer guidelines assessments or curriculum resources. This practical guide presents six research tested historical investigations along with all corresponding teaching materials and tools that have improved the historical thinking and argumentative writing of academically diverse students Each investigation integrates reading analysis planning composing and reflection into a writing process that results in an argumentative history essay Primary sources have been modified to allow struggling readers access to the material Web links to original unmodified primary sources are also provided along with other sources to extend investigations The authors include sample student essays from each investigation to illustrate the progress of two different learners and explain how to support students development Each chapter includes these helpful sections Historical Background Literacy Practices Students Will Learn How to Teach This Investigation How Might Students Respond Student Writing and Teacher Feedback Lesson Plans and Materials Book Features Integrates literacy and inquiry with core U S history topics Emphasizes argumentative writing a key requirement of the Common Core Offers explicit guidance for instruction with classroom ready materials Provides primary sources for differentiated instruction Explains a curriculum appropriate for students who struggle with reading as well as more advanced readers Models how to transition over time from more explicit instruction to teacher coaching and greater student independence The tools this book provides from graphic organizers to lesson plans to the accompanying documents demystify the writing process and offer a sequenced path toward attaining proficiency From the Foreword by Sam Wineburg

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Houston, 2017-01-12 This study guide to ethical and beneficial ways Amos is divided into three parts The first sets out to describe the genre style shape and aim of the text along with its leading ideas with the help of recent scholarship on the Hebrew Bible in general and the prophets in particular Special note is taken of the many images of violence in Amos along with its denunciations of injustice and its overwhelming emphasis on the ineluctable destruction awaiting Israel The second part sets the book in its historical and social context with particular focus on the social context of the injustices denounced by Amos Houston also provides an overview of the various proposals made in the last 50 years for how the book has assumed its present shape The final part outlines the ways in which the book has been read over the centuries with an emphasis on the modern period in which it has become a rallying call for those concerned with injustice in their own world The Oxford Guide for 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