

Guided Reading Activity

networks

Colonizing America, Prehistory to 1754

Lesson 3 Founding the Thirteen Colonies

Review Questions: Identifying Supporting Details

DIRECTIONS: Read each main idea. Use your textbook to supply the details that support or explain each main idea.

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

1. **Detail:** Reform of the Catholic Church led to the _____ in Europe. Some Anglicans, called _____, eventually left England for _____.
2. **Detail:** By the 1500s the increased demand for _____ left many tenant farmers homeless, so merchants formed _____ companies to set up colonies in other parts of the world.
3. **Detail:** In 1607 the Virginia Company founded the settlement of _____. The colony was nearly abandoned until settlers began growing _____. In 1619 the colonists formed a lawmaking body called _____.
4. **Detail:** Since most of the colonists in Maryland were Protestants, the assembly passed the _____ to ensure religious freedom for all Christians.

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

1. **Detail:** A group of Separatists, later called _____, sailed to America in 1620 settling in Cape Cod. They named their settlement _____. A plague killed most of the settlers. Those who survived were helped by a Wampanoag man named _____.
2. **Detail:** When economic and religious hardships increased in England _____ and other stockholders of the _____ decided to found a colony in New England.
3. **Detail:** Because the Puritans did not allow religious freedom, other colonies were founded: Roger Williams and Ann Hutchinson founded _____, and _____ founded Connecticut.

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

1. **Detail:** Charles II took over the Dutch colony of _____, and gave it to his brother, who renamed it _____. Later, some of this land was renamed _____.
2. **Detail:** In order to repay a debt, the king gave land to _____. He was a member of the _____, a group that believed in religious toleration.
3. **Detail:** To help England's worthy poor, or debtors, James Oglethorpe founded the colony of _____.

Us History Guided Reading Activity 17 4

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The New York Times Index ,1929 **Resources in Education** ,2001 *Readers' Guide to Periodical Literature* Anna Lorraine Guthrie,1904 An author subject index to selected general interest periodicals of reference value in libraries *New Technology and Education* Anthony Edwards,2012-01-26 New Technology and Education explores the benefits and dangers of the increasing use of technology in education drawing on different cultural perspectives from across the globe to consider a variety of viewpoints The reader is encouraged to engage with each facet of the debate considering the philosophical psychological and sociological implications of the relationship between technology and education Recent debates and developments are considered including What is the relationship between creativity education and new technology Are subject boundaries blurred by the use of new technologies How do we plan for technologies becoming redundant Reflective exercises interviews chapter summaries and useful websites encourage and support student learning and the application of new concepts **U.S. History Through Children's Literature** Wanda Miller,1997-03-15 Allow students to step back in time to experience the thoughts feelings dilemmas and actions of people from history For each history topic Miller suggests two titles one for use with the entire class and one for use with small reading groups Summaries of the books author information activities and topics for discussion are supplemented with vocabulary lists and ideas for research topics and further reading This integrated approach makes history meaningful to students and helps them retain historical details and facts *The Sunday-school Times* ,1887 *El-Hi textbooks in print* R. R. Bowker LLC,1983 *Research in Education* ,1974 *Index Medicus* ,2004 Vols for 1963 include as pt 2 of the Jan issue Medical subject headings *Monthly Catalog of United States Government Publications* United States. Superintendent of Documents,1991 *Cumulated Index Medicus* ,1977 *American Book Publishing Record* ,1999 **Promoting Mental Health at Work: New Insights and Practical Implications** Elisabeth Schramm,Claas Lahmann,Christine Allwang,Kai G. Kahl,Undine E. Lang,2021-09-14 *Microtimes* ,1996 **Educational Research Document Summaries** Educational Research Information Center (U.S.),1966 *Getting to the Core of Literacy for History/Social Studies, Science, and Technical Subjects, Grades 6-12* Vicky Giouroukakis, Maureen Connolly,2013-05-14 Literacy it s not just for English teachers anymore The new Common Core English Language Arts Standards aren t just for English teachers Fluent reading and writing are critically important to the study of history social studies science and technical subjects too What s more the progress your students make is directly tied to their ability to process information they read and to express their ideas in writing So how do you make literacy a focus of your teaching without taking time away from essential content This practical resource packed with teacher tested CCSS based sample lessons shows you how using the Backward Design approach to set and meet your goals Each lesson template includes The teaching strategies you ll utilize Ways to incorporate technology and media Variations for differentiation and interdisciplinary connections Links to the work of major educational theorists Following these models you ll set the CCSS in your sights and

develop lessons that both meet standards and fit your classroom Before you know it you ll be infusing reading and writing across your curriculum in purposeful and meaningful ways *Sunday School Times* ,1893 **American Universities and Colleges** ,2014-10-08 No detailed description available for American Universities and Colleges **Reading, Writing, and Talk** Mariana Souto-Manning,Jessica Martell,2016 This book introduces a variety of inclusive strategies for teaching language and literacy in kindergarten through 2nd grade Readers are invited into classrooms where racially culturally and linguistically diverse children s experiences unique strengths and expertise are supported and valued Chapters focus on oral language reading and writing development and include diverse possibilities for culturally relevant and inclusive teaching Featured teaching strategies foster academic success cultural competence and critical consciousness leading students to read their worlds and question educational and societal inequities Early childhood teachers will find this book invaluable as they consider effective ways to teach diverse children The hands on examples and strategies portrayed will help educators expand their thinking and repertoires regarding what is possible and needed in the language and literacy education curriculum Unique in its focus on equitable fully inclusive and culturally relevant language and literacy teaching this important book will help K 2 teachers re think and re conceptualize their own practices Offers us a great opportunity to explore pedagogical strategies that are diverse and inclusive From the Foreword by Gloria Ladson Billings University of Wisconsin Madison Readers will discover a treasure of teacher and student collaborative experiences to engage diverse learners Yetta and Ken Goodman University of Arizona The authors offer rich vignettes and pragmatic guidance for learning about responding to and respectfully building community among children We readers are in their debt Anne Haas Dyson University of Illinois A beautifully written book filled with powerful examples I heartily recommend it for all teachers lucky enough to work on a daily basis with our brilliant early elementary students Ernest Morrell Teachers College Columbia University El-Hi Textbooks & Serials in Print, 2005 ,2005

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