

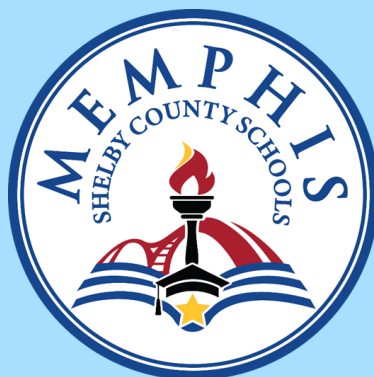


# SOCIAL STUDIES



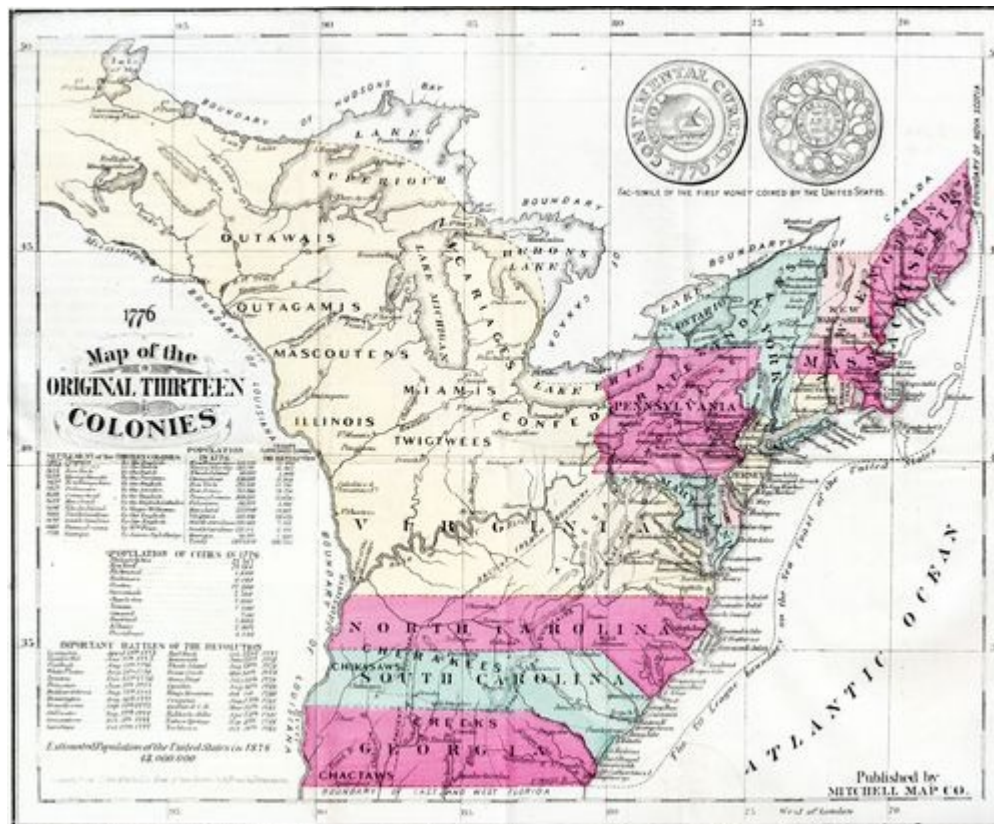
## 4TH GRADE

### INCLEMENT WEATHER PACKET



# Colonization and Revolutionary War: Background to the Colonies

by ReadWorks



Before the Revolutionary War, there were thirteen colonies under British rule in North America. People came from all over Europe seeking freedom or fortune in the colonies. Many people brought their culture with them, and people of similar backgrounds often came together or settled in the same place. Soon, each colony began to take on its own character.

There were three main groups of colonies: the New England Colonies, the Middle Colonies, and the Southern Colonies. Each group began to share characteristics based on its location and people. For example, the Southern Colonies had fertile soil and sunshine necessary for farms. The Northern Colonies had some important ports.

## New England

Soil in New England was rocky and the winters were harsh, which made farming difficult. There were small farms in New England, but no big farms like the southern plantations.

Instead, the North became the center of the shipbuilding industry. Trees were everywhere. Before long, Boston, which began as the Massachusetts Bay Colony, became the most important port city in the colonies.

Religion was very important to the people in New England. You may have heard of the Pilgrims who came to the New World to find religious freedom. They wanted to be free to practice their own religion, but they did not always allow other people the same freedom. Town life was centered on the church. If you did not belong to the church, you were an outcast.

## The Middle Colonies

The Middle Colonies tolerated more types of religions than the Pilgrims and Puritans of New England. William Penn began the colony Pennsylvania. He wanted people of every faith and every nationality to come to his colony. Philadelphia, "The City of Brotherly Love," was the biggest city in all the colonies. When the Revolutionary War broke out, representatives from all the colonies met in Philadelphia for the First Continental Congress. Philadelphia became the first capital of the new continental government. Many U.S. symbols, like the Liberty Bell, are still in Philadelphia.

New York was also a Middle Colony and an important shipping and trading center. The population in New York was the most diverse of anywhere in the young colonies. If you listened in on dinner table conversations along the Hudson River, you would hear more than 12 languages! Most of the immigrants from other countries who came to the middle colonies were skilled at a craft. They came and built shops where they could practice their trade - from cabinet making to weaving to candle making.

## The Southern Colonies

Rich land and a mild climate determined the future of the Southern Colonies: agriculture. The Southern Colonies were based on farming, especially tobacco farming. Tobacco was grown on large plantations. The most important people in the Southern Colonies lived on these big farms and not in towns. As a result, the Southern Colonies were more spread out. Towns were smaller. Houses were more spread out from each other. Instead of going to schools in town like children in New England, southern children might have studied at home. Many were also sent to England to be educated.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Why did people come from Europe to the 13 colonies?
  - A. They wanted religious freedom and a better way of life.
  - B. They wanted to live near relatives.
  - C. They wanted to go for a vacation.
  - D. They wanted to see if the trees were better for shipbuilding than back home.
  
2. The Southern Colonies had rich land and a mild climate, and the effect of this was that
  - A. those colonies focused on agriculture.
  - B. British colonists did not want to live there.
  - C. the people who lived there needed food.
  - D. those colonies chose to build factories.
  
3. Based on the passage, it can be concluded that
  - A. the colonies did not need to trade with each other.
  - B. every colony tried to focus mostly on shipping.
  - C. life at home for the colonists was the same in each colony.
  - D. each colony's location affected its businesses.
  
4. Read the following sentences: "Town life was centered on the church. If you did not belong to the church, you were an outcast."

The word **outcast** means

- A. someone forced to work outside
- B. someone praised as a hero
- C. someone who is not remembered
- D. someone kicked out of a social group

5. The passage "Background to the Colonies" is mostly about

- A. the differences in weather between the colonies
- B. the biggest city in each colony and why it was so big
- C. the ground that was shared by all of the colonies
- D. the three groups of colonies and how they were different

6. What was the biggest city among the colonies, and what colony was it in?

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7. Based on the passage, explain how the New England Colonies would have been different if they did not have many trees.

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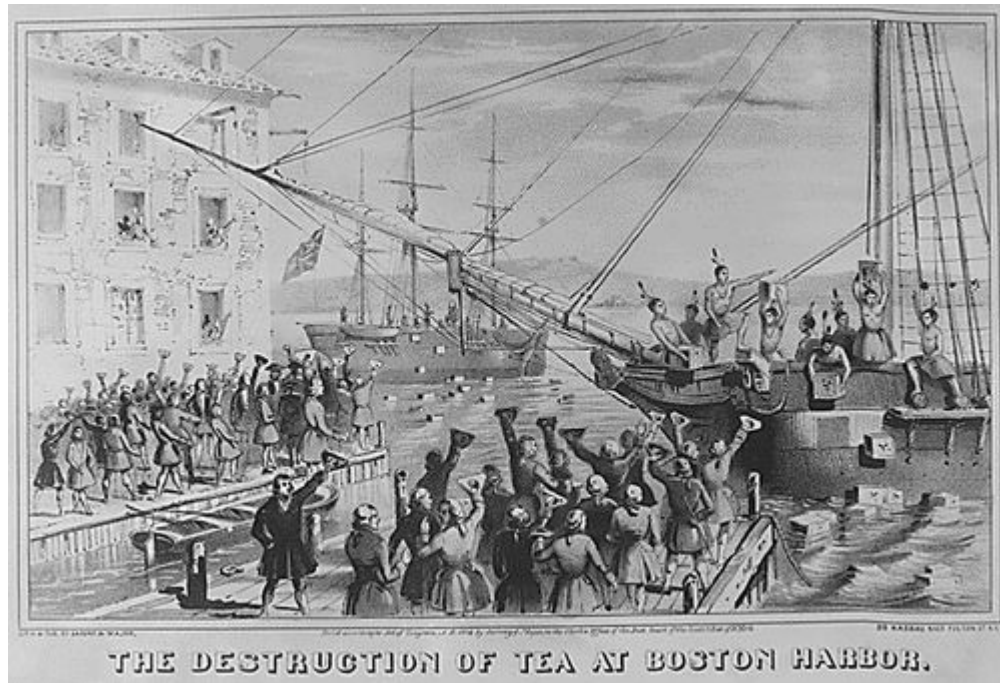
8. The question below is an incomplete sentence. Choose the answer that best completes the sentence.

New York didn't have a lot of farms; \_\_\_\_\_ it was a shipping and trading center.

- A. instead
- B. for example
- C. soon
- D. first

# Colonization and Revolutionary War: Introduction to the Revolutionary War

by ReadWorks



an image showing the Boston Tea Party

As the British colonies in America took root, they grew used to mostly governing themselves. Great Britain decided it wanted more control. It began to force new taxes on the colonists. Great Britain wanted to raise money from the goods it was shipping to the colonies. In 1764, the British Parliament passed the Sugar Act to raise the tax on sugar. The next year, the British Parliament passed the Stamp Act. Colonists now had to pay taxes for newspapers, marriage licenses, and all other legal documents.

Many colonists were angered by these taxes. They hadn't agreed to them and felt they were illegal and unfair. Each new tax led to a bigger protest on the part of these colonists. Besides taxes, many colonists were also unhappy about some of the rules the British were forcing on them. In 1765, the British Parliament passed the Quartering Act. The act stated that colonists had to agree to give British troops food and let them stay in their homes. Colonists who were unhappy with how the British were treating them decided to fight back peacefully.

In 1765, the Stamp Act Congress met in New York. The Congress was made up of representatives from many colonies. The representatives agreed to boycott British goods until the Stamp Act was repealed. That same year, the Sons of Liberty, a secret organization of

colonists in favor of liberty, was formed.

Tensions grew between the colonists and the British. In 1770, tensions erupted with the Boston Massacre. British troops thought they were under attack when colonists in Boston started throwing snowballs at them. They panicked. One soldier started firing his gun. Then more soldiers fired into the unarmed crowd. Five colonists were killed, and six were injured.

The British government was afraid of losing control over the colonies. They removed all the taxes on imports to try to make the colonists happy. They allowed, however, one tax to remain in place for tea. In 1773, Parliament passed the Tea Act to help get the East India Company out of financial trouble. This act enabled the British trading company to sell tea in America at a low price. Even with a tax on tea, the British company had a price advantage over American tea companies. The colonists were furious. They feared East India Company's tea would put American tea companies out of business. In Boston, a leader of the resistance named Samuel Adams decided to protest. He spoke to a group of colonists on December 16, 1773, at the Old South Church in Boston. Shortly after he spoke, a large group of men boarded British ships and dumped thousands of pounds of East India Company's tea into the harbor. Crowds of onlookers gathered to celebrate the rebellious act. They nicknamed the event the Boston Tea Party.

The British responded quickly and harshly. In 1774, they passed several measures known as the Intolerable Acts. They closed the Boston port and made it difficult for the major city to function. Other colonies, especially Maryland, helped Boston survive by sending food and supplies.

All of these events had two main consequences. First, they made the colonists resent Britain. Britain's government seemed far away and out of touch with the colonists' needs. Many colonists began to think about ruling themselves. Second, they helped unite the colonists. The colonists had come to America with very different backgrounds and lifestyles. They were sprawled all over the East Coast of this big continent. But Britain's acts gave them a single purpose and a common cause: justice and liberty.

In September 1774, the first meeting of the First Continental Congress took place. Representatives from 12 of the 13 colonies met to discuss how they would unite and defend their rights. Within months the Revolutionary War would begin. Just a little over one year later, on July 4, 1776, the United States of America would declare its independence.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. According to the text, what did the British Parliament pass in 1773?

- A. the Sugar Act
- B. the Stamp Act
- C. the Quartering Act
- D. the Tea Act

2. Based on the text, what was the effect of the Boston Tea party?

- A. The British government passed the Quartering Act.
- B. The British government removed all the taxes on imports.
- C. The British government passed the Tea Act.
- D. The British government passed the Intolerable Acts.

3. Read these sentences from the text.

Great Britain wanted to raise money from the goods it was shipping to the colonies. In 1764, the British Parliament passed the Sugar Act to raise the tax on sugar. The next year, the British Parliament passed the Stamp Act. Colonists now had to pay taxes for newspapers, marriage licenses, and all other legal documents.

Many colonists were angered by these taxes. They hadn't agreed to them and felt they were illegal and unfair. Each new tax led to a bigger protest on the part of these colonists.

What can you conclude about the Sugar Act and Stamp Act based on this evidence?

- A. Each act made colonists angry.
- B. Colonists were angrier with the Sugar Act than the Stamp Act.
- C. The tax from the Sugar Act was bigger than the tax from the Stamp Act.
- D. The Sugar Act and Stamp Act were the last acts ever passed by the British Parliament.

4. Based on the text, what was the main reason that the colonists became upset with the British government?

- A. The colonists wanted to take over the British government.
- B. The British government made laws that the colonists thought were unfair.
- C. British soldiers were using the Quartering Act too much.
- D. The colonists were mostly upset about the price of tea.

5. What is the main idea of the text?

- A. After the Stamp Act, the Stamp Act Congress met in New York in order to discuss boycotting British goods.
- B. After the colonists did not obey the laws and taxes imposed on them by the British, the British began the Revolutionary war.
- C. A series of acts and taxes imposed on the colonists from Britain ultimately led to the colonists going to war against Britain and declaring independence in 1776.
- D. During the Boston Tea Party, men boarded ships that held tea and dumped thousands of pounds of it overboard.

**6.** Read these sentences from the text.

Even with a tax on tea, the British company had a price advantage over American tea companies. The colonists were furious. They feared East India Company's tea would put American tea companies out of business. In Boston, a leader of the **resistance** named Samuel Adams decided to protest. He spoke to a group of colonists on December 16, 1773, at the Old South Church in Boston. Shortly after he spoke, a large group of men boarded British ships and dumped thousands of pounds of East India Company's tea into the harbor. Crowds of onlookers gathered to celebrate the rebellious act.

As used in these sentences, what does the word "**resistance**" mean?

- A. the act of fighting or being against something
- B. the act of buying or purchasing something
- C. the act of making or creating something
- D. the act of expressing or talking about something

**7.** Choose the answer that best completes the sentence.

The British wanted to keep control of the colonies in America, \_\_\_\_\_ their actions were out of touch with the colonists' needs.

- A. but
- B. as a result
- C. thus
- D. for example

8. The text mentions several acts, or laws, passed by the British government. Describe two of the laws.

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9. The text mentions several different acts passed by the British government. How did the colonists feel about these acts? Use evidence from the text to support your answer.

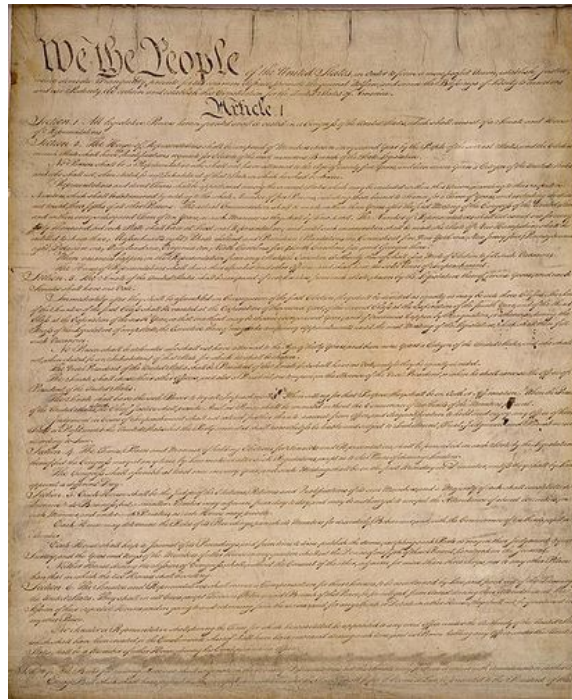
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# The Constitution Tells the States Who Has the Right to Vote

by Judith Schiffer



The Constitution of the United States

The United States is a "Federal Republic." This means that power, like the power to pass laws, is shared between the Federal Government in Washington, D.C., and the governments of each of the 50 states. The Federal Government has certain powers, and the states (and their local governments, like cities and towns) have certain powers. The Constitution of the United States sets out which powers belong to the Federal Government, and which powers belong to the states.

The United States Constitution is the highest law of the land. One of the things it does is to tell the 50 states what they *must do*, and also what they *are not permitted* to do.

The Constitution gives the states the power to conduct elections and to make their own rules about how they do it, and it also tells them what they *are not allowed to do* in conducting elections. For example, states are not allowed to reject people who have the right to vote in an election.

The Constitution says that to be allowed to vote, a person must be a citizen of the United States. You are a U.S. citizen automatically if you are born in the United States. There are

also ways to become a U.S. citizen if you were not born there. One of the ways is a process called "naturalization."

Not all citizens are allowed to vote. For example, a ten-year-old may not vote. For much of early U.S. history mostly white men who were at least 21 years old had the right to vote. Other groups, such as women, were not allowed to vote.

Since then, the rules about who has the right to vote for president and other elected officials have changed, with more groups of American citizens being given this right. These changes were the result of additions, or "amendments," to the Constitution. Twenty-seven amendments have been added to the Constitution, and three of them have to do with who has the right to vote. These three Amendments prohibit the states from denying the right to vote to some groups of citizens. These three groups are African Americans, women, and people who are 18 to 20 years old. Over time, each of these groups was given the right to vote.

In addition, elected officials in Congress have passed laws so that citizens with voting rights can vote. One law makes it illegal for the states to do anything that prevents or makes it especially difficult for these citizens to vote. But some of the states found ways to prevent some citizens from voting, even though they had the Constitutional right to do so. For example, after former African American slaves were allowed to vote, some states did not want them to vote. So they required voters to be able to read and write. They knew that recently freed slaves were prevented from learning to read and write by their former owners.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. According to the text, what does the federal government of the United States share with the 50 state governments?
  - A. power
  - B. money
  - C. voting rights
  - D. companies
  
2. What does the text list and describe?
  - A. powers the president has
  - B. what the Constitution say about voting rights
  - C. the Bill of Rights of the Constitution
  - D. facts about the creation of the Constitution
  
3. The rights of African American voters have been threatened in the United States. What evidence from the text best supports this statement?
  - A. The Constitution says that to be allowed to vote, a person must be a citizen of the United States.
  - B. The Constitution gives the states the power to conduct elections and to make their own rules about how they do it.
  - C. Some states required voters be able to read and write to prevent former African American slaves from voting.
  - D. The voting rights of African Americans have been addressed in the Constitution.
  
4. Based on the text, to whom did the Constitution give voting rights when it was first written?
  - A. white men and women who were at least 21 years old
  - B. black men who were at least 21 years old
  - C. Native American males who were at least 21 years old
  - D. white men who were at least 21 years old

5. What is the main idea of the text?

- A. The federal government of the United States has certain powers, and the 50 states have certain powers.
- B. The United States Constitution includes laws about who can vote but gives states the power to conduct elections.
- C. Some of the 50 states have found ways to prevent some citizens from voting, even though they had the Constitutional right to do so.
- D. Twenty-seven amendments have been added to the Constitution, and three of them have to do with who has the right to vote.

6. Read the following sentences from the text.

"The Constitution gives the states the power to conduct elections and to make their own rules about how they do it, and it also tells them what they *are not allowed to do* in conducting elections. For example, states are not allowed to reject people who have the right to vote in an election."

Based on the text, what does the word "conduct" most nearly mean?

- A. to lead or manage
- B. to carry electricity
- C. to stop or prevent
- D. to make popular

7. Choose the answer that best completes the sentence below.

The Constitution

The United States Constitution tells the 50 states what they *must do*, and also what they *are not permitted* to do. \_\_\_\_\_, the Constitution gives the states the power to conduct elections and to make their own rules about how they do it

- A. However
- B. In conclusion
- C. On the other hand
- D. For example

**8.** Three amendments of the Constitution have given voting rights to different groups of people. Who are these three groups of people?

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**9.** Why did some states require voters be able to read and write?

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**10.** Explain how the right to vote in the United States is impacted by the Constitution and the 50 states. Use information from the text to support your answer.

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# U.S. Presidents: George Washington

by ReadWorks



George Washington is a central figure in the history of the United States. He guided the U.S. and helped it evolve into the nation that it is today. Before becoming President, Washington led the Continental Army to victory, winning American independence from Britain during the Revolutionary War. After the war ended, he was a key player at the convention that drafted the United States Constitution. Finally, as President, Washington's leadership solved many problems. It showed people that the Constitution could work to govern a new nation.

America was a very different place back in Washington's time. The nation was small and weak. There were only 13 states in the U.S. when Washington took office. When he left after two terms there were 16. The country only stretched as far as the Mississippi River. Slavery was legal and widespread throughout the nation. Most people farmed and struggled to make a living. Many children never went to school. Most adults could not read or write.

Communication and transportation were slow and difficult. It took days for Washington to

travel the distance covered in a couple of hours by car today.

Many Americans loved Washington for the way he handled hardship. As a general, he lost many battles and suffered greatly. Washington never gave up, even during the bitter winters when he and his troops had barely enough food or supplies to survive. Washington's officers admired his loyalty and strength.

When it came time for the state delegates at the Constitutional Convention to vote for the nation's first president, Washington was unanimously elected. Washington wanted to strengthen the democratic government in the U.S. He did not want the U.S. to have kings who were rulers for life. He showed this when he resigned from the Presidency. He resigned after being President for two terms. By stepping away from all the power of the Presidency, he set an example for future Presidents. He also strengthened the new democratic government in the U.S.

There are some parts of Washington's legacy today that are more complicated. Washington owned a plantation called Mount Vernon. Many enslaved people worked at Mount Vernon. But after the American Revolution, Washington started to think that slavery was wrong. Washington was not public about his thoughts. But we know that his view on slavery changed because he freed all of the enslaved workers at Mount Vernon when he died. Washington also was involved with taking land from Native American tribes living in North America. Washington wanted to make fair ways to deal with tribal land. But more than that, he wanted to expand the U.S. So, if a tribe would not agree to his terms, he took their land violently from them. Washington is admired today by many Americans, but these harmful actions are also part of his legacy.

Today, George Washington is honored in many ways. His face adorns America's dollar bill and its quarter. Both Washington state and our nation's capital, Washington, D.C., are named after the first President. The bridge that stretches across the Hudson River from New Jersey to New York is named the George Washington Bridge. It is located exactly where Washington crossed the Hudson with his troops to defeat British forces. Mount Vernon now has a museum and education center. There, historians teach people today about all sides of Washington's complicated legacy.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. George Washington led soldiers in which war?

- A. World War I
- B. the Civil War
- C. the Revolutionary War
- D. World War II

2. What does the author describe in the second paragraph?

- A. how George Washington became president
- B. how America was different during Washington's time
- C. how George Washington is honored today
- D. how Washington helped win the Revolutionary War

3. Read the following sentences from the text.

"When it came time for the state delegates at the Constitutional Convention to vote for the nation's first president, Washington was unanimously elected. Washington wanted to strengthen the democratic government in the U.S. He did not want the U.S. to have kings who were rulers for life. He resigned after being President for two terms. By stepping away from all the power of the Presidency, he set an example for future Presidents. He also strengthened the new democratic government in the U.S. "

What can you conclude about Washington based on this information?

- A. Washington cared more about the country's government than about personal power.
- B. Washington was forced to step down from the Presidency by his friends.
- C. Washington mostly cared about military victories, not government strength.
- D. Washington decided to build a new home while he was President.

4. How can America's feelings about George Washington best be described?

- A. scared
- B. sad
- C. appalled
- D. complicated

5. What is this passage mostly about?

- A. how the United States was different during the time of George Washington
- B. George Washington, the first President of the United States
- C. why George Washington's face is on the dollar bill and the quarter
- D. how George Washington helped defeat the British in the Revolutionary War

6. Read the following sentence: "[George Washington's] face adorns America's dollar bill and its quarter."

What does the word "**adorns**" mean as used in this sentence?

- A. loves
- B. peels
- C. shocks
- D. decorates

7. Choose the answer that best completes the sentence below.

As a general, Washington never gave up, \_\_\_\_\_ he faced hardship and loss.

- A. finally
- B. namely
- C. however
- D. even though

8. What evidence do we have that George Washington's views on slavery changed during his life?

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**9.** How did Washington expand the U.S.'s land?

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**10.** Why do you think the author describes Washington's legacy as complicated?  
Support your answer with two examples from the passage.

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