

New England Unit

common
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standards

grades 3-7

State History Lessons



literacy
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core
standards!



By Amy Headley and Victoria Smith

LESSONS *at a* GLANCE

THE LESSON PLAN

Before reading Connecticut, students will:

- complete Vocabulary Cards for *abolished, accused, adopted, agriculture, allies, American Revolution, ammunition, antislavery, appointed, Bermuda, borders, capital, charter, citizens, colonies, colonists, Confederate States of America, conflict, constitution, Continental Army, contrast, debt, dominion, economy, elections, England, Europeans, exotic, governor, Great Britain, Great Lakes, historians, imported, independent, industries, inhabited, island, loyal, mammals, mansion, manufacturing, mother country, motto, Netherlands, New England, New World, North America, overthrown, plantations, profitable, Puritan, seceded, surrendered, sustains, territories, textile, transplanted, treaty, trolley, Union, united, vowed, wampum.*

After reading Connecticut, students will:

- answer Connecticut Reading Comprehension Questions.
- complete Connecticut Language Skills Exercise.
- create a Venn Diagram comparing the Civil War and Revolutionary War.
- use Venn Diagram to write a Compare and Contrast paragraph.
- take a Vocabulary Quiz for Connecticut.

THE CONNECTICUT LESSON COVERS THESE 5TH GRADE CORE STANDARDS:

CC.5.RI.3, CC.5.RI.4, CC.5.RI.7, CC.5.RI.10, CC.5.RF.3A, CC.5.RF.4A, CC.5.RF.4C, CC.5.W.2A, CC.5.W.2B, CC.5.W.2D, CC.5.W.2E, CC.5.W.4, CC.5.W.5, CC.5.W.7, CC.5.W.10, CC.5.L.2E, CC.5.L.4A, CC.5.L.4C, CC.5.L.6

★ LESSONS *at a* GLANCE ★

THE LESSON PLAN

Before reading Maine, students will:

- complete Vocabulary Cards for *autobiography, biographies, coast, compromise, confederacy, conquered, debate, explorations, fertilized, harsh, maize, merchants, muskets, New France, Parliament, populated, raided, species, timber, victorious, voyages, West Indies.*

After reading Maine, students will:

- answer Maine Reading Comprehension Questions.
- complete Maine Language Skills Exercise.
- differentiate between primary and secondary sources.
- research primary and secondary sources to create the game Find the Fib.
- take a Vocabulary Quiz for Maine.

Note: You will need to make 4 copies of the Find the Fib cards for each student.

THE MAINE LESSON COVERS THESE 5TH GRADE CORE STANDARDS:

CC.5.RI.4, CC.5.RI.7, CC.5.RI.10, CC.5.RF.3A, CC.5.RF.4A, CC.5.RF.4C, CC.5.W.7, CC.5.L.4A, CC.5.L.4C, CC.5.L.6

★ LESSONS *at a* GLANCE ★

THE LESSON PLAN

Before reading Massachusetts, students will:

- complete Vocabulary Cards for *boycotting, branded, canal, Continental Congress, delegates, devoted, disguised, evacuated, flee, geography, harbor, hostility, intolerable, liberty, massacre, militia, minutemen, monuments, peninsula, Pilgrims, preserved, protest, reenactment, repealed, representatives, resort, seaport, survival, venison.*

After reading Massachusetts, students will:

- answer Massachusetts Reading Comprehension Questions.
- complete Massachusetts Language Skills Exercise.
- use number pairs to complete Massachusetts Grid Math.
- take a Vocabulary Quiz for Massachusetts.

THE MASSACHUSETTS LESSON COVERS THESE 5TH GRADE CORE STANDARDS:

CC.5.RI.4, CC.5.RI.7, CC.5.RI.10, CC.5.RF.3A, CC.5.RF.4A, CC.5.RF.4C, CC.5.L.4A, CC.5.L.4C, CC.5.L.6

★ LESSONS *at a* GLANCE ★

THE LESSON PLAN

Before reading New Hampshire, students will:

- complete Vocabulary Cards for *boundaries, captive, commerce, Confederacy, council, destructive, expanding, expedition, formations, founded, glacial, granite, illegal, interior, livestock, privateers, production, prospering, province, recovered, scalps.*

After reading New Hampshire, students will:

- answer New Hampshire Reading Comprehension Questions.
- complete New Hampshire Language Skills Exercise.
- create a New Hampshire Concept Web and write an expository paragraph.
- use a graphic organizer to write an expository paragraph about New Hampshire.
- take a Vocabulary Quiz for New Hampshire.

THE NEW HAMPSHIRE LESSON COVERS THESE 5TH GRADE CORE STANDARDS:

CC.5.RI.4, CC.5.RI.7, CC.5.RI.10, CC.5.RF.3A, CC.5.RF.4A, CC.5.RF.4C, CC.5.W.2A, CC.5.W.2B, CC.5.W.2C, CC.5.W.2D, CC.5.W.2E, CC.5.W.4, CC.5.W.5, CC.5.W.10, CC.5.L.4A, CC.5.L.4C, CC.5.L.6

★ LESSONS *at a* GLANCE ★

THE LESSON PLAN

Before reading Rhode Island, students will:

- complete Vocabulary Cards for *abolish, abolitionist, adopted, annual, artifacts, Constitution, donations, exhibits, federal, gorge, habitats, inhabited, kayaking, mansions, manufacturing, nationalities, official, planetarium, plantation, Puritan, Quaker, raid, ratify, refuge, revolt, solo, synagogue, textile, varieties, wilderness, yacht.*

After reading Rhode Island, students will:

- answer Rhode Island Reading Comprehension Questions.
- complete Rhode Island Language Skills Exercise.
- use cardinal and intermediate directions to plot points of interest on a New England Map.
- take a Vocabulary Quiz for Rhode Island.

THE RHODE ISLAND LESSON COVERS THESE 5TH GRADE CORE STANDARDS:

CC.5.RI.4, CC.5.RI.7, CC.5.RI.10, CC.5.RF.3A, CC.5.RF.4A, CC.5.RF.4C, CC.5.W.7, CC.5.W.10, CC.5.L.4A, CC.5.L.4C, CC.5.L.6

★ LESSONS *at a* GLANCE ★

THE LESSON PLAN

Before reading Vermont, students will:

- complete Vocabulary Cards for *artillery, boundaries, canal, Confederate, constitution, Continental Army, Continental Congress, convinced, defeat, disputes, forbid, innocent, minutemen, Mormon, outlaws, potash, tavern, tourism, vicious.*

After reading Vermont, students will:

- answer Vermont Reading Comprehension Questions.
- complete Vermont Language Skills Exercise.
- read about the Revolutionary War and answer cause and effect questions.
- research to solve riddles about the six New England States.
- take a Vocabulary Quiz for Vermont.

THE VERMONT LESSON COVERS THESE 5TH GRADE CORE STANDARDS:

CC.5.RI.4, CC.5.RI.7, CC.5.RI.10, CC.5.RF.3A, CC.5.RF.4A, CC.5.RF.4C, CC.5.W.1B, CC.5.W.7, CC.5.SL.1A, CC.5.SL.1C, CC.5.L.4A, CC.5.L.4C, CC.5.L.6

VOCABULARY CARD

word: _____
definition: _____

VOCABULARY CARD

word: _____
definition: _____

VOCABULARY CARD

word: _____
definition: _____

CONNECTICUT

Connecticut, the Constitution State, was one of the original 13 colonies in America. It is the southernmost of the New England states in the Northeast region of the United States.

In 1639, colonists in Connecticut adopted the nation's first written constitution. This is why Connecticut is nicknamed the Constitution State.

The name Connecticut comes from a group of Native Americans who spoke the Algonquian (al•GONG•kee•in) language. The name means "up the long river." The river is the Connecticut River. The Connecticut River runs through the middle of Connecticut, dividing the state in half.

The capital and second largest city in Connecticut is Hartford. Hartford is located on the west bank of the Connecticut River. It is a major manufacturing city in Connecticut.

The state bird of Connecticut is the American Robin. The state flower is the Mountain Laurel, and the state tree is the White Oak. Connecticut's motto is "He Who Transplanted Still Sustains."



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THE FIRST CONTINENTAL CONGRESS

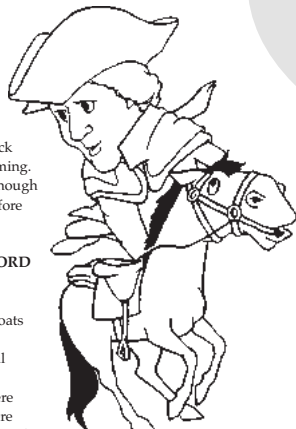
In September, 1774, every colony, except Georgia, sent representatives to the First Continental Congress in Philadelphia. The reason for the meeting was to decide what to do about Great Britain's cruel treatment of the colonists. The leaders of the meeting included Samuel Adams and John Adams of Massachusetts, George Washington and Patrick Henry of Virginia, and Benjamin Franklin of Pennsylvania.

The colonists were angry with Great Britain's unfair taxes and the Intolerable Acts. Britain made it clear that it was not going to loosen its grip on the colonies. The representatives voted to end all trade with Great Britain until the Intolerable Acts were repealed. They also wrote letters to King George III asking him to abolish the Acts. The delegates of the Continental Congress told the colonists to begin training for war.

The colonists prepared for war. They had never formally organized an army or navy, but white men from 16 to 60 years old volunteered to form a militia (muh•LIH•shuh). Groups of minutemen also prepared themselves for battle. Weapons and gunpowder were gathered and stored in the village of Concord, Massachusetts. British spies found out about the weapons and planned a surprise raid to capture the weapons and take them away. Great Britain hoped that taking away the colonists' weapons would avoid a war.

PAUL REVERE'S FAMOUS RIDE

Just after midnight on April 18, 1775, seven hundred British soldiers dressed in bright red coats left Boston. They marched toward the village of Concord. Paul Revere, a silversmith, and his friend William Dawes, were watching. They rode on horseback to warn the colonists that the British Redcoats were coming. Paul Revere's warning gave the colonists in Concord enough time to hide most of their weapons and gunpowder before the British soldiers arrived.



PAUL REVERE

THE BATTLES OF LEXINGTON AND CONCORD

Minutemen who heard Paul Revere's warning met the British soldiers in the town of Lexington, Massachusetts. The minutemen tried to keep the Redcoats from entering the village of Concord. The first shots of the Revolutionary War were fired in Lexington. Several minutemen were killed or wounded.

The British troops continued on to Concord where they searched for the hidden weapons. Again, they were met by a group of minutemen who had been warned that the Redcoats were coming. In a brief battle, three Redcoats and two minutemen were killed.

The British soldiers turned back to Boston. Along the way, more minutemen fired at them from behind trees and stone fences. Over 200 British Redcoats and 90 American minutemen were wounded and killed during the battle.

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THE ABNAKI CONFEDERACY

The Abnaki were farmers who fertilized their crops of maize by placing one or two dead fish in the soil. During the 1600s, the Abnaki were constantly at war with other Native American tribes. Each tribe in the Abnaki confederacy had a war chief and a chief to keep order in the village. The fighting and the arrival of English colonists forced many of the Abnaki to move to the French territories of Québec (kwuh•BEK) and New Brunswick in Canada. This territory was known as New France at the time.

SAMUEL DE CHAMPLAIN (sham•PLANE)

French explorer Samuel de Champlain was known as the Father of New France. He received this nickname because he discovered the Ottawa River, Lake Champlain, Lake Ontario, and Lake Huron. He also established Québec, the first permanent settlement in New France.

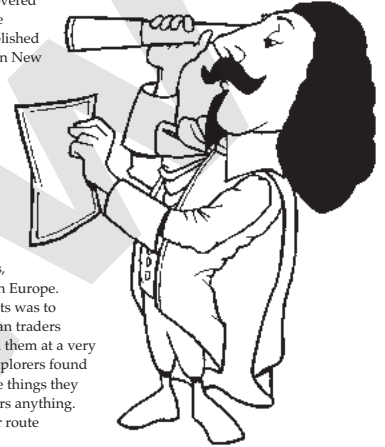
From 1603 to 1633, Champlain made 12 voyages from New France to the Northeast region. Like many explorers before and after him, Champlain was searching for a water route that connected North America to Asia.

Getting to Asia was important to Champlain and other European explorers. In Asia they could buy jewels, silk, and spices that were not available in Europe.

The only way to get these products was to buy them from Italian traders. The Italian traders purchased the items from Asia, and sold them at a very high price to Europeans. If European explorers found a water route to Asia, they could buy the things they wanted without paying the Italian traders anything. Unfortunately, there was no direct water route connecting North America to Asia.

In 1604, Champlain visited the present-day state of Maine. He explored and named Mount Desert, the largest island along Maine's coast. He discovered that the New England coast was full of beaver furs. Champlain became friendly with the Abnaki people and other Algonquian tribes. He established a profitable fur trading business with Maine's Native Americans.

In 1609, Champlain and his men joined with New England's Algonquian tribes and raided the Iroquois (EAR•uh•kwoy) who lived in present-day New York. The Iroquois were trying to take complete control of the fur trade with the Europeans. Armed with muskets, Champlain and his friends easily defeated the Iroquois. During the raid, Champlain became the first European to reach a body of water that he named Lake Champlain.



SAMUEL DE CHAMPLAIN

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HANNAH DUSTIN

Hannah Dustin lived with her husband and eight children in the New Hampshire town of Haverhill. In the spring of 1697, Native Americans raided Haverhill. They killed about 30 people and took several prisoners.

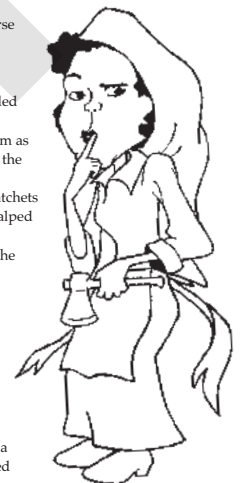
Hannah, her newborn baby, and the baby's nurse were taken as prisoners during the raid. Shortly after leaving Haverhill, the Native Americans murdered Hannah's baby.

The Native Americans and their captives traveled more than 100 miles through New Hampshire. They planned to take their prisoners to Canada and sell them as slaves to the French. The group stopped to rest along the Merrimack River.

Hannah and two other captives grabbed the hatchets of the sleeping Native Americans. They killed and scalped ten of the Native Americans. Hannah and the other surviving prisoners took a canoe and paddled down the Merrimack River to safety.

FRANCE SURRENDERS

The French and Indian War was the final battle of a long conflict between France and the English colonists. In 1760, the French and their Native American allies finally surrendered. France signed a treaty and gave up all of its land east of the Mississippi River. In New Hampshire, the end of the war meant that the Native Americans were no longer a threat. Most of the surviving Native Americans moved out of New Hampshire. The area was opened to white settlement and the population of New Hampshire grew.



HANNAH DUSTIN

GREAT BRITAIN'S UNFAIR TAXES

The English colonists faced a new enemy after the French and Indian War. Great Britain taxed the colonists to pay for an army and navy to protect the new land won during the war. Colonists were forced to pay taxes on imported items like sugar, tea, glass, paint, and paper. The colonists especially hated the Stamp Act. The Stamp Act required the colonists to buy stamps and stick them on legal documents and newspapers.

The colonists complained about "taxation without representation." Each colony had been careful to set up laws that allowed freedom of religion and self-government. They felt it was unfair for Parliament (PAR•luh•ment), 3,000 miles away in Great Britain, to tax them without their permission. The colonists believed that only the people they elected had the power to tax them. They argued that they did not elect any of the representatives in Parliament.

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MAPPING: NEW ENGLAND STATES

Geography is the study of the Earth. It includes the Earth's land, water, weather, animal life, and plant life. **Geographers** are people who study geography. You can think of yourself as a geographer because you will be learning about places on the Earth.

Location is important to the study of geography. It is almost impossible to figure out your location or find your way around if you do not know the four main, or **cardinal directions**. North, south, east, and west are the **cardinal directions**. On a map these directions are labeled N, S, E, and W.



Between the four main directions are the **intermediate directions**. Northeast, or NE, is the direction between north and east. Southeast, or SE, is the direction between south and east. Southwest, or SW, is the direction between south and west. Northwest, or NW, is the direction between north and west.

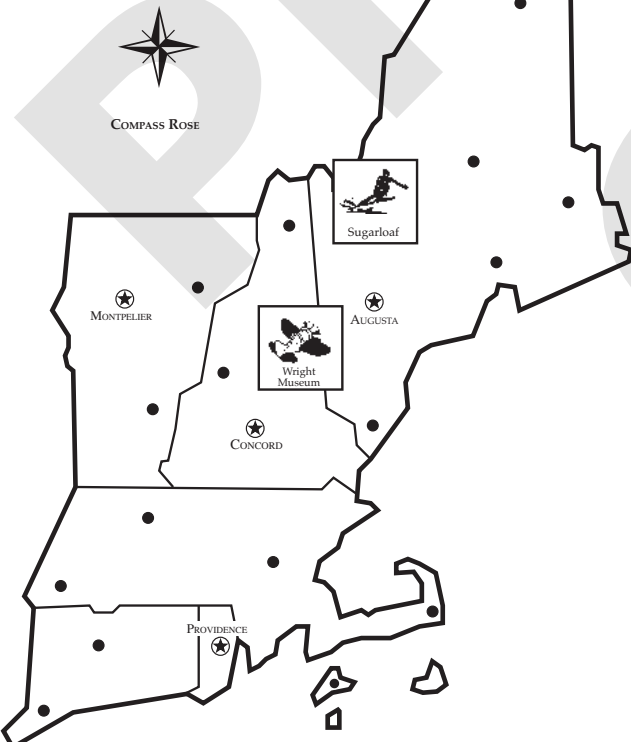
A **reference point** is also important for finding your location. A **reference point** is simply a starting point. It's difficult, for example, to travel north if you don't have a starting point.

Example: Sugarloaf is a ski resort in the winter and a golfer's paradise in the summer. From the first winter snowfall until early May, visitors enjoy skiing and snowboarding down the second highest mountain in the state. During the summer months, the snow melts and Sugarloaf turns into one of this state's most popular golf courses. Sugarloaf is **north** of **Augusta**.

This example gives you some very important information. It tells you that your **reference point**, or starting point, will be the city of Augusta. Locate Augusta on your New England States map. Put your finger on Augusta and slide it **north**. You should see a picture of Sugarloaf already placed there for you.

Name _____

NEW ENGLAND STATES

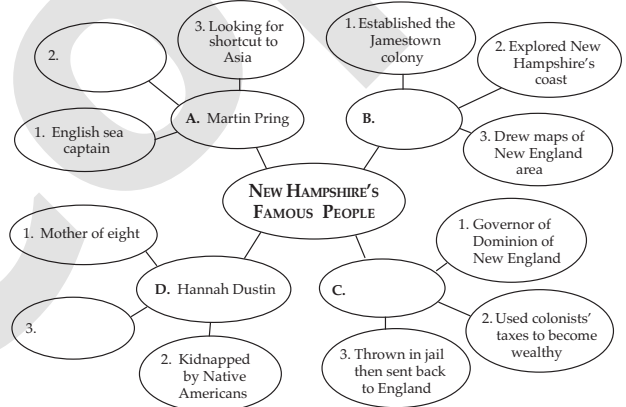


13. Martha's Vineyard was established in 1642. Its location on the Atlantic Ocean makes it a favorite spot for boating, swimming, biking, and catching a delicious lobster for dinner. Martha's Vineyard is southeast of Providence.
14. Baxter State Park is a wilderness area of 202,064 acres. The land was given to this state by one of its governors, Percival P. Baxter. The park offers more than 175 miles of trails for summer hikers. During the winter, the trails are covered with a blanket of snow and hiking boots are traded for cross country skis. Baxter State Park is located north of Acadia National Park.
15. Rosie O'Grady's Balloon of Peace Monument marks the starting point for the world's first solo balloon flight across the Atlantic Ocean. In 1984, Joe Kittinger flew 3,535 miles from this spot to Italy in his hot air balloon named *Rosie O'Grady's Balloon of Peace*. Rosie O'Grady's Balloon of Peace Monument is located northeast of Baxter State Park.
16. Beardsley Zoological Gardens is this state's only zoo. Visitors stroll through 52 acres set aside for wild animals from North and South America. Beardsley Zoological Gardens is located southwest of the Harriet Beecher Stowe Center.



NEW HAMPSHIRE

Directions: Here is a concept web to help you write a report about New Hampshire's famous people. Study the concept web and use it to answer questions 1-4.



- 1 Which of these belongs in number 2 around circle A?
 A New Hampshire's first European visitor
 B First president of the United States
 C King of England
 D Spanish explorer
- 2 Which of these belongs in circle B?
 F Thomas Jefferson
 G King James II
 H Abraham Lincoln
 J John Smith
- 3 Which of these belongs in circle C?
 A John Adams
 B Benjamin Franklin
 C Sir Edmund Andros
 D Samuel de Champlain
- 4 Which of these belongs in number 3 around circle D?
 F Fought in the Revolutionary War
 G Killed and scalped ten Native Americans before escaping
 H George Washington's wife
 J Made the first American flag

LANGUAGE

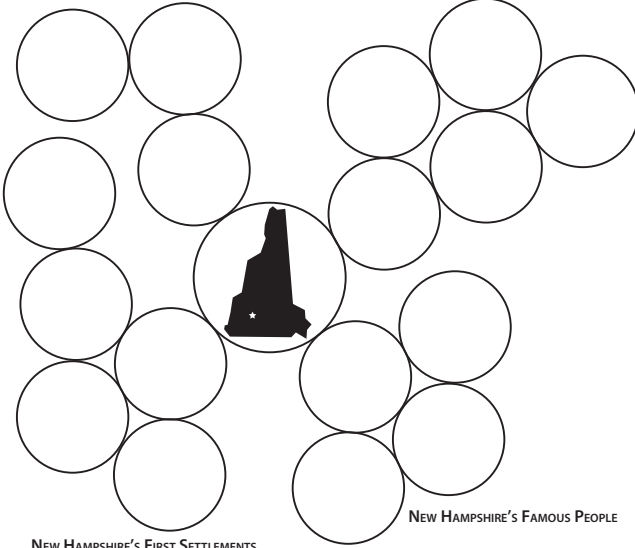
Answers			
1	A	B	C
2	F	G	H
3	A	B	C
4	F	G	H

NEW HAMPSHIRE CONCEPT WEB

You just finished answering questions about a Concept Web of New Hampshire's famous people. In this activity, you will create your own Concept Web about New Hampshire. In a Concept Web, the topic is in the middle and information about the topic forms a "web." Use what you have read about New Hampshire to fill in the circles with the information requested.

NEW HAMPSHIRE'S POINTS OF INTEREST

IMPORTANT DATES IN NEW HAMPSHIRE'S HISTORY



NEW HAMPSHIRE'S FIRST SETTLEMENTS

NEW HAMPSHIRE'S FAMOUS PEOPLE

Use the information from your Concept Web and the graphic organizer on the next page to write a rough draft four sentence paragraph about New Hampshire. Your paragraph will include information about New Hampshire's points of interest, first settlements, famous people, and important dates. The graphic organizer will help you start your paragraph with a Topic Sentence and end it with a good Closing Sentence.

FIND THE FIB GAME

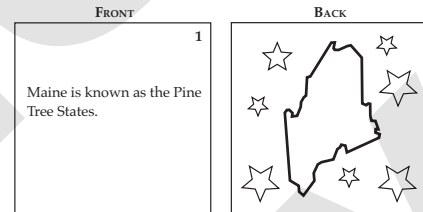
You have just finished learning about Maine, a very interesting state with a colorful past.

In this activity, you will collect facts about Maine to make a game known as "Find the Fib."

Directions:

- Use your scissors to cut apart the Maine "Find the Fib" cards given to you by your teacher. You will need 20 cards.
- Neatly color the picture of Maine on the back of each card.
- Use information you have read about Maine, encyclopedias, books in the library, the Internet, and other **primary** and **secondary** sources to find 15 true facts about Maine.
- Write each fact on a separate card. Try to fit the whole fact on one side of the card.
- Make up 5 false facts, or "fibs" about Maine. Make the fib as believable as possible so that it can't be easily seen as a fib.
- Write each fib on a separate card, just like you did with the true facts. Again, try to fit the whole fib on one side of the card.
- Mix and shuffle all of the cards together, so the true facts and fibs are mixed together.
- Number the cards 1-20.
- Make an answer key for yourself so you will know which cards are the true facts and which cards are the fibs.
- Give your cards to 2 or 3 other people in the class to see if they can find the true facts and the fibs.

SAMPLE CARD

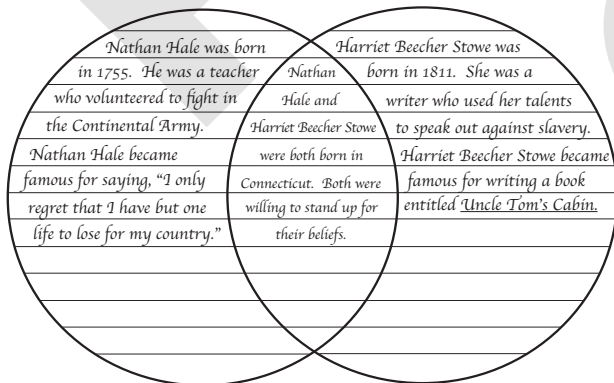


MAKING A VENN DIAGRAM

A Venn Diagram is a great tool to use when you want to create a graphic that shows how topics are different, yet alike at the same time. In a Venn Diagram, two or more large circles overlap in the middle. The differences between the chosen topics are written in the large outer areas of the circles. Things that the topics have in common are written where the circles overlap.

Look at the Venn Diagram below. There are two large circles that overlap to show how Nathan Hale and Harriet Beecher Stowe were both different and alike. In the large areas of the circles, the differences between Nathan Hale and Harriet Beecher Stowe have been listed. The overlapping sections of the circles list the ways that Nathan Hale and Harriet Beecher Stowe were alike.

Topic: Nathan Hale Topic: Harriet Beecher Stowe



COMPARE & CONTRAST PARAGRAPH

Directions: Use your Venn Diagram and a separate piece of paper to write a rough draft paragraph comparing and contrasting the American Revolution and the Civil War.

Your paragraph should include:

- a topic sentence clearly stating that you will be comparing and contrasting the American Revolution and the Civil War.
- two supporting sentences describing how the two wars were alike.
Example: The American Revolution and the Civil War were both fought in the United States over issues that involved freedom.
- two supporting sentences describing how the two wars were different.
Example: While the Revolutionary War started in Massachusetts, the first shots of the Civil War were fired in South Carolina.
- a closing sentence that "sums up" your paragraph.

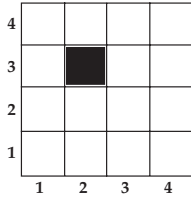
Have someone edit your rough draft paragraph before writing your final draft in the space below and on the next page.



Directions: In this activity, you will use the Venn Diagram on the next page to compare and contrast the Civil War and the American Revolution. Use the information from Connecticut as well as other books, encyclopedias, and the Internet to find the information for your Venn Diagram. Follow the example by listing the differences between the two wars in the large areas of the circles. Use the overlapping areas of the circles to list ways that the Civil War and the American Revolution were alike.

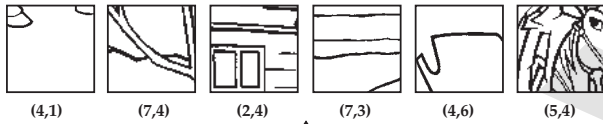
Grid Math is a fun way to learn an important skill. Grids are used to find places on maps, to track weather patterns, and in space exploration.

For Example: If you want to locate a place where 2 meets 3 (2,3), you would go **over** to 2 and **up** to 3. On a map or an atlas, (2,3) may be the place where you would find the name of your city.



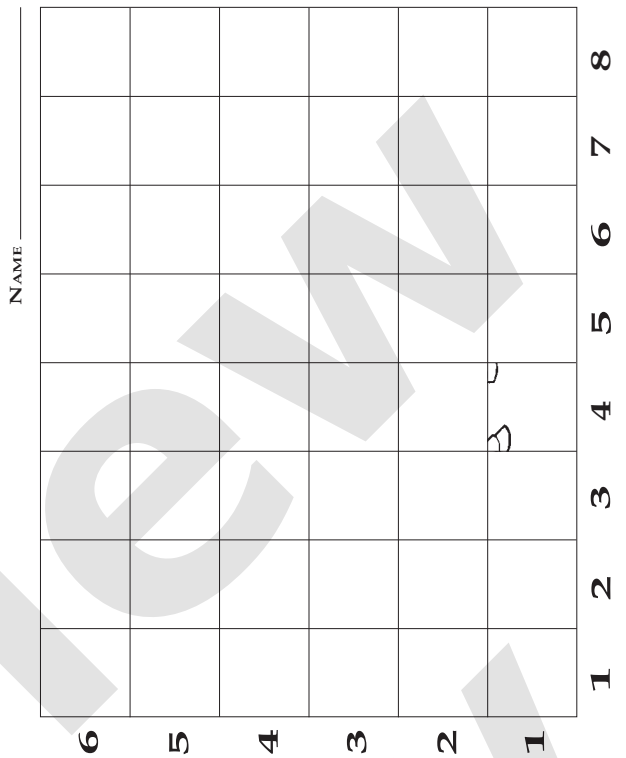
Directions: In this activity you will use a grid system to put together a puzzle that should remind you of an important event in the history of Massachusetts. You will need the 48 puzzle pieces (some of the puzzle pieces are below and the rest of them are on the next page), and the blank grid.

1. Cut out the puzzle pieces **one at a time** (cut around the thick black line of the square). Glue that piece in its proper place on the empty grid before cutting out the next piece. Make sure that you do not turn the puzzle piece upside down or turn it on its side before gluing it; the way it looks before you cut it out is the way it should be glued onto the grid.
2. Follow the example above: If the puzzle piece is labeled (4,1), glue that piece in the space where 4 meets 1 on the grid by going **over** to 4 and **up** to 1. (4,1) has been done for you as an example.
3. When you are finished, color in your picture with your coloring pencils.



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Name _____

NEW ENGLAND RIDDLER

Learning about different places is important to the study of geography. Describing a place can help you learn how places are similar and different from one another. In this activity, you will solve riddles based on the place descriptions of the six New England states in the Northeast region. These states include **Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont.**

Directions: Use your written information about Vermont, encyclopedias, maps, the Internet, and other books to solve the 10 riddles. Each of the six New England states will be used at least once. Some of the states will be used more than once. Be careful to read the entire clue before deciding which state **best** answers the question, "Who Am I?" Write your answers on the lines provided.

1. My state capital is also my second largest city and an important manufacturing area. My visitors enjoy more than 100 state parks. Hikers challenge themselves on the Appalachian Trail, which crosses through my western side. My first English settlers came from a colony in Massachusetts and built the Three River Towns.

Who Am I? _____

2. Most of my land is covered with woods where deer, black bears, moose, and bobcats live. I only take up 10,000 square miles of space, making me one of the smallest states in the Union. My nickname comes from the fact that there are so many granite formations and deposits located within me. One of my most famous sites is the "Old Man of the Mountain," a rock formation that looks like a human face.

Who Am I? _____

3. I have a land area of 1,212 square miles. I am bordered on the south by the Atlantic Ocean, and as a result I have more than 400 miles of coastline. This probably explains why they call me the Ocean State. My state capital is a manufacturing city and the third largest city in all of New England.

Who Am I? _____

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GLOSSARY

- a•bol•ished** stopped or put an end to.
- ac•cused** blamed or charged with a crime.
- a•dop•ted** accepted and put into action.
- ag•ri•cul•ture** planting crops and raising farm animals.
- al•lies** groups of people who come together to help one another in times of trouble.
- A•mer•i•can Rev•o•lu•tion** conflict between 13 English colonies in North America and their mother country, Great Britain. Also known as the Revolutionary War.
- am•mu•ni•tion** bullets and explosive items used in war.
- an•ti•slav•ery** against slavery.
- ap•point•ed** chosen or selected.
- Ber•mu•da** a British colony located in the Atlantic Ocean.
- bor•ders** lies right next to something.
- cap•i•tal** the city that serves as the center of government for the state.
- char•ter** a contract which gives one group power over another.
- cit•i•zens** people living in a city, town, state, or country who enjoy the freedom to vote and participate in government decisions.
- col•o•nies** groups of people who are ruled by another country.
- col•o•nists** people who live in a colony.
- Con•fed•er•ate States of A•mer•i•ca** the nation formed by the Southern states during the Civil War.
- con•flict** a struggle or disagreement.
- con•sti•tu•tion** a plan which outlines the duties of the government and guarantees the rights of the people.
- Con•ti•nen•tal Ar•my** American troops that fought against Great Britain during the Revolutionary War.
- con•trast** to show the differences.
- debt** money that is owed to someone else.
- do•min•ion** large territory with one ruler.
- e•con•o•my** the way a city, state, or country makes money.
- e•lec•tions** selections of leaders by voting for them.
- En•gland** a region located on the southern part of the island of Great Britain.

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