



On behalf of Splash! Publications, we would like to welcome you to *Massachusetts*, one of 50 State History lessons. This lesson was designed by teachers with you and your students in mind.

THE FORMAT

We've created a color and black line version of this lesson. Use the color version for your White Board and the black line masters to make copies for your students. Our goal is a lesson that you can use immediately. No comprehension questions to write, activities to create, or vocabulary words to define. Simply make copies of the lesson for your students and start teaching.

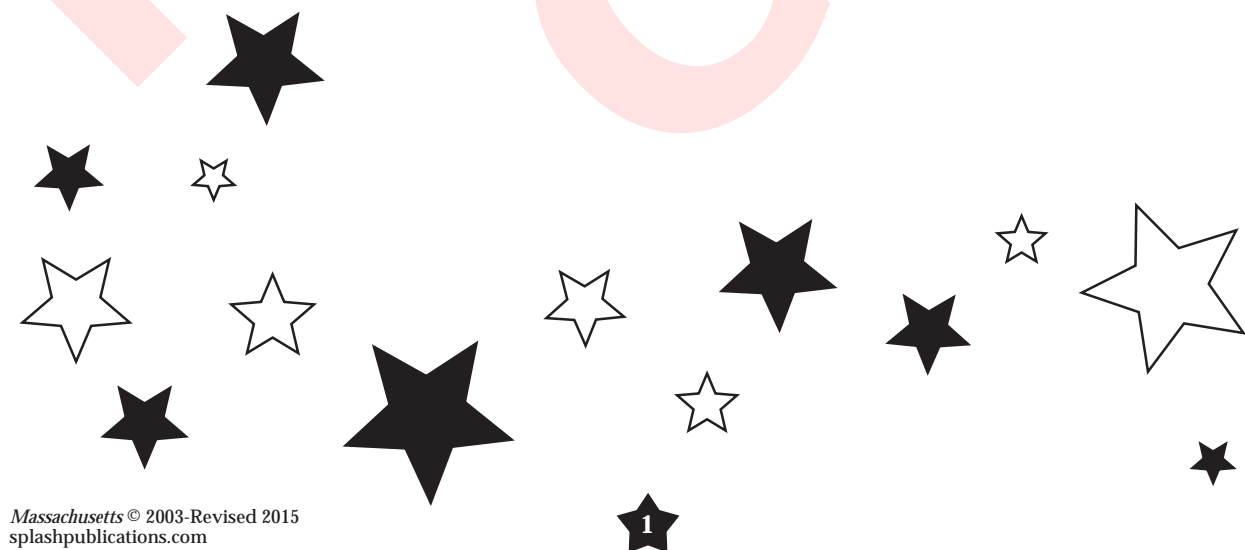
THE VOCABULARY

Our lessons feature words in bold type. We have included a Glossary 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 at the end of the lesson.

NOTE: The answers to all activities and quizzes are at the end of the lesson.

INTERACTIVE HISTORY NOTEBOOK

In addition to other higher-level Common Core aligned activities, we have included step-by-step directions for four Interactive Notebook activities that students will create and glue into a history notebook. When finished, the history notebook will provide students with a long lasting Massachusetts history reference. A composition book works well for keeping the Interactive Notebook activities.





CORE STANDARDS: THE “BIG IDEAS”

Core Standards help teachers prioritize instruction and connect the “big ideas” students need to know in order to advance. As a reading-based lesson, *Massachusetts* fosters literacy in Social Studies.

At the same time that students are learning important factual content about *Massachusetts*, they are meeting the Common Core Standards for English Language Arts and making connections to the “big ideas” in American History. Below is the legend used to abbreviate the Common Core Strands:

COMMON CORE STRAND CODE:

CC = COMMON CORE

RL = READING-LITERATURE

RI = READING INFORMATIONAL TEXT

RF = READING FOUNDATIONS SKILLS

W = WRITING

SL = SPEAKING LISTENING

L = LANGUAGE

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Illustrations and cover design by Victoria J. Smith

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★ LESSONS *at a* GLANCE ★

THE LESSON PLAN

Before reading Massachusetts, students will:

- follow directions to create a Vocabulary Organizer to glue into their Massachusetts history notebooks for ***bay, 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.
- answer questions about Massachusetts and then follow directions to create a Massachusetts History Cube to glue into their Massachusetts history notebooks.
- follow directions to create Interactive Time Lines to glue into their Massachusetts history notebooks that illustrate eight important events in the history of Massachusetts.
- use number pairs to complete Massachusetts Grid Math.
- follow directions to create a Phillis Wheatley Journal Page and Famous Person Wheel to glue into their Massachusetts history notebooks.
- take a Vocabulary Quiz for Massachusetts.

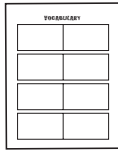
THE MASSACHUSETTS LESSON IS ALIGNED WITH THESE 5TH GRADE CORE STANDARDS:

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

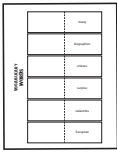
VOCABULARY ORGANIZERS

There are many new vocabulary words to learn before beginning your study of Massachusetts. Your Massachusetts history notebook is a great place to record and store the words and definitions that you will need to be familiar with during this lesson.

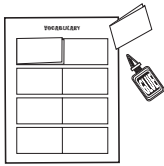
Directions: Choose the next five blank pages in your Massachusetts history notebook. Using the Glossary provided by your teacher and the Vocabulary templates, follow the directions below to create and glue five Vocabulary Organizers securely into your history notebook.



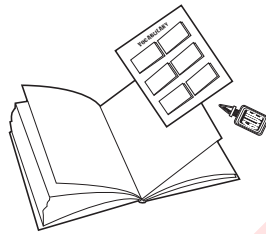
1. Cut each Vocabulary Template along all bold lines.



2. Cut out all the vocabulary words along the bold lines and fold along the dotted lines. Open each vocabulary word book and write the definition inside.

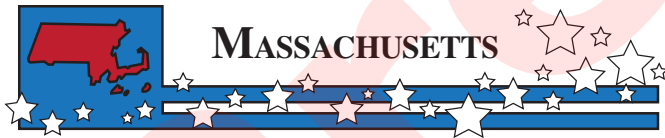


3. Glue each folded word book on top of a square on the Vocabulary Template.



4. Glue each completed Vocabulary Template into your notebook.

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Massachusetts, the **Bay State**, is one of six New England states located in the Northeast region of the United States. Massachusetts was one of the 13 original states in America. It was also home to two of the 13 original colonies, Plymouth and the Massachusetts Bay colony. It is nicknamed the Bay State because of an early settlement on Cape Cod Bay.

The capital of Massachusetts is Boston, the largest city in all of New England. Boston is the Northeast region's most important **seaport**. Those who visit Boston on December 16th of each year can see a **reenactment** of the Boston Tea Party in the Boston **Harbor**.

The state bird of Massachusetts is the Chickadee. The state flower is the Mayflower, and the state tree is the American Elm. The state motto of Massachusetts is "By the Sword We Seek Peace, but Peace Only Under **Liberty**."

POINTS OF INTEREST IN MASSACHUSETTS

The name Massachusetts comes from Native American words that mean "near the great mountain." Historians believe that the great mountain is the tallest point of the Blue Hills, a recreation area in Massachusetts.

Visitors to Massachusetts enjoy both land and water. Forests cover more than three million acres of the state. Berkshire Hills is a favorite place in Massachusetts for summer camping and winter snow skiing. The famous **resort** area known as Cape Cod is located on the elbow-shaped eastern **peninsula** of the state. Fishing, boating, and swimming are popular activities on Cape Cod. The islands of Nantucket and Martha's Vinyard are also part of Massachusetts.

Of course, like all of the New England states, history is **preserved** in the many historic villages, buildings, **monuments**, museums, and libraries in Massachusetts. There are over 150 national historic sites in Massachusetts. The Pilgrim National Wax Museum in Plymouth is the only wax museum in the United States that is completely **devoted** to the story of the **Pilgrims**.



FAST FACTS

★ The Boston University Bridge in Boston is the only place in the world where a boat can sail under a train, while the train is driving under a car, while the car is driving under an airplane.

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	branded
	protest
	venison
	militia
	Continental Congress
	reenactment

VOCABULARY WORDS

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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

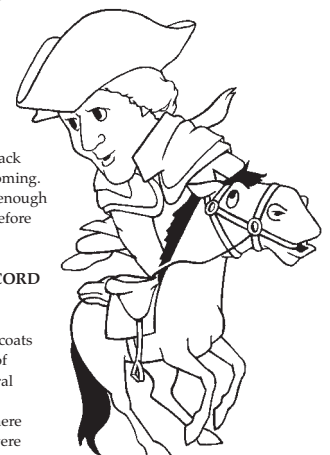
Just after midnight on April 18, 1775, seven hundred British soldiers dressed in bright red coats left Boston. They marched toward the village of Concord. Paul Revere, a silversmith, and his friend William Dawes, were watching. They rode on horseback to warn the colonists that the British Redcoats were 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.

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.



PAUL REVERE

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Directions: Read each sentence carefully. Then darken the circle for the correct answer to each question.

Here is a rough draft paragraph about Paul Revere. There are certain words and phrases underlined. Read the rough draft carefully. Then answer questions 1-5.

PAUL REVERE

(1) Paul Revere was born on January 1, 1735. (2) He lives in Boston, Massachusetts and worked as a silversmith. (3) Paul Revere supported the colonists' independence from Great Britain. (4) He was involved in the Boston Massacre and used his skills as a silversmith too make cannonballs for the Revolutionary War. (5) Revere was 40 years old when he became a American hero. (6) He rode on horseback from Boston to Concord and warned the colonists that the British was coming.

1 In sentence 2, He lives in Boston is best written -

- A He is living in Boston
- B He wants to live in Boston
- C He lived in Boston
- D As it is written.

2 In sentence 3, colonists' independence is best written -

- F colonists independence
- G colonist's independence
- H colonist independence
- J As it is written.

3 In sentence 4, too make cannonballs is best written -

- A two make cannonballs
- B tow make cannonballs
- C to make cannonballs
- D As it is written.

4 In sentence 5, a American hero is best written -

- F an American hero
- G a America hero
- H an America's hero
- J As it is written.

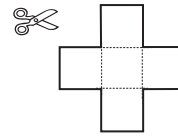
5 In sentence 6, British was coming is best written -

- A British is coming
- B British are coming
- C British were coming
- D As it is written.

Answers		LANGUAGE	
1	(A) (B) (C) (D)	4	(F) (G) (H) (J)
2	(F) (G) (H) (J)	5	(A) (B) (C) (D)
3	(A) (B) (C) (D)		

Part II

Follow the directions below to assemble and glue your History Cube onto the next blank page of your Massachusetts history notebook.



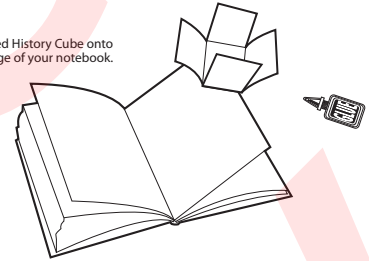
1. Cut out the History Cube pattern along the dark solid lines. Color the state outline and the letters in the name of the state.

2. Fold the pattern along the dotted lines so that the questions are on the outside.



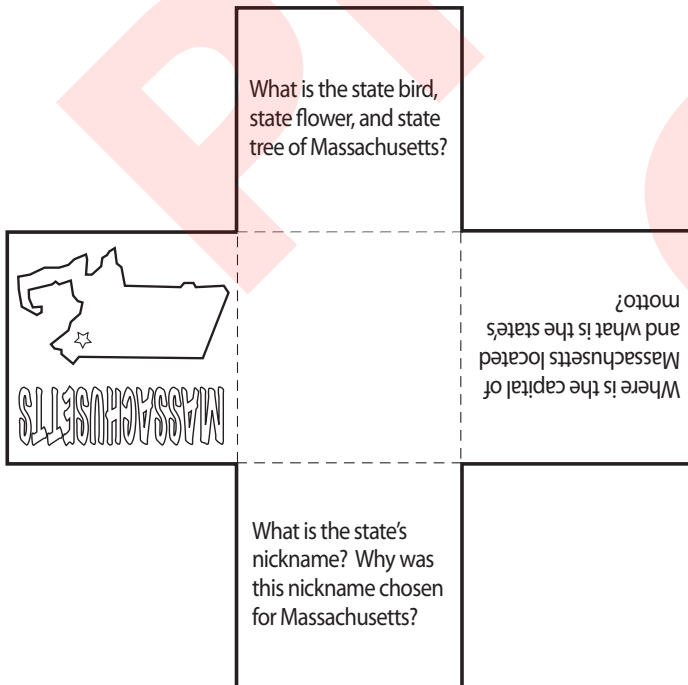
3. Cut out the three squares with your answers to the questions on them and glue each **correct** answer on the underside of each question on the History Cube pattern. Glue one of the remaining two squares to the middle and the other remaining square on the underside of the title square.

4. Glue the completed History Cube onto the next blank page of your notebook.



5. Test out your History Cube by folding the pages in to make a square. (The title page should be on top.) Read the first question and flip the square back to reveal the answer glued underneath.

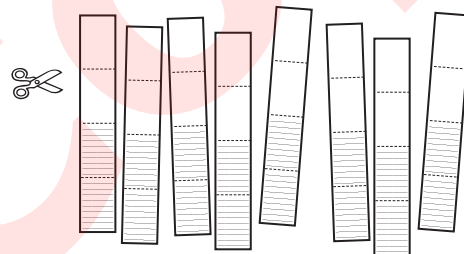
HISTORY CUBE PATTERN



INTERACTIVE TIME LINE

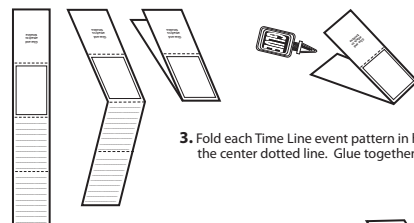
In this activity, you will use what you have learned about the history of Massachusetts to make an Interactive Time Line that tucks securely into your history notebook.

Directions: Choose the next two blank face-to-face pages in your history notebook. Using the Lesson and the Time Line patterns, follow the directions below and on the next page to create two Interactive Time Lines.



1. Cut out the eight Time Line event patterns along the outside bold lines.

2. Use the lesson to write two facts on the lines of each Time Line event. Use correct capitalization, spelling, and punctuation.



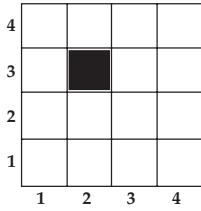
3. Fold each Time Line event pattern in half using the center dotted line. Glue together.

4. Again, fold each Time Line event pattern in half using the dotted line.

Grid MATH

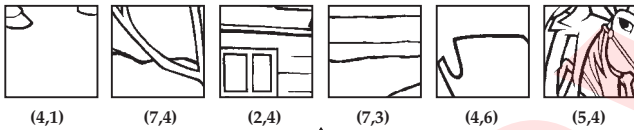
Grid Math is a fun way to learn an important skill. Grids are used to find places on maps, to track weather patterns, and in space exploration.

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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FAMOUS PERSON WHEEL

Part III

Use your coloring pencils to neatly color the letters in Phillis Wheatley's name, her picture, and the Wheel Cover below.

Phillis Wheatley
Wheel Cover



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PHILLIS WHEATLEY

Phillis Wheatley is known as America's first important African American poet.



Phillis Wheatley was brought to Boston on a slave ship from _____. When she was just _____ years old, John Wheatley, a wealthy _____, bought Phillis as a servant for his wife. The Wheatleys gave Phillis their _____. They taught her how to _____ and _____. Phillis also studied _____, history, and _____. Educating a slave was against the law in most colonies. Phillis began to write _____ when she was about _____ years old. She wrote about religion, _____, and the colonists' fight for _____. In her poems, she compared her life as a _____ to the colonists' desire for independence from _____. The Wheatleys took Phillis to _____ where some of her poems were published. After returning, the Wheatleys gave Phillis her _____. Phillis became known as America's _____.

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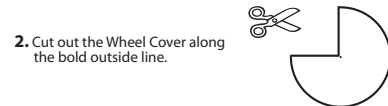
FAMOUS PERSON WHEEL

Part IV

Follow the directions below to assemble and glue your Famous Person Wheel onto the blank page on the right side of your notebook.



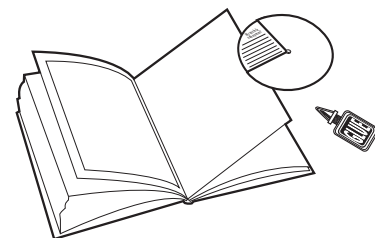
1. Cut out the Wheel Outline along the bold outside line.



2. Cut out the Wheel Cover along the bold outside line.



3. Place the Wheel Cover over the Wheel Outline and push a brad through the + on the Wheel Cover.



4. Glue the completed Famous Person Wheel onto the right side of your notebook.

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VOCABULARY QUIZ

MASSACHUSETTS

Directions: Match the vocabulary word on the left with its definition on the right. Put the letter for the definition on the blank next to the vocabulary word it matches. Use each word and definition only once.

1. _____ geography
2. _____ survival
3. _____ flee
4. _____ venison
5. _____ harbor
6. _____ militia
7. _____ minutemen
8. _____ seaport
9. _____ boycotting
10. _____ branded
11. _____ canal
12. _____ resort
13. _____ delegates



- A. a place where people go for a vacation.
- B. changed appearance to keep from being recognized.
- C. deer meat.
- D. groups of armed men who were prepared to fight on a minute's notice during the Revolutionary War.
- E. a port, harbor, or town within reach of seagoing ships.
- F. people chosen to speak or act for an entire group.
- G. continuing to live.
- H. the violent and cruel killing of a large number of people.
- I. burned a mark into the skin of a person or animal. During the early days of history, this was used for criminals to easily identify them as law breakers.
- J. done away with; removed.
- K. removed people from a place of danger.
- L. buildings, stones, or statues created to remember a person or event.

GLOSSARY

bay a body of water surrounded by land that opens to the sea.

brand•ed burned a mark into the skin of a person or animal. During the early days of history, this was used for criminals to easily identify them as law breakers.

ca•nal a man-made waterway for boats or for watering crops.

Con•ti•nen•tal Con•gress the group of leaders from the 13 original colonies who had the power to make laws and decisions for the newly formed United States.

del•e•gates people sent with power to represent others.

de•vot•ed promised to be loyal to something.

dis•guised changed appearance to keep from being recognized.

e•vac•u•at•ed removed people from a place of danger.

flee to run away from danger.

ge•og•ra•phy the study of the Earth.

har•bor a sheltered area of water deep enough to provide ships a place to anchor.

hos•til•i•ty anger.

in•tol•er•a•ble unbearable.

li•ber•ty freedom to do as one pleases.

mas•sa•cre the violent and cruel killing of a large number of people.

mi•li•tia a group of men having some military training who are called upon only in emergencies.

min•ute•men groups of armed men who were prepared to fight on a minute's notice during the Revolutionary War.

mon•u•ments buildings, stones, or statues created to remember a person or event.

pen•in•su•la a piece of land extending into a body of water.

Pil•grims the English colonists who founded the first permanent settlement in New England at Plymouth in 1620.

pre•served protected from injury or ruin so more can be learned.

pro•test to argue against something believed to be unfair.

re•en•act•ment to act or perform again.

re•pealed done away with; removed.

rep•re•sen•ta•tives people chosen to speak or act for an entire group.

re•sort a place where people go for a vacation.

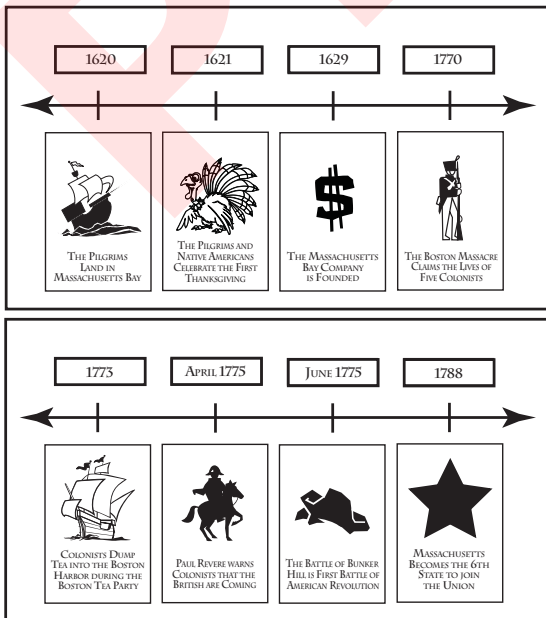
sea•port a port, harbor, or town within reach of seagoing ships.

sur•viv•al continuing to live.

ven•i•son deer meat.

ANSWERS

INTERACTIVE TIME LINE



ANSWERS

PHILLIS WHEATLEY JOURNAL PAGE ANSWERS

Phillis Wheatley was brought to Boston on a slave ship from *Africa* when she was just 8 years old. John Wheatley, a wealthy *merchant*, bought Phillis as a servant for his wife. The Wheatleys gave Phillis their *last name*. They taught her to *read* and *write*. Phillis also studied *geography*, history, and *Latin*. Educating a slave was against the law in most colonies. Phillis began to write *poetry* when she was about 14 years old. She wrote about religion, *slavery*, and the colonists' fight for *independence*. In her poems, she compared her life as a *slave* to the colonists' desire for independence from *Great Britain*. The Wheatleys took Phillis to *England* where some of her poems were published. After returning, the Wheatleys gave Phillis her *freedom*. Phillis became known as America's *first important African American poet*.

PHILLIS WHEATLEY WHEEL OUTLINE ANSWERS

1. Phillis wrote about religion, slavery, and the colonists' fight for independence.
2. Phillis arrived in Boston on a slave ship and became part of the Wheatley family when John Wheatley bought her as a servant for his wife.
3. The Wheatleys gave Phillis their last name and taught her to read and write.
4. Phillis compared her life as a slave to the colonists' desire for independence from Great Britain.

PHILLIS WHEATLEY WHEEL GRADING CHART

CRITERIA	3	2	1	0	SCORE
JOURNAL PAGE	Completed Journal Page by correctly answering all of the questions. Glued into notebook.	Completed Journal Page by correctly answering more than half of the questions. Glued into notebook.	Completed Journal Page by correctly answering at least half of the questions OR didn't glue into notebook.	Didn't attempt to complete or glue Journal Page into notebook.	
WHEEL OUTLINE	Completed Wheel Outline by correctly answering all 4 of the questions.	Completed Wheel Outline by correctly answering 3 of the questions.	Completed Wheel Outline by correctly answering 1-2 of the questions.	Didn't attempt to complete Wheel Outline.	
WHEEL COLORING AND ASSEMBLY	Followed directions to neatly color and correctly cut, assemble, and glue Wheel into notebook.	Followed directions to neatly color OR correctly cut, assemble, and glue Wheel into notebook.	Colored, cut, assembled, and glued Wheel into notebook, but it was messy and directions were not followed.	Didn't attempt to color, cut, assemble, or glue Wheel into notebook.	
CONVENTIONS capitalization, spelling, punctuation	Had less than 6 convention errors in Journal Page and finished Wheel.	Had 6-10 convention errors in Journal Page and finished Wheel.	Had 11-15 convention errors in Journal Page and finished Wheel.	Had more than 15 errors in Journal Page and finished Wheel.	
				TOTAL	