

# Super-Journal Week 3:2

Every night, you should be reading at least 30 minutes of whatever book you have checked out from your assigned reading list. Tape or glue (but do not staple) this sheet into your Super-Journal on the left-side page. Fill in the table below every day by recording the required data.

Day	Title	Start Pg.	End Pg.	Parent Sign.
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

On the right-side page of your Super-Journal, answer one of the questions below throughout the week. Be sure that the questions you choose to answer go with the appropriate type of book (Fiction or Nonfiction).

## FICTION

1. You will be making 2 whole page colorful illustrations based off of 2 separate quotes from your reading. Each illustration should take an entire page and should be colored. Make sure that you write the quote, and the page number you got your quote from at the bottom of each colorful illustration.

## NONFICTION

1. What is this text about?
2. Summarize the main ideas in 5 sentences.

RL.3.7/RI.1.2

# Super-Journal Week 3:2

Every night, you should be reading at least 30 minutes of whatever book you have checked out from your assigned reading list. Tape or glue (but do not staple) this sheet into your Super-Journal on the left-side page. Fill in the table below every day by recording the required data.

Day	Title	Start Pg.	End Pg.	Parent Sign.
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

On the right-side page of your Super-Journal, answer one of the questions below throughout the week. Be sure that the questions you choose to answer go with the appropriate type of book (Fiction or Nonfiction).

## FICTION

1. You will be making 2 whole page colorful illustrations based off of 2 separate quotes from your reading. Each illustration should take an entire page and should be colored. Make sure that you write the quote, and the page number you got your quote from at the bottom of each colorful illustration.

## NONFICTION

1. What is this text about?
2. Summarize the main ideas in 5 sentences.

RL.3.7/RI.1.2

## Summary: Geography of the Colonies

### The Thirteen Colonies

The English colonies in North America were located between the Atlantic Ocean and the Appalachian Mountains. France had colonies to the north. Spain had colonies to the south. The thirteen colonies can be separated into three parts, or regions, by geography and climate: New England, the Middle Colonies, and the Southern Colonies.

The land in New England was shaped by glaciers. During the Ice Age, thick sheets of ice cut through the mountains. Glaciers pushed rocks and rich soil south. A thin layer of rocky dirt was left. Crops did not grow well in the rocky, sandy soil. Forests and hills made it hard to farm. In New England the summers were warm, but winters were long and cold. The growing season was only about five months long.

Colonists in New England used other natural resources to make a living. They cut down trees to make buildings and boats. They caught fish and whales for food and other products.

Glaciers pushed the soil from New England into the Middle Colonies. The soil was rich and deep. It was good for farming. The growing season was longer than in New England. There was more sun and lots of rain. Colonists used riverboats on long, wide rivers such as the Hudson and Delaware. They sent crops to sell in nearby towns. Colonists also hunted deer and beaver for food and fur.

The Southern Colonies had the best climate and land for farming. The climate was warm almost all year long. The soil was rich. The growing season lasted for seven or eight months. The many waterways along the southern coast formed the tidewater region. Ocean tides made rivers rise and fall as much as 150 miles inland. The fall line was along the Appalachian Mountain range. There, rivers flowed from higher lands to lower lands. The backcountry was the land in back of the area where most colonists settled. It was steep and covered with forests. Farms were small. Colonists hunted and fished for food.

### Before You Read

Find and underline each vocabulary word.

**growing season** *noun*, the time of year when it is warm enough for plants to grow

**tidewater** *noun*, the water in rivers and streams that rises and falls every day with the ocean's tides

**fall line** *noun*, the area in which rivers flowing from higher land to lower lands often form waterfalls

**backcountry** *noun*, the land "in back of" the area along the coast where most colonists settled

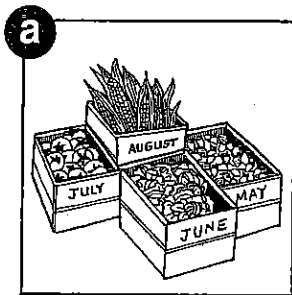
### After You Read

**REVIEW** Why was farming difficult for New England colonists? Draw a box around the sentence that tells why crops did not grow well. Circle the sentence that tells why it was hard to farm. Underline the sentence that tells about the climate.

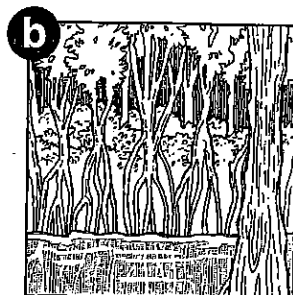
**REVIEW** Why was farming in the Middle and Southern colonies better than in New England? Draw a box around the sentences that describe the soils in these colonies. Underline the sentences that tell about the climates.

# Support for Language Development

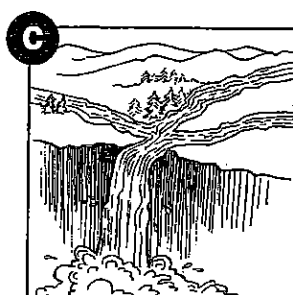
1. Write the letter of the picture and word that goes the definition below.



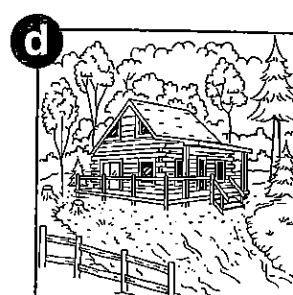
growing season



tidewater



fall line



backcountry

- \_\_\_ The water in rivers and streams that rises and falls every day with the ocean's tides
- \_\_\_ The time of year when it is warm enough to grow crops
- \_\_\_ The land "in back of" the area where most colonists settled
- \_\_\_ When rivers from higher land flow to lower lands, and often form waterfalls

2. Read about the thirteen colonies in your textbook. Then draw lines to match the colonies on the left to the sentences on the right.

In the Southern colonies

it was hard to find good farmland.

In New England

the tidewater region provided rich farmland.

In the Middle colonies

glaciers dropped fertile soil in the area.

## Summary: New England

### Massachusetts

In the 1600s, English Puritans settled in New England. People in their communities obeyed the rules of the Bible. Puritan religion shaped the government of the Massachusetts Bay Colony. All settlers had to go to church.

A town meeting was held once a year. Only men with property could vote on laws for their town. Puritan towns had more self-government than most colonies.

Some colonists thought Puritans should not tell them what to believe or how to act. Roger Williams was a dissenter. He did not believe the government should make laws about religion. Williams wanted religious freedom. The Puritans banished him from Massachusetts Bay.

In 1636, Williams started a new colony that became Rhode Island. Rhode Island's government was separate from the church. Anne Hutchinson also disagreed with Puritan ministers. She held meetings that allowed men and women to discuss religion. Puritans did not think women should teach men about religion. Hutchinson was banished and went to Rhode Island.

Thomas Hooker also disagreed with the Puritans. He wanted to start a place where men who did not belong to the church could vote. He started the colony of Connecticut. Other colonists settled the area that became New Hampshire and Maine.

### Conflicts over Land

The Puritans lived on American Indian land. Colonists bought the land from the Indians and expected them to leave. Indians believed land could be shared, but not owned. Colonists and the Pequot Indians fought over the land. Colonists killed most of the Pequot Indians and took their land. More colonists arrived. The Wampanoag Indian leader Metacomet, called King Philip, felt his people had to defend their land. In 1675, another war began. A year later the colonists won King Philip's War. They enslaved some Wampanoags and forced the rest to leave. Few American Indians remained in eastern New England after the war.

#### Before You Read

Find and underline each vocabulary word.

**town meeting** *noun*, a gathering where colonists held elections and voted on the laws for their towns

**self-government** *noun*, a system of government that lets people make laws for themselves

**dissenter** *noun*, a person who does not agree with the beliefs of his or her leaders

**banish** *verb*, to force someone to leave

#### After You Read

**REVIEW** In what ways were Roger Williams and Anne Hutchinson alike? Circle the words that tell what Roger Williams did not believe. Circle the words that tell what Anne Hutchinson did.

**REVIEW** What caused the Pequot War? Draw a box around the sentence that tells why the colonists and Pequot Indians fought.

# Support for Language Development

1. Write the letter of the picture and word that goes with the definition below.

- a** town meeting      **b** banish      **c** dissenter      **d** self-government

\_\_\_\_\_ A gathering where colonists held elections and voted on the laws for their towns

\_\_\_\_\_ When the people who live in a place make laws for themselves

\_\_\_\_\_ A person who does not agree with the beliefs of his or her leaders

\_\_\_\_\_ To force someone to leave

2. Read about the following dissenters in your textbook. Then draw a line to connect the phrase on the left with the name on the right.

I was the leader of the Wampanoag nation.	Roger Williams
I believed government and religion should be separate.	Anne Hutchinson
I held meetings where men and women could discuss religion.	Thomas Hooker
I wanted to let all men, even those who did not belong to the church, to vote.	Metacomet

Lesson 9-6 • Reinforce Understanding

**Add Mixed Numbers with Unlike Denominators**

Name \_\_\_\_\_

**Review**

You can add mixed numbers by decomposing the addends into whole numbers and fractions. Consider the equation  $5\frac{1}{4} + 2\frac{2}{9} = ?$

$$\begin{array}{r}
 5\frac{1}{4} \\
 + 2\frac{2}{9} \\
 \hline
 \end{array}
 \quad \leftarrow \quad
 \begin{array}{r}
 5\frac{1 \times 9}{4 \times 9} \\
 + 2\frac{2 \times 4}{9 \times 4} \\
 \hline
 \end{array}
 \quad \leftarrow \quad
 \begin{array}{r}
 5\frac{36}{36} \\
 + 2\frac{8}{36} \\
 \hline
 7\frac{44}{36}
 \end{array}$$

So,  $5\frac{1}{4} + 2\frac{2}{9} = 7\frac{11}{36}$ .

What is the sum?

1. 
$$\begin{array}{r}
 2\frac{4}{3} \\
 + 1\frac{1}{8} \\
 \hline
 \end{array}$$

2. 
$$\begin{array}{r}
 6\frac{5}{2} \\
 + 3\frac{10}{10} \\
 \hline
 \end{array}$$

3. 
$$\begin{array}{r}
 3\frac{9}{1} \\
 + 4\frac{5}{5} \\
 \hline
 \end{array}$$

4. 
$$\begin{array}{r}
 1\frac{2}{7} \\
 + 5\frac{3}{7} \\
 \hline
 \end{array}$$

5. 
$$\begin{array}{r}
 3\frac{9}{2} \\
 + 2\frac{2}{2} \\
 \hline
 \end{array}$$

6. 
$$\begin{array}{r}
 1\frac{4}{1} \\
 + 3\frac{5}{5} \\
 \hline
 \end{array}$$

# Add Mixed Numbers with Unlike Denominators

Name \_\_\_\_\_

Fill in the missing values to complete each equation. The first one is done as an example. Show your work.

1.  $1\frac{?}{3} + ?\frac{?}{?} = 5\frac{11}{12}$

$$1\frac{?}{3} + 4\frac{?}{4} = 5\frac{11}{3 \times 4}$$

$$1\frac{? \times 4}{3 \times 4} + 4\frac{? \times 3}{4 \times 3} = 5\frac{8 + 3}{3 \times 4}$$

$$1\frac{2 \times 4}{3 \times 4} + 4\frac{1 \times 3}{4 \times 3} = 5\frac{8 + 3}{3 \times 4}$$

$$1\frac{8}{12} + 4\frac{3}{12} = 5\frac{11}{12}$$

$$1\frac{2}{3} + 4\frac{1}{4} = 5\frac{11}{12}$$

2.  $? \frac{?}{3} + 4 \frac{?}{?} = 7 \frac{13}{15}$

4.  $3 \frac{?}{?} + ? \frac{?}{7} = 4 \frac{13}{14}$

5.  $1 \frac{?}{4} + ? \frac{?}{13} = 2 \frac{47}{52}$

3.  $5 \frac{?}{2} + ? \frac{?}{?} = 7 \frac{9}{10}$

6.  $3 \frac{?}{?} + ? \frac{?}{9} = 5 \frac{38}{45}$

# Summary: The Middle Colonies

Name \_\_\_\_\_

Date \_\_\_\_\_

**Before You Read**

Find and underline each

vocabulary word.

**proprietor noun**, a person

who owned and

controlled all the land in

a colony

**representative noun**,

someone who is chosen

to speak and act for

others

**treaty noun**, an official

agreement between

nations or groups

**After You Read**

**REVIEW** How did

colonists in New York and

New Jersey take part in

government? Highlight two

sentences that tell how the

proprietors allowed the

colonists to take part in the

government.

**REVIEW** How did the

government of

Pennsylvania differ from

those of New York and New

Jersey? Circle the sentence

that describes the

government of Pennsylvania.

## New York and New Jersey

In 1664, England captured the colony of New Netherland.

King Charles II gave the colony to his brother, James the

Duke of York. James kept some of the land and named it

New York. He gave the rest of the land to two friends. They

divided the land into East Jersey and West Jersey. In 1702,

the two colonies joined to form New Jersey.

The proprietors of New York and New Jersey picked

governors to rule the colonies. The proprietors allowed the

colonists to be part of the government in two ways. First, the

governors chose a council that helped make decisions.

Second, colonists elected representatives to an assembly.

The assembly did not have much power, but it was a step

toward self-government.

## Pennsylvania and Delaware

William Penn belonged to a religious group called the

Quakers. In England, people who did not belong to the

Church of England were punished. Penn wanted a colony

where all Christians could live in peace.

In 1681, King Charles gave Penn land in the Middle

Colonies. This land was named Pennsylvania. The Duke of

York gave Penn more land, which later became Delaware.

In Pennsylvania, colonists worshiped freely. They also had

a more powerful elected assembly that could approve or

reject laws. Penn bought land and made treaties with the

Lenni Lenape Indians. His fairness helped everyone live

together peacefully.

Penn planned the colony's first city, Philadelphia. This

city became a big trade center because it had a good harbor.

Ships brought goods from other colonies and from

Europe.

Benjamin Franklin was Philadelphia's most famous

citizen. He published a newspaper. He also helped to

start Philadelphia's first fire company, hospital, and




library. Franklin became famous for his inventions.



# Support for Language Development

1. Write the vocabulary word on the line next to its meaning.

representative      proprietor      treaty

	<hr style="width: 80%; margin: 0 auto;"/>	<p>A person who owned and controlled all the land in a colony</p>
	<hr style="width: 80%; margin: 0 auto;"/>	<p>Someone who is chosen to speak and act for others</p>
	<hr style="width: 80%; margin: 0 auto;"/>	<p>An official agreement between nations or groups</p>

2. Read the paragraphs about Benjamin Franklin in the section called "Philadelphia" in your book. Then complete the sentences.

- A. He published a \_\_\_\_\_ and *Poor Richard's Almanack*.
- B. He \_\_\_\_\_ a wood stove and a clock.
- C. He helped start the first library, fire company, and \_\_\_\_\_ in Philadelphia.

# Summary: Life in New England

Name \_\_\_\_\_

Date \_\_\_\_\_

## Using the Sea

Most colonists in New England grew just enough crops to feed their families. The rocky coast had good harbors. The thick forests provided wood to build ships. Boston became the center for the shipbuilding industry. The fishing industry grew rapidly in the 1600s. Cod and whales were key resources. By the 1700s, whaling was an important industry. Merchants shipped exports of fish and lumber to Europe, the West Indies, and Africa. They traded for imports of tea, spices, and manufactured goods. These shipping routes were called the triangular trade. The slave trade was part of the triangular trade. Merchants forced captured people from Africa to travel the Middle Passage from Africa to the West Indies. They were packed in crowded ships. Many died on the way. During the 1600s and 1700s, hundreds of thousands of Africans were forced to work as slaves in the colonies.

## Home and Community Life

Most New England families lived in small houses with one main room. They cooked on the fireplace and slept on mattresses on the floor. Colonial homes were like busy workshops. Almost everything people wore, ate, or used was made by hand at home. Men and boys worked the farm, cared for animals, and fixed buildings. Women and girls cooked and preserved food. They made soap, candles, and the family's clothing. They also helped at planting and harvest time. Some Puritans taught their children to read the Bible at home. Many New England towns had schools. In the early 1700s, colonists no longer had strong religious beliefs. In the 1730s, new ministers convinced people to return to religion. This movement was called the Great Awakening. It caused people to join new churches and to see religion in new ways.

**Before You Read**

Find and underline each vocabulary word.

**industry noun**, all the businesses that make one kind of product or provide one kind of service

**export noun**, a product sent to another country and sold

**import noun**, a product brought into one country from another country

**Middle Passage noun**, the voyage from Africa to the West Indies

**slave trade noun**, the business of buying and selling human beings

**After You Read**

**REVIEW** What was triangular trade?

Highlight three sentences that tell what the merchants traded in the triangular trade.

**REVIEW** How did boys and girls help their families?

Draw a box around the sentence that tells what work the boys did. Underline the sentences that tell what work the girls did.

**REVIEW** Why did many New England colonists return to religion in the 1730s?

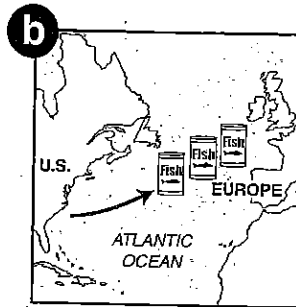
Circle the name given to the renewed interest in religion.

# Support for Language Development

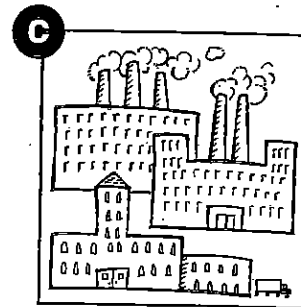
1. Write the letter of the picture and word that goes with the definition below.



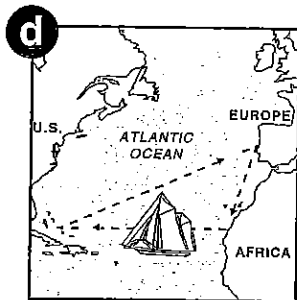
slave trade



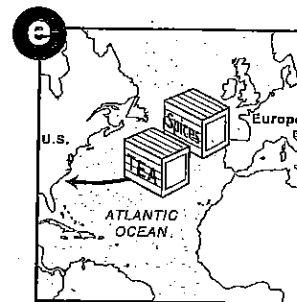
export



industry



Middle Passage



import

- \_\_\_\_\_ All the businesses that make one product or provide one service
- \_\_\_\_\_ A product sent to another country and sold
- \_\_\_\_\_ A product brought into one country from another country

- \_\_\_\_\_ The trip from Africa to the West Indies
- \_\_\_\_\_ The business of buying and selling human beings

2. Read the section of the lesson called "Using the Sea." Write the correct words to complete the sentences below.

Because farming was difficult in New England, some colonists looked for other ways to earn a \_\_\_\_\_.

Boston became a center for the \_\_\_\_\_ industry.

Many people made their living by catching and selling \_\_\_\_\_.

By the 1700s, \_\_\_\_\_ was an important industry.

# Subtract Mixed Numbers with Unlike Denominators

Name \_\_\_\_\_

## Review

You can subtract mixed numbers by decomposing them into whole numbers and fractions.

Consider the equation:  $5\frac{1}{4} - 2\frac{2}{9} = ?$

$$\begin{array}{r}
 5\frac{1}{4} \\
 - 2\frac{2}{9} \\
 \hline
 \end{array}
 \quad \leftarrow \quad
 \begin{array}{r}
 5\frac{1 \times 9}{4 \times 9} \\
 - 2\frac{2 \times 4}{9 \times 4} \\
 \hline
 \end{array}
 \quad \leftarrow \quad
 \begin{array}{r}
 5\frac{9}{36} \\
 - 2\frac{8}{36} \\
 \hline
 3\frac{1}{36}
 \end{array}$$

So,  $5\frac{1}{4} - 2\frac{2}{9} = 3\frac{1}{36}$ .

What is the difference?

1. 
$$\begin{array}{r}
 2\frac{4}{3} \\
 - 1\frac{1}{8} \\
 \hline
 \end{array}$$

2. 
$$\begin{array}{r}
 6\frac{2}{3} \\
 - 3\frac{10}{3} \\
 \hline
 \end{array}$$

4. 
$$\begin{array}{r}
 5\frac{6}{5} \\
 - 1\frac{1}{4} \\
 \hline
 \end{array}$$

5. 
$$\begin{array}{r}
 4\frac{7}{9} \\
 - 2\frac{2}{3} \\
 \hline
 \end{array}$$

6. 
$$\begin{array}{r}
 3\frac{3}{5} \\
 - 2\frac{2}{5} \\
 \hline
 \end{array}$$

# Subtract Mixed Numbers with Unlike Denominators

Name \_\_\_\_\_

Fill in the missing values to complete each equation. The first one is done as an example. Show your work.

1.  $?\frac{?}{?} - 1\frac{?}{3} = 5\frac{5}{12}$

$$6\frac{?}{4} - 1\frac{?}{3} = 5\frac{5}{4 \times 3}$$

$$6\frac{? \times 3}{4 \times 3} - 1\frac{? \times 4}{3 \times 4} = 5\frac{9 - 4}{4 \times 3}$$

$$6\frac{3 \times 3}{4 \times 3} - 1\frac{1 \times 4}{3 \times 4} = 5\frac{9 - 4}{3 \times 4}$$

$$6\frac{9}{12} - 1\frac{4}{12} = 5\frac{5}{12}$$

$$6\frac{3}{4} - 1\frac{1}{3} = 5\frac{5}{12}$$

2.  $5\frac{?}{2} - ?\frac{?}{?} = 2\frac{5}{22}$

4.  $3\frac{?}{?} - 1\frac{?}{2} = 2\frac{5}{14}$

5.  $?\frac{5}{?} - 1\frac{?}{2} = 2\frac{1}{18}$

3.  $?\frac{?}{5} - 3\frac{?}{?} = 1\frac{4}{15}$

6.  $5\frac{?}{?} - ?\frac{?}{4} = 3\frac{7}{20}$

# Summary: The Southern Colonies

Name \_\_\_\_\_

Date \_\_\_\_\_

**Before You Read**

Find and underline each vocabulary word.

**plantation noun**, a large farm on which crops are raised by workers who live on the farm  
**legislature noun**, a group of people with the power to make and change laws  
**refuge noun**, a safe place  
**debtor noun**, a person who owes money

**After You Read**

**REVIEW** Who were

**burgesses?** Underline the sentence that says who could be elected as burgesses.

**REVIEW** What were

**differences between North Carolina and South Carolina?** Circle two things that South Carolina had that North Carolina did not have.

## Virginia

In 1607, Virginia became the first permanent English colony. Early settlers started plantations. Plantation owners grew rich by growing and selling tobacco and rice. Many workers were enslaved Africans. Early settlers built their plantations on the best farmland near the ocean. Later, settlers moved inland.

In 1619, Virginia became the first colony to have an elected legislature. This assembly was called the House of Burgesses. Colonists elected the burgesses. Only white men who owned land could vote or be elected. Most of them belonged to the Anglican Church. In 1632, the legislature made this church the official church of Virginia. People who were not Anglican had to leave the colony.

## New Colonies in the South

England settled four more colonies in the South: Maryland, North Carolina, South Carolina, and Georgia. Maryland began in 1632 when King Charles I gave land to a Catholic named Cecilus Calvert. Calvert wanted Maryland to be a refuge for Catholics. In 1649, Maryland passed the Toleration Act. This law promised that all Christians could worship freely.

In 1663, King Charles II formed a colony south of Virginia. France and Spain claimed this area. The king hoped that an English settlement would keep the French and Spanish away. The settlement was called Carolina. Later it was divided into North Carolina and South Carolina. South Carolina had good farmland and harbors. North Carolina did not.

In 1732, King George II gave land to James Oglethorpe. Oglethorpe formed Georgia as a place for English debtors. Oglethorpe made strict rules for the colonists. Later, these rules changed. In time, Georgia became a rich plantation colony.

# Support for Language Development

1. Write the letter of the word that goes with the definition below.

- a** plantation      **b** legislature      **c** refuge      **d** debtor

- \_\_\_\_ A safe place  
\_\_\_\_ A group of people with the power to make and change laws  
\_\_\_\_ A large farm on which crops are raised by workers who live on the farm  
\_\_\_\_ A person who owes money

2. Read the section in your textbook called "New Colonies in the South." Then write the correct words to complete the sentences below.

- A. 1632: Calvert hopes to make Maryland a \_\_\_\_\_ for Catholics.
- B. 1633: King Charles I forms Carolina to keep \_\_\_\_\_ and \_\_\_\_\_ out of the area.
- C. 1729: King George II divides \_\_\_\_\_ into North Carolina and South Carolina.
- D. 1732: King George II gives land to Oglethorpe. He wants Georgia to be a place for poor people and \_\_\_\_\_.

3. Read the section in your textbook called "Governing the Colony." Then number the sentences in the order they happened.

- \_\_\_\_ A. The legislature makes the Anglican Church the official church.
- \_\_\_\_ B. The House of Burgesses becomes the first elected legislature in the colonies.
- \_\_\_\_ C. Colonists want a voice in the laws of Virginia.

## Summary: Life in the Middle Colonies

### A Mix of People

In the 1600s, the Middle Colonies accepted people of different religions and cultures. The colonists were German, Dutch, Scots-Irish, Scandinavian, English, and enslaved Africans. Some were Catholic or Jewish. Proprietors allowed them to practice different religions. Proprietors allowed this religious tolerance for two reasons. First, leaders like William Penn believed that people of all religions should live together in peace. Second, some proprietors did not care about the colonists' religious beliefs. They just wanted colonists to buy or rent land.

### Making a Living

Many families in the Middle Colonies were farmers. Men, women, and children all worked long hours in the fields and in the home. Boys helped plant and harvest crops. Girls did housework, cooking, and sewing. The climate and soil of the Middle Colonies were very good for farming. Many farmers grew more than they needed for their families. They sold extra grain and livestock in the cities. Farmers used the long, wide rivers to ship their goods to Philadelphia and New York. Merchants there sold the farmers' goods to other cities and nations.

As in the other English colonies, the Middle Colonies had a free market economy. Proprietors did not tell the colonists what to do. Colonists could make what they thought would earn them the most money. This is called free enterprise. Philadelphia and New York became busy ports and trade centers. Many artisans and laborers found work in these cities. Some of the laborers were enslaved Africans. Many colonial children became apprentices to learn useful skills. Boys learned things like shoemaking and printing. Girls learned to spin thread and weave cloth.

### Before You Read

Find and underline each vocabulary word.

**free market economy**

**noun**, an economy in

which the people, not the government, decide what

will be produced

**free enterprise noun**, a

system in which people may start any business

that they believe will

succeed

**artisan noun**, someone who

is skilled at making

something by hand

**laborer noun**, a person

who does hard physical

work

**apprentice noun**, someone

who studies with a

master to learn a skill or

business

### After You Read

**REVIEW** Why did

proprietors allow religious

tolerance? Highlight two

reasons that proprietors

allowed religious tolerance.

**REVIEW** Why did colonial

children become

apprentices? Highlight the

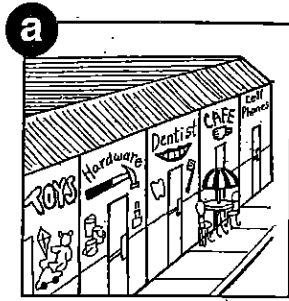
sentence that tells the

answer.

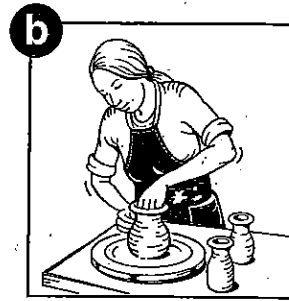


# Support for Language Development

1. Write the letter of the picture and word that goes with the definition below.



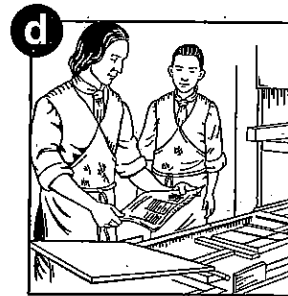
**a**  
free enterprise



**b**  
artisan



**c**  
laborer



**d**  
apprentice

\_\_\_\_\_ Someone who is skilled at making something by hand

\_\_\_\_\_ Someone who studies with a master to learn a skill or business

\_\_\_\_\_ A system in which people may start any business that they believe will succeed

\_\_\_\_\_ A person who does hard physical work

2. Read the section in your textbook called "A Mix of People." Then write the correct word or words to complete the sentences below.

A. The people of the Middle Colonies came from many \_\_\_\_\_.

B. Colonial proprietors believed in \_\_\_\_\_.

C. Religious tolerance and \_\_\_\_\_ land attracted many people.

# Add and Subtract Mixed Numbers with Regrouping

Lesson 9-8 • Reinforce Understanding

Name \_\_\_\_\_

## Review

When adding and subtracting mixed numbers, it is sometimes necessary to rename whole numbers.

Consider the equation  $5\frac{1}{4} - 2\frac{5}{5} = ?$

Step 1

$$\begin{array}{r} 5\frac{1}{4} \\ - 2\frac{5}{5} \\ \hline \end{array}$$

Step 2

$$\begin{array}{r} 4 + 1 + \frac{1}{5} \\ - 2\frac{24}{30} \\ \hline \end{array}$$

Step 3

$$\begin{array}{r} 4 + \frac{30}{30} + \frac{30}{5} \\ - 2\frac{24}{30} \\ \hline \end{array}$$

Step 4

$$\begin{array}{r} 4\frac{35}{30} \\ - 2\frac{24}{30} \\ \hline 2\frac{11}{30} \end{array}$$

So,  $5\frac{1}{4} - 2\frac{5}{5} = 2\frac{11}{30}$ .

Add or subtract.

1.  $3\frac{6}{5} + 1\frac{2}{1} =$  \_\_\_\_\_

2.  $4\frac{7}{2} - 1\frac{2}{1} =$  \_\_\_\_\_

3.  $2\frac{4}{5} + 5\frac{1}{3} =$  \_\_\_\_\_

4.  $7\frac{1}{8} - 2\frac{4}{3} =$  \_\_\_\_\_

5.  $2\frac{12}{5} + 2\frac{8}{7} =$  \_\_\_\_\_

6.  $5\frac{6}{1} - 2\frac{7}{9} =$  \_\_\_\_\_

# Add and Subtract Mixed Numbers with Regrouping

Name \_\_\_\_\_

Find the answer to Problem A. Write the answer in the answer column. Then complete Problem B so it uses regrouping and has the same answer as Problem A. The first one has been done for you as an example. Show your work.

Problem A	Answer	Problem B
$5\frac{1}{8} - 2\frac{5}{6}$ $5\frac{3}{24} - 2\frac{20}{24}$ $4\frac{27}{24} - 2\frac{20}{24}$	$2\frac{7}{24}$	$4\frac{1}{4} - ?\frac{?}{24}$ $4\frac{6}{24} - ?\frac{?}{24}$ Since 6 is less than 7, we will use regrouping. $3\frac{30}{24} - 1\frac{23}{24}$
$3\frac{2}{9} - 1\frac{2}{3}$		$5\frac{1}{6} - \square\frac{\square}{18}$
$4\frac{2}{3} + 3\frac{3}{4}$		$10\frac{1}{6} - \square\frac{\square}{4}$
$7\frac{1}{2} - 2\frac{6}{7}$		$1\frac{5}{21} + \square\frac{\square}{42}$

## Summary: Life in the South

### Southern Agriculture

The Southern Colonies had an agricultural economy. The climate was good for growing crops. Planters used enslaved Africans to do the hard work needed to grow tobacco and rice. In Virginia and Maryland, tobacco was the most important crop. In North Carolina, colonists used sticky pine sap to make pitch. Pitch was used to seal the boards of a ship to keep out water. In South Carolina and Georgia, the main crops were rice and indigo.

The Southern Colonies had fewer towns and cities than other colonies. Charles Town was the capital of South Carolina. It was the biggest southern city and a busy trade center.

### Plantations and Small Farms

Plantations were huge, with many buildings and workers. Planters' children had private teachers. They learned reading, writing, and dancing. Later, parents taught their children how to manage a large plantation.

However, most colonists lived on small farms in the backcountry, away from schools and towns. Farmers' children only learned to read and write if their parents taught them.

### Southern Slavery

Slaves lived in all the colonies by 1750. Most lived in the Southern Colonies. Enslaved Africans were treated as if they were property, not people. Plantation owners used cruel laws and punishments to make slaves work hard. Some overseers whipped and even killed workers. Many slaves died young because of this bad treatment. Some ran away. Others created a new culture that blended African traditions to help them survive. They formed close communities. Many adopted Christianity. They combined African music with their religious beliefs to make powerful spirituals.

#### Before You Read

Find and underline each vocabulary word.

**Indigo noun**, a plant that can be made into a dark blue dye

**overseer noun**, a person who watches and directs the work of other people

**spiritual noun**, an African American religious folk song

#### After You Read

**REVIEW** Why was

Charles Town an important city? Highlight the sentences that describe Charles Town.

**REVIEW** How did the

children of planters and the farmers learn how to read and write? Who taught planters' children? Who taught farmers' children? Find two sentences that tell them.


**REVIEW** What did slaves

do to survive the hardships of slavery? Draw a box around the sentences that tell the answer.

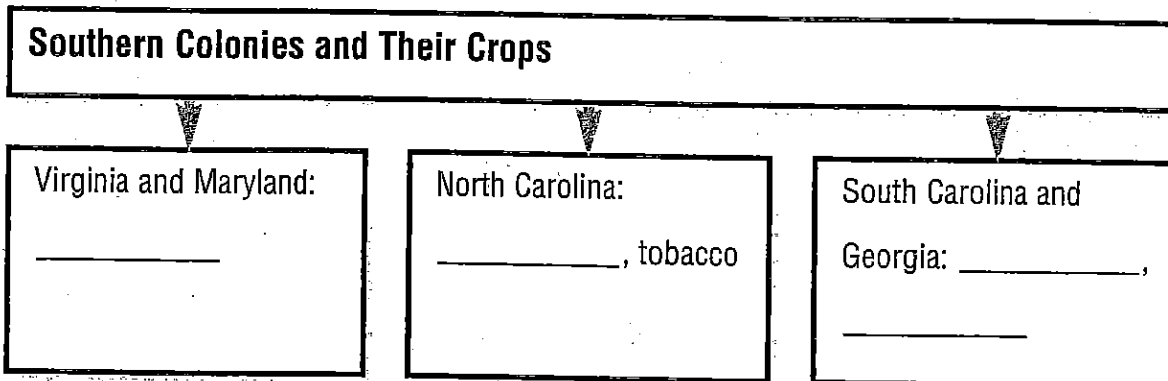
# Support for Language Development

1. Write the vocabulary word on the line next to its meaning.

overseer      spiritual      indigo

	<hr/>  <hr/>  <hr/>	<p>A plant that can be made into a dark blue dye</p>  <p>A person who watches and directs the work of other people</p>  <p>An African American religious folk song</p>
---	---------------------------------	--

2. Read the section in your textbook called "Southern Agriculture." Fill in the missing crops in the chart below.



# Solve Problems Involving Fractions and Mixed Numbers

Lesson 9-9 • Reinforce Understanding

Name \_\_\_\_\_

## Review

Problems involving mixed numbers can be solved using known strategies for addition and subtraction of mixed numbers.

<b>Problem</b>	<p>Nancy has <math>3\frac{5}{2}</math> cords of firewood. David has <math>4\frac{10}{9}</math> cords of firewood. How many cords of firewood do they have in total?</p>
<b>Work and Solution</b>	$3\frac{5}{2} + 4\frac{10}{9}$ $= 3\frac{10}{4} + 4\frac{10}{9}$ $= 7\frac{10}{13}$ $= 8\frac{10}{3}$ cords

- Sheridan and Natalie are shucking corn. Sheridan shucks  $6\frac{5}{8}$  pounds of corn. Natalie shucks  $2\frac{4}{3}$  pounds of corn less than Sheridan. How many pounds of corn did Natalie shuck?

- Corben runs  $4\frac{2}{1}$  miles on Monday,  $6\frac{10}{3}$  miles on Tuesday, and  $5\frac{4}{4}$  miles on Wednesday. How many total miles did Corben run?

- Rico is baking bread. He has  $7\frac{9}{7}$  cups of flour and he uses  $3\frac{6}{5}$  cups. How many cups of flour does he have left?

# Solve Problems Involving Fractions and Mixed Numbers

Name \_\_\_\_\_

Three friends are racing to see who can shuck the most corn in 20 minutes. How many pounds of corn did each friend shuck? Who won the shucking competition? Show your work.

1. David shucked  $4\frac{3}{4}$  pounds of corn the first 10 minutes and  $5\frac{4}{5}$  pounds the second 10 minutes. How many pounds of corn did David shuck in 20 minutes?
2. Heather shucked  $6\frac{5}{8}$  pounds of corn the first 10 minutes. She shucked  $1\frac{5}{6}$  pounds less the second 10 minutes. How many pounds of corn did Heather shuck in 20 minutes?
3. Kristine shucked  $2\frac{5}{6}$  pounds of corn every 5 minutes. How many pounds of corn did Kristine shuck in 20 minutes?
4. Who won the shucking competition? How many pounds of corn did the champion win by?