1. Complete each day's work.
Week 4 Day 1
Chapter 6

Culture and Environment

Standards Covered: 5.5.1, 5.5.2
Key term activity at the end of the chapter

The Environment and Colonization

Environmental Impact on French Colonization

The environment influenced where Europeans established colonies. The French settled much of interior North America because they relied on the fur trade. Trappers would trade fur from animals they caught or that they had bought from Native Americans. Fox, ermine, and sable were in high demand in Europe. Beaver pelts were also popular. Trappers sold these furs to merchants in Europe.

The French established colonies along rivers like the St. Lawrence River in Canada and the Mississippi River in what became the United States. They also founded settlements along the Great Lakes. These bodies of water allowed French settlers to travel and carry on trade.

Environmental Impact on British Colonization

The British settled the eastern coast of North America. English settlers also lived near bodies of water. The largest cities in the original thirteen colonies were ports. Ports are places from which ships sail in and out. Farmers and traders traveled to these cities to trade their goods and load them onto boats. Many people lived in cities like New York, Philadelphia, Boston, Charleston, and Baltimore because of the business and access to the Atlantic Ocean that they offered. Shipbuilders found good work in these areas so close to the water. Before the American Revolution, trees were marked if they were needed for the British Navy. Cutting down one of these marked trees was a crime.

Most big cities were in the Middle Colonies and New England. The South did not have as many big cities because of its many inland waterways. Since ships could travel further inland, planters did not always have to go to places like Charleston to ship their goods. Fewer big port cities arose in the South. The South had more farmers because fertile soil was plentiful.

Mountains and rivers served as natural barriers. The Appalachian Mountains stretch from Georgia to Maine. Before the late 1700s, British settlers mostly lived between the Appalachians and the Atlantic Coast. The mountains were too difficult to cross. After the American Revolution, more settlers crossed into the Appalachians. They would farm the land in the valleys between the mountains.

Environmental Impact on Spanish Colonization

The Spanish settled mainly in the Southwest United States and Florida because the climate was very warm. The Spanish could not get crops like wheat and barley to grow. However, the area was suitable
for growing corn. The Southwest was good for raising cattle and had little competition from other European countries. The area was full of Native Americans, and the Spanish took them as slaves to work on their haciendas (large farms). There were several large rivers, like the Rio Grande, which provided water for Spanish colonists. Florida had access to the ocean, which helped with trading.
## The following table tells you how the main rivers in the United States influenced settlements.

<table>
<thead>
<tr>
<th>River</th>
<th>Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mississippi River</strong></td>
<td>The Mississippi River runs from Minnesota to the Gulf of Mexico. For centuries, the Mississippi allowed traders and settlers to travel by boat through much of North America. Many think of the Mississippi River as a line dividing the eastern United States from the western United States. New Orleans became an important city because it is located near the mouth of the Mississippi River.</td>
</tr>
<tr>
<td><strong>Missouri River</strong></td>
<td>The Missouri River is the longest river in the United States. It flows from Montana and empties into the Mississippi River. Early explorers like Lewis and Clark used the Missouri River to travel west across North America.</td>
</tr>
<tr>
<td><strong>Ohio River</strong></td>
<td>The Ohio River flows from Pennsylvania. It empties into the Mississippi River in Illinois. For hundreds of years, Native Americans relied on the Ohio River for travel and trade. The west side of Ohio was Native American and French land. East of the Ohio River was British territory. The river divided the free states and slave states before the Civil War.</td>
</tr>
<tr>
<td><strong>Colorado River</strong></td>
<td>The Colorado River runs from Colorado down into northern Mexico. It runs through the Grand Canyon. The river formed the canyon by eroding dirt and rock as it flowed.</td>
</tr>
<tr>
<td><strong>Rio Grande</strong></td>
<td>The Rio Grande forms part of Texas' southwest border with Mexico. For years, the US and Mexico argued over the border. After the United States won a war with Mexico in the 1840s, Mexico finally accepted the Rio Grande as the border between itself and the United States.</td>
</tr>
<tr>
<td><strong>Hudson River</strong></td>
<td>The Hudson River flows from upper New York and empties into the Atlantic Ocean at New York City. The river allowed ships to travel into New York's interior. The river helped make New York a prosperous city.</td>
</tr>
<tr>
<td><strong>St. Lawrence</strong></td>
<td>The St. Lawrence River connects the Atlantic Ocean and the Great Lakes. It forms a natural international boundary between the United States and Canada. The river is also part of the St. Lawrence Seaway, a system of rivers, canals, and other waterways that allows for greater shipping, travel, and trade.</td>
</tr>
</tbody>
</table>

### Environmental Impact on Historical Settlements

Areas near the coast were places many settlers decided to colonize. When the colonists came to **Jamestown**, Virginia, they were pleased with the land. The area was far inland and surrounded by water. It made the area easy to defend in case of an attack. Weather conditions also influenced the way colonists settled. In places like Jamestown, the colonists suffered through harsh winters which claimed many lives. The colonists did not know the proper way to farm the land, so many people starved, especially during the first winter. Many people also became sick from the unsafe water. When the Pilgrims came to **Plymouth**, Massachusetts, they were glad to find the land free of Native Americans. They believed God
had purposefully cleared the land for them to settle. Little did they know the area had been home to an Indian village that had died off due to disease brought by European explorers. In Massachusetts, the colonists suffered cold winters, too. They also had to rely on fishing and fur trading because the soil was too rocky and sandy for good agriculture. Nearby Native Americans helped them grow essential crops though. This helped them to survive in the New World.

Activity 1

The image above is a print from a book about the English arriving in North Carolina. Imagine you are one of the settlers on the boat. Write a journal entry on your paper about your first impressions of the environment. What will affect your life as a settler? What job will you choose in the new colony?
Week 4 Day 2
Colonization’s Impact on the Environment

Colonization impacted the environment. As more and more Europeans settled in America, the population increased. People cleared more forests for settlements, farmed more land for food, and hunted more animals for fur. Eventually, western regions were impacted as colonists moved farther west. The more people who came to settle in the colonies, the more the land and environment changed. The landscape began to be filled with European style homes and buildings. Europeans would fence off their land and make it private property. The communal way of living was being replaced.
Early farmers did not know that crop rotation would keep the soil fertile. **Crop rotation** is planting a variety of crops. For example, corn plants rob nitrogen from the soil. Bean plants put nitrogen back in the soil. So, farmers who rotated those two crops kept the soil fertile. Not practicing crop rotation caused the soil to break down from all of the use. When soil becomes infertile, farmers cannot plant crops. To maintain **fertile soil**, farmers also need **fresh water**. Many areas did not have sources for clean water, so they had to come up with new ways to **irrigate** their crops. Waterways slowly grew more polluted as the population grew. People would become ill from the diseases they got from dirty water.

In other areas, loggers cut down timber to build towns and structures. Getting rid of trees is not good for the environment, and it gets rid of natural habitats for animals. As you have read, many people relied on the fur trade to make a living. Unfortunately, to get more fur, people had to hunt more animals. These practices led to a scarcity of certain species of animals.

**Practice 1: The Environment and Colonization**

Below is a map of North America during the colonial period. It is divided between two sections that are labeled A and B.

![Map of North America](image)

1. Which section, A or B, represents where the British colonies were located? What nation predominantly settled the other section?
2. Why did each country (Spain, France, and England) choose to settle where it did?

3. Select four correct answers. The fur trade in North America—
   A saw trappers sell furs to merchants who took them to Europe.
   B was primarily practiced by the Spanish.
   C was possible in part because trappers caught and killed many furry animals.
   D saw beaver pelts become more popular than any other kind.
   E made ship owners in Charleston, South Carolina, richer than ever before.
   F increased tensions between French fur trappers and Native Americans.
   G thrived because fur traders bargained with Native Americans for furs.

4. Which river helped make New York an important city?
   A Hudson River
   B Colorado River
   C Rio Grande River
   D Ohio River

5. Name two reasons the settlers in Plymouth struggled in the colony.

6. __________ helps make soil fertile or to ensure that it stays that way. Select three correct answers.
   A Annual farming of the same tracts—or pieces—of land
   B The removal of trees
   C Fresh water
   D Salt water
   E Sunlight
Chapter 6 Key Term Activity

Fill in the blank with the correct word.

The geography of the US influenced settlement and trade. French colonists settled along the
1. ____________________ and 2. ____________________ Rivers. The rivers helped them
transport goods for the 3. ____________________. People living along the East Coast relied
on 4. ____________________, Furthermore, people could make a good living as
5. ____________________ because of the coastal location. Spanish colonists build large
6. ____________________ where they raised cattle in the southwest grasslands. The South
had 7. ____________________, which helped form a large agricultural industry. Practices like
8. ____________________ helped farming thrive.

Key terms are defined in the book's glossary.
Answers to Key Term Activities and chapter reviews are found in the Teacher's Guide
Week 4 Day 3
Chapter 7
Government and Civic Literacy

Influences on Colonial Government

A government is a political institution. Governments oversee countries, states, counties, cities, and towns. Governments serve several purposes. They pass and enforce laws. They maintain order and manage conflicts between citizens. They protect citizens by providing law enforcement and military defense. Governments also meet particular needs. They provide schools and social programs. Governments also regulate territories.

There have been many influences on the government we have as a country today. The US government has been built on different types of governments over the years—even as far back as ancient Greece. This chapter will look into some of those influences and ideas that helped form the US government.

Native American Influence

Early Native Americans tended to have very informal structures of government. They often relied on tribal councils and chiefs for leadership. The council usually consisted of very wise, older men. The chief served as the leader of the tribe. These leaders made decisions for the tribe and settled disputes.

The Iroquois Confederacy

In the late 1500s, five Native American tribes in what became New York formed the Iroquois League. It was later known as the Iroquois Confederacy. In 1722, a sixth tribal people joined the league. This alliance allowed these tribes to work together. It made them stronger. The Iroquois Confederacy was considered by many as a representative government.

One member from each tribe was elected to be on the tribal council. This ensured that no one tribe would be too powerful. The Iroquois Confederacy was so well organized that a colonial leader named Benjamin Franklin used it as a model for a plan he had to unite the British colonies better. The Confederacy also influenced the later checks and balances system of our US government.
The following passage is an excerpt from the Iroquois Confederacy Constitution. It is an English translation of the language the chiefs spoke.

All the business of the Five Nations Confederate Council shall be conducted by the two combined bodies of Confederate Lords. First, the question shall be passed upon by the Mohawk and Seneca Lords, then it shall be discussed and passed by the Oneida and Cayuga Lords. Their decisions shall then be referred to the Onondaga Lords (Firekeepers) for final judgment. The same process shall obtain when a question is brought before the council by an individual or a War Chief.

The Iroquois Constitution was like the US Constitution. The power to make laws and decisions was shared among the different tribes. No one tribe could dominate the others.

**English Influence**

The colonies were very far from England. Great Britain adopted a policy known as **salutary neglect**. When the colonies remained loyal to the king, the English government let them govern themselves (**self-government**). A self-governed colony was allowed to have elected officials who could make decisions without going back to the ruling power in England.

Great Britain also had a **representative government**. Parliament ruled the country. Parliament had two houses. The House of Lords consisted of appointed members of the upper class. The House of Commons was made up of leaders elected by the people. The colonies imitated Great Britain. They set up representative governments, too. Colonial governors were appointed by the crown. Colonial legislatures (also known as **general assemblies**) were made up of local residents and had most of the power. These legislatures usually had two houses. Members of one house were appointed by the governor. Members of the other house were elected by voters in the colony. Conflict between governors and legislatures sometimes arose. **Royal governors** were appointed by the king. They were mainly concerned with serving England.

The legislatures were most concerned with serving the colony. In 1619, Virginians established the colonies' first elected legislature. It was called the **House of Burgesses**. Wealthy merchants usually served in it. Each county in Virginia elected two representatives.

**Activity 1**

If you were the ruler of your own country, what types of laws would you make? Using your own paper, write your Constitution. Are there different branches in your government? Do students only have to go to school 3 days a week? Present your Constitution to the class.
Week 4 Day 4
Town Meetings

In New England, the Puritan settlers at Plymouth drafted the **Mayflower Compact** while still on board the *Mayflower* (the ship that transported them to North America). It established an elected legislature. It stated that the government got its power from the people of the colony.

The Puritans' belief in representative government often took the form of **town hall meetings**. Local, tax-paying citizens (usually property owners) met to vote on issues. Town meetings gave citizens in New England a say in their government. The Puritans still believed government should enforce the will of God.

Power usually rested in the hands of church leaders who controlled how people in the colony lived.

Independence Hall is the site where many famous meetings were held. The Continental Congress had meetings here during the American Revolution. The Hall is also where the Declaration of Independence was signed and US Constitution was created.

House of Burgesses

The Virginia Colony had a governor appointed by the King of England. The **House of Burgesses** was modeled after the English Parliament with elected representatives. They had two elected representatives from each county. Together with the governor, they decided local laws and local taxes.

A **chart**er is a document that gave colonies the legal right to exist. It defined the legal relationship between Britain and the colony. The **charter colonies** were Connecticut, Massachusetts Bay Colony, and Rhode Island.

**Proprietary colonies** had charters that granted ownership of the colony to one person or a family. The proprietor was given full governing rights. The proprietary colonies were Delaware, Maryland and Pennsylvania.

**Provincial colonies**, also known as **royal colonies**, were under the direct control of the king, who usually appointed a royal governor. These colonies included New Hampshire, New York, Virginia, North Carolina, South Carolina, Georgia, and eventually Massachusetts.

American Democracy Today

When the US Founding Fathers wrote the Constitution, they also set up a **separation of powers**. The **legislative branch** makes the laws. It is called the **US Congress**. Just like Parliament and many colonial legislatures, it has an upper house and a lower house. The upper house is called the **Senate**. Each state has two US senators. The lower house is called the **House of Representatives**. The number of representatives each state has depends on population. The more people who live in a state, the more representatives that state has.
Chapter 7 Government and Civic Literacy

The **executive branch** enforces the laws and handles relations with other countries. The **president** of the United States is the head of the executive branch. The vice president and the president's cabinet (a group of top advisors) also serve in the executive branch.

The **judicial branch** ensures the laws are enforced fairly. It also makes sure that no law passed by Congress or a state violates the Constitution. It is made up of federal courts. The president appoints judges to rule over these courts. The Senate must approve the president’s appointments. The highest court in the country is the **US Supreme Court**.

The **legislative branch** makes the laws. The laws are voted on in the House of Representatives and the US Senate. The legislative branch also votes on appointments. For example, it votes to approve a nominee of the Supreme Court.

Each branch has **elected leaders** in it, making the US government mainly a **representative democracy**. Here is a look at how the US government is broken down today compared to how it was in colonial times.

**British Colonial Government**

- The King and Parliament
- Colonial Governor
  - Governor’s Council
  - General Assembly (House of Burgesses)

**Modern US Government**

- Executive Branch and the President
  - Legislative Branch (Laws passed by Congress)
  - Judicial Branch (US Court System)
- Senate
- House of Representatives
Practice 1: Influence on Colonial Government

1. Look at the list below. Which three of these are not examples of government officials who represented colonists?
   A   a member of the Virginia House of Burgesses
   B   a member of the Puritans' elected legislature, established by the Mayflower Compact
   C   the British King George III
   D   the royal governor of the Province of New York
   E   a member of the Massachusetts Bay Colony's General Assembly
   F   the proprietor of Delaware

2. Look at the statements below. Which three of these were advantages that joining the Iroquois Confederacy gave to its member tribes?
   A   No one tribe could dominate the others.
   B   Each tribe sacrificed its independence and unique identity.
   C   The colonies would always lack the power necessary to conquer the Confederacy.
   D   Each tribe was equally represented in the Confederacy's tribal council.
   E   All other Native American tribes were forced to pay taxes to the Confederacy.
   F   Benjamin Franklin powerfully advocated that the Confederacy become part of the newly-formed United States.
   G   The power to make laws and decisions was divided among the tribes.

3. Explain how the Iroquois Confederacy ensured that each tribe held the same amount of power.

4. Royal governors were appointed by the ____________________.

5. What did the Puritans believe that the government should do?

6. Name the three branches of US government.
Week 4 Day 5
Rights and Responsibilities of Citizens

Rights of Citizens

US citizens have certain rights of citizenship. US citizens have all the rights protected by the US Constitution. Some rights include the right to free speech, the freedom to worship, and the right to bear arms (own guns). Citizens also have the right to due process. This means if a person is accused of a crime, he or she has the right to a fair trial. The right to vote is also protected by the Constitution (it's also a responsibility). Citizens also have the right to run for public office. Since people are also citizens of the states they live in, they have all the rights protected by their state constitutions, too.

Duties and Responsibilities of Citizens

Citizens also carry the responsibilities of citizenship. They must obey the laws. They must serve on juries. They must register to serve in the military if there is a draft. They must pay taxes. Naturalized citizens must take an oath of loyalty to the United States. It is also important for every citizen to stay informed. Staying informed means learning about political candidates or knowing about events that happen in your community as well as the country.

As a young person, you have responsibilities, too. You must attend school to get your education. It is also your responsibility to obey the laws and rules made by your family, school, and state.

<table>
<thead>
<tr>
<th>Duties And Responsibilities Of Citizens</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community service</td>
</tr>
<tr>
<td>Obeying laws</td>
</tr>
<tr>
<td>Jury duty</td>
</tr>
<tr>
<td>Voting</td>
</tr>
<tr>
<td>Recycling</td>
</tr>
<tr>
<td>Paying Taxes</td>
</tr>
<tr>
<td>Military Duty</td>
</tr>
</tbody>
</table>
Good citizens have certain traits. Listed below are good citizenship traits.

<table>
<thead>
<tr>
<th>Qualities Of Good Leaders And Citizens</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Honesty</strong></td>
</tr>
<tr>
<td>Good citizens tell the truth. They don't lie or deceive people or the government.</td>
</tr>
<tr>
<td><strong>Courage</strong></td>
</tr>
<tr>
<td>Good citizens show courage. They do what is right, even when it is hard or scary.</td>
</tr>
<tr>
<td><strong>Trustworthiness</strong></td>
</tr>
<tr>
<td>Good citizens can be trusted. They always do what they say.</td>
</tr>
<tr>
<td><strong>Patriotism</strong></td>
</tr>
<tr>
<td>When people show love and respect for their country, it is called patriotism. No country is perfect. There are many things which could be better. But good citizens recognize that they are lucky to have the freedoms that come with living in the United States. They are grateful for the men and women who serve in the military to protect it. They don't always agree with elected leaders. But they respect their leaders. They voice their disagreement respectfully. Good citizens show patriotism.</td>
</tr>
<tr>
<td><strong>Good Neighbor</strong></td>
</tr>
<tr>
<td>Good neighbors help others in their community.</td>
</tr>
<tr>
<td><strong>Respectful</strong></td>
</tr>
<tr>
<td>Good citizens respect the opinions and ideas of others. They do not insult people or act rude.</td>
</tr>
<tr>
<td><strong>Responsible</strong></td>
</tr>
<tr>
<td>Good citizens do not blame others for their actions and always take responsibility.</td>
</tr>
</tbody>
</table>
Practice 2: Rights and Responsibilities of Citizens

1. Fill in the chart below with your responses. Write how you can be a good citizen in each of the blocks.

<table>
<thead>
<tr>
<th>My Plan to be a Responsible Citizen</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>At School</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>At Home</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>In my Community</td>
</tr>
</tbody>
</table>

2. How does staying informed make you a good citizen?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
3. Which of the following is **not** a right held by citizens?
   A  the right to vote  
   B  the right to due process  
   C  the right to litter  
   D  the right to bear arms  

4. "A good citizen listens to the opinions and ideas of others." Which good citizen trait is the sentence describing?
   A  responsible  
   B  respectful  
   C  good neighbor  
   D  courage
Chapter 7 Key Term Activity

Fill in the blank with the correct word.

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mayflower Compact</td>
</tr>
<tr>
<td>town hall meetings</td>
</tr>
<tr>
<td>representative</td>
</tr>
<tr>
<td>Iroquois Confederacy</td>
</tr>
<tr>
<td>government</td>
</tr>
<tr>
<td>House of Burgesses</td>
</tr>
</tbody>
</table>

There are many historical influences on the US 1. ______________________. The 2. ______________________ of the Native Americans introduced many government ideas. They had a(n) 3. ______________________ government. The first government document signed in America was the 4. ______________________. It established a legislative body and was an agreement for people to work together. The 5. ______________________ was the first legislative organization for colonists. In Puritan colonies, there were 6. ______________________. They gave Puritan citizens a say and role in government. All of these factors built the government we have today.

Key terms are defined in the book’s glossary. Answers to Key Term Activities and chapter reviews are found in the Teacher’s Guide.