

Week of April 20-24, 2020

6th - 8th

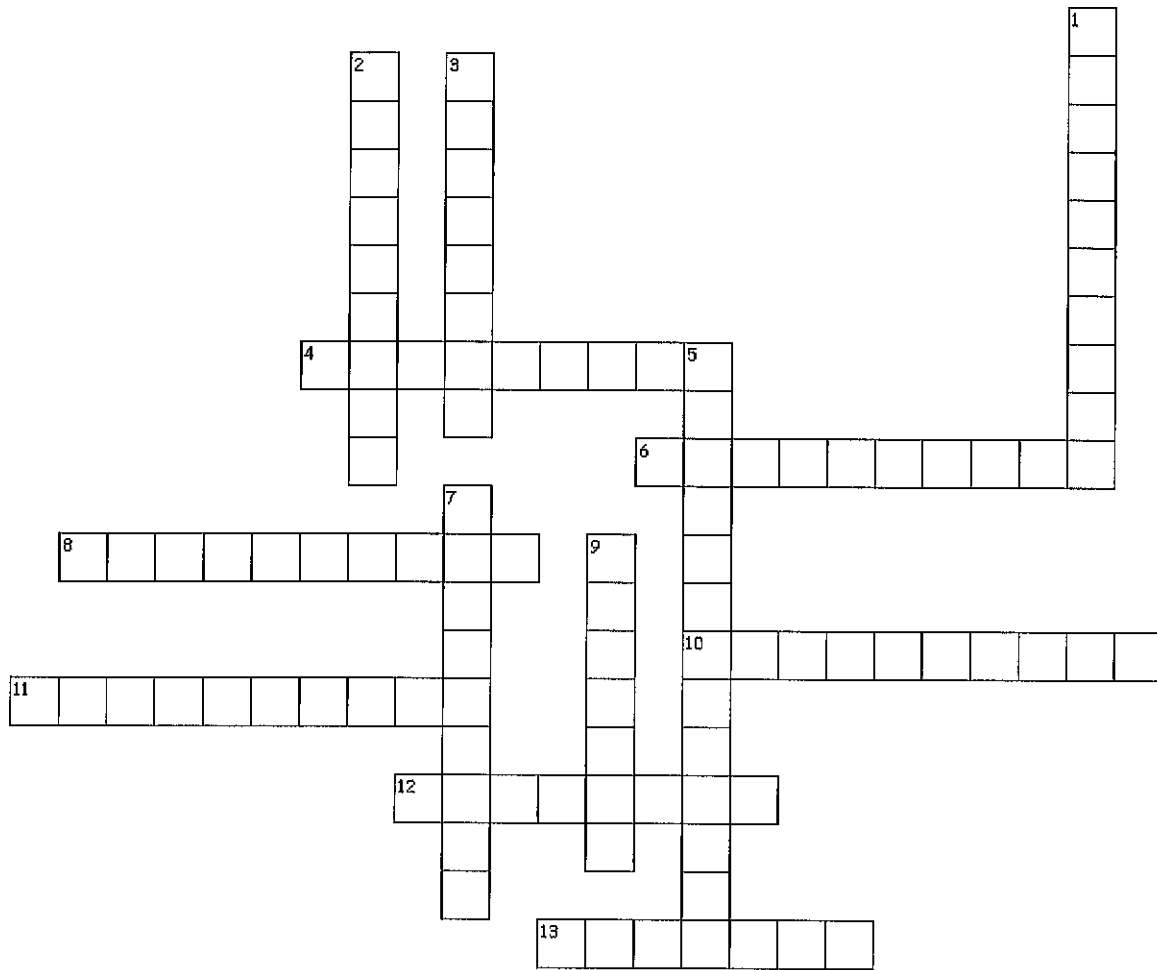
Jeremy Hoenes

Hello Junior High students & parents! I hope you all are doing well, and making the best of our current situation. Let me start off by saying that I am here to help you as much as I can. If you have any questions about any of my assignments, materials, how to submit them, or anything else please feel free to contact me. You can email me at anytime @ jeremy.hoenes@oakland5.org or through teacherease. I will also have times through the week where I will specifically be watching for emails. Those times are as follows: Mondays & Tuesdays - 10 - Noon, and Wednesdays 2 - 4. For each subject there are 3 choices for you to choose from. You only need to do one choice for each subject that you have with me, and turn in or submit to me. There are different ways to do this based on the assignment. If it is a WS, questions out of the book, or something you created (timeline, outline etc) you can return those to the school, take a picture with your phone and email it to me, or you can put the answers on a google doc and share it with me. There might also be times you can do social studies (7th & 8th only) via Ed Your Friend in Learning. We have used this site several times throughout this year. You might have an option, and if you have the capability to do that on the site, and submit the assignment that way as well.

Class	Choice 1	Choice 2	Choice 3 (Enrichment)
6th Grade Language Arts	Capitalizing and Punctuating Sentences & Using Context Clues	Unit 3 Vowel Sounds & Proofreading	Write a poem, song, or rap that is at least 8 lines long. Be creative, and have fun. It can be about any subject you want. Like, maybe missing your favorite teacher!
6th Grade Social Studies	Chapter 3 Vocabulary Crossword	The First Empires WS. You can find this info on pages 120 - 124 to help you answer the worksheet.	Read Compare Tables on page 126 & 127. Then, answer the Practice the Skill questions in complete sentences.
7th Grade Language Arts	Like Meanings and Opposite Meanings Vocabulary - Lesson 3. Use a dictionary, or Google to help if needed.	Classifying Sentences by Purpose A & B.	Write a summary of a book you have read, a movie you have watched, or a video game you have played while we have been out.

7th Grade Social Studies	Mod 3 Vocabulary Crossword	Complete the Guided Reading WS for Module 3 The Human World - Lesson 3: Settlement Patterns.	Read pg. 89 in your book. Answer the Learn the Skill, & Practice the Skill questions in complete sentences.
8th Grade Social Studies	Mod 3 Vocabulary Crossword	Complete the Guided Reading WS for Module 3 The English Colonies - Lesson 4: Life in the English Colonies.	Read Mod 30 The Civil Rights Movement, Lesson 3: Rights for Other Americans, found on page 938. Then, choose and answer 2 of the lesson assessment questions at the end of the lesson.

Module 3 Vocabulary



Across

- 4. thought that people had natural rights such as equality & liberty
- 6. laws to control slaves
- 8. crops that are always needed
- 10. Patuxet Indian named Squanto
- 11. people who left the country of their birth to live in another country
- 12. Separatist group left England to escape persecution
- 13. Indian leader who opposed British settlement in the west

Down

- 1. daughter of the Powhatan leader
- 2. first permanent English settlement in North America
- 3. group wanting to purify, or reform the Anglican Church
- 5. movement that spread the idea that reason & logic could improve society
- 7. took control of Jamestown & built a fort in 1608
- 9. religious group from New Jersey also called The Society of Friends

The English Colonies

Lesson 4



MAIN IDEAS

1. Colonial governments were influenced by political changes in England.
2. English trade laws limited free trade in the colonies.
3. The Great Awakening and the Enlightenment led to ideas of political equality among many colonists.
4. The French and Indian War gave England control of more land in North America.

Key Terms and People

town meeting assembly in which colonists decided issues and made laws

English Bill of Rights act passed in 1689 that reduced the powers of the English monarch and gave Parliament more power

triangular trade system in which goods and slaves were traded among the Americas, Britain, and Africa

Great Awakening religious movement in the colonies during the 1730s and 1740s

Jonathan Edwards important leader of the Great Awakening; from Massachusetts

Enlightenment movement during the 1700s that spread the idea that reason and logic could improve society

John Locke philosopher who thought that people had natural rights

Pontiac Native American leader who led a rebellion in the Ohio Valley in 1763

salutary neglect policy in which Britain interfered very little in colonial affairs

Lesson Summary

COLONIAL GOVERNMENTS

The House of Burgesses, Virginia's second assembly, helped make laws. Its members were elected by colonists. In New England, colonists at **town meetings** decided local issues. The middle colonies used both county and town meetings.

King James II of England thought the colonies were too independent. He united the northern colonies and limited their powers. In 1689 the **English Bill of Rights** shifted power from the monarch to Parliament, the British governing

How were laws made in Virginia and New England?

Did the colonists benefit from the English Bill of Rights? Why?

Lesson 4, *continued*

body. These rights were not extended to the colonists.

ENGLISH TRADE LAWS

England controlled its colonies to earn money. Parliament passed the Navigation Acts, that forced colonists to trade only with Britain. Some colonists wanted to trade at markets with the best prices.

One version of the **triangular trade** involved colonists trading rum for slaves from the African coast. The slave trade forced millions of Africans across the Atlantic Ocean in a voyage called the Middle Passage. Thousands of slaves died.

What is the name given to the voyage of slaves from Africa to America?

GREAT AWAKENING AND ENLIGHTENMENT

During the **Great Awakening**, talk of spiritual equality made some people, such as **Jonathan Edwards**, think about social and political equality. **Enlightenment** thinker **John Locke** said people should obey their rulers only if the state protected life, liberty, and property.

FRENCH AND INDIAN WAR

In 1675 a war erupted between colonists and the Wampanoag. Metacomet, or King Philip, was opposed to the colonists' taking Indian lands. The fighting ended after both colonists and Indians died.

Underline King Philip's real name.

The French and Indian War was about the British wanting to settle in the Ohio Valley and the French wanting it for the fur trade. After the war, Britain won Canada and all French lands east of the Mississippi River.

Native American leaders opposed British settlements in the Ohio Valley. Chief **Pontiac** led followers against the British. He later gave up, but King George III banned colonists from settling on Indian lands. Many settlers ignored

How did many Americans react to the king's ban on settling on Indian lands?

Lesson 4, continued

the ban because they were used to **salutary neglect**.

CHALLENGE ACTIVITY

~~Critical Thinking: Make Inferences~~ Imagine you live during the Enlightenment. Write a short journal entry describing the time.

DIRECTIONS Look at each set of four terms. On the line provided, write the letter of the term that does not relate to the others.

- _____ 1. a. House of Burgesses
b. town meetings
c. Parliament
d. Great Awakening

- _____ 4. a. spiritual equality
b. Jonathan Edwards
c. Great Awakening
d. salutary neglect

- _____ 2. a. Navigation Acts
b. English Bill of Rights
c. trade
d. markets

- _____ 5. a. triangular trade
b. Metacomet
c. French and Indian War
d. Pontiac

- _____ 3. a. slavery
b. triangular trade
c. John Locke
d. Middle Passage

DIRECTIONS Write two adjectives or descriptive phrases that describe each term.

6. House of Burgesses _____

7. Jonathan Edwards _____

8. French and Indian War _____

9. English Bill of Rights _____

10. Great Awakening _____
