Compare and Contrast

Directions: Read the passage. Use the reading strategy of compare and contrast to answer the questions below. Fill in the circle next to the correct answer.

Slavery was very important to the economies of the Northern and Southern Colonies. Although comparisons can be made between the life of slaves in the North and the South, there were differences, too.

In the South, few slaves worked in cities. Most worked on plantations. The planter often required enslaved people to work day and night. In spite of the difficult conditions, many slaves still found time for music. They built drums and other instruments similar to ones from their native countries in Africa. This kept their African culture alive.

Some West African slaves knew how to grow rice. Some shared this knowledge with plantation owners. For example, in the Carolinas rice became a valuable crop on many plantations.

Not all slaves in the Southern Colonies tended the crops. Some were skilled craftspeople who did carpentry work, tailoring, and blacksmithing on large plantations. They worked the same long, hard hours as those who worked in the fields.

The life of slaves in the Northern Colonies was in some ways different from life in the South. Some slaves worked on farms, but most worked in cities and towns. Most were not farmers. Instead, they worked as cooks or servants in people’s homes, as skilled craftspeople, and in stores and inns. Some slaves in the North were able to earn extra money by taking on extra jobs. It sometimes took years of extra work at night, but some enslaved people earned enough money to buy their freedom.

1. How did slavery in the Southern Colonies differ from slavery in the Northern Colonies?
   A. Slaves were owned by others.
   B. Slaves had restrictions placed on them.
   C. Families of slaves could be split up.
   D. Most slaves worked on plantations.

2. In what ways was the life of enslaved people across America similar?
   A. They worked night and day on farms.
   B. They earned extra money by teaching planters to grow rice.
   C. Slaves tried to keep up their African culture.
   D. They cooked meals for people who lived in cities.

Notes for Home: Your child learned how to compare and contrast information.

Home Activity: With your child, compare and contrast your weekday activities. How does your child’s day compare and contrast with yours?
**Vocabulary Preview**

**Directions:** Match each vocabulary word to its meaning. Write the vocabulary word on the line after the definition. You may use your glossary.

<table>
<thead>
<tr>
<th>Vocabulary Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>apprentice</td>
<td>A young person who learns a skill from a more experienced person</td>
</tr>
<tr>
<td>artisan</td>
<td>The second leg of a three-part voyage</td>
</tr>
<tr>
<td>triangular trade routes</td>
<td>A religious movement that revived many colonists’ interest in religion</td>
</tr>
<tr>
<td></td>
<td>Routes shaped like giant triangles</td>
</tr>
<tr>
<td></td>
<td>Reference book with facts and figures</td>
</tr>
<tr>
<td></td>
<td>People who rely on themselves for most of what they need</td>
</tr>
<tr>
<td></td>
<td>An open space where sheep and cattle could graze</td>
</tr>
<tr>
<td></td>
<td>A skilled worker who makes things by hand</td>
</tr>
<tr>
<td></td>
<td>Fight between enslaved people and owners near a river in South Carolina</td>
</tr>
</tbody>
</table>

**Directions:** On a separate sheet of a paper, write a paragraph comparing and contrasting life in the Northern and Southern English Colonies. Use as many of the vocabulary words as you can in your paragraph.

---

**Notes for Home:** Your child learned about colonial life in the North American colonies.

**Home Activity:** Have your child use as many vocabulary words as possible to compare his or her life with that of a child in one of the original colonies.
Lesson 1: Working and Trading

Directions: Answer the following questions on the lines provided.

1. What were the advantages and disadvantages of being an apprentice?

2. What was the job of an artisan?

3. How did a person become an artisan?

4. What was daily life like for children who grew up on farms during colonial times?

5. On what natural resources was the New England economy based? and the Southern economy? What industries developed?

Notes for Home: Your child learned how people worked and traded during colonial times. 
Home Activity: Ask your child if he or she would have preferred to have been an apprentice or a farm worker in colonial times. Have your child explain the duties and responsibilities of his or her choice.
Read Newspapers

Newspapers are sources of news and events that are taking place now. They are usually printed daily or weekly. News articles are news stories based on facts about recent events. Feature articles have information about places, people, or events that would interest readers.

Directions: Label each topic as a news article or a feature article.

1. Movie reviews
2. Plane carrying emergency supplies lands safely
3. Ten worst traffic spots in metro area
4. Bridge opens to ease congestion
5. Movie star’s wedding
6. Famous actor writes autobiography
7. Baby rescued by firefighters
8. Outdoor activities this weekend
9. Houses approved for the homeless
10. Historic building destroyed by flames
11. Presidential museum opens
12. Hay fever sufferers expect relief
13. Rising gas prices
14. Home remodeling tips
15. History of train exhibits

Notes for Home: Your child learned to identify the parts of a newspaper.
Home Activity: Look at a local newspaper with your child. As you skim it together, have your child classify stories as news or feature articles.
Lesson 2: Cities, Towns, and Farms

Directions: Match each term in the box to its description in the chart. Write the term in the second column in the chart.

<table>
<thead>
<tr>
<th>Benjamin Franklin</th>
<th>Middle Colony towns</th>
<th>Puritans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elizabeth Lucas Pinckney</td>
<td>general store</td>
<td>overseer</td>
</tr>
<tr>
<td>Southern plantation</td>
<td>town common</td>
<td>farming families</td>
</tr>
<tr>
<td>Philadelphia</td>
<td>meeting house</td>
<td></td>
</tr>
</tbody>
</table>

| Largest city in the 13 colonies | |
| Established first public library, hospital, and fire department in the 13 colonies | |
| First planter to raise a successful crop of indigo | |
| Began building towns in Massachusetts in 1630 | |
| Open space where cattle and sheep could graze | |
| Plantation manager | |
| Most important building in colonial town | |
| Served as marketplaces where farmers could sell their crops and buy tools and clothes | |
| Large farm where cash crops such as tobacco and rice were grown | |
| Place to buy imported goods such as tea and sugar | |
| Families who had to make or grow most of what they needed | |

Notes for Home: Your child learned about life in cities, towns, and on farms during colonial times. Home Activity: Discuss with your child how colonial cities, towns, and farms compare with their modern-day counterparts.
**Lesson 3: Everyday Life in the Colonies**

**Directions:** Match the sentence fragments in Columns A and B to form complete sentences. Write the letter from Column B on the line in Column A.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students learned the basics of reading, writing, arithmetic, and also learned the ____</td>
<td>a. they were considered a waste of paper, expensive, and were hard to make.</td>
</tr>
<tr>
<td>2. When children were not at school, they spent a lot of time doing ____</td>
<td>b. regions of the English Colonies.</td>
</tr>
<tr>
<td>3. Religion was an important part of life in all ____</td>
<td>c. chores around their family’s house or farm.</td>
</tr>
<tr>
<td>4. The Great Awakening, which revived many colonists’ interest in religion, also ____</td>
<td>d. common treats in the colonies, although all were not always tasty.</td>
</tr>
<tr>
<td>5. When the day’s work was done, families often sat together and ____</td>
<td>e. rules of polite behavior.</td>
</tr>
<tr>
<td>6. Letter writing was important; however, envelopes were not used because ____</td>
<td>f. listened as a family member read aloud from a book.</td>
</tr>
<tr>
<td>7. Colonists learned to grow corn from Native Americans and ____</td>
<td>g. inspired people to help others.</td>
</tr>
<tr>
<td>8. Many desserts, such as donuts, ice cream, and fruit pies, were ____</td>
<td>h. used it to make breads, puddings, and pancakes.</td>
</tr>
</tbody>
</table>

**Notes for Home:** Your child learned about daily life during colonial times.

**Home Activity:** Ask your child to contrast schools in colonial times with his or her typical school day.
Lesson 4: Slavery in the Colonies

Directions: Write True or False next to each statement. If the statement is false, rewrite it to make it true.

1. Slaves in the South worked in stores, inns, and as skilled artisans. ____________________________

2. In the North, slaves usually had more opportunities to improve their lives than did slaves in the South. ____________________________

3. Slaves could travel or go onto a ship in small groups. ____________________________

4. In the South, most slaves were forced to work on large plantations. ____________________________

5. Some slaves showed planters how to raise rice, a valuable crop. ____________________________

6. Some slaves were expert carpenters, blacksmiths, or tailors. ____________________________

7. Slaves kept African culture alive by building drums, banjos, and other instruments. ______

8. Plantation owners were afraid that slaves were using instruments to celebrate when a slave escaped. ____________________________

Notes for Home: Your child learned about the lives of slaves.

Home Activity: Ask your child how he or she would like to be treated by others.
Vocabulary Review

Directions: Circle the term in parentheses that best completes each sentence. You may use your glossary.

1. The (almanac, Great Awakening, Middle Passage) caused many colonists to become interested in religion once again and to help others.

2. A skilled worker, such as a carpenter or blacksmith, was an (apprentice, almanac, artisan).

3. The trade route from New England to West Africa to the West Indies and back to New England was a (Middle Passage, Stono Rebellion, triangular trade route).

4. A young person would spend years as an (almanac, apprentice, artisan), learning a skill from a more experienced person.

5. In colonial times people read (almanacs, apprentices, town commons), or reference books with facts and figures, for their valuable information.

6. The (Great Awakening, Stono Rebellion, triangular trade routes) took place when slaves clashed with their owners near a river in South Carolina.

7. The open space where sheep and cattle could graze in a town was known as the (triangular trade route, town common, Middle Passage).

8. The second leg of a three-part voyage was known as the (Middle Passage, Great Awakening, Stono Rebellion).

9. The New England Colonies were (triangular trade routes, apprentices, self-sufficient)—they relied on themselves for most of what they needed.

Directions: Describe the work life of a slave or an apprentice in the early English Colonies. Use as many vocabulary words as you can in your summary.

Notes for Home: Your child learned new terms related to life in colonial times.

Home Activity: With your child, discuss how people in colonial days tried to become self-sufficient. Discuss whether or not this goal is possible in today’s society.