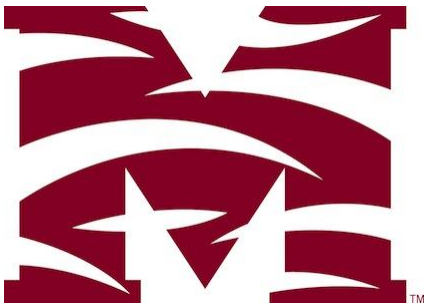


Name _____

4th Grade Modified ELA Remote Learning Packet

Week 20



Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

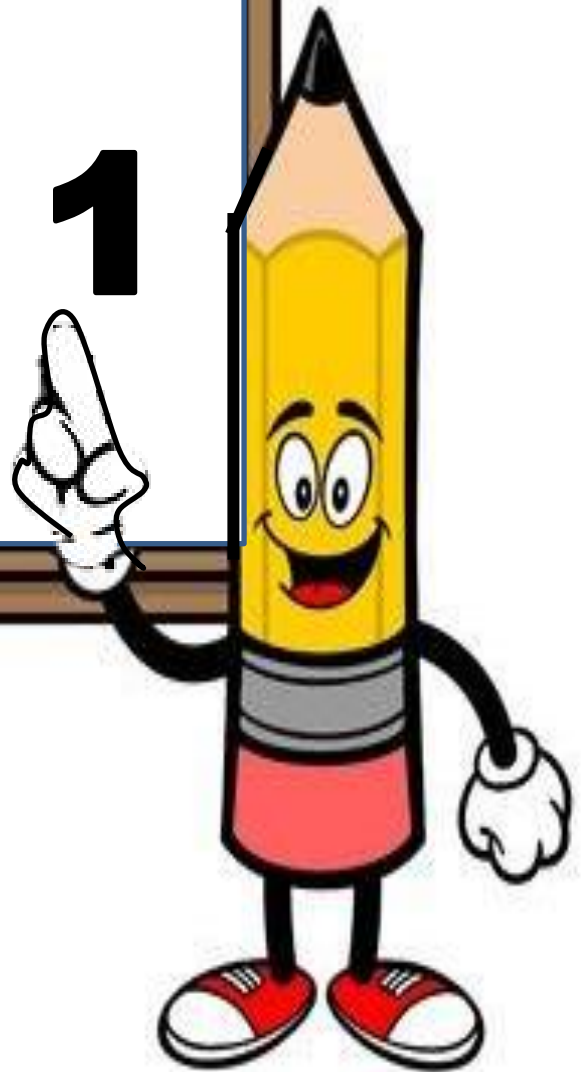
(Parent Signature)

(Date)

Parents please note that all academic packets are also available on our website at www.brighterchoice.org under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.



Day # 1



Name: _____

Week 20 Day 1 Date: _____

BCCS-B

Hampton Howard Morehouse

Week 20 Day 1 Notes, Colonial Times

Do Now

What have you learned about Colonial Times?

I have learned _____

Standard	RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
LEQ	How can understanding the overall structure of a text help me better understand the information presented in that text?
Objective	I can identify the purpose and structure of a text.
Assignment to Submit	Exit Ticket (Google Form on Google Classroom)

Input: Notes on Content/Vocabulary/Anchor Chart

Text Structure	Purpose	Clue Words
Chronological Order	Tells the order in which events occur in a text.	-first, next, then, last -years -numbers
Cause & Effect	Tells what happened and why it happened.	-because -if -when -so -as a result
Problem & Solution	Provides a problem and describes how it can be or is solved.	-problem -solution -resolution
Compare & Contrast	Shows similarities and differences between two or more things.	-however -on the other hand -similarly -like -unlike

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description	The author explains a topic, idea, person, place or thing by listing _____, features, and examples.
sequence	The author lists items or evens in _____ or _____ order.
compare and contrast	The author explains how two or more things are _____ or _____.
cause and effect	The author lists one or more of the _____ and the _____ that occur.
problem and solution	The author states a problem or _____ and lists one

CFU: Skill Activity: Text Structure

Application: 3 Reads of Text: Thirteen Colonies: New England Colonies

Topic:	Main Idea:
---------------	-------------------

Thirteen Colonies – New England Colonies

New England Colonies



The New England colonies were a group of the northernmost colonies in the new land. They include what we now call the states of New Hampshire, Rhode Island, Connecticut and

Massachusetts (during the colonial times Maine & Massachusetts BOTH made up the Massachusetts colony). Due to their geography, these colonies had long, cold winters. The rocky soil made it difficult to grow food, so many did not make a profit from farming. Instead settlers used trees from the region's forests for shipbuilding. People in New England used the Atlantic Ocean for fishing, hunting whales, and trading. These jobs were what made some in the New England colonies very successful.

Religion was important to all people in the colonies but in New England, religion was the center of life. Most of the people were Puritans whose families came from England. The Puritans believed that God rewarded those who worked hard. In most towns, they built meeting houses where they held Sunday services and town meetings. Some of the problems that were discussed at the town meetings included how much should the schoolmaster be paid and which roads needed to be repaired. All men who were church members and property owners could speak and vote at these meetings. Town meetings helped build a democracy in America because they gave a large group of people a voice in their government.

New England became the leader in the development of public schools because the Puritans believed everyone should be able to read the Bible. In 1647 Massachusetts passed America's first public school law. The law required towns with more than 50 families to hire a teacher for the town's children. Towns with more than 100 families had to start a grammar school for boys. These grammar schools, the first public ones in America, were small, one-room schools. They were for both rich and poor boys, and tax money supported the schools. Girls often went to dame schools, which women ran in their own homes. The lessons were simple, teaching girls to read and write simple words and to recite prayers. The first colleges in the colonies were started as school to train ministers. In 1636 the Puritans started Harvard College, the first college in the colonies.

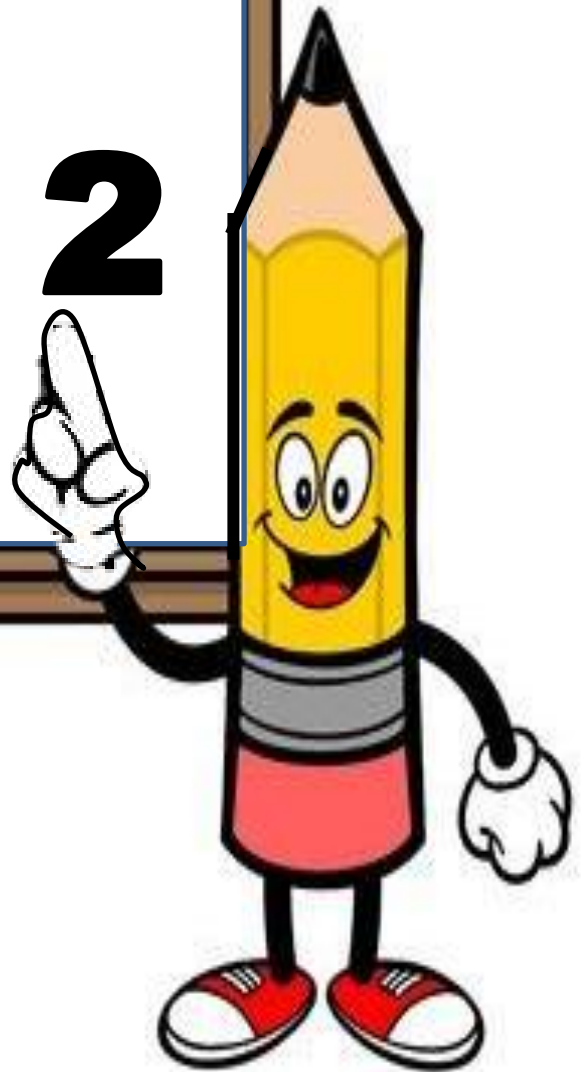


How is paragraph 1 organized? Use two details to support your answer.

HINT: Paragraph 1 is organized by _____. I know this because _____.
Also, _____. In conclusion, _____.



Day # 2



Name: _____

Week 20 Day 2 Date: _____

BCCS-B

Hampton Howard Morehouse

Week 20 Day 2 Notes, Colonial Times

Do Now

How did the New England Colonies feel about education?

People in the New England colonies felt

Standard	RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
LEQ	How can understanding the overall structure of a text help me better understand the information presented in that text?
Objective	I can identify the purpose and structure of a text.
Assignment to Submit	Exit Ticket (Google Form on Google Classroom)

Input: Notes on Content/Vocabulary/Anchor Chart

Text Structure	Purpose	Clue Words
Chronological Order	Tells the order in which events occur in a text.	-first, next, then, last -years -numbers
Cause & Effect	Tells what happened and why it happened.	-because -if -when -so -as a result
Problem & Solution	Provides a problem and describes how it can be or is solved.	-problem -solution -resolution
Compare & Contrast	Shows similarities and differences between two or more things.	-however -on the other hand -similarly -like -unlike

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problem and solution	The author states a problem or _____ and lists one

CFU: Skill Activity: Text Structure

Application: 3 Reads of Text: Thirteen Colonies: Middle Colonies

Topic:	Main Idea:
---------------	-------------------

Thirteen Colonies – Middle Colonies

Middle Colonies



The region to the south of the New England colonies held the Middle Colonies. The Middle Colonies included New York, Pennsylvania, New Jersey, and Delaware. These colonies had a milder climate

and better soil. They experienced warm summers and cold winters. The Middle Colonies had settlers who came from many nations in Europe, including Germany, Sweden, France and Scotland. Most people living in the Middle colonies earned their living through farming. These colonies were called the "breadbasket colonies" because they grew large amounts of wheat and grains as cash crops. Cash crops are crops that produce a lot of money for an area or region. Farmers used the area's three main rivers to ship their products to Philadelphia and New York City. These busy port cities became the largest cities of the Middle colonies. Besides trade, manufacturing was important too. Manufacturing is creating goods for others to use. Many factories were based in the Middle colonies. These factories were also part of their economy. The factories manufactured, or produced, goods such as iron, glass, paper and cloth.

There was little public education in the Middle Colonies. Most schools in the Middle Colonies were private schools and charged fees. Only families that could afford these fees would send their children to school. At the age of 12, many middle and lower class children became an apprentice. An apprentice lived and worked with a master craftsman such as a printer, shoemaker, glassmaker, silversmith or

other craftsman. After about 7 years, the apprentice could work on his own as a journeyman. Later, when he was experienced, he was considered a master craftsman who could then have his own apprentices.

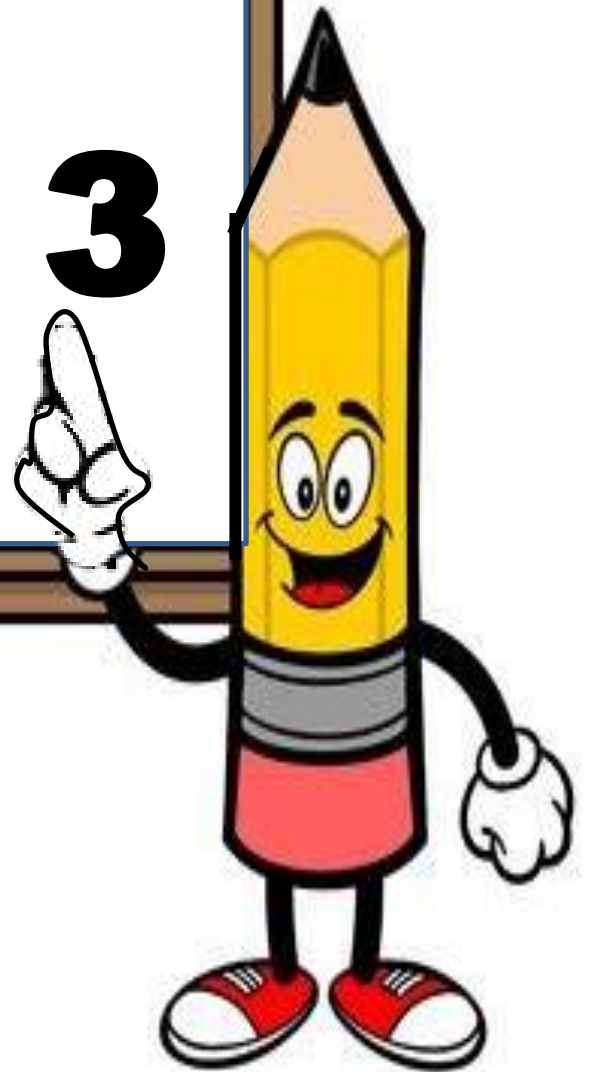
How is the passage organized? Use two details to support your answer.

HINT: The passage is organized by _____. I know this because _____.

Also, _____. In conclusion, _____.



Day # 3



Name: _____

Week 20 Day 3 Date: _____

BCCS-B

Hampton Howard Morehouse

Week 20 Day 3 Notes, Colonial Times

Do Now

The Middle Colonies were famous for two trades. Name one.

The Middle Colonies were famous for _____

Standard	RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
LEQ	How can understanding the overall structure of a text help me better understand the information presented in that text?
Objective	I can identify the purpose and structure of a text.
Assignment to Submit	Exit Ticket (Google Form on Google Classroom)

Input: Notes on Content/Vocabulary/Anchor Chart

Text Structure	Purpose	Clue Words
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problem and solution	The author states a problem or _____ and lists one

CFU: Skill Activity: Text Structure

Application: 3 Reads of Text: Thirteen Colonies: Southern Colonies

Topic:	Main Idea:
---------------	-------------------

Thirteen Colonies – Southern Colonies

Southern Colonies



Maryland, North and South Carolina, Virginia, and Georgia are the states that made up the Southern colonies. In the Southern colonies, the climate was warmer than in the other two

regions because these colonies were the southernmost colonies, closest to the equator. The warm climate made it possible to grow crops throughout the year. Also there was a larger area of flat land with good soil for farming. In these colonies, people grew tobacco and rice on large plantations. A plantation is an enormous farm that grows crops. These cash crops were sold to other colonies and to England.

Almost everything a planter, or plantation owner, and his family needed was made on a plantation. The planter lived in a large house with his family. The owner's wife ran the house and often managed the slaves that worked in the house. The southern colonies depended on slaves to do most of the field work. Laws called "slave codes" were passed to control the slaves. According to these laws, slaves were the property of their owners and had no rights at all. Teaching slaves to read and write was against the law. Although there were some African slaves in the Middle colonies and fewer in the New England, most were located in the Southern colonies. By 1775 slaves were one fifth or twenty percent of the population in the 13 colonies.

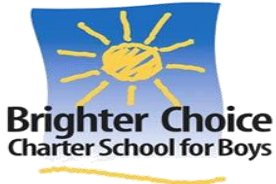
Unlike the Middle colonies, most people in the Southern colonies came from England. And unlike the New England colonies, most people belonged to the Church of England. Laws in Virginia required all people to pay taxes to the church.

Most southerners owned small farms. Wealthy plantation owners controlled businesses, slaves, and government.

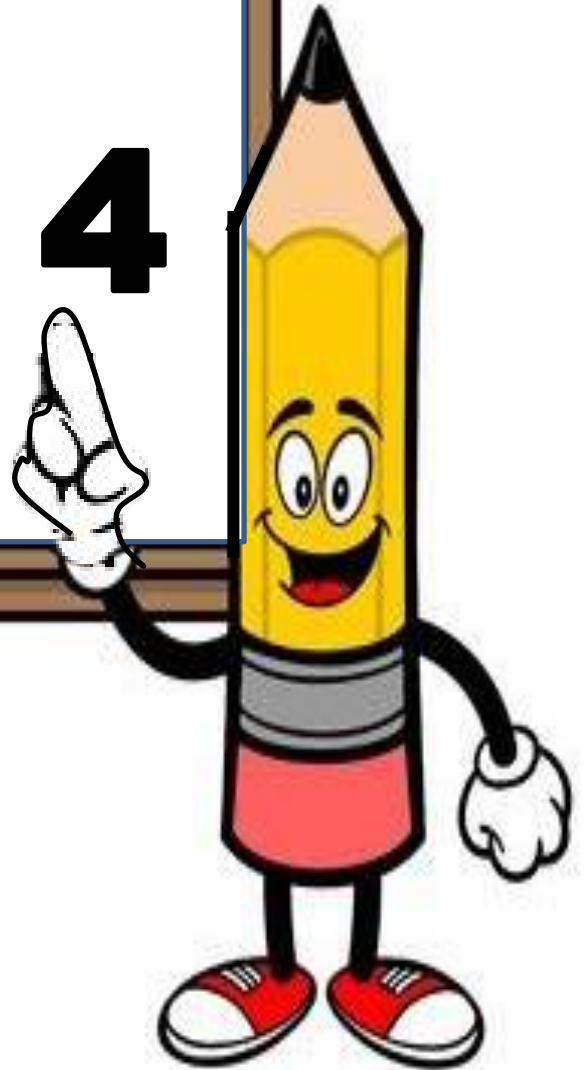
There was little public education in the Southern Colonies. In the Southern Colonies, wealthy children were taught at home, on the plantation, by a tutor.

What does paragraph 1 reveal about why it was important that the Southern Colonies climate was warmer? Use two details to support your response.

HINT: Paragraph 1 reveals it was important that the Southern Colonies climate was warmer because _____. I know this because _____.
Also, _____. In conclusion, _____.



Day # 4



Name: _____

Week 20 Day 4 Date: _____

BCCS-B

Hampton Howard Morehouse

Week 20 Day 4 Notes

Skills Progress Assessment

Today your scholar is taking an assessment virtually. Please be sure they are prepared with a pencil(s) and a charged Chromebook.

Directions: Read the article and answer questions 1-10.

Peanuts, Please!

Americans have loved the crunchy taste of peanuts ever since 1870. That was the year P.T. Barnum introduced peanuts as snack food at his circus events. People loved them! Soon, the popularity of peanuts in the United States exploded.



Image 1

But many people around the world feasted on peanuts long before Americans. Peanuts have been a popular food in Africa for hundreds of years. In South America, scientists found clay pots shaped like peanuts that were over 3,000 years old. They discovered that peanuts were an important food for ancient South Americans. Ancient, dried peanuts have also been found in parts of China.

It's believed that African slaves brought peanuts to the American colonies in the 1700s. Peanuts grew very well in the southern United States due to the sandy soil and moist climate. Initially, farmers grew peanuts as food for their livestock. Later on, they became a food for humans, too.

Most people think peanuts are nuts, but they are not. Peanuts are actually legumes, which are seeds that grow inside pods. Peas and beans are also legumes, but peanuts are unique because their seedpods develop underground.

The peanut plant is bushy, green, and grows small yellow flowers. When the flower blossoms die, their stems bend down toward the ground. They begin to dig into the soil, and a seedpod grows on the tip of each stem. When the peanuts are ripe, they are dug out of the ground with a special tractor. The peanuts must be harvested at just

the right time. If the soil is too wet or too dry, many of the peanuts will remain stuck in the ground. After harvesting, the peanuts are dried and sent to factories. There, they are packaged as snacks or made into other products, such as peanut butter.

George Washington Carver developed a peanut butter around 1890. Carver

was a doctor who wanted to make a food for his patients who had lost their teeth. He knew that his patients needed protein, so he began looking for something soft and easy to ingest.



Image 3

Peanut butter was a hit when it was sold at the 1904 World's Fair in St. Louis, Missouri. In 1922, peanut butter was packed in jars for the first time, which meant it could be sold in stores all across the country. Pretty soon, peanut butter sandwiches became part of the all-American diet. Today, about 170 million jars of peanut butter are sold each year.

Other popular peanut products include roasted peanuts, salted peanuts, and unsalted peanuts. They are sold in the shell or out of the shell in jars, cans, and packages. Peanut oil is another popular peanut product. It is used as a healthful cooking oil to fry foods. With all of these peanut products, it's easy to see why people continue to say, "Peanuts, please!"



Image 2

1. Which idea from the article **best** supports the main idea?
 - A. Americans have loved the crunchy taste of peanuts ever since 1870. (paragraph 1)
 - B. Peanuts are actually legumes, which are seeds that grow inside pots. (paragraph 4)
 - C. After harvesting, the peanuts are dried and sent to factories. (paragraph 5)
 - D. It is used as a healthful cooking oil to fry foods. (paragraph 8)

2. How does paragraph 3 connect to paragraph 6 of the article?
 - A. by describing how peanuts were an important food source for ancient South Americans
 - B. by describing why peanuts are a favorite snack of every American
 - C. by explaining when peanuts arrived in America and how they were used to create peanut butter
 - D. by explaining what happens to the peanut as it grows

3. How is the article **mainly** organized?
 - A. compare and contrast
 - B. description
 - C. question and answer
 - D. cause and effect

4. How does Image 3 support the main idea of the article?
- A. by showing one of the many ways peanuts are used today
 - B. by listing the ingredients that make peanut butter a health conscience choice
 - C. by presenting new information why apple butter is superior to peanut butter
 - D. by providing evidence that shows what can occur if people eat too much peanut butter

5. Read this sentence from paragraph 1.

Soon, the popularity of peanuts in the United States exploded.

Which paragraph best supports this claim?

- A. paragraph 2
 - B. paragraph 3
 - C. paragraph 5
 - D. paragraph 7
6. Which detail would be **most** important to include in the summary of the story?
- A. Most people think peanuts are nuts but they are not. (paragraph 4)
 - B. Peas and beans are also legumes...(paragraph 4)
 - C. If the soil is too wet or too dry, many of the peanuts will remain stuck in the ground. (paragraph 5)
 - D. George Washington Carver developed a peanut butter around 1890. (paragraph 6)

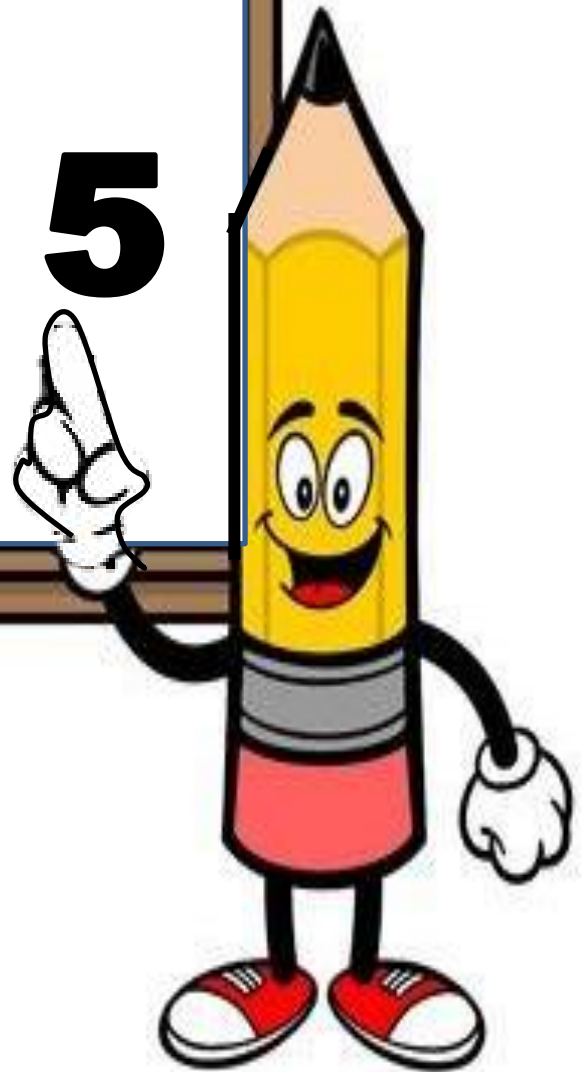
7. Which idea best explains how we know that peanuts did not originally come from North America?
- A.** People loved them! (paragraph 1)
 - B.** Peanuts have been a popular food in Africa for hundreds of years. (paragraph)
 - C.** It is believed that African slaves brought peanuts to the American colonies in the 1700s. (paragraph 3)
 - D.** When the peanuts are ripe, they are dug out of the ground with a special tractor. (paragraph 5)
8. Why is “Image 2” included in the article?
- A.** It provides visual steps on how to grow your own peanuts if you have the correct soil.
 - B.** It shows a visual aid of the parts of a peanut plant.
 - C.** It suggests that peanuts are better than other forms of protein.
 - D.** It provides evidence to support the author’s claim that peanuts are useful legumes.

9. What is the author’s purpose of the article “Peanuts, Please!”? Use **two** details to support your response. (RI 4.8)

10. How is the article **mostly** organized? Use two details to support your response. (RI 4.5)



Day # 5



Name: _____

Week 20 Day 5 Date: _____

BCCS-B

Hampton Howard Morehouse

Week 20 Day 5 Notes, Colonial Times

Do Now

Which area of the original 13 colonies would you liked to have lived in? Why?

I would have liked to live in _____

Standard	RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
LEQ	How can understanding the overall structure of a text help me better understand the information presented in that text?
Objective	I can identify the purpose and structure of a text.
Assignment to Submit	Exit Ticket (Google Form on Google Classroom)

Input: Notes on Content/Vocabulary/Anchor Chart

Text Structure	Purpose	Clue Words
Chronological Order	Tells the order in which events occur in a text.	-first, next, then, last -years -numbers
Cause & Effect	Tells what happened and why it happened.	-because -if -when -so -as a result
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Compare & Contrast	Shows similarities and differences between two or more things.	-however -on the other hand -similarly -like -unlike

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description	The author explains a topic, idea, person, place or thing by listing _____, features, and examples.
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cause and effect	The author lists one or more of the _____ and the _____ that occur.
problem and solution	The author states a problem or _____ and lists one

CFU: Skill Activity: Text Structure

Application: 3 Reads of Text: Family, Women, and Social Classes

Topic:	Main Idea:
---------------	-------------------

Thirteen Colonies – Family, Women and Social Classes

Family Life, Role of Women and Social Classes

The family was the most important social group throughout the colonies. The father was the head of the house, and he expected his family to obey him. Women had few rights in the 13 colonies. A woman could not vote or work in the colonial government. In order to own land, start a business, or sign a contract, a woman had to have permission from her husband or father!

All women were expected to do many kinds of work for their families, but wealthy women had servants to help them. Women had to feed their families, so they grew vegetable gardens that provided some of their food. Women cooked meals in large pots over a fire in a fireplace. Pies filled with meat and vegetables were very popular.

Women took care of all children who lived in their homes. Women made soap, candles and clothing by hand. By working quickly, a woman might make 200 candles in one day. To make clothes, women had to spin thread, weave it into cloth and sew the cloth into clothing.

Finally most women worked with their husbands on their farms or in their shops or businesses. A few women managed their own plantations. Eliza Lucas Pinckney became famous for managing her father's plantation. She turned indigo into an important cash crop in South Carolina.

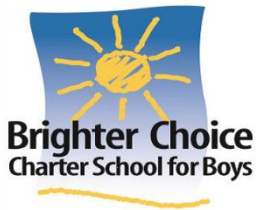
Social classes were important in the colonies. The highest social class was the upper class. The upper class included the wealthy and the well educated. Ministers, lawyers, southern planters, and rich merchants were part of the upper class. Only upper class women could afford to wear fancy silk dresses. Upper class men of

often wore fancy white wigs. The largest class of people in the colonies was the middle class. Small farmers, shopkeepers, and skilled workers were part of the middle class. Farm workers and servants were in the lower class. Slaves were the lowest level of society and had the least rights.

How did the upper class differ from the middle class? Use two details to support your response.

HINT: The upper class was different than the middle class because _____. I know this because _____.

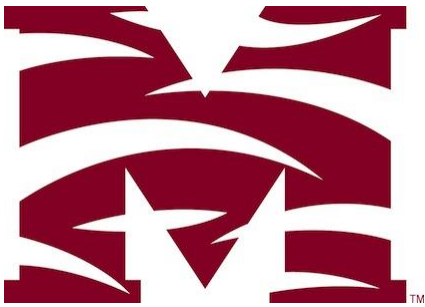
Also, _____. In conclusion, _____.



Name _____

4th Grade Modified ELA Remote Learning Packet

Week 21



Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

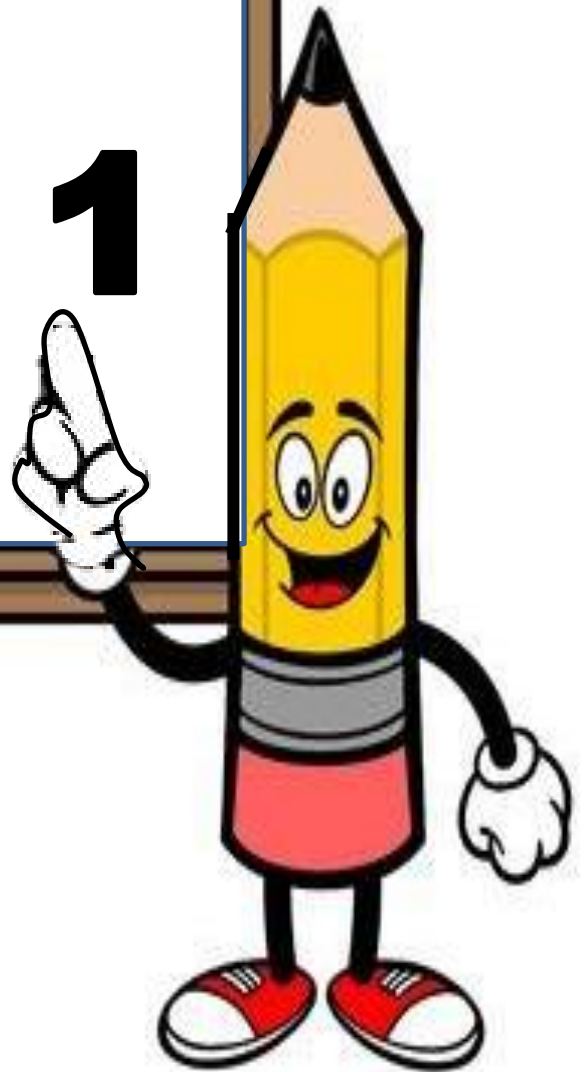
(Parent Signature)

(Date)

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Day # 1



Name: _____

Week 21 Day 1 Date: _____

BCCS-B

Hampton Howard Morehouse

Week 21 Day 1 Notes, Colonial Times

Do Now

What are 2 of the 5 text structures?


Two text structures are _____

Standard	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text
LEQ	Why is it important to understand the difference between and explain important concepts in historical, scientific, and technical texts?
Objective	I can determine the difference between historical, technical, and scientific texts and refer back to the text for evidence.
Assignment to Submit	Exit Ticket (Google Form on Google Classroom)

Input: Notes on Content/Vocabulary/Anchor Chart

Talking **TEXT**

about the



I can refer to details and examples when referring to the text.

Text Features

- This heading says _____, so I think this page is mostly about _____.
- I looked at this picture/graph/caption and saw _____.
- If I put them together, I think these pages will be about _____.

Talk Back to the Text

- I can picture how this goes, it probably...
- This makes me think...
- This makes me realize...
- I used to think... but now I'm understanding...
- Maybe it's because...
- My ideas about this are...
- On one hand...but then again...
- I also think...
- These things are alike because...
- These things are different because...

historical	Tells about the events that happened in the _____ or long ago.
scientific	Explain scientific concepts and scientific _____ for what happens, _____ it happens, why it happens.
technical	Describes _____ do something in _____, or tells how something works in chronological order.

CFU: Skill Activity: Text Evidence

Application: 3 Reads of Text: Thirteen Colonies: Colonial Trade

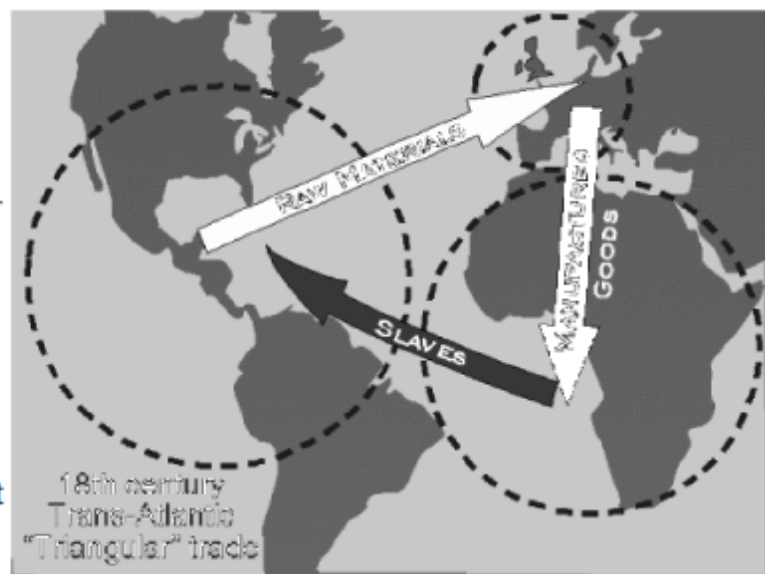
Topic:	Main Idea:
---------------	-------------------

Thirteen Colonies – Colonial Trade

Colonial Trade

New England, a leader in shipbuilding, sent trading ships to England and to English colonies in all parts of the world. Colonial products such as lumber and fish were traded in England for manufactured items like furniture and fine clothing. Much trading took place among the 13 colonies. New England merchants shipped fish and lumber to the other colonies. The Southern colonies sent rice and tobacco to New England. Grain and flour from the Middle Colonies went to the Southern Colonies and also to New England.

In order to trade with countries other than England, the colonies developed triangular trade routes. To trade with European merchants, the colonial merchants shipped their products to European ports. There they traded for goods that were not available in England,



such as fruits and wine. Next, the fruits and wine were traded in England for manufactured goods. Finally the manufactured goods from England were sold in the colonies.

Another triangular trade route brought African slaves to America. First, colonists traded their products for sugar and molasses in the West Indies. Ships carried sugar and molasses back to the colonies where they were made into rum. Then, ships carried rum and guns to Africa. In Africa, these were exchanged for

slaves. Then African slaves were shipped to the West Indies or to the colonists.

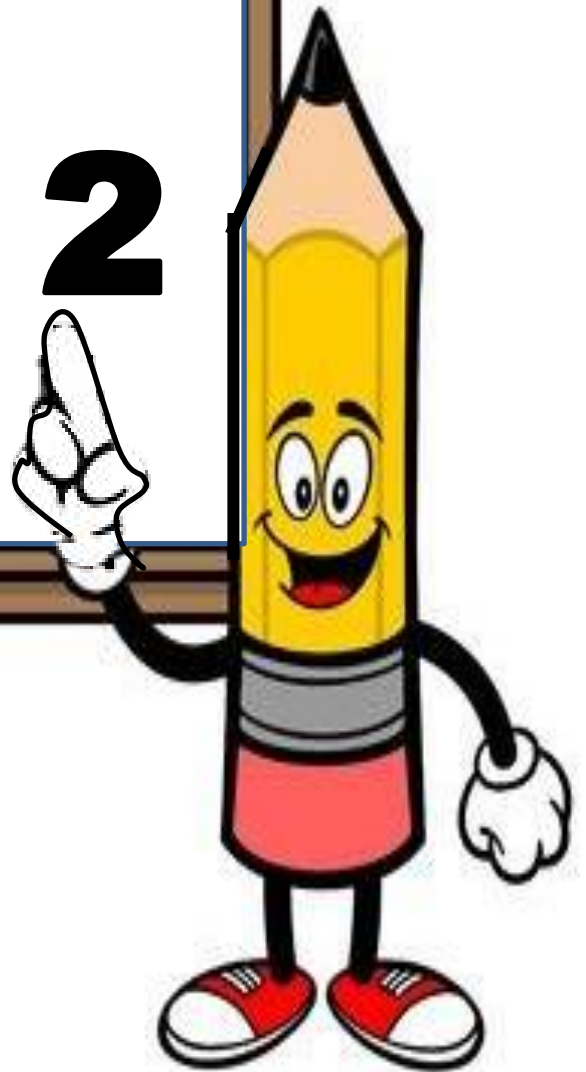
Trade helped the port cities in the colonies grow larger. By 1770 Boston was the busiest port, and Philadelphia was the largest city in the colonies. Cities grew larger and larger each year, but most colonists continued to live on farms and in towns. By 1760 there were almost 2 million people living in the 13 colonies. About half of the colonists came from European nations other than England. They spoke many different languages, belonged to many different religions, and earned their livings in many different ways. They thought of themselves as Virginians, New Yorkers, or members of other colonies.

According to the text, how did trade aid in helping the colonies grow? Use two details to support your response.

HINT: Trade helped the colonies grow by _____. I know this because _____.
Also, _____. In conclusion, _____.



Day # 2



Name: _____

Week 21 Day 2 Date: _____

BCCS-B

Hampton Howard Morehouse

Week 21 Day 2 Notes, Colonial Times

Do Now

How did Trade help the colonies?


Trade helped the colonies by _____

Standard	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text
LEQ	Why is it important to understand the difference between and explain important concepts in historical, scientific, and technical texts?
Objective	I can determine the difference between historical, technical, and scientific texts and refer back to the text for evidence.
Assignment to Submit	Exit Ticket (Google Form on Google Classroom)

Input: Notes on Content/Vocabulary/Anchor Chart

Talking **TEXT**

about the



I can refer to details and examples when referring to the text.

Text Features

- This heading says _____, so I think this page is mostly about _____.
- I looked at this picture/graph/caption and saw _____.
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- My ideas about this are...
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- I also think...
- These things are alike because...
- These things are different because...

historical	Tells about the events that happened in the _____ or long ago.
scientific	Explain scientific concepts and scientific _____ for what happens, _____ it happens, why it happens.
technical	Describes _____ do something in _____, or tells how something works in chronological order.

CFU: Skill Activity: Text Evidence

Application: 3 Reads of Text: Lost Colony of Roanoke

Topic:	Main Idea:
--------	------------

THE LOST COLONY OF ROANOKE

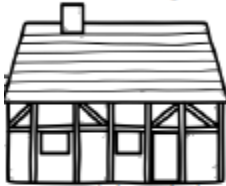
The first attempt by the English to establish a colony in the Americas was Roanoke Colony. Unfortunately the colony failed when the settlers mysteriously disappeared, giving it the nickname the "Lost Colony."

VIRGINIA

The Roanoke Colony was located on Roanoke Island off the coast of what is today North Carolina, but was part of Virginia at the time. The land was granted to Sir Walter Raleigh by English monarch Queen Elizabeth I. The British hoped to establish a foothold in the Americas to expand their empire. Captain Philip Amada and Captain Arthur Barlowe were sent out by Sir Walter Raleigh to explore the area. They discovered the Roanoke Island and met with natives there. They convinced two natives to return to England with them. This impressed Queen Elizabeth I and Raleigh, who felt Roanoke would be a good place to establish a colony.



Raleigh



FIRST EXPEDITION

Sir Richard Grenville led the first expedition to Roanoke. They arrived at Roanoke in 1585. Grenville left 107 settlers, all men, at Roanoke under the charge of Ralph Lane. Grenville returned to England to gather additional supplies for the settlement. They arrived too late in the season to plant any crops that would survive the cold winter. Therefore, they had to rely on the supplies brought with them. However, these were not designed to last all winter. Lane's first priority was to build a fort, and then houses. Lane saw the neighboring Roanoke tribe as possible enemies. When a dispute over a cup turned violent, Lane ended up killing Wingina, the Roanoke chief. Lane and his fellow settlers remained until Sir Francis Drake sailed by in 1586. They plead with him to take them along and Drake agreed, so the settlers left for good. Ironically, a supply ship arrived a week later, under the command of Grenville. 15 people from that crew stayed behind and found the fort built by Lane and his men.

SECOND ATTEMPT

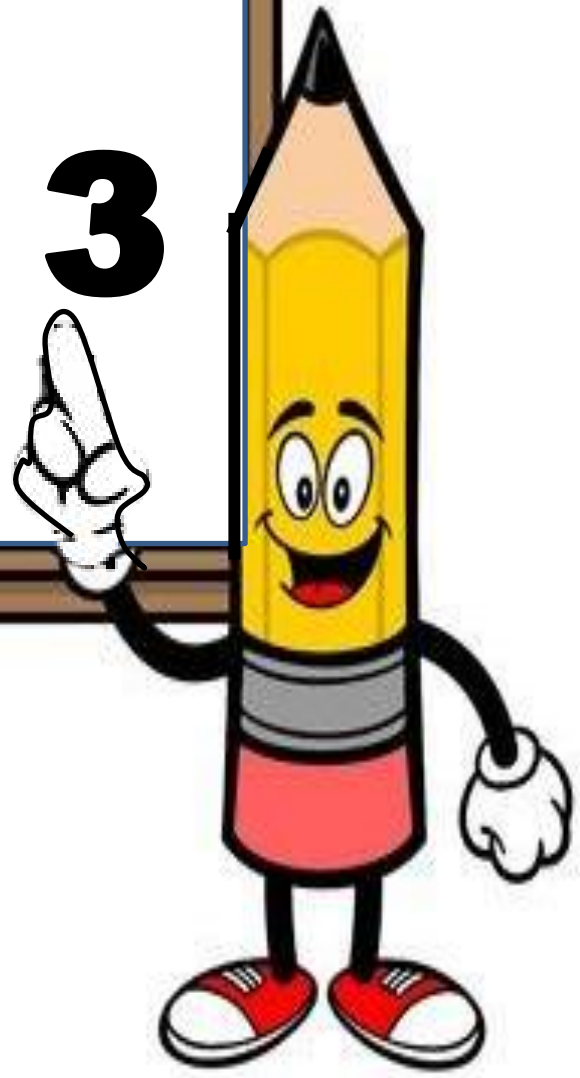
Sir Walter Raleigh set up another voyage and transported a group of people from England to Roanoke Island in 1587. This time, 150 people- men, women, and children- made the voyage, led by John White. They arrived on July 22, 1587, and went in search of the 15 men who had stayed behind two years prior, but found nothing but human bones. They began making Roanoke Island their new home despite this. The Native Americans on the island were more hostile to the new settlers than before. Only one group of the many natives in the area were friendly to the settlers- the Croatoans. They wanted peace and understanding between themselves and their new English "neighbors." The first English settler, Virginia, was born in the New World to Eleanor Dare, daughter of Governor John White.

RETURN HOME

Things progressed in the settlement, as settlers planted crops and solidified their hold on their part of the island. As August came to a close, settlers decided they needed more supplies from home. Governor John White and other sailors took the fleet of ships home to England to gather more food and supplies. After this, nothing more is known for certain about the fate of the settlers who stayed behind.



Day # 3



Name: _____

Week 21 Day 3 Date: _____

BCCS-B

Hampton Howard Morehouse

Week 21 Day 3 Notes, Colonial Times

Do Now

What are the three types of informational texts?


The three types of informational text are _____

Standard	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text
LEQ	Why is it important to understand the difference between and explain important concepts in historical, scientific, and technical texts?
Objective	I can determine the difference between historical, technical, and scientific texts and refer back to the text for evidence.
Assignment to Submit	Exit Ticket (Google Form on Google Classroom)

Input: Notes on Content/Vocabulary/Anchor Chart

Talking **TEXT**

about the



I can refer to details and examples when referring to the text.

Text Features

- This heading says _____, so I think this page is mostly about _____.
- I looked at this picture/graph/caption and saw _____.
- If I put them together, I think these pages will be about _____.

Talk Back to the Text

- I can picture how this goes, it probably...
- This makes me think...
- This makes me realize...
- I used to think... but now I'm understanding...
- Maybe it's because...
- My ideas about this are...
- On one hand...but then again...
- I also think...
- These things are alike because...
- These things are different because...

historical	Tells about the events that happened in the _____ or long ago.
scientific	Explain scientific concepts and scientific _____ for what happens, _____ it happens, why it happens.
technical	Describes _____ do something in _____, or tells how something works in chronological order.

CFU: Skill Activity: Text Evidence

Application: 3 Reads of Text: Scholastic News: The Lost Colony of Roanoke Part 2

Topic:	Main Idea:
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STUCK IN ENGLAND

When White arrived home in England, he immediately set about raising money and interest to return to Roanoke. He wanted to get back as soon as possible. Unfortunately, he was unable to leave because the Spanish Armada advanced on England in 1588. After several desperate weeks, the English defeated the massive Spanish fleet and sent it sailing home. However, the war between England and Spain was by no means over. White and the men who wanted to return to Roanoke were unable to leave. Some had to fight in the war, but the main reason they could not leave was because they could not get a ship.



RETURN TO ROANOKE

White and a few sailors returned to Roanoke in 1590, arriving in mid-August. They saw smoke from two separate places on the island and hoped it was from the settlements they left behind. They searched one area to no avail, only finding some of the smoke was from a forest fire. The next day, seven men drowned when their boat capsized, but White continued with a handful of men. They arrived at their destination late in the day, but could not go onto shore safely. They were desperate for a sign from the settlers, even playing familiar English songs on a trumpet, but heard nothing in response.

CLUES

A couple days later, the crew was finally able to go on shore, but only found the beginnings of a deepening mystery. They found no signs of human settlement anywhere. They found the letters "CRO" carved on one tree. Houses had been taken down and the area was surrounded by trees and other fortifications giving the appearance they were trying to keep attackers out. Carved on one of the still-standing trees in the area was the word "CROATOAN." The men were unable to find a cross, the special sign they agreed would be clearly visible if they were in trouble. John White went to a secret hiding place where he had buried chests and heirlooms out of desperation. He found nothing left, but coverless books and ruined maps and pictures. Everything looked as if it had been abandoned for some time.

CROATOANS

White knew the Croatoans lived on nearby Hatteras Island and had been friendly to him and other English people in the past. He decided to sail to their island in search of the settlers, but a strong storm prevented them from doing so. The last time the winds were so strong the men found themselves being blown back to England before they could right themselves. At that time, sails were the primary means of powering a ship. The winds did not let up, leaving them no choice but to sail home.

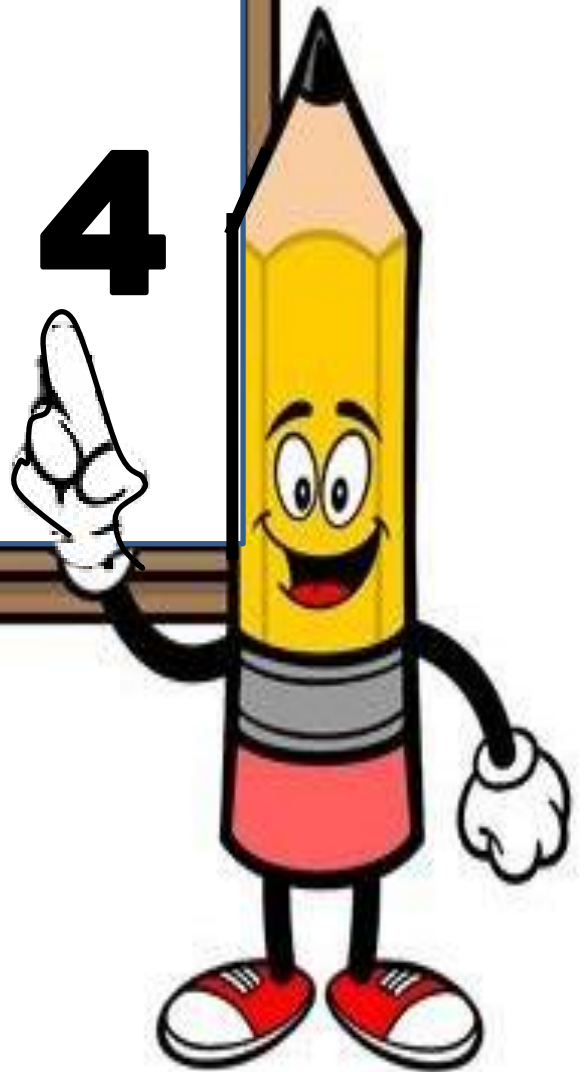
UNKNOWN FATE

In those days, exploration was expensive and White did not have the money to pay for another voyage, nor did Sir Walter Raleigh. By the time English settlers arrived at Jamestown in 1603, the fate of the Roanoke colonists was a mystery that did not have enough evidence to be solved. Some people reported seeing fair-skinned people of Croatoan Island. Others noted evidence of settlements along the North Carolina coast. Some think they became part of the Lumbee tribe of North Carolina. To this day, no one is sure exactly what happened to the Roanoke Colony settlers, earning them the nickname the "Lost Colony."

©Teaching to the Middle



Day # 4



Name: _____

Week 21 Day 4 Date: _____

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Hampton Howard Morehouse

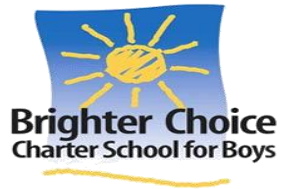
Week 21 Day 4 Notes, Colonial Times

Do Now

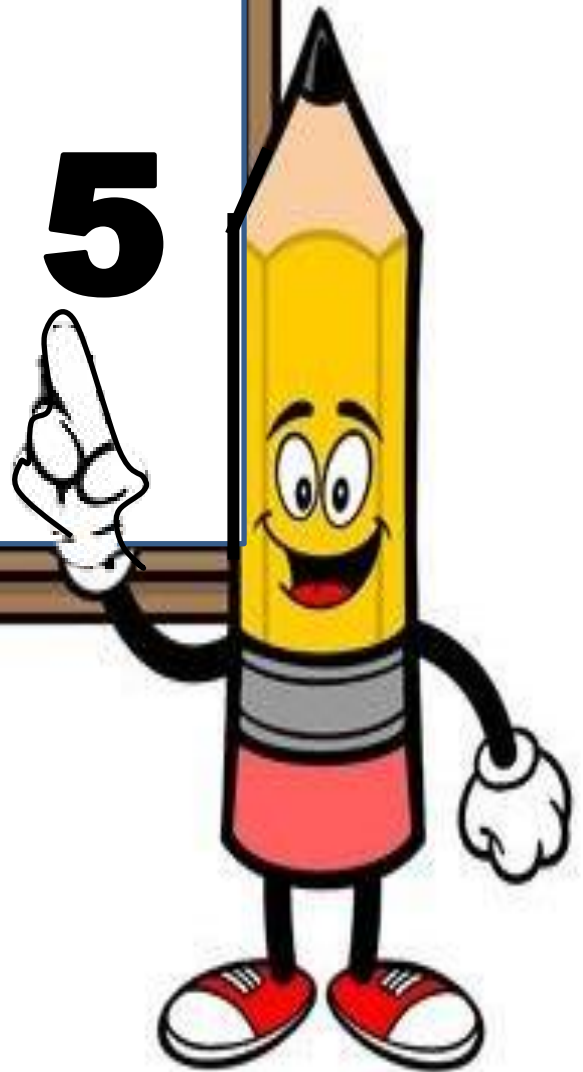
Why is Roanoke known as the lost colony?

Roanoke is known as the lost colony because _____

Standard	CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEQ	How can technology be used to collaborate, produce, and publish a graphic/writing piece?
Objective	I can collaborate with my peers to produce a graphic representation of my learning within the Colonial Times module.
CFU	How to Use Google Slides
Assignment to Submit	Working on Colonial Times Presentation



Day # 5



Name: _____

Week 21 Day 5 Date: _____

BCCS-B

Hampton Howard Morehouse

Week 21 Day 5 Notes, Colonial Times

Do Now

What did you most enjoy learning about Colonial Times?

The thing I enjoyed most was _____

Standard	CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEQ	How can technology be used to collaborate, produce, and publish a graphic/writing piece?
Objective	I can collaborate with my peers to produce a graphic representation of my learning within the Colonial Times module.
CFU	How to Use Google Slides
Assignment to Submit	Working on Colonial Times Presentation