

Exploring Social Studies: Texas Edition: Grade 5



The following sample pages are included in this download:

- ***James Madison* Leveled Reader**
- ***James Madison* Lesson Plan with Corresponding *The Bill of Rights* Primary Source Document**
- ***Primary Sources: Patterns of Human Settlement* Lesson Plan with Corresponding *Railroad Advertisement* Primary Source Document**
- ***Leveled Texts Card The Middle Colonies***

James Madison

James Madison made great contributions to the United States. He helped develop the Articles of Confederation and the United States Constitution. He served in Congress and helped compose the Bill of Rights. He became secretary of state and finally, president! Read all about James Madison and learn how he became one of the most influential founding fathers in United States history.

Expanding & Preserving the Union

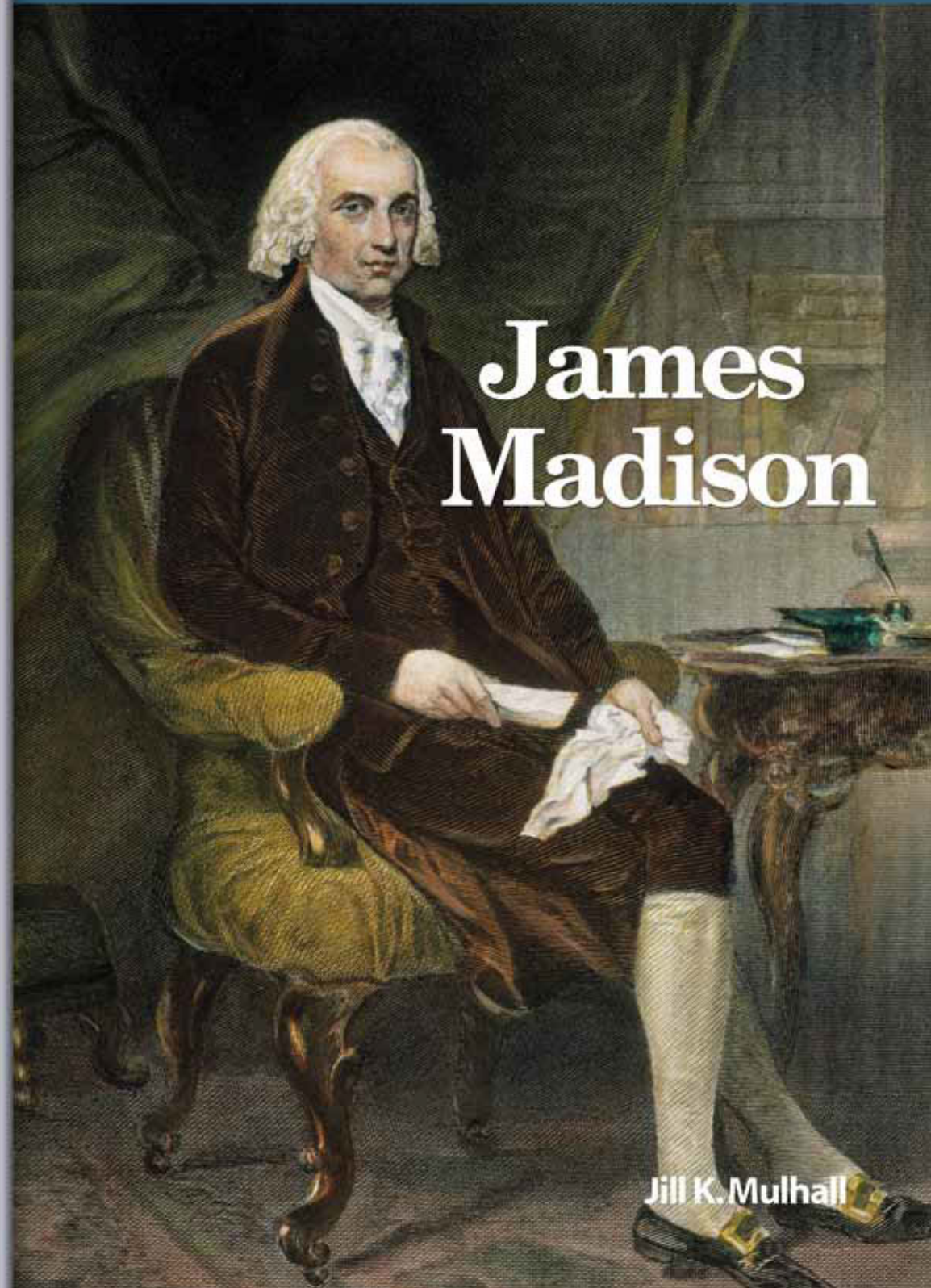


TCM 8908

James Madison

Mulhall

James Madison



Jill K. Mulhall

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A Great Little American

James Madison was a small, quiet man. He did not give exciting speeches. He did not ask for attention. But he was an important **Founding Father**. Madison helped create the government. He was president when his young country went to war. The people called him “The Great Little Madison.”



James Madison

▼ Madison was an important member of the early congresses.



Years Spent Learning

James Madison Jr. was born on March 16, 1751. His family was very wealthy. They lived on a huge **plantation** (plan-TAY-shuhn) in central Virginia. They called their home Montpelier (maunt-PEAL-yuhr).

Madison was smart and curious. He loved to read. By the time he was 11, he had read every book his father owned. So, his parents sent him away to school. He stayed there for five years. He studied many different subjects. He learned Greek, Latin, and French.

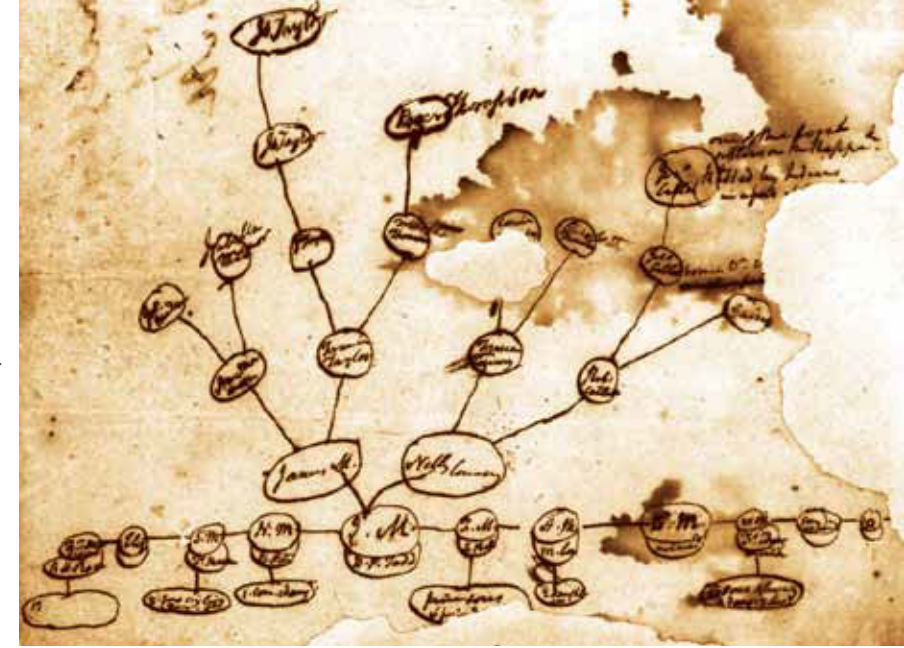
When he was 19, Madison went off to the College of New Jersey. Today, that school is known as Princeton University. He worked very hard. He finished college in just two years.

Poor Health

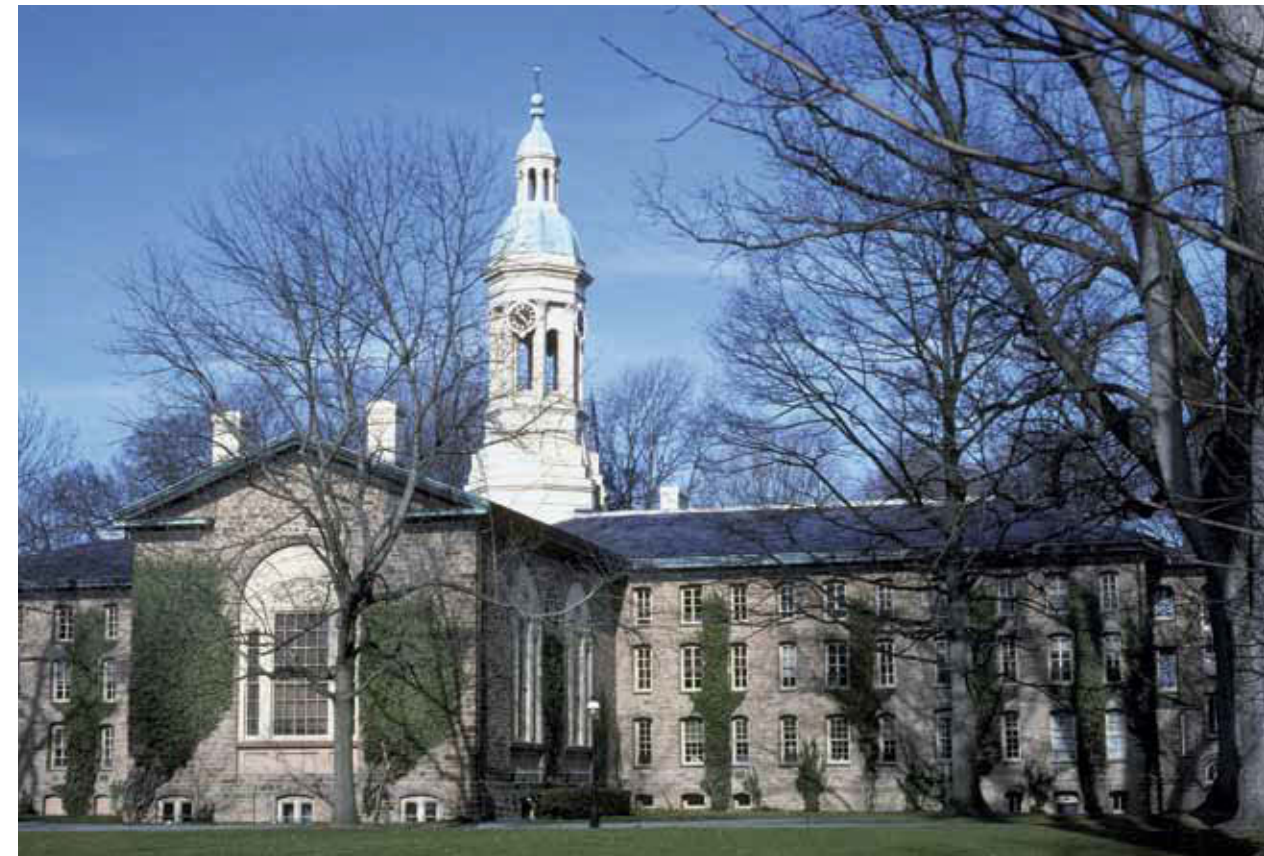
Madison was a sickly child. He was small and grew tired very easily. Sometimes he had **seizures** (SEE-zhuhrz). He called this his "falling sickness." When he went to college he was still very small and weak. He looked like he was only 13 or 14 years old. It was brave of him to travel so far from home.



Young James Madison



Madison created his family tree.



Princeton University used to be known as the College of New Jersey.



▲ Madison's home in Virginia

What Do I Do Now?

After college, Madison came home to Montpelier. He did not know what to do next. Most of his classmates became lawyers or ministers. But Madison was not interested in those jobs. He was also tired from his years at college.

He liked to read about current events. Many colonists were frustrated with their leaders in Great Britain. Madison agreed with them. He thought the people in America should have more say in their own lives.

In 1774, Madison was **elected** to his first government job. His task was to make sure that people supported the colony of Virginia, not Great Britain.

Madison also joined the **militia**. On the first day of drills he fainted. He realized he would never be strong enough to go to war.

Buying the Vote

Not everyone was allowed to vote in colonial times. Only men who owned land had this right. They were also the only ones allowed to run for office. Madison wanted to be able to do these things. So in 1774, he bought 200 acres of land from his own father.

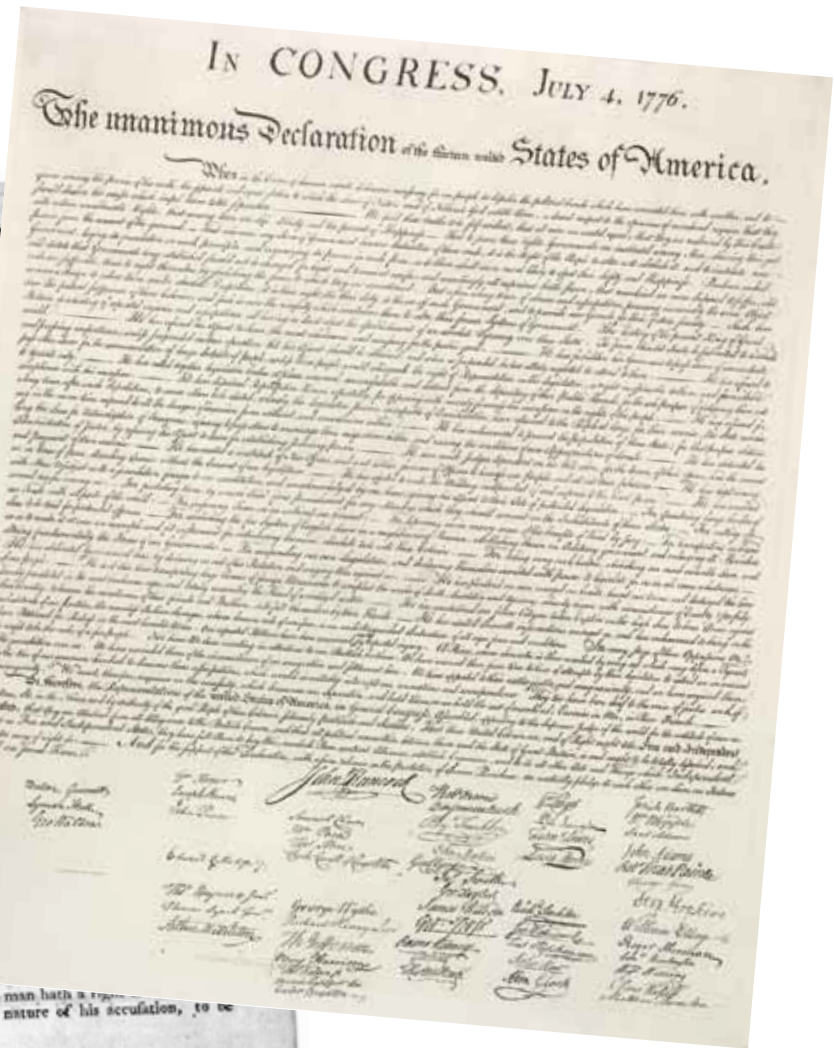
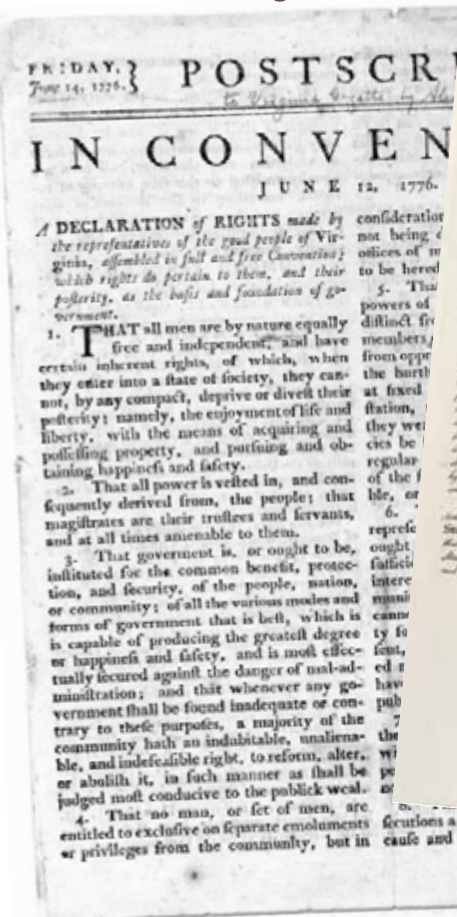
These are members ►
of the colonial
army. Madison was
not strong enough
to succeed in the
military.



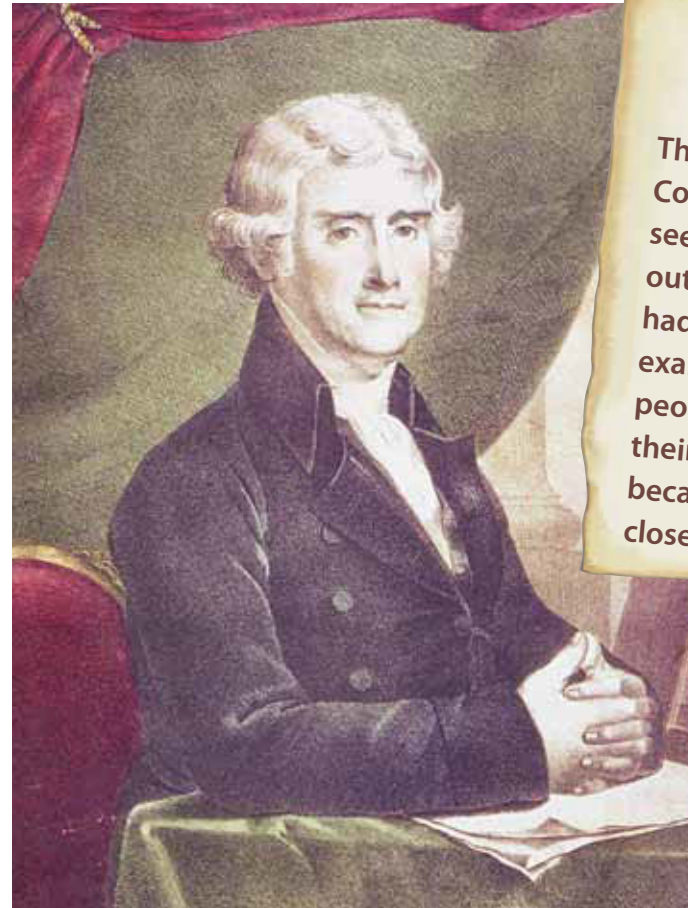
Creating Virginia's Laws

America declared its independence from Great Britain in 1776. Now, Virginia would need new laws of its own. Virginia held a special **convention** (kuhn-VEN-shuhn) to make these laws. Madison was a **delegate**. He was only 25 years old. Madison did not say much during the debates. But he enjoyed listening.

The Virginia Declaration of Rights



The Declaration of Independence



A Friend for Life

Thomas Jefferson was also on the Council of State. He and Madison seemed very different on the outside. But, they found that they had many things in common. For example, they both believed that people should be able to choose their own religion. The two men became good friends. They stayed close for their whole lives.

Thomas Jefferson and Madison were both from Virginia plantations.

The next year Madison ran for Virginia's new House of Delegates. On election day, his opponent gave free drinks of whiskey to everyone who voted for him. Nobody was surprised when Madison lost.

Instead, Madison was chosen for the Council of State. These eight men helped the governor make decisions. In this job, Madison learned a lot about how government worked. He saw that it was not only having big ideas that mattered. Leading also takes hard work and **compromises** (KOM-pruh-mize-uhz).

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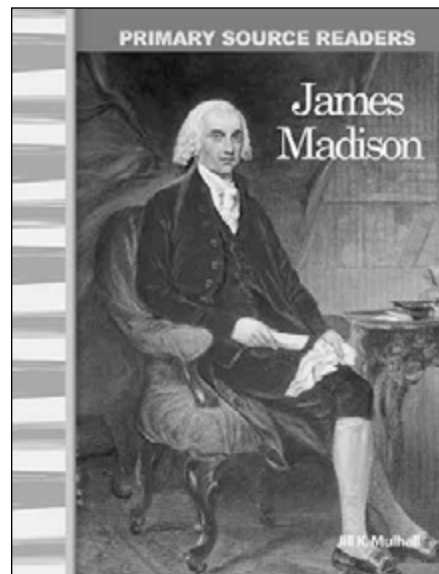
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Primary Source Readers
Expanding &
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James Madison



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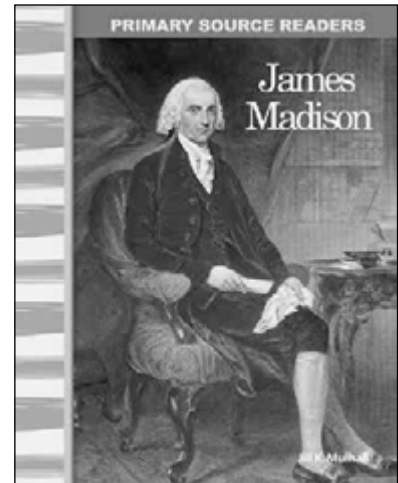
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James Madison Reader

Learning Objectives

- ✓ Students will learn about the leader James Madison and how he was involved in the War of 1812. (Social Studies Content Objective)
- ✓ Students will use strategies to find the meaning of new vocabulary. (Nonfiction Reading Objective)
- ✓ Students will create visual presentations to express their understanding of the text. (Visual Presentation Writing Objective)



Resources

- *James Madison* readers
- Copies of student reproducibles (pages 6–10)
- *The Bill of Rights* (page 12) copied onto an overhead transparency

Before Reading

1. Have the students make picture graphs as a **Writing Activity**. Instruct them to categorize the topics listed in the index. They will create a picture graph to display their findings. (Picture graphs are similar to bar graphs, but use individual pictures to represent each unit.) On their graphs, have the students draw a symbol for each bar. All parts of the graph should be labeled, and it should also have a title.
2. **Social Studies Activity**—Direct the students to the Table of Contents of the reader. Have them read through it and see what they can figure out about James Madison. Ask them to each think of two words that describe this leader.
3. **Reading Activity**—Explain to the students that they will be making vocabulary charts to help them figure out the meaning of new words they encounter in the text. The charts will each have three columns. The “Vocabulary Word” column is where each student will write the word that is in bold in the text. The “Possible Meaning” column is where student record what they believe each word means. The “True Meaning” column will be filled in later, using the glossary definitions.
4. Make a large version of the chart on the board, as an overhead transparency, or on a large sheet of paper. It should have all three columns. On a separate piece of paper, each student should recreate the chart for his or her own personal use.

James Madison Reader *(cont.)*

After Reading

5. Write *Founding Fathers* in the “Vocabulary Word” column on your chart. Have the students find the words in their readers.
6. Next, have them get with partners to figure out what the words mean using context clues. Tell them that the sentence the word is in will often give clues to what the word means. If it does not, then other nearby sentences could give the meaning. Using this method, they will write what they think the words mean in the “Possible Meaning” column. Finally, have the students look up the words in the readers’ glossaries and write the true definitions in the “True Meaning” column.
7. Finally, the students need to search the pages of their readers for other words in bold to add to their vocabulary charts. They may choose between seven and ten words to write down in the first column. Later, the students will fill in the remaining two columns of their charts.

During Reading

8. First, allow the students to quietly read the text aloud, just barely verbalizing the words. They should not be loud enough to bother those around them. This type of reading will allow the student to hear the text as well as see it visually. Next, put them in pairs. Have them take turns reading the text aloud, with each student reading one page set.
9. After the first reading, distribute *Madison’s Map* (page 6). Explain that this map shows places that were significant to James Madison in his home state of Virginia. Students can work on this together in pairs, or independently. Go over the directions and give the students sufficient time to complete the page. The answers can be found on page 11.
10. Next, put them in groups of three or four and have them read the text again. This time they will read aloud to the group. It would be best if group members were sitting in a circle on the floor, facing one another. They can better hear each other and it also eases the noise in the room. They should take turns reading each page set.
11. As a **Social Studies Activity**, direct the students to re-read the page set entitled, “Leading the Country into War” and then answer the following questions: Do you think James Madison wanted to go to war? Why? Why was the War of 1812 called “Mr. Madison’s War” by some people?
12. **Reading Activity**—At this point, the students need to look at the words that they wrote in their vocabulary charts. They may have to go back and re-read the surrounding sentences once more to remind them of the context clues. Have them fill in the last two columns of their charts—“Possible Meaning” and “True Meaning.”

After Reading

13. **Writing Activity**—The students will create a cartoon about James Madison. It can be funny or one that will make people think. The students can create a single picture for their cartoon or multiple pictures (three at most) showing a sequence of events. Instruct the students to choose one incident from their readers to portray. Possible incidents would be creating the Bill of Rights, writing a speech for George Washington, or leading the country to war. Encourage the students to use their imaginations. They should plan their drawings with pencil first, and then create them using ink or markers.
14. Explain to the students that James Madison had famous friends during his life. As a **Social Studies Activity**, have the students get with partners and discuss how each of the following people knew James Madison: Thomas Jefferson, John Jay, George Washington, and Dolley Payne Todd.
15. Assign the *Make a Pie for Madison* (page 7) document-based assessment. Students will examine some of Madison's years of service in the federal government. Then they will use data to color in a pie chart. The pie chart is already created for them. They just have to assign colors to the slices and fill them in accordingly. They must also give the chart a title.
16. For the **Reading Activity**, have each student share his or her vocabulary chart in small groups of three or four. Each person in the group should choose a word that was shared and then try to think of a way it can be remembered by the group. For example, if the word is *ambassador*, someone could explain how a student could be an ambassador, or spokesperson, for the classroom at an assembly. Encourage the students to offer suggestions to their classmates as they attempt to make connections.
17. A short posttest, *James Madison Quiz* (page 10), is provided for your use if you want to assess student learning from the reader.

Primary Source Overhead

Historical Background Information

Madison is often called the Father of the Constitution, but he had an even greater hand in another project—The Bill of Rights. Madison helped to develop the Bill of Rights, which are the first ten amendments to the Constitution. He presented the final product to Congress on June 8, 1789.

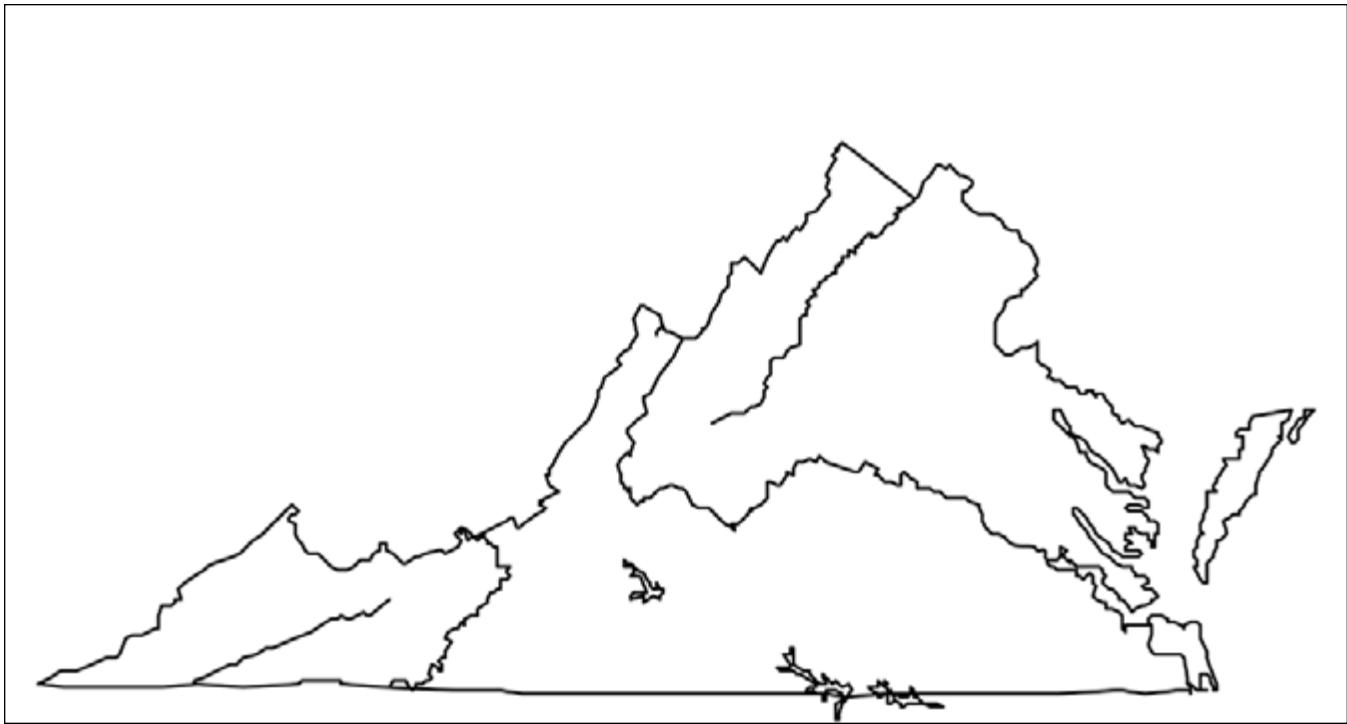
Nearly everyone involved with the formation of the United States Constitution was happy with the outcome. However, the thought of not having personal rights protected was worrisome. These Americans had suffered the abuse of the British government firsthand. They did not want a repeat of that injustice. The Bill of Rights gave a strong sense of security that helped Americans overcome their fear of a federal government with power.

Teaching Suggestions

1. Place *The Bill of Rights* primary source overhead transparency on the overhead projector. Allow the students plenty of time to examine the overhead.
2. Provide students with copies of the document. Allow the students to get with partners or in small groups and discuss possible answers to these questions.
 - Why do you think the Bill of Rights was written?
 - Was it necessary?
 - Have you heard of any of these amendments before?
 - Which of the rights are easy to understand?
 - Which ones are more difficult?
3. Go through the historical background information with the students. Talk about the unfairness that Americans had experienced from Great Britain. Ask if there had ever been a time that they felt they were being treated unfairly. Invite a few to share their experiences.
4. Distribute *Our Personal Freedoms* (page 8). Assign all of the activities, or only a few, depending on the level of your students. The more advanced learners should complete the Analysis, Synthesis, and Evaluation activities. Suggested answers are given on page 11.
5. For homework, pass out the *Fight for Your Rights* (page 9) document-based assessment. Spend some time discussing the various amendments before they work on this alone at home. Possible answers can be found on page 11.

Name _____

Madison's Map



Directions: Use a current map of Virginia to find each location listed below. After you find each location, draw a symbol on the map at that location. Then draw the same symbol next to the location on the list. Choose symbols that represent the locations and how they relate to Madison.

1. **Port Conway** (or Montpelier)—
birthplace/home

3. **Richmond**—
Virginia House of Delegates
and Virginia Constitutional Con-
vention

2. **Williamsburg**—
Virginia Convention

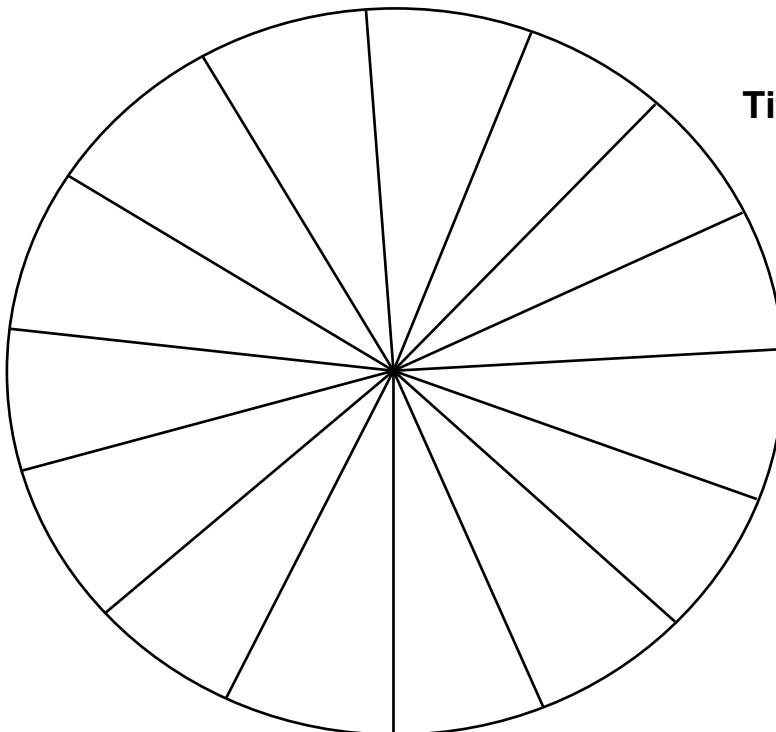
4. **Charlottesville**—
University of
Virginia

Name _____

Make a Pie for Madison

Directions: James Madison devoted a great deal of his life to service in the government. In fact, from 1786 to 1817, he was involved in some form of United State politics nearly every year. Use some of Madison's years of federal service to make a pie chart. Each slice of pie will represent two years. For each service, pick one color. Color one slice of pie for every two years that Madison held the job. For example, he was in Continental Congress for two years, so color in one slice of pie for that service. When you are finished, give your pie chart a title.

Service	Dates	Number of years	Color
Continental Congress	1786–1788	2	
House of Representatives	1789–1797	8	
Semi-Retired	1797–1801	4	
Secretary of State	1801–1809	8	
President	1809–1817	8	



Title: _____

Name _____

Our Personal Freedoms

Directions: Complete the following activities. Write your answers on another sheet of paper. (Your teacher will tell you which activities you must complete.)

Knowledge

How many amendments to the Constitution became the Bill of Rights?

Comprehension

Explain one freedom that is protected by the first amendment.

Application

Choose one of the amendments in the Bill of Rights. Think of a situation where that amendment could protect someone.

Analysis

Why was the third amendment written? What do you think happened in the past to cause this to be written? Do you think this amendment is important now?

Synthesis

Develop a "Student Bill of Rights" for your classroom. List five rights that you think are important to the students in your room or even in your school. These rights should be something that you believe all students deserve.

Evaluation

In groups, compare one another's "Student Bill of Rights." Allow each student to read his or her list. Decide together which ones are best and create a new "Student Bill of Rights" to post in the room. Which rights are already given to you? Which ones are new?

Name _____

Fight for Your Rights

Directions: Choose one amendment from the Bill of Rights that you feel is most important. Create a cartoon showing others how you feel. Your cartoon should have up to four pictures, each with clear captions. Anyone viewing the cartoon should be able to understand your opinion.

Name _____

James Madison Quiz

Directions: Circle the best answer for the multiple-choice questions. Write your response to the short-answer question on the back of this page or on another sheet of paper.

- Which statement about the young James Madison is **NOT** true?
 - He was a healthy boy who rarely got sick.
 - He loved to read books and study.
 - He finished college in two years.
 - He was from a wealthy family.
- What did Madison do so he could be allowed to vote?
 - He went to college.
 - He ran for office.
 - He bought land.
 - He got married.
- Madison was one of the men who wrote *The Federalist Papers*. What was the purpose of this document?
 - to get support for the Constitution
 - to show people slavery was wrong
 - to help Americans understand why the United States must go to war
 - to explain how someone could run for office
- Why was Madison at first against a war with Britain in the early 1800s?
 - He thought it was more important to fight France.
 - He did not want to hurt Britain.
 - He did not think it was necessary.
 - He thought the United States Navy was too weak.
- Who chose James Madison to be secretary of state?
 - Dolley Payne Todd
 - George Washington
 - Thomas Jefferson
 - Alexander Hamilton

Short-Answer Question

- Why was James Madison one of the most important founding fathers? Write a paragraph explaining his accomplishments.

James Madison Reader (cont.)

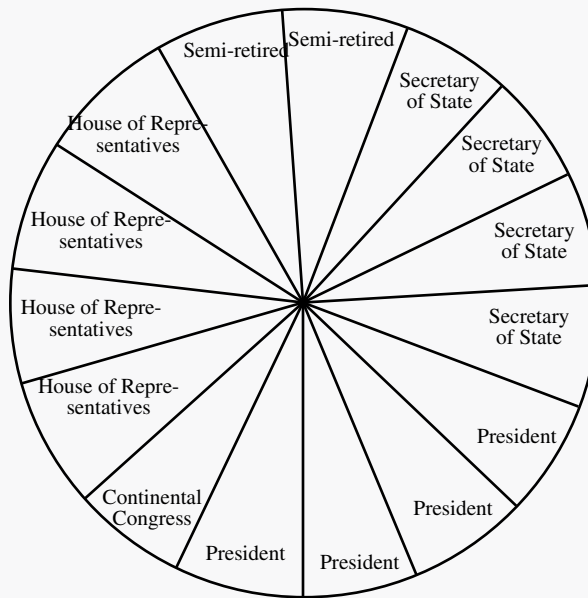
Student Reproducibles—Answer Key

Page 6—Madison’s Map

Check student maps to make sure that the symbols they chose correlate correctly to where the cities would be on the map.

Page 7—Make a Pie for Madison

Student graphs should be similar to the graph below except that the jobs should be represented by colors.



Page 8—Our Personal Freedoms

Knowledge—ten amendments

Comprehension—Students may include free speech, the right to choose a religion, freedom of the press, the right to gather in public, or the right to question the government when situations were not handled correctly in the courts or by the government in general. They should explain what is protected by this right.

Application—Check that student work includes one of the ten amendments and an example of how it would protect someone.

Analysis—The third amendment was written to protect Americans from having to open their homes to British soldiers. In the past, Great Britain had forced colonists to accept soldiers into their homes, providing them with food and a place to sleep. This would probably not ever happen now, but at that time, it was a common problem and needed to be included in the Bill of Rights.

Synthesis—Answers must include five rights.

Evaluation—Answers should again include five rights. Make sure students indicate which rights are already in place and which rights are new.

Page 9—Fight for Your Rights

The cartoon must clearly support one amendment from the Bill of Rights. It should have caption(s) and be easy to understand.

Page 10—James Madison Quiz

1. a
2. c
3. a
4. d
5. c
6. Essay should include Madison’s greatest contributions to our developing government—the Constitution, Bill of Rights, national court system, and his presidency. It could also mention *The Federalist Papers* and his decision to lead the country into the War of 1812.

The Bill of Rights

Amendment I—Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

Amendment II—A well regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed.

Amendment III—No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

Amendment IV—The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment V—No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Amendment VI—In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

Amendment VII—In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any court of the United States, than according to the rules of the common law.

Amendment VIII—Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment IX—The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Amendment X—The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.

Patterns of Human Settlement

Standard/Objective

- Students will know and understand how people's differing perceptions of places, peoples, and resources have affected events and conditions in the past. (National Geography Standard 17.2)
- Students will examine attractive resources for settlement in the Upper Midwest.

Materials

Copy of the *Railroad Advertisement* document facsimile; Copies of the geographic background information (page 60); Copies of *Land for Sale!* activity sheet (page 61); Copies of the *Railroad Advertisement* (page 62); Copies of the *United States Map* (usmap.jpg) and the *City Map of the United States* (uscities.jpg), both available on the CD; Highlighters

Discussion Questions

- What is being advertised on this poster?
- Where does this railroad line begin and end?
- What words and phrases were chosen to attract customers?
- Are any of the statements in this advertisement opinions rather than facts? Explain.

Using the Primary Source

Display the *Railroad Advertisement* document facsimile. Ask students the discussion questions listed above.

Place students in small groups. Distribute copies of the *Railroad Advertisement* (page 62) to each group. Make sure each group also has a copy of the *United States Map* (usmap.jpg) and the *City Map of the United States* (uscities.jpg). Ask the groups to study the advertisement. Have them create a map of the places mentioned on the poster. Encourage them to add as much detail as possible. Allow time for each group to present its map to the class.

Next, distribute copies of the geographic background information (page 60) to students. Have students read the information with their small groups. Then, distribute copies of the activity sheet, *Land for Sale!* (page 61) to students. Students will complete the activity with their small groups. If time allows, have them share their new and honest advertisements with the whole class.

Extension Idea

Find out why many immigrants from Norway, Sweden, Finland, Denmark, and Germany settled in Minnesota and the Dakotas. Present your findings in a bar graph.

Patterns of Human Settlement *(cont.)*

Geographic Background Information

The mid-1800s brought many changes to the United States of America. The Civil War tore the country apart. After four years, the fighting ended in 1864. U.S. leaders had to find ways to put the broken nation back together.

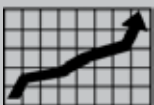
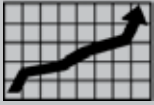
At the same time, the nation was growing quickly. Immigrants from around the world were flocking to America. Eastern cities were getting crowded. Many Americans decided to look for better lives beyond the Appalachian Mountains. They headed West in search of cheap land, adventure, and gold. Many immigrants followed.

In 1860, the Pony Express began delivering mail to Western cities. Riders on horseback carried letters back and forth. It took about 10 days to get mail from Missouri to California. In 1861, the Pacific Telegraph line was completed. It connected the country electronically. This made the Pony Express unnecessary. Messages could be sent and received in a matter of minutes instead of days. Still, the growing country needed a better way to move people and goods from coast to coast.

The best solution was to expand the nation's railroad system. But the United States had just been through a war. The government did not have enough money to lay thousands of miles of track. U.S. leaders asked private companies to build new rail lines. The government gave the companies land to get started. The companies later sold the leftover land to cover their costs.

Colorful and flashy advertisements encouraged people to buy land along the rail lines. The railroads themselves were a major selling point. The trains would supply the residents with goods and carry their farm products to market. They would keep them connected to the rest of the country. The railroad ads worked. But the railroad companies took other measures to attract settlers. In order to make money, the trains would need passengers. Railroad companies tried hard to set up colonies along their train lines. The Northern Pacific Railroad even sent recruiters to Europe. A recruiter is someone who tries to get more people to join or do something. One of these recruiters convinced the leaders of Sweden's two main churches to lead groups of settlers to Minnesota. At that time, people in Sweden were struggling to find work. All the farmland was taken. And factory workers were being replaced by machines. Many Swedish people wanted to be farmers. They jumped at the chance to buy cheap land in America.

As more Swedes moved to Minnesota, they wrote letters to their friends and relatives in Sweden. They wrote about how the area's rivers, lakes, and forests reminded them of home. These letters encouraged more Swedish immigrants to settle in Minnesota. Today, many Minnesotans can trace their roots back to Sweden.



Name _____

Land for Sale!

Geographic Background Information

In order to make money, trains needed passengers. So railroad companies tried hard to set up colonies along their train lines. They made posters to encourage people to buy their land. The poster in the Railroad Advertisement facsimile was made by the Northern Pacific Railroad. The company wanted to attract land buyers to Minnesota, the Dakotas, and Montana.

Activity

Directions: Read the advertisement from the Northern Pacific Railroad. Highlight passages that may be exaggerations or untruths. Highlight words or phrases written to entice customers. Then, rewrite the advertisement below. Use facts instead of opinions. Avoid exaggerations.

Challenge

Use the Internet to find climate statistics for St. Paul and for New York. Evaluate the advertisement’s implication that the climate of St. Paul is the same as that of New York.

Railroad Advertisement

THE NORTHERN PACIFIC RAILROAD LINE

THE ONLY FIRST CLASS ROUTE TO THE BLACK HILLS
Big Horn Mountains, Yellowstone National Park, Yellowstone and Upper Missouri Rivers, and all points in NORTHERN

MINNESOTA, DAKOTA AND MONTANA

DIRECT RAIL FROM
ST. PAUL, MINNEAPOLIS OR DULUTH TO
BRAINERD, DETROIT, GLYNDON, MOORHEAD, FARGO AND BISMARCK

During the Navigable Season Daily Steamers with First Class Accommodations leave
BISMARCK
For FORTS BERTHOLD, RUFORD and BENTON, and all points on the YELLOWSTONE and UPPER MISSOURI RIVERS, BIG HORN CITY, BOXHMAN, HELENA, and the BIG HORN MOUNTAINS. From Bismarck, the Northwestern Express, Stage & Transportation Company run a Daily Line of First Class Four-Horse Concord Coaches to

DEADWOOD, CROOK CITY
And other Points in the BLACK HILLS, also Stages for Standing Rock, Fort Rice, Berthold, Fort Keough, and other POINTS IN MONTANA.

AT DULUTH Class Connections are made with all the AMERICAN and CANADIAN LINES of STEAMERS to all NORTH and SOUTH SHORE PORTS at the LAKES between DULUTH, BUFFALO and CHICAGO.
AT ST. PAUL AND MINNEAPOLIS The NORTHERN PACIFIC RAILROAD TRAINS make Close Connections with trains to and from the EAST AND SOUTH.

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In Minnesota and Dakota, along the line of the Northern Pacific R. R., offer better inducements to the settler than can be found anywhere else in the United States. These Lands are: CHOICE PRAIRIE, unoccupied in any country for wheat growing; HARD WOOD TIMBERED LANDS, rich soil and excellent for farming; NATURAL MEADOW LANDS, suitable for stock raising. Selections can be made from these Lands near the Road and Stations, having all the advantages of good markets, society, churches, schools, and in a country unsurpassed for healthfulness of climate. Prices Low, Terms Reasonable, Reduced Rates of Fare and Freight to Settlers.

FOR FULL INFORMATION, NAMES, ETC. APPLY TO

A. J. SARGENT, General Agent, 48 Grand Street, N. Y. C.	L. P. WILLIAMS, Agent, 10 Third Street, Chicago.	W. E. JENSEN, Second District District Agent, 48 Fifth Street, Chicago.	E. E. JENSEN, West English and Elm Street, St. Paul, Minn., U. S. A.	E. A. TWEEL, Minneapolis, Howard Street.	L. E. POWELL, General Agent, 21 First Street, St. Paul, Minn.
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Source: Minnesota Historical Society

THE NORTHERN PACIFIC RAILROAD LINE

THE ONLY FIRST CLASS ROUTE TO THE BLACK HILLS

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MINNESOTA, DAKOTA AND MONTANA

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FOR FULL INFORMATION, RATES, ETC., APPLY TO

H. E. SAUENT,
General Manager,
12 Jackson Street, St. Paul.

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Agent,
11 Clark Street, Chicago.

W. C. ANDRUS,
General Eastern Traveling Agent,
11 Clark Street, Chicago.

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12 Jackson Street, St. Paul.

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Representative,
Denver, Colo.

J. B. POWER,
General Land Agent,
St. Paul, Minn.

The Middle Colonies



Settling the Middle Colonies

The Dutch and Swedish started the first middle colony. The Dutch named it New Netherland (NETH-uh-land). King Charles II was the king of Great Britain. He wanted New Netherland. He said that he would take it by force. But the people did not want to fight. They gave up the land in the year 1664. The king gave it to his brother, James. James split it into two colonies. They were New York and New Jersey.

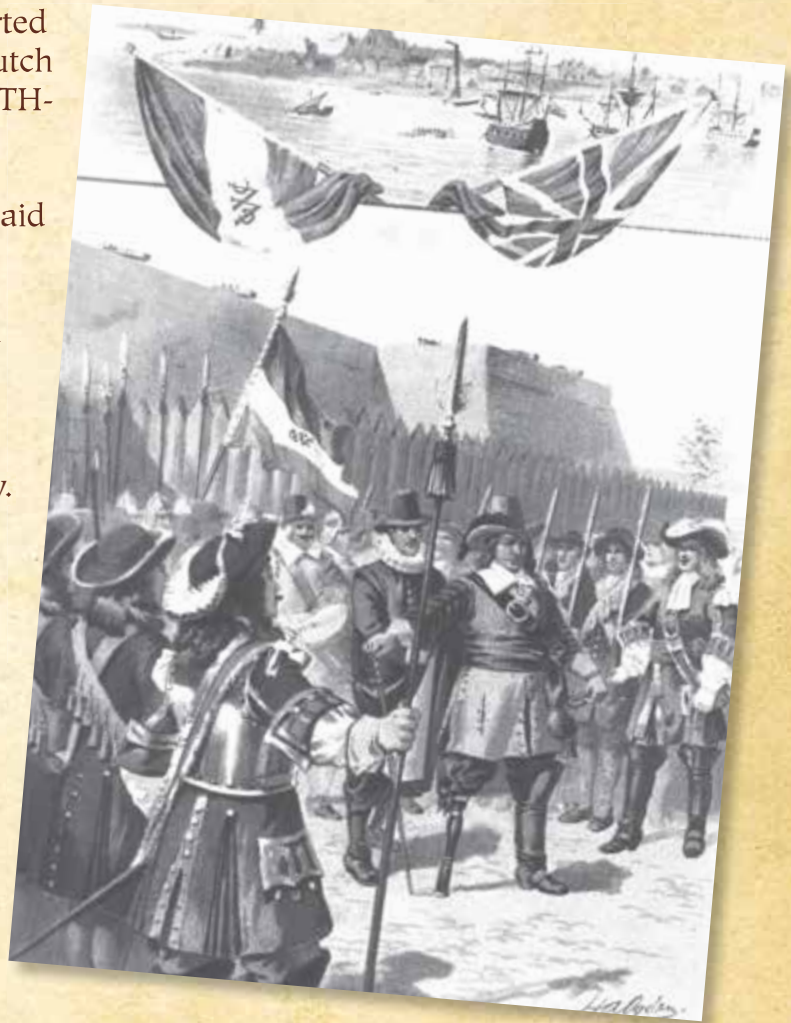
William Penn started Pennsylvania and Delaware. They were the other two middle colonies.

William Penn's Woods

William Penn was a Quaker. The Quakers were a group of people. They said that all people were equal. They did not believe in war. The people in Great Britain did not like them. So, Mr. Penn wanted to go away.

William Penn's father had lent money to King Charles II. Penn went to the king. Penn said that he did not want the money. He wanted land in the New World. So the king gave land to Penn in 1681. There were many trees on the land. People called it Penn's Woods. It is now called Pennsylvania.

William Penn let the people be free. They did not have to belong to a church. Any man could vote or hold office. Pennsylvania was the center of colonial (kuh-LOH-nee-uhl) America. In the late 1700s, important things happened there. Its capital city was Philadelphia.



Bread Basket Colonies

The people cleared the land for farms in the middle colonies. They grew grain. The grain was used to make bread. So, people called them the “bread basket” colonies. The farmers sold grain and cows to the other colonies. The people in the middle colonies also made iron. They used it for guns and tools.



Many rivers flowed through the middle colonies. This made trading easy. Farmers put their crops on boats. The boats sailed to big ports. The biggest ports were in New York City and Philadelphia. There, the crops were loaded onto large ships.



Comprehension Question

The middle colonies helped the other colonies.
How did the middle colonies help?

