

# Colonization Task Cards



# Colonization Task Cards

I hope you enjoy your **Colonization Task Cards**. There are 24 question cards that are a combination of recall questions, primary source quotes, vocabulary terms and true and false questions. **Challenge your students at a variety of levels!** Differentiate by giving certain cards to your students. A blank template is included at the end if you wish to include more questions. The Answer Sheet has space for up to 40 questions. I recommend that you laminate the cards so that you can use them year after year.

These task cards have multiple uses in your classroom. You can:

- Set up centers to review for a test
- Play a game of "Scoot". Place the task cards around the room and allow students to travel from one card to the next as they answer the questions.
- Need a quick formative assessment? Pass out a few of these task cards and have students answer them at the end of a lesson.

I have also included cards for *Kaboom!* Here are the directions:

- Place all of the task cards in a stack facing down. Add in the action cards from the following pages. Make sure you shuffle the stack.
- Take turns choosing questions and answering them.
- If you get the question correct, keep it and you earn one point.
- If you choose a Kaboom! card, all of the questions you answered go back in the stack.
- The person with the most correct questions at the end of the game - wins!



### Why Use Task Cards

- Students can complete task cards one at a time or with a group
- Many activities involve movement
- Play games using task cards to increase engagement and motivate students
- Task cards can be completed at home to reinforce concepts taught during class
- Used to review for tests
- Can be used during small group instruction
- Task Cards can be added as an anchor station activity
- Early finisher for students
- Use task cards to check for understanding during a lesson
- Use as an exit slip in class
- Post a few task cards on a bulletin board. Can be used as extra credit.
- You can pull a small group while others are working on task cards



### Helpful Hints for Using Task Cards

- If task cards require students to use the textbook, do a "book walk" through the section in the textbook. You can do the same thing using notes.
- If using task cards in a center, be sure to introduce them first.
- Rotate throughout the room and provide encouragement and feedback.
- Ensure students have enough time to complete the task cards.
- Can use QR codes for the answer key
- Post along wall and students have until Friday to answer

### Task Card Games

- Scoot Game - Students will be given different cards to answer for a certain period of time, perhaps 2 to 3 minutes will do (depending on the questions or tasks and grade level of the students). Students will then answer it on their own. It can be written in their notebooks, papers, or in a task cards journal. When the allotted time is up, the teacher will say "Scoot!" All students must move and answer another card that awaits them. (Another version of this is to let the students pass on the task cards to his or her seatmate once the time to answer is up.)
- Quiz, Quiz, Trade - Kagan Learning Structure; write the answer (using dry erase pens) on the back of card; two students work as a pair, and each have a card. Person 1 asks the question and Person 2 answers the question. Person 1 confirms/corrects answer. Then Person 2 asks question.
- Stations - Place 2-3 task cards at each station around the room. Students rotate through the stations.
- Back-to-Back Game - In this game, a pair of students will be given the same task card to answer. They will either sit or stand with their backs against each other. The teacher will read the task aloud so the whole class will have the chance to hear it. The students will then answer it, either by personal whiteboards or hand signal and turn to each other to find out if they have same answers. Discussion will follow after that.
- Board Games - Unanswered or incorrect answers would mean a miss turn. Students must answer his or her task card first before taking turns. Better yet, let the students make up the rules.
- Speed Racer - Divide the class into teams. Place the task cards face down in a basket. Team member selects card at random and completes the task for a point.
- Around Room Game - Place task cards all over the room hidden. Students find and answer the cards. You can give extra points for students who can answer correctly.
- Order Up Game - Create an answer card for each question. Two cards will have the "Start" and "Finish" clues, which obviously will go on the first and last spot. The "Start" clue has a question and you will have to find its answer to be glued next to its spot. This also contains another question for you to answer. You will repeat the directions until you come up with the "Finish" card.
- Bingo - Make bingo board out of task cards.

Kaboom!



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Kaboom!



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Kaboom!



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Kaboom!



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Skip a  
turn!



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Skip a  
turn!



Social Styles Success®

Skip a  
turn!



Social Styles Success®

Skip a  
turn!



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Take another  
player's question



Social Styles Success®

Take another  
player's question



Social Styles Success®

Take another  
player's question



Social Styles Success®

Take another  
player's question



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# REVERSE



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# REVERSE



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# REVERSE



Social Styfies Success®

# REVERSE



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# Colonization Task Cards

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28. \_\_\_\_\_

29. \_\_\_\_\_

30. \_\_\_\_\_



1

St. Augustine had all of the following problems, EXCEPT -

- A - attacks from the French and English
- B - disease
- C - starvation
- D - fighting over gold



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2

Who lived in St. Augustine? Choose all that apply.

- A - Spanish soldiers
- B - wealthy British people
- C - Indigenous Americans
- D - enslaved Africans



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3

Which colony does this map show?

- A - New England Colonies
- B - Middle Colonies
- C - Southern Colonies



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4

Which British colony disappeared after it was established?

- A - St. Augustine
- B - Jamestown
- C - Plymouth
- D - Roanoke



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5

What was the first permanent European settlement in America?

- A - St. Augustine
- B - Jamestown
- C - Plymouth



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6

Who colonized the land that would later become the United States?

- A - Great Britain
- B - Portugal
- C - Germany



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7

The first English settlement started in the year -

- A - 1492
- B - 1519
- C - 1607



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8

What was the first permanent English settlement in America?

- A - St. Augustine
- B - Jamestown
- C - Plymouth



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9

Who said *"he that will not work, shall not eat"* when he was trying to save Jamestown?

- A - John Smith
- B - William Penn
- C - Benjamin Franklin



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10

Why was St. Augustine established?  
Choose all that apply.

- A - To grow tobacco
- B - To convert indigenous Americans to Christianity
- C - To find gold and silver
- D - to protect Spanish ships
- E - To please Queen Elizabeth



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11

What was the most valuable crop in Jamestown?

- A - flour
- B - sugar
- C - tobacco
- D - corn



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12

What vocabulary term would best complete this paragraph?

Tobacco needed many people to help plant, tend and harvest. Many settlers started planting large farms of tobacco which were called *-?-*. By 1617, the colony was exporting 20,000 pounds of tobacco annually, and that figure doubled the following year.



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13

- Pennsylvania
- New York
- New Jersey

These colonies were located in -

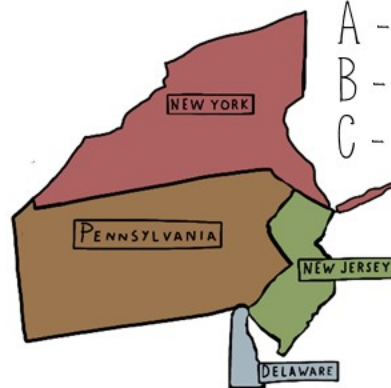
- A - New England Colonies
- B - Middle Colonies
- C - Southern Colonies



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14

Which colonial regions is shown in this map?



- A - New England Colonies
- B - Middle Colonies
- C - Southern Colonies



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15

Which colonial region is represented by these images?

- A - New England Colonies
- B - Middle Colonies
- C - Southern Colonies



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16

Which colonial regions is represented by these images?

- A - New England Colonies
- B - Middle Colonies
- C - Southern Colonies



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17

- New York
- Quakers
- Philadelphia

This list describes the -

- A - New England Colonies
- B - Middle Colonies
- C - Southern Colonies



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18

What was the name of the ship that brought the Pilgrims to Massachusetts?

- A - Plymouth Rock
- B - Mayflower
- C - Roanoke



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19

The Pilgrims signed a contract to share power. What contract was signed to set up rules so that everyone could live peacefully?

- A - The Mayflower Compact
- B - The House of Burgesses
- C - Town Halls



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20

The House of Burgesses, developed in 1619 to govern the colony of - .

- A - Massachusetts
- B - Virginia
- C - Georgia



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# 21

Which answer choice has the correct match between person and colony.

- A - William Bradford - Jamestown
- B - Anne Hutchinson - Rhode Island
- C - Roger Williams - Plymouth



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# 22

Which answer choice has the correct match between person and colony.

- A - William Bradford - Plymouth
- B - William Penn - Rhode Island
- C - Anne Hutchinson - St. Augustine



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# 23

Which answer choice has the correct match between person and colony.

- A - William Bradford - Jamestown
- B - John Smith - New York
- C - Roger Williams - Rhode Island



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# 24

Who created a new colony for religious freedom? Choose all that apply.

- A - John Smith
- B - Anne Hutchinson
- C - Roger Williams
- D - Benjamin Franklin



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# 25

Which colony does this map show?

- A - New England Colonies
- B - Middle Colonies
- C - Southern Colonies



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# 26

Which of the following were examples of representative governments in the American colonies? Choose all that apply.

- A - Mayflower Compact
- B - Virginia House of Burgesses
- C - Town meetings
- D - Quaker houses

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# 27

How did Benjamin Franklin contribute to the American colonies? Choose all that apply.

- A - He made newspapers, books and pamphlets
- B - He was elected governor of New York
- C - He invented bifocal eyeglasses
- D - He established the first library in Philadelphia

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# 28

Which of the following is a correct match?

- A - Jamestown - escape from debt
- B - Plymouth - religious freedom
- C - St. Augustine - built by the French

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# Colonization Task Cards Key

1. D

2. A, C, D

3. C

4. D

5. A

6. A

7. C

8. B

9. A

10. B, C, D

11. C

12. Plantation

13. B

14. B

15. A

16. C

17. B

18. B

19. A

20. A

21. B

22. B

23. A

21. C

22. A

23. C

24. B, C

25. A

26. A, B, C

27. B



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