

Title of Unit:

Colonial America

Vital theme of the unit:

Students will understand how the Colonial period of American history caused changes in the land and in the lifestyles of the Natives who lived in the areas settled. Students will also see how life as a child during the time period was much different than that of today. The lessons taught in the unit will go beyond the lessons taught in the textbook to allow students to gain knowledge of events using primary sources and the internet. A variety of materials will be used as supplemental resources and reading materials to make sure all learning styles are met.

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Grade Level: Fourth Grade

Number of lessons in the unit: Six

Time Needed to Complete Unit: Six to twelve class periods, forty-five minutes each

Curriculum Standards addressed:

Social Studies:

Economics: 4.2.3; 4.2.4;
Geography: 4.3.3; 4.3.4; 4.3.7;
Governance and Civics: 4.4.3;
History, USTP1: 4.5.1; 4.5.2; 4.1.1; 4.1.2; 4.5.5; 4.5.8; 4.1.4

Reading:

Comprehension: 4.1.10; 4.1.11; 4.1.19; 4.1.20; 4.
Writing: 4.2.4; 4.2.6; 4.2.7; 4.2.10; 4.2.13;

Technology used:

C.D./Book Set *Voices of America - Colonial America*

Computer Program: Accelerated Reader

Video/D.V.D.:

- “Salem Witch Trials” (A&E /History Channel)
- “Our Early United States Collection: Colonial Settlements (Teacher’s Video)

Web:

- . netTrekker links
- salemwitchtrials.com

Unit Introduction and overview of instructional plan:

Over the course of this unit, students will gain understanding of the Colonial Period through lessons which go beyond the lessons taught in the textbook. The lessons are based on events and issues that may not necessarily be covered in the textbook. An example of this is the events involving the Salem Witch Trials of 1692. Most items addressed in the unit are covered in the CRT Assessment and the Chapter Assessments of our Social Studies textbook.

The unit will be taught during the Reading and Social Studies periods, for two homeroom classes, as our elementary school is semi-departmentalized in fourth grade. Students will address questions that will lead to the understanding of concepts taught in the unit. These include:

- How did life differ in Jamestown from that in England, and in what way did this contribute to the period known as “the Starving Time”?
- How has the person known as Pocahontas been changed into an almost mythical character?
- How did a child’s life in Colonial America differ from your life today?
- What did those people who were indentured servants or slaves experience in the New World?
- How did the Salem Witch Trials affect the strict lifestyle of the Puritan community?
How did Native American culture change as a result of contact with Europeans?

This unit will be taught within the time allotted on the Curriculum Map for the study of Colonial America, Chapters five and six in the Social Studies textbook. The time allotted is approximately four weeks to teach both chapters. Each lesson will be taught as it correlates to the lessons in the chapters.

Supplemental Collection:**Video:**

- Growth of American Colonies (Teacher’s Media Company)
- Diversity of American Colonies 1700-1750 (Teacher’s Media Company)
- Salem Witch Trials Video Quiz (Teacher’s Media Company)
- Dear America: Journey to the New World (Scholastic)

Teacher Resources:

- Primary Sources Teaching Kit (Scholastic)
- 15 Primary Sources Activities (Scholastic)
- Dialogue With the Past by Glenn Whitman
- Bring History Alive! A Sourcebook for Teaching United States History
- Doing History by Levestik and Barton
- American Kids in History: Colonial Days (Activities, Games, Projects and Recipes)

Classroom Library:

Picture Books:

From Slave Ship to Freedom Road (Julius Lester)
Sarah Morton's Day and *Samuel Eaton's Day* (Kate Waters)

Scholastic "If You Lived..." Series:

- *If You Lived With the Cherokee*
- *If You Lived in Colonial Williamsburg*
- *If You Sailed on the Mayflower*
- *If You Lived with the Iroquois*
- *If You Lived in Colonial Times*

Scholastic America Series:

- *Elizabeth's Diaries*
 - *Our Strange New Land*
 - *The Starving Time*
 - *Season of Promise*
- *Look to the Hills - Diary of a French Slave Girl*
- *Journey to the New World - Diary of a Pilgrim Girl*
- *I Walk in Dread - Witness to the Salem Witch Trials*

After Christopher Columbus reported back to Ferdinand and Isabella about his explorations, the race was on in Europe to claim new lands and colonize those lands. Before European involvement, Native Americans lived in harmony with the land. Their needs were met, social interaction took place among tribes, and tradition controlled daily life.

The English colonists came to the Americas for many reasons, among those being monetary gain and the opportunity to own land. England began the quest for new land claims in the late sixteenth century with the failed attempts of colonization at Roanoke by the Virginia Company. The first settlers at Roanoke found trees larger than any ever seen in England. Some areas were rocky and hilly, but there was no environmental reason to indicate problems would develop for the new colonists. They saw Indian villages and towns, so obviously people were capable of surviving there. Why, then, did the settlement fail? History has been recorded that the first settlers could not survive in the wilderness; they were nearly starving before the supply ship could return from England. The mysterious disappearance of the second group of colonists has prevented historians from knowing what really happened to them. We can only speculate as to their fate.

The Virginia Company established the James Fort, or Jamestown, as a business venture and trading post in 1607. Settlers came to Jamestown in hopes of getting land in exchange for working for the Virginia Company. The primary task of the settlers was to grow tobacco. The leaders, primarily Captain John Smith, established relationships with the natives we know as the Powhatan Indians. Yet, in 1609 the relationship between the Englishmen and the natives had deteriorated drastically to the point that the English were

at risk. Many had died and those surviving were forced to find any means possible to find enough food to maintain life. What had caused this “Starving Time”? According to Boorstin, the colonists of Virginia were better off than in England (1). The settlement was built along the James River, which led to the spread of disease among the colonists and the surrounding Indian villages. Many of the settlers were not familiar with survival techniques. They were city-bred folks and pampered by the lives they led in England. Captain Smith’s leadership was an attempt to get the new colonists to conform to the efforts to establish democracy. His listing of settlers identifies them as a majority of "Gentlemen", with a minority of tradesmen and laborers (2). His hard and fast rule that stated that anyone who did not work did not eat created many enemies. Smith tried hard to maintain good relations with the Powhatans. Many of his efforts have been exaggerated, as in the case of his first meeting with Pocahontas. The episode of the daring rescue by the young lady does not mention the fact that the girl was about ten years old at the time! In one of his other writings, he does mention that she is about this age, and describes her as being bold and lively, not afraid at all to do anything any boy in the fort could do (3).

By 1609, the Powhatan Indians were discouraged by ill treatment by the white settlers. Wahunsonacock (Powhatan) made a fervent plea to the men for respect and cooperation. His speech, “Why take by force what you can have by love?” was written down by Smith shortly before he departed for England (4). When Captain Smith returned to England due to injury, new leaders were unable to maintain the relationship with the natives. As a result, the colonists began to have difficulty in survival. Trade between the two cultures continued, though it was very strained. As conditions deteriorated, both

sides reacted with hostility. This breakdown in cooperation between the two cultures led to the starvation of the settlers. They were forced to eat anything in order to survive, even rats and snakes. By 1610, conditions began to improve, although trust between the natives and the white settlers would be forever damaged.

Many colonists came to the New World to escape religious persecution or for the freedom to worship as desired. The Separatists established the colony at Plymouth, yet from the beginning, the settlement had its problems. The original plan for the colonists was that they would go to the Virginia Colony, yet the ship took a different course, landing the passengers farther north than planned. The settlers were stranded and forced to carve out an existence on their own. The legend tells of the help by the friendly Indians, who taught the white settlers how to grow crops. Some of this is probably true, for the inexperienced colonists had no idea about the altered planting season in this hemisphere (5). To further complicate matters, they landed in the Massachusetts area in late fall or early winter. The weather conditions were very harsh, and the settlers had no permanent shelters established. As a result, many died before the first year of the settlement was complete.

The Puritans in England were discouraged by the reform that was taking place. Puritanism in England included a wide variety of sects, and dissidents preferred a more orthodox practice of worship. They established the Massachusetts Bay Colony, projecting the settlement as “A City Upon a Hill”. The Puritans truly believed as Francis Higginson wrote, “We doubt not but God will be with us, and if God is with us, who can be against us?” (6)

Life in the Puritan communities centered around the church. Only members of the church could own land and decide public issues. Attendance was strictly enforced, with fines imposed or punishment meted out for absence. Any other groups were quickly discouraged from having a part in meetings, and anyone who disagreed with Puritan policy was forced to reside elsewhere, if they were allowed to live. The Quakers were commonly interfering in services and many Quakers were driven out of the community, imprisoned, or even hanged for their views. William Penn established Pennsylvania as a refuge for the Quakers, a place where diversity was recognized and all were free to live there.

In 1692 events took place which would shake the foundations of the Puritan orthodoxy. The settlement of Salem consisted of Salem Town, the old port, and Salem Village, the surrounding area which was thinly populated. Salem Village had large tracts of farmland, and the residents were expected to contribute and attend the main church in town, rather than have their own parish.

The residents of Salem were aware of unexplained occurrences, and any sudden disruption of daily life was seen as supernatural phenomena. Indian uprisings were a constant threat, and as fear abounded, the area was primed for unrest. On January 15, the hysteria began. A group of girls, mostly preadolescents, were gathered at the home of the Reverend Parris; the most commonly known girl was Ann Putnam. A slave woman from Barbados, Tituba, was with the girls, possibly telling them stories. Suddenly, and for many days afterward, the girls began to writhe about as if in seizures. The only explanation for the sudden and strange behavior was to blame such actions on witchcraft. This set off a chain of events that would result in the execution of 20 people and four

others would die in prison awaiting trial. The accusers in the Salem Witch Trials heaped suspicion upon well-respected citizens of the town. Dreams were interpreted as signs of possession by a witch, as in the case of George Burroughs, a former minister who had resettled in Wells, Maine. The trial of Reverend Burroughs was presided over by Magistrate Hathorne, the former brother-in-law of Burroughs' second wife, then deceased. After his conviction, Burroughs' landholdings in Salem were awarded to Hathorne. One of the "tests" of determining whether not an accused person was indeed a witch depended upon correct recitation of the Lord's Prayer. At his hanging, Reverend Burroughs recited the prayer flawlessly, yet he still was executed. There have been theories to explain the events, but whatever the reason, hysteria, poisoning, or greed, none of the accusations of being a "witch" were actually proven (7).

Some colonists had a less attractive reason for relocating to the New World. Many people wanting to escape debt agreed to sign on to indentured servitude, in exchange for the opportunity for a new start and eventual freedom. White settlers, as well as Africans were indentured servants, beginning in 1619 at Jamestown (8). The growing plantation economy of Virginia and eventually all the Southern colonies would make slavery a necessity. By 1650, the status of Africans became that of slave rather than indentured servant. The difference in status meant the slave and subsequent generations were forced into unrewarded servitude for life. As the slave population increased, each colony passed ordinances known as Black Codes to control slaves and make sure their status was less than the white owners. When Thomas Jefferson penned the words "all men are created equal", slaveholders erupt in consternation, due mainly to the status quo set forth by the Black Codes (9).

The English colonies were established for many reasons, and the settlers of the colonies established strong claims for lands in the New World. The Crown of England gained riches and power to extend beyond the boundaries of Europe. The colonies would develop self-government and seeds of democracy were sown as the necessity grew with increasing population and land areas of settlement. The Seven Years War tested the colonists' resolve and fortitude. The colonials faithfully served the British Army in protecting the crown's empire. As more people would inhabit the colonies, the growing dissatisfaction with Parliament and the King would eventually lead to rebellion, the first civil war on American soil.

Annotated Bibliography

Boorstin, Daniel J. *The Americans: The Colonial Experience*. New York: Vintage Books, 1958.

Norton, Mary Beth. *In the Devils' Snare*. New York: Knopf 2002.

Blumrosen, Alfred W. and Ruth G. *Slave Nation* Naperville, Illinois: Sourcebooks, 2005.

Morgan, Edmund S. *American Slavery, American Freedom*. New York: W.W. Norton & Company, 2003 ed.

William. *Changes in the Land*. New York: Hill and Wang. 2003 ed.

Unit:

Colonial America

Lesson Title:

Jamestown – 1609

Grade Level:

Fourth grade

Essential Question related to Vital Theme:

How did life differ in Jamestown than that in England and in what way did this contribute to the period known as “the Starving Time”?

Lesson Time:

One to two class periods, forty-five minutes each in length

Curriculum Standards list:

4.3.8; 4.5.5; 4.1.4

Technology used and how:

C.D.: Voices of American History “Colonial America”

D.V.D.: “Our Early United States Collection: Colonial Settlements”

Web: netTrekker links- “Cultures in Contact”

“Living with the Indians”

Both of these are produced by the Jamestown-Yorktown Foundation

Materials:

Primary Sources Teaching kit (Scholastic) “Colonial America”

Suggested Read-Aloud Books:

Hermes, Patricia. *Elizabeth’s Diary, Books 1,2,3*. New York: Scholastic

- *Our Strange New Land*. 2000
- *The Starving Time*. 2001
- *Season of Promise* 2002

Masoff, Joy. *Chronicle of America-Colonial Times*. New York: Scholastic, 2000

Activity description and overview of instructional strategies:

Provide copies of two primary Source accounts “The Starving Time: 1609-1610” (a Jamestown colonist’s account) and “Why Should You Take by Force What You Can Have by Love?”: 1609 (Wahunsonacock’s speech) or on transparency for overhead projector for use in class discussion.

Read selection from *Chronicle of America* entitled “Picky Eaters” or provide copies for individual analysis.

Students will listen to Narrative Passage ”Native American Peoples” and Song “Mountain Hymn” from the Voices C.D.

Supporting Assignments/Homework:

Students will answer the questions provided in a handout as the primary sources and reading selection.

“The Starving Time”

- How did the fort wall affect the relations between the Jamestown colonists and the Native Americans?
- How did the colonists report the difficulties to England? What types of communication did they have?
- What is different about the language, grammar, and spelling used then and the words we use today?

“Why Take by Force...”

- Three questions were asked of Captain Smith. What do these questions tell us about the Natives’ beliefs?
- Are there any words used that we no longer use today?

“Picky Eaters”

- What were some really gross things the colonists had to eat to survive?
- What caused problems with the drinking water?
- What happened as a result of the bad times?
- How did the Native Americans try to help them?

Assessment:

The information covered is included in the CRT Assessment and on the Chapter Test in the Social Studies series.

Unit:

Colonial America

Lesson Title:

Cultures in Conflict

Grade Level:

Fourth Grade

Essential Question related to Vital Theme:

How did Native American culture change as a result of contact with Europeans?

Lesson Time:

One to two class periods, forty-five minutes each.

Curriculum Standards-list:

4.5.1; 4.5.2; 4.1.1; 4.1.4

Technology used and how:

netTrekker links:

- Jamestown: Cultures in Contact,
- Jamestown Settlement Living with the Indians,
- War and Peace with Powhatan's People,
- Algonquin History,
- Jamestown Rediscovery: Pocahontas,
- John Smith's Letter to Queen Anne regarding Pocahontas

Materials:

Chronicle of America-Colonial Times

Primary Sources Teaching Kit: "Colonial America"

Activity description and overview of instructional strategies:

Display primary sources "The Village of Secota" (this can also be found in several netTrekker sites) on overhead projector. Students will use suggested links to compare the two cultures and show the effects of European influences on the natives. Students will also use pictures of a pikeman and a Powhatan warrior and Smallpox Epidemic historical account to make comparisons.

Read aloud sections "They Were Here First!" "Truth or Lie?", "A Fight to the Death" and "Give and Take" from *Chronicle of America*.

Supporting Assignments/Homework:

Students will complete a graphic organizer during research to be used as part of the study guide for Chapter Test over Colonial period.

Assessment:

Items are tested on CRT Assessment and in Chapter Tests.

Unit:

Colonial America

Lesson Title:

The Land of the Free?

Grade Level:

Fourth Grade

Essential Question related to Vital Theme:

What did those people who were indentured servants or slaves experience in the New World?

Lesson Time:

One to two class periods, forty-five minutes each.

Curriculum Standards-list:

4.5.8; 4.5.5; 4.6.2

Technology used and how:

C.D. Voices of America

Web:netTrekker links:

- PBS: Unearthing Secret America,
- History Point: Tobacco & Slavery in the Virginia Colony

Materials:

Chronicle of America-Colonial Times

Primary Sources Teaching Kit: "Colonial America"

"15 Primary Source Activities" and Poster "On the Slave Ship" (Scholastic)

Suggested Books to Read Aloud:

Lester, Julius. *From Slave Ship to Freedom Road*. New York: Puffin Books, 2000

McKissock, Patricia. *Look to the Hills, Diary of Lozette Moreau, a French Slave Girl*. New York: Scholastic 2004

Activity description and overview of instructional strategies:

Read the section of *Chronicle of America* titled "Land of the Free?" and display the teaching poster. Students will listen to selections from Voices of America:

- Narrative: "Indentured Servant, Elizabeth Spriggs"
- Song: "The Distressed Damsel"
- Narrative: "Slavery - Mum Brett (born a slave in Massachusetts Colony)"
- Song: "Nobody Knows the Trouble I've Seen"

Show primary sources Slave Auction Broadsheet and Runaway Slave Notice for evaluation and class discussion. Students will also role-play how slaves were placed on a slave ship, using the Ship's Doctor's Account of conditions on a slave ship.

Supporting Assignments/Homework:

Students will write a journal entry as if they were on a slave ship after experiencing the role-play activity.

Assessment:

Items will be tested on the CRT Assessment and in further chapters during the year.

Unit:

Colonial America

Lesson Title:

Will the REAL Pocahontas Please Stand Up?.

Grade Level:

Fourth grade

Essential Question related to Vital Theme:

How has the person known as Pocahontas been changed into an almost mythical character?

Lesson Time:

One to two class periods, forty-five minutes each in length

Curriculum Standards list:

4.5.5; 4.1.4; 4.1.1

Technology used and how:

C.D.: Voices of American History “Colonial America”

D.V.D.: “Our Early United States Collection: Colonial Settlements”

Web: netTrekker links- “Cultures in Contact”

“Living with the Indians”

Both of these are produced by the Jamestown-Yorktown Foundation

“Settlement of Jamestown “ by Captain John Smith

“Jamestown Rediscovery – Pocahontas”

Materials:

Primary Sources Teaching kit (Scholastic) “Colonial America”

Suggested Read-Aloud Books:

Hermes, Patricia. *Elizabeth’s Diary, Books 1,2,3*. New York: Scholastic

- *Our Strange New Land* . 2000
- *The Starving Time*.2001
- *Season of Promise* 2002

Masoff, Joy. *Chronicle of America-Colonial Times*. New York: Scholastic, 2000

Pictures of the real Pocahontas and the Disney character

Activity description and overview of instructional strategies:

Provide copies of primary Source account by Captain John Smith or use netTrekker web site to get the account of Pocahontas.

Show pictures on overhead projector of the real/fantasy Pocahontas and discuss.

Read aloud and discuss the section in *Chronicle of America* entitled “Truth or Lie?”

Supporting Assignments/Homework:

Students will answer the questions provided in a handout as the primary sources and reading selection.

- How do the two pictures of Pocahontas differ?
- Which picture do you most see in your head when you hear the name Pocahontas?
- Why do you think the cartoon character is more remembered?
- Do you think Pocahontas was mad at Captain Smith for his tale? Why or Why not?

Assessment:

The information covered is included in the CRT Assessment and is a skill that is related to determining the difference between reality and fantasy in the Reading Benchmarks.

Unit:

Colonial America

Lesson Title:

A Child's Life in Colonial America

Grade Level:

Fourth Grade

Essential Question related to Vital Theme:

How was a child's life in colonial America different from your life today?

Lesson Time:

One to two class periods, forty-five minutes each.

Curriculum Standards-list:

4.5.5; 4.1.2

Technology used and how:

C.D. Voices of America

Computer Program: Accelerated Reader

Materials:

Waters, Kate. *Sarah Morton's Day*, *A Day in the Life of a Pilgrim Girl and Samuel Eaton's Day*, *A Day in the Life of a Pilgrim Boy*. New York: Scholastic, 1989, 1993.

Primary Sources Teaching Kit: "Colonial America"

Chronicle of America-Colonial Times

Activity description and overview of instructional strategies:

Distribute copies or project on overhead the Diary of Mary Osgood Sumner as a Child, which details a "black leaf" or a list of daily "sins" on the left leaf, and a "white leaf" on the right or a list of good deeds or duties done during the day.

Students will listen to the Narrative from the C.D. , which relates the journal entry of Keturah Penton listing chores and school experiences of a colonial child, and the song "The Green Grass Grew All Around". Students will read either *Sarah Morton's Day* or *Samuel Eaton's Day*.

Read aloud the section on *Chronicle of America* titled "A Day in a Child's Life".

Supporting Assignments/Homework:

Students will complete a vocabulary assignment.

Assessment:

Students will take the Accelerated Reader Quiz on each book and gain points toward their reading goals.

Vocabulary Sarah Morton's Day

1. People made butter by _____. (churning)
2. Sarah played with a _____ or doll. (poppet)
3. Sarah ate _____ for lunch and supper. (pottage)
4. This word meant "you" _____. (thee)
5. Sarah went to church on the _____. (Sabbath)
6. If Sarah was punished, she would _____. (get the rod)
7. She wore a tight cap on her head called a _____. (coif)
8. Sarah's mother might ask her to _____ a bucket of water. (fetch)
9. She might have to _____ the fire. (tend)
10. Her least favorite job is to _____ the garden! (muck)

Vocabulary Samuel Eaton's Day

1. Samuel was not allowed to _____ or waste time. (dally)
2. He caught a rabbit in a _____. (snare)
3. Samuel ate a dinner of _____ and _____. (mussels and curds)
4. He ate a corn mush called _____. (samp)
5. He wore pants called _____. (breeches)
6. Samuel worked hard all day to _____ the rye straw. (reap)
7. Babies wear _____. (long clothes)
8. Samuel used a _____ to cut the rye. (sickle)
9. His father had _____ that night to guard the settlement. (watch)
10. The family will not have food to eat in the winter if they are _____. (slack)

Unit:

Colonial America

Lesson Title:

Fear This! Salem, Massachusetts-1692

Grade Level:

Fourth Grade

Essential Question related to Vital Theme:

How did the Salem Witch Trials affect the strict lifestyle of the Puritan community?

Lesson Time:

One to two class periods, forty-five minutes each.

Curriculum Standards-list:

4.5.5; 4.1.2;

Technology used and how:

Internet website: www.salemwitchtrials.com (For Teacher's Use Only!)

D.V.D. "Salem Witch Trials" (A&E Video)

Materials:

Primary Sources Teaching Kit: "Colonial America"

Chronicle of America-Colonial Times

Suggested Read-Aloud selection: Fraustino, Lisa Rowe. *I Walk in Dread - The Diary of Deliverance Trembly, Witness to the Salem Witch Trials*. New York: Scholastic, 2004

Activity description and overview of instructional strategies:

Distribute copies or make transparencies of primary sources, "Trial of Mary Easty" and "Witches' Petition for Bail" for class evaluation and discussion. The Internet website has lists of the victims by execution dates, biographies of the victims, and actual transcripts of each trial. This lesson will particularly focus on the trial and execution of George Burroughs (yes, he is an ancestor!) hanged on August 19, 1692.

Read aloud the selection entitled "Dear God!" in *Chronicle of America*.

Supporting Assignments/Homework:

Students will write a journal entry as if they were present at the trials.

Assessment:

Completion of the assignment using correct sentence structure and grammar.