

## **Lesson One: “I Wonder...”: Colonial Life** (30 minutes)

### **Resources**

Slideshow of images related to colonial life  
Computer  
Document camera  
Post-It Notes  
Chart Paper

### **General Comments**

This lesson is meant to be an introduction to the unit on colonial life. By thinking about prior knowledge, students will be prepared to make connections between what they already know and what they will learn during the unit. This lesson also gives students an opportunity to pose questions about colonial life, thus generating an interest in the material and better preparing them to learn.

### **General Purposes or Goals**

To activate students’ prior knowledge and prepare them to engage in the content, and to help students understand and appreciate: (1) that similarities and differences exist between modern day life and colonial life; (2) that the early foundation years of this country had an impact on modern day life, economics, and politics.

### **Main Ideas to Develop**

- The early foundation years of this country impacted the development of modern day life, economics, and politics.
- Similarities and differences exist between modern day life and colonial life.

### **Starting the Lesson**

Ask students what they think they know about colonial life. Record their answers on chart paper. Post this chart paper in the classroom for the duration of the unit. Explain that we will be beginning a unit about colonial life. Tell students that life was very different during these times, but it was also a very important time period because many of the things we value and appreciate about our country today were developed then. The foundations for the life we live today are built upon what happened during colonial times.

### **Suggested Lesson Discussion**

In the 1600s, settlers from Europe traveled to North America and claimed land. In order to meet their needs, they began to establish permanent settlements, or communities. These communities grew and eventually came to be known as the 13 Colonies.

Life in the 13 Colonies was very different than modern day life. People ate different foods, did different jobs for a living, used different tools, and lived in different places. Although life was very different during these times, it was also a very important time period because many of the things we value and appreciate about our country today were developed during these times. The foundations for the life we live today are built upon what happened during colonial times.

## **Activity**

Explain to students that you would like to come up with some questions to guide our thinking while we study colonial times. Brainstorming about a topic before we begin studying it is a great way to figure out exactly what interests us, and it also helps us focus our thinking and make connections. Introduce the photo slide show, explaining to students that it consists of pictures related to many different aspects of life in colonial times. They should silently watch the slide show and ask themselves questions about what they are seeing. They can record any questions that come to mind on their Post-It notes.

Model the activity by projecting the picture of a butter churn on the whiteboard. Say, “This looks like a tool of some sort. I wonder what it was used for. How did it make life easier for colonial people?” Record these questions on Post-It notes. Do this underneath the document camera, so all students can watch closely as you write your questions. Begin the photo slide show. After students have watched the slide show and recorded questions, invite them to share their questions with the rest of the class. Encourage students to make connections between what they wonder and what their classmates wonder.

After students have shared their questions, begin to sort their thoughts into categories. Ask students to suggest general categories to sort the questions into. Guide students to recognize that questions fall into categories like, “Colonial Economy”, “Colonial Jobs”, “Daily Life”, and “Slavery”. Add supplemental categories as necessary. After the category headings have been generated, ask students to raise their hand if they believe they have a question that fits into a particular category. Continue this process until all questions have been shared and put into a category. Post the students questions on the classroom wall for the duration of the unit.

## **Summarize**

- The early foundation years of this country impacted the development of modern day life, economics, and politics.
- Similarities and differences exist between modern day life and colonial life.

## **Assessment**

Ask students to talk briefly with their table groups about what they are most excited to learn about during this unit. During this time, each student should identify a question that they most want answered. Visit each table group to hear what question each student is most excited to have answered.

## **Home Assignment**

Ask students to prepare for tomorrow’s lesson by completing the attached worksheet about Michigan’s economy.

Name \_\_\_\_\_

Tomorrow, we will be learning about colonial economies. To begin thinking about this topic, answer the following questions. You may find it helpful to think about what you learned about Michigan in fourth grade Social Studies, or to talk to an adult at home.

**Describe Michigan' s economy. What industries exist in Michigan? What sorts of agriculture products are produced?**

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**Why do these industries exist in Michigan? Why are we able to produce these agriculture products in this state?**

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Name \_\_\_\_\_

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## **Lesson Two: Colonial Economies** (50 minutes)

### **Resources**

Completed Michigan economy homework  
Document camera  
Description of Industries worksheets  
Middle Colonies worksheets  
New England Colonies worksheets  
Southern Colonies worksheets  
Industries of the 13 Colonies map worksheet

### **General Comments**

This lesson is meant to introduce students to the industries that developed in colonial times. This historical information is made relevant by drawing connections between the reasons that industries developed in particular regions of the 13 Colonies and the reasons that certain industries have developed in Michigan. Students will realize that throughout history and across the globe, the economy of an area depends on the available natural resources, the climate, and the geography of the location. By learning about the types of products that were produced during colonial times, students will gain the background knowledge necessary for future lessons related to colonial trade and colonial jobs.

### **General Purposes or Goals**

To help students understand and appreciate: (1) That throughout history and across the globe, the industries that develop in a particular area depend on the available natural resources, the climate, and the geography of the location; (2) The economies that developed in the 13 colonies; (3) Similarities exist between the needs of colonists and their own modern day needs.

### **Main Ideas to Develop**

- In the 1600s, settlers from Europe traveled to North America and claimed land. In order to meet their needs, they began to establish permanent settlements, or communities. These communities grew and eventually came to be known as the 13 colonies.
- Different communities have different needs based on their location and size.
- The available natural resources in each region of the 13 colonies led to the development of different types of economies.

### **Starting the Lesson**

Discuss the students' assignment from yesterday in which they began thinking about Michigan's economy. Ask students to share what they discovered about the industries that exist in Michigan. Guide students to recognize that the industries and agriculture products in Michigan (for example, automobiles, iron, lumbering, dairy products, apples, blueberries, cattle, etc.) are based on the available natural resources, climate and geography of this area. In order to emphasize this point, ask students if Michigan would be a good place to produce oranges or bananas. Invite students from different countries or areas of the country to share what they know about their own area's economy. Ask them to explain how the economy of where they are from is determined by the natural resources, climate, and geography of the area. Explain to students that

just like we must decide what products we will produce based on the natural resources, climate and geography of the area, colonists had to make the same decisions.

### **Suggested Lesson Discussion**

In the 1600s, settlers from Europe traveled to North America and claimed land. In order to meet their needs, they began to establish permanent settlements, or communities. These communities grew and eventually came to be known as the 13 Colonies. Different communities within the 13 Colonies had different needs based on their location and size. In order to meet their needs, they began to produce various goods. Communities could then trade these goods with other regions for goods that they were unable to produce in their own area. The available natural resources, the climate, and the geography in each region of the 13 colonies led to the development of different types of economies.

The New England Colonies were known for long, cold, snowy winters. The soil here was thin and rocky. New England was also very hilly, and covered in thick woods filled with many animals. The many coastal waters of this region were filled with fish and whales. Because of the geography, soil quality, and climate of this area, farming in this region was limited. These qualities led New Englanders to depend heavily on the fish, timber, fur, and ship building industries. Fish was a common food item at the time, and therefore was in high demand. Many people wanted their own ships so they could get involved in fishing, which in turn made shipbuilding another successful industry. Timber was a very valuable product, as wood was used for building houses, ships, and barrels to store food in. The people of England especially wanted the timber from the 13 Colonies, as most of the trees in England had already been cut down. The prevalence of wooded areas in the New England Colonies made trapping animals easy. Furs were used for clothing and blankets, and like timber, were in high demand in Europe.

The Middle Colonies had many open, grassy areas with fertile soil. This region also had a warmer climate than the frigid New England Colonies. Long, wide rivers flowed throughout this region, making travel and transportation convenient. Some forested areas existed, and in these areas, many animals could be found. The ground here was full of valuable minerals like iron. For these reasons, the economy in the Middle Colonies depended on mining iron and growing farm products, especially wheat. The rivers in this region were then used to power mills that ground wheat grain into flour. The Middle Colonies eventually became known as “the breadbasket of the colonies” because so much wheat was grown in the area. In the Middle Colonies, cattle were also raised for food and dairy products. The landscape was perfect for the animals, as they were able to graze on the open grassy areas. Because some forests were in the area, some people were able to get involved in timber and fur industries.

The Southern Colonies had a very warm climate. The land was open and flat, and the soil here was rich and full of nutrients. The region received plenty of rain. Long rivers connected inland areas with ports along the region’s coast, which aided in trading. This all led to the development of an economy based on farming. Southern colonists farmed tobacco, rice, and indigo. Eventually, these successful farming industries led to a dependence on slave labor.

### **Activity**

Ask students to share details of their own personal travel experiences on the East Coast. Encourage students to point out differences they noticed between the north and south with regards to available natural resources, climate, and geography. Explain that because of these differences, each region of the 13 Colonies developed different economies. Introduce the

activity, explaining that today students are going to imagine that they are colonists who recently moved to a particular region of the 13 Colonies. With their group, they are going to read a description of the region they now live in, as well as a description of the many industries that exist in the 13 Colonies. Together, they must decide which industries would be most successful in the region they live in. After they have decided, they should record their answers on their worksheet and discuss the questions at the bottom of the page.

After students have had time to complete the activity in groups, regroup for a class discussion. Give each group an opportunity to share what industries they found would be most successful in the region they live in. Encourage students to share why they came to these conclusions by asking them to consider the factors that affected the types of industries that successfully developed in each area. Discuss what might happen if they attempted to establish a different industry in their area. While students share their findings, each student should also fill out the Industries of the 13 Colonies map on their worksheets, labeling each region with the appropriate industries. Model this for the class by filling out a worksheet that is projected onto the whiteboard using the document camera.

### **Summarize**

- The available natural resources in each region of the 13 colonies led to the development of different types of economies.
- Long, cold winters and thin and rocky soil, limited the amount of farming that took place in the New England Colonies; instead this region developed fish, timber, fur, and shipbuilding industries.
- The Middle Colonies had fertile soil, a warmer climate than the New England Colonies, and many valuable minerals like iron.
- The economy in the Middle Colonies depended on mining iron and growing farm products, especially wheat.
- The Southern Colonies had a very warm climate, rich soil and lots of rain, which led to the development of an economy based on farming cash crops like tobacco, rice, and indigo.

### **Assessment**

Ask students to partner with a neighbor and decide which region of the 13 Colonies developed an industry most similar to that of Michigan. Ask them to decide why this is the case. While students discuss their thoughts, listen in on conversations to gauge their understanding of the main ideas.

### **Home Assignment**

Read pages 202 – 207 in *Social Studies: Building a Nation*.

**You have moved from England to the 13 Colonies. You are excited to have a fresh start, but in order to take advantage of all of the new opportunities in the 13 Colonies, you must find a job and begin to earn money. Using the description of the colonial region you have moved to and the descriptions of the important industries in the 13 Colonies, decide which industries would be most successful in this area. Choose wisely – your financial success depends on it!**

The New England Colonies are known for long, cold, snowy winters. The soil here is thin and rocky. Thick woods cover the area. These woods are filled with many animals, including deer, bears, and beavers. Coastal waters in this region are filled with fish and whales.

You have moved to Pennsylvania, located in the Middle Colonies. The Middle Colonies have fertile soil and a warmer climate than the frigid New England Colonies. Long, wide rivers flow throughout this region, making travel and transportation convenient. Some forested areas exist, and in these areas, many animals, such as deer and beavers, can be found. The ground here is full of valuable minerals. Many open, grassy areas are found in this region.

You have moved to South Carolina, located in the Southern Colonies. The Southern Colonies have a very warm climate. The soil here is very rich and full of nutrients. This region receives plenty of rain. Many long rivers connect inland areas with ports along the region's coast.

Which industries would be successful in this region?

What might happen if you attempted to establish an industry other than the ones listed above in this area?

How did you decide which industries would be successful?

What factors affect the types of industries that develop in an area?

### Timber

Timber is a very valuable export. Trees are used to build houses, ships, and barrels that are needed to store food.

### Fish

Fish is a very common food. Many colonists dry fish to eat during cold winter months when other food is scarce. Hearty fish stews are also a popular dish.

### Ships

As the fishing industry grows, more and more people want ships of their own. Ship builders can become very wealthy, but location is important. Of course, ships must be built in coastal areas. It is also expensive to transport the timber needed for ship building, so ships should be built where timber can be found nearby.

### Wheat

Wheat grows best in moderate climates in areas that have good soil. Wheat is turned into flour, which is then used to make bread and other food. Running water is needed to power the mills that ground wheat into flour.

### Furs

Animal furs are in high demand, especially in Europe. People enjoy wearing various furs, such as beaver pelts, as articles of clothing. Furs also help keep colonists warm during the cold winter months. These animals are mostly found in forested areas.

### Iron

Many people are eager to mine iron, because it is a very valuable mineral. It is in high demand because it is used to make guns and other useful tools.

### Cattle

Cattle provide colonists with much needed food. In order to survive, cattle need land to roam on and lots of grass to eat.

### Tobacco

Tobacco is a cash crop, which can be grown and then sold for a great deal of money! Tobacco grows best in rich, moist soil and a warm climate.

### Rice

Rice a crop that is grown and then sold for food. Rice needs a lot of water and a warm climate to grow.

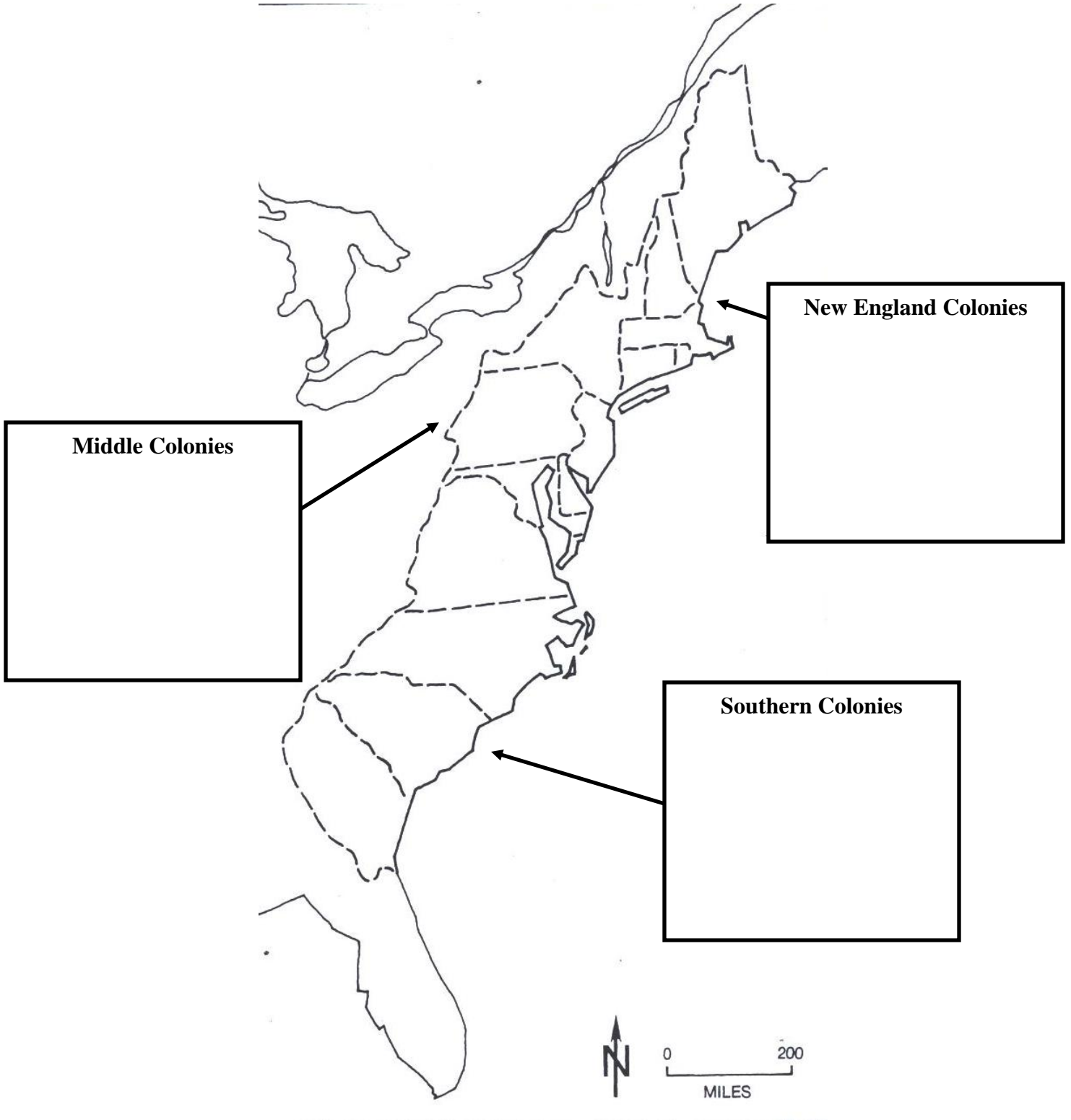
### Indigo

Indigo is a plant that is used to dye cloth blue. It is very popular with the colonists. Indigo grows best in an area with rich soil and a warm climate.



Name \_\_\_\_\_

### Industries of the 13 Colonies



## **Lesson Three: Colonial Cities, Towns and Plantations** *(50 minutes)*

### **Resources**

Scanned pictures of colonial city, town, and plantation  
Benjamin Franklin costume  
Venn diagram worksheets  
Lined paper  
Chart paper  
Document camera

### **General Comments**

### **General Purposes or Goals**

To help students understand and appreciate: (1) the impact that the early foundation years of this country have on modern day life, economics, and politics; (2) Benjamin Franklin's important contributions to the colonies; (3) the similarities and differences between modern day life and colonial life and ; (4) the similarities and differences between life in colonial towns, cities, and plantations.

### **Main Ideas to Develop**

- In the 1600s, settlers from Europe traveled to North America and claimed land. In order to meet their needs, they began to establish permanent settlements, or communities. These communities grew and eventually came to be known as the 13 colonies.
- A community is a place where people live, work, play, and share special times.
- Benjamin Franklin made many contributions that improved life for people in Philadelphia and helped the city become the largest in the colonies.
- Throughout the 1700s, colonial cities, filled with ethnically and religiously diverse people, grew and thrived.
- Plantations developed in the Southern colonies. Plantations were large farms owned by wealthy landowners. Most of the work on plantations was done by enslaved people.
- Many small towns developed in the New England and Middle colonies. These towns were self-sufficient, meaning people worked to produce a wide variety of goods to meet their needs.

### **Starting the Lesson** *(5 minutes)*

Enter the room dressed in colonial attire and introduce yourself as Benjamin Franklin. Use this time to assume the character of Benjamin Franklin so students become engaged in the lesson – remark about the differences between colonial classrooms and modern day classrooms, comment on technologies like electricity and computers in the classroom, etc. Explain to students that their teacher has invited you to share a little bit about your life, and to talk about life in colonial communities. In order to prepare students to compare and contrast their own community with colonial towns, cities, and plantations, tell them that this is your first time in Okemos, Michigan. Ask the class to share information about their town. Guide discussion using the following questions as necessary:

- What kinds of people live in Okemos?
- What types of jobs do people who live in Okemos hold?
- What do people in Okemos do for fun?

Throughout the brief discussion, guide students to recognize that their community helps people who live their meet their needs. It is a place for people to live, work, play and share special times.

**Suggested Lesson Discussion** (20 minutes)

“Allow me to tell you a bit about myself. I grew up during colonial times – I was born in 1706... let’s see here, I’ll show you on this timeline... (point out 1706 on timeline, and acknowledge the distance between 1706 and 2008) ...My goodness, has it really been that many years? I was born in a city called Boston. In my day, Boston was a thriving city, just as it continues to be today. Can anyone tell me where Boston is located?” Elicit the response that Boston is located in Massachusetts, one of the 13 original colonies.

“Your teacher told me that you have been learning about life in colonial times. Can anyone tell me what you have learned about what my friends and I might have done for fun and entertainment?” As students recall that during colonial times, children played games like tag and hide-and-seek, many families prayed and went to church, and people read newspapers and books, highlight the fact that reading was a big part of colonial people’s lives.

“Ever since I was a child, I loved books and reading. My older brother James was a printer, and I began an apprenticeship so I could learn to be the same. James started *The New England Courant*, the first newspaper in Boston. This newspaper carried articles, opinion pieces written by James's friends, and advertisements. I wanted to write for the paper, but I knew that James would never let me. So instead, I did something very sneaky. I wrote letters filled with advice, and then signed them with the name of a fictional person, Silence Dogood. I then snuck the letters under the print shop door at night so no one knew who was writing them. Silence Dogood didn’t really exist, but the public loved her and everything she had to say. That was my first experience with writing for a newspaper.

Later, something very sad happened. You may remember that during colonial times, religion was a very important part of life. Most people in Boston were Puritans – they had very strict ideas about what people should believe. My family disagreed with Puritan leaders about some things, and as a result, my brother James was thrown into jail! I was left to run the paper, and I did a very good job doing this. But when James got out of jail, he was angry that I had taken over the paper. So, in 1723, I ran away from Boston to Philadelphia. Who can tell me where Philadelphia is?” Elicit the response that Philadelphia is located in Pennsylvania, one of the 13 original colonies.

In Philadelphia I found work as an apprentice printer, and I eventually started my own printing business. It turned into a thriving business, and in 1729 I bought a newspaper, the *Pennsylvania Gazette*. I both printed and wrote for this paper. Soon, it became the most successful newspaper in the colonies! In 1733 I began publishing *Poor Richard's Almanack*. Almanacs were very special books that were printed every year. They contained things like weather reports, recipes, and predictions. I published this almanac under the name Richard Saunders, a poor man who needed money to take care of his wife. People loved the witty and lively writing in my almanac, and the effects of this book can be seen to this day! Many famous phrases come from *Poor Richard's Almanack*. Have you ever heard people say things like, ‘A penny saved is a penny

earned,' 'Early to bed and early to rise, makes a man healthy, wealthy, and wise,' 'Haste makes waste,' or 'There are no gains without pains'? All of these phrases were originally published in *Poor Richard's Almanack!*

Later in my life, I began concentrating on science, experiments, and inventions. Eventually, I invented a heat-efficient stove called the Franklin stove that helped warm houses, swim fins, bifocal glasses, and I also did experiments with electricity and lightning. As I look around this room, I can see that this electricity thing really caught on!

I loved living in the city of Philadelphia! I did a lot of things to help make the city a nice place to live. I worked to make sure that the streets in Philadelphia were paved and clean, so they were safe and enjoyable to travel on. You have learned a lot about printing during colonial times, and you might remember that it was very time consuming and expensive to print books. I wanted everyone to have the chance to read books, so I began Philadelphia's first public library. I also realized that the people in my city needed a place to go if they were sick, so I helped start the Pennsylvania Hospital – the first hospital in Philadelphia. Lastly, because most of the houses at this time were made out of wood, fires started very easily. To keep people safe, I organized Philadelphia's Union Fire Company, the first fire department in the city!"

"I would like to show you what Philadelphia looked like when I lived there." Project painting onto the white board. "This painting is called 'Philadelphia in the Olden Time', and it shows what my beloved city looked like in the late 1700s. What do you notice about this colonial city?" Encourage students to recognize that the city appears to be a busy place. Many people are traveling on the roads and in the river. Students should notice that all of the buildings in the background suggest that a lot of people lived in Philadelphia. Students may also notice the merchant ships, indicating that Philadelphia was a busy port city.

"Philadelphia was the most populated city in the 13 Colonies. By the year 1760, about 25,000 people lived there! There were many other large colonial cities, such as New York, Boston, Charleston, Newport. The people living in these cities were very diverse – they had many religions and were of many different ethnic backgrounds. Like Philadelphia, these cities were very busy ports, where goods were brought in from and shipped out to Europe, Africa and the East Indies.

Not everyone in colonial times lived in cities like Philadelphia. There were also smaller colonial towns, especially in New England." Project a picture that represents a colonial town onto the whiteboard. "These towns were self-sufficient, which meant that people produced most of what they needed. Food came from farms around the town. Animals were raised in the town and grazed in the town common. You can see that unlike cities, where some people had jobs like printers and merchants, most jobs in colonial towns helped people meet their needs for survival – jobs like blacksmiths, coopers, millers, and shoemakers. All of these people would have worked right in the middle of the colonial town! Most people in small towns usually all had the same religion, so towns also had a meeting house where important religious and political discussions took place.

Still other people during colonial times lived on large farming communities called plantations. Plantations developed in the Southern Colonies. Can anyone guess why large farming communities developed in the south?" Students should recall that the geography and climate of the south were ideal for farming. Project a picture that represents a plantation on the whiteboard.

"Plantations were owned by rich landowners, called planters. They grew cash crops like tobacco, rice and indigo. Like colonial towns, plantations were also mostly self-sufficient. Unfortunately, slave labor was used to help them be self-sufficient. A plantation manager, called an overseer, lived on the plantation and gave orders to slaves. If the overseer thought slaves weren't doing a good job, he could beat them as punishment. Slaves often worked from morning to night in the fields, or did other jobs on the plantation, like working in carpentry or blacksmith workshops, laundry, preparing food, or working in stables.

These cities, towns, and plantations may seem very different from each other, but each of them is an important type of colonial community. Cities, towns, and plantations are all communities just like your own – permanent, established places that help meet the needs of the people living there, so they are free to live, work, play, and share special times.

Since I am a man that loves knowledge and learning, I would like to see what you have learned about colonial cities, towns and plantations today. I am going to give each of you a Venn diagram with three circles – one for colonial cities, one for colonial towns and one for colonial plantations. I would like you to compare and contrast these different communities by filling in the circles. You will have about 10 minutes to work on this in your groups."

### **Activity** (20 minutes)

Give each student a Venn diagram with three circles. Ask them to work in groups and use the Venn diagram to compare and contrast life in colonial cities, towns, and plantations. Model the task by eliciting a way in which colonial cities, towns and plantations are similar or different, and filling in the appropriate spot on a Venn diagram projected onto the whiteboard using the document camera. While students work in groups on the activity, circulate through the room to offer guidance, suggestions, and answer questions as necessary. After students have completed this activity, regroup to discuss their comparisons. Allow students to add to their Venn diagrams during class discussion.

### **Assessment**

Revisit what happened yesterday by asking students to list some of the big ideas of the lesson. Record their suggestions on chart paper. Use an "Open Window/ Closed Window" assessment in which students fold a piece of paper in half and on the top half write about information and big ideas that they understand. On the bottom half, they write about what they are still confused about. Students briefly talk to a partner about what they understand and what they are struggling with, and then work to help each other comprehend difficult ideas. Collect papers in order to better assess students' understanding.

### **Home Assignment**

Read pages 210 – 214 in *Social Studies: Building a Nation*.

## **Lesson Four: Colonial Jobs** (50 minutes)

### **Resources**

Colonial Jobs worksheet

Computer with internet connection

Projector

Website: <http://www.colonialwilliamsburg.com/Almanack/life/trades/tradehdr.cfm>

### **General Comments**

#### **General Purposes or Goals**

Gain an appreciation for the impact that the early foundation years of this country have on modern day life, economics, and politics.

Understand and describe the economy of the 13 colonies.

Understand the similarities and differences between modern day life and colonial life.

#### **Main Ideas to Develop**

- While many colonists were farmers, some men and women worked at a wide variety of other jobs.
- In the 1700s, many young people in the colonies gained skills by working as apprentices.

#### **Starting the Lesson**

Ask students why people have jobs. Students should suggest ideas such as: to earn money, to contribute to society, to help others, to provide for a family, etc. Help the class realize that the various jobs people help all members of society meet their needs, not only by providing money for the individual and their family, but also by providing goods and services to others. Ask students to share information about what their parents do for a living. As students describe their parents' jobs, identify how these jobs contribute to society.

#### **Suggested Lesson Discussion**

An apprentice is a young person who learns a skill from a more experienced person. They work long hours and have very little free time. Apprentices are working to become an artisan. An artisan is a skilled worker who makes things by hands.

Many people worked on farms. On the farm, firewood needed to be gathered and food needed to be grown and cooked. Boys hunted and helped in the fields, and girls helped make soap, candles, clothing and food.

Jobs:

Apothecary – Doctor, surgeon, nurse, pharmacist

While many colonists were farmers, some men and women worked at a wide variety of other jobs.

In the 1700s, many young people in the colonies gained skills by working as apprentices.

Leeches

Chalk for heartburn

Milliner and tailor – Tailor, clothing industry, clothing retail, fashion industry

Imported fabrics from Europe, sold fabric and made clothing from the fabric

### Basketmaker – packaging

Baskets of many shapes and sizes were needed to carry goods, especially for rural life. Many times families made their own baskets. Entire families usually learned this trade.

### Printer – communications industries

A compositor gathered type, sorted by letter, size, and kind, from a compartmented box. He set each letter on an iron rule, called a "composing stick," to form words and lines. The type had to be set "backwards," as printing reversed the images.

When several lines were done, the compositor set them in wooden cases called galleys. Sometimes woodcuts were added to illustrate notices and advertisements. The galleys were tied with string, gathered and locked in a page-size iron frame, or "chase," and secured to the stone bed of the press. A carriage carried the chase back and forth beneath a pressure plate, or "platen."

A fellow called a "beater" used two wood-handled, wool-stuffed, leather-covered ink balls to spread a mixture of varnish and lampblack evenly on the type. Moistened sheets of paper were laid in a cushioned frame that hinged down on the chase, and the carriage was run in. Mounted on a screw about the size of a man's forearm and operated by a long-handled lever, the platen was lowered by the pressman, or puller.

Each sheet was squeezed against the type under about 200 pounds of pressure to receive its impression, then set aside to dry before the other side was printed. Each impression required about 15 seconds. The workday lasted up to 14 hours.

### Blacksmith – metal workers for cars, buildings, trains, ships, etc.

With forge and anvil, hammer and tongs, blacksmiths made agricultural tools for farmers and iron rims for wheelwrights. They also repaired many iron objects used by Williamsburg residents. Their skills with vise and file served customers as diverse as the miller, saddler, coachmaker, and planter.

For the householder, blacksmiths cast, bent, welded, and riveted fireplace racks, andirons, pothooks, locks, utensils, and decorative wrought iron.

Made and repaired iron goods such as horseshoes, axes, gun parts, and nails

### Merchant – Department stores, buy, sell and distribute, purchasers, marketers, advertising, sales reps

Traded goods with England and other countries

### Farmers – Farmers, food industry

Middling farmers worked the land and generally grew cash crops of tobacco, corn, wheat, and some cotton, as well as foodstuff for their consumption. They tended livestock, including cattle, pigs, sheep and goats, plus a few oxen and horses.

### Brickmaker – construction

Bricks were used in construction

In 18th-century Virginia, slaves, poor unskilled free laborers, and sometimes indentured or convict servants practiced the brickmaking trade

brickmakers use their feet to stomp water into the clay. As soon as it is a smooth consistency, the clay is pulled from the pit and piled upon a molding table and put into a mold. The clay dries for six weeks and then is fired for six days.

Carpenter - construction

new homes, shops, outbuildings stables, sheds, and their repair

Cooper - packaging

Held flour, gunpowder, tobacco, and other commodities

Served as shipping containers

Stored liquids from wine to milk

Wheelwright – transportation

Producing wheels requires strength, ingenuity, and the talents of both a carpenter and a blacksmith. Precise measuring skills are mandatory.

Like their Williamsburg predecessors, the wheelwrights who practice the trade at the Governor's Palace today start with a hub fashioned on a lathe from properly aged wood such as elm. A tapered reamer opens the center to receive a metal bearing; The wheelwright uses a chisel to create rectangular spoke holes around the circumference of the wheel. Carved from woods like ash, the spokes radiate to meet a rim of mortised wooden arches, called "fellies," that join to form a perfect circle.

Gunsmith – weapons industry, chemistry, computers, armed forces

Colonial gunsmithing required the skills of a blacksmith, whitesmith, founder, and woodworker to build a gun. A finished weapon required fine detail work on iron and steel, the carving of decorative designs, hammering and casting brass and silver into complex shapes, and engraving hard and soft metals. These skills were usually learned in an apprenticeship lasting five to seven years. A male youth began his apprenticeship between the ages of 12 and 14 years and completed it by the time he was 21.

Repaired guns

### **Activity**

Ask students to work in their table groups to discuss which colonial job they would most prefer to hold and why. After students have talked about their ideas as a group, allow time to for group sharing.

### **Summarize**

- While many colonists were farmers, some men and women worked at a wide variety of other jobs.
- In the 1700s, many young people in the colonies gained skills by working as apprentices.

### **Assessment**



Ask students to put their thumb up if they understand the big ideas of today's lesson. Ask students to put their thumb down if they have remaining questions about today's lesson. Call on students who have their thumb down to share their questions, and discuss these ideas as a class.

### **Home Assignment**

On the attached worksheet, students will fill in what they hope to do for a profession some day. At home, students will then talk with their parents about their dream, and discuss how this job would help meet the needs of society. Students will compare and contrast this profession to jobs during colonial times. Through this activity, students should recognize what sort of colonial job would meet similar societal needs, and if their specific job aspiration did not exist during colonial times, why this might be the case.

Name \_\_\_\_\_

What would you like to do for a job someday?

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How does this job help meet people's needs?

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What job or jobs during colonial times met similar needs?

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Compare these professions...

How is your dream job **similar** to jobs during colonial times?

How is your dream job **different** from jobs during colonial times?

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## **Lesson Five: *In the Time of the Drums: How Slaves Kept their Culture Alive*** (50 minutes)

### **Resources**

Copy of *In the Time of the Drums* by Kim L. Siegelson  
Document Camera  
Loose-leaf paper for each student

### **General Comments**

The intention of this lesson is to show children how slaves kept their African culture alive, despite the horrible living and working conditions they faced. By this point, students are familiar with the system of slavery that once existed in the United States, and they have a strong sense of the injustice of the system. Through this lesson, students will come to respect the attempts made by enslaved people to resist slavery in any way they could.

### **General Purposes or Goals**

To help students understand and appreciate: (1) the injustice of the system of slavery that developed in the 13 Colonies; (2) the desire to maintain one's heritage, especially in challenging situations; (3) the various methods that enslaved people used to resist slavery; (4) the courage that it took for enslaved people to enact this resistance.

### **Main Ideas to Develop**

- As colonial economies grew, thriving triangular trade routes developed with Europe, Africa and the West Indies.
- With the development of trade routes, the system of slavery in the 13 Colonies expanded rapidly during the 1700s.
- The work of enslaved Africans helped plantations in the Southern Colonies produce valuable cash crops.
- Slaves in the north had more opportunities to improve their lives than slaves in the south.
- Enslaved people found a variety of ways to resist slavery and keep their African culture alive.

### **Starting the Lesson**

Ask students to recall what they have learned about colonial life. Encourage students to provide details about the economies that developed in each of the colonial regions. As students mention that southern colonies depended heavily on plantations, guide students to discuss the prevalence of slavery in the south. Remind students that as a part of the Triangle Trade routes, African people were forced onto boats and brought to the United States, where they were then forced to work as slaves. Explain to students that today we look back on the system of slavery that existed in the United States and we can see that it was wrong, but this was not always the case. Tell students that there was a time where African Americans were not allowed the same freedoms that other people had. They worked long hours without pay, and plantation owners could beat them at will. Encourage students to reflect on how they would feel if they were put in this situation. Ask students if they would resent being forced to give up their way of life and their culture. Encourage students to brainstorm ideas about how they would react – would they fight back? Would they simply accept the cruel treatment? How would they hold on to part of their

identity? Introduce the book, *In the Time of the Drums*, by explaining that this text shows us some of the ways that slaves maintained their culture and resisted slavery.

### **Suggested Lesson Discussion**

The enslaved population in the colonies grew quickly during the 1700s. As colonial economies grew stronger, trade with other parts of the world increased. The Triangle Trade routes developed, and captive Africans were treated like goods as they were packed onto ships and herded to North America.

Once in the Colonies, some enslaved people were held on small farms or in cities in the north, but most were forced to work on large plantations in the south. For the most part, slaves in the New England and Middle Colonies had more opportunities to improve their lives than slaves in the south. In the north, enslaved people were able to earn money by taking on extra jobs at night. Some slaves eventually earned enough money to purchase their freedom.

In the south, Slaves faced especially harsh conditions – their work lasted all day in the hot sun, and sometimes continued into the night. As they faced the difficult conditions of plantation life, enslaved people struggled to preserve their families and keep their culture alive. They made drums, banjos, and other instruments like the ones they knew from Africa. African men and women told stories about the life they knew, passing on their heritage through oral tradition. Slaves often made deliberate efforts to work slowly, break tools, and sometimes pretended to be sick. Many slaves even attempted to escape. The most dramatic form of resistance was armed rebellions, such as the Stono Rebellion in South Carolina, where 25 white colonists were killed before the slaves were captured and executed. Through actions like these, enslaved people were working within a system where they did not have any freedom or power, and were taking purposeful steps to resist slavery.

### **Activity**

As students are seated at their desks, begin to read the book aloud. Walk around the classroom while reading so all students have an opportunity to be in close proximity to the book. Throughout the read aloud, project particularly significant illustrations onto the whiteboard using the document camera to spark discussion.

At the beginning of the story, when the text reads, “Ships as big as barns would land at a dock on a bluff near Teakettle Creek: pirate ships with treasure to bury, cargo ships filled with cinnamon, slave ships bringing African people to do work on plantation farms,” help students make the connection that these ships are a part of the Triangle Trade routes. Orient the students, explaining that the island in this story was most likely off the coast of Georgia or South Carolina. Ask students to note the way that Twi speaks in the story. Help them realize that her dialect tells readers more about her cultural background. Ask students to predict what Twi means when she tells Mentu that some day it will be his time to be strong-strong. Students should suggest that some day Mentu will be forced to work in the plantation fields as a slave.

Point out the illustration of men and women working in the fields. Ask the students what the illustrator does to show us what the working conditions must have been like. Elicit student responses that refer to the fiery sun in the sky and the hunched backs of the men and women working. Ask the students to imagine what it would have been like to work in these fields underneath that blazing sun.

Project the picture of the Africans in the belly of the ship onto the whiteboard using the document camera. Ask students to compare this illustration to the rest of the book. How is it

different? What does it show us about the conditions that the Africans had to endure on their journey to North America? Students should mention the dark, cramped space portrayed in the illustration. They may mention the chains that the Africans are wearing, and how their bowed heads show sadness and despair.

Ask students what steps Twi took to maintain her culture and make sure that she never forgot who she was? How did Mentu honor his African heritage? Students should recognize that music and drumming from Africa became a part of the slaves' life in the colonies. When the ship of slaves arrived from Africa, they heard the drums and thought that somehow, they were back in Africa. This shows us that through music and drums, it was as if a piece of Africa came to the colonies. Students may also mention that she told her grandson stories of Africa, so the memories would continue on.

As a class, recall Twi's first words of advice to Mentu – "Not with fists," she says to him, "Listen close and learn how to be strong." Knowing the end of the story, ask students what they suppose Twi meant by this. What does she believe it meant to be strong? Listen to student responses and help them realize that although some slave rebellions did occur, Slaves did not have the chance to revolt in loud, violent ways. They instead chose quiet opposition.

Ask students to speculate on what they believe happened at the end of the book. Did Twi and the African people really walk all the way back to Africa? Encourage students to find the symbolic meaning of Twi and the Africans walking into the water together. They felt so strongly about the unfair treatment and wanting to honor who they were, they chose death over slavery.

### **Summarize**

- As successful economies and trade routes developed in the 13 Colonies, the system of slavery in the 13 Colonies expanded rapidly during the 1700s.
- Slaves in the north had more opportunities to improve their lives than slaves in the south.
- Enslaved people found a variety of ways to resist slavery and keep their African culture alive.

### **Assessment**

Have students complete the following "I learned" statement as their ticket out the door at the end of class.

I learned that slaves resisted slavery by:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### **Home Assignment**

Read pages 224 – 227 in *Social Studies: Building a Nation* and record one similarity between this reading and *In the Time of the Drums*.

## **Music and Drums: How Slaves Kept their Culture Alive** (50 minutes)

### **Resources**

Computer with speakers

Internet access

Document camera

*No More! Stories and Songs of Slave Resistance* by Doreen Rappaport

Website: [www.knowitall.org/gullahmusic](http://www.knowitall.org/gullahmusic)

Homework worksheet for each student

### **General Comments**

This lesson builds on yesterday's activity, in which students learned how slaves kept their African culture alive, despite the horrible living and working conditions they faced. Students will continue to gain respect for the attempts made by enslaved people to resist slavery in any way possible. As they have an opportunity to listen to samples of work songs and spirituals, children will develop a deeper understanding of and connection with the fact that music was a method that slaves used to both maintain their culture and resist slavery. Hearing examples of these songs will also help students realize that work songs and spirituals had a major impact on the development of music we listen to today, including blues, gospel, jazz, soul, and rap.

### **General Purposes or Goals**

To help students understand and appreciate: (1) the injustice of the system of slavery that developed in the 13 Colonies; (2) the desire to maintain one's heritage, especially in challenging situations; (3) the various methods that enslaved people used to resist slavery; (4) the courage that it took for enslaved people to enact this resistance; (5) the connection between work songs, spirituals, and the development of popular modern day music styles.

### **Main Ideas to Develop**

- As colonial economies grew, thriving triangular trade routes developed with Europe, Africa and the West Indies.
- With the development of trade routes, the system of slavery in the 13 Colonies expanded rapidly during the 1700s.
- The work of enslaved Africans helped plantations in the Southern Colonies produce valuable cash crops.
- Slaves in the north had more opportunities to improve their lives than slaves in the south.
- Enslaved people found a variety of ways to resist slavery and keep their African culture alive.

### **Starting the Lesson**

Project the poem from Doreen Rappaport's *No More! Stories and Songs of Slave Resistance* onto the whiteboard using the document camera. Read the poem aloud to the class. Ask students to recall yesterday's lesson and point out aspects of the piece that relate to what we discussed in class. Students should mention that the poem refers to the horrible working conditions that slaves were forced to endure ("Working under the whip from sunrise to sunset", "...they were starving"). Students should also recognize the various methods of resistance that are mentioned in the poem ("they misplaced hoes,/ planted less rice,/ picked less cotton,/ poked holes in tobacco

netting,/ broke saws and axes and shovels,/ busted fences and/ burned crops./ They stole/ the master's chickens and his pigs/ and his corn and his flour..."). Lastly, students should understand that the poem shows slaves' desire to maintain their heritage and pass stories from their culture on to their children ("At night in the slave quarters,/ they spoke their African names/ and told their children of the/ cerulean blue sky in their village/ and the rich dark soil..."). Ask students to recall another major way that slaves maintained their identities. As students recall that music was an important part of the life of a slave, explain that today they are going to learn more about how this music kept the African culture alive.

### **Suggested Lesson Discussion**

The enslaved population in the colonies grew quickly during the 1700s. As colonial economies grew stronger, trade with other parts of the world increased. The Triangle Trade routes developed, and captive Africans were treated like goods as they were packed onto ships and herded to North America.

Once in the Colonies, some enslaved people were held on small farms or in cities in the north, but most were forced to work on large plantations in the south. For the most part, slaves in the New England and Middle Colonies had more opportunities to improve their lives than slaves in the south. In the north, enslaved people were able to earn money by taking on extra jobs at night. Some slaves eventually earned enough money to purchase their freedom. In the south, Slaves faced especially harsh conditions – their work lasted all day in the hot sun, and sometimes continued into the night. As they faced the difficult conditions of plantation life, enslaved people struggled to preserve their families and keep their culture alive.

Music was an important part of life in Africa for centuries before the Africans came to North America. People sang while they worshiped, worked, and played. On plantations, slaves used what they remembered from life in Africa and made drums, banjos, and other instruments. Often, these instruments were banned because plantation owners feared that slaves were using them to pass messages to each other. When this happened, hand clapping and stomping replaced the beating of the drums.

The strong rhythm of work songs helped slaves keep pace as they worked in the fields. They often sang call-and-response songs, where a leader called out a verse and other people responded in song. Slaves used music to help them get through the day, frequently improvising songs, or creating new words and rhythms for songs as they worked. The slave experience was a terrible one, and music was also used to help slaves express their sadness and pain. Slaves sang spirituals not only as religious statements, but also as a way of showing their feelings about their living conditions. These traditions of African music are also found in many popular American styles that exist today.

African men and women on plantations resisted slavery in many other ways as well. They told stories about the life they knew, passing on their heritage through oral tradition. Slaves often made deliberate efforts to work slowly, break tools, and sometimes pretended to be sick. Many slaves even attempted to escape. In fact, sometimes the secret escape plans were hidden within the words of traditional work songs or spirituals. The most dramatic form of resistance was armed rebellions, such as the Stono Rebellion in South Carolina, where 25 white colonists were killed before the slaves were captured and executed. Through actions like these, enslaved people were working within a system where they did not have any freedom or power, and were taking purposeful steps to resist slavery.

## Activity

As students are seated at their desks, project the website [www.knowitall.org/gullahmusic](http://www.knowitall.org/gullahmusic) onto the whiteboard. Begin “The Journey”. Ask students if they can recognize any portions of the Triangle Trade routes on the map. Students should recognize that. Explain that as the Triangle Trade routes transported food, animals, and other goods from continent to continent, a transmission of culture also occurred. One major way that this happened was through the African’s active resistance of slavery by keeping their musical traditions alive.

Begin with the “African Music” stop of “The Journey”. Rather than reading the webpage text aloud, summarize the key ideas for students. Explain that music was an important part of life in Africa for centuries before the Africans came to North America. People sang while they worshiped, worked, and played. The beats and rhythms of drums were even used to communicate over long distances. Allow students to listen to the beats of the African drums for a moment. Ask students to share their feelings about this music. What message do they suppose music with this beat might have communicated?

Proceed to the next stop of “The Journey”, “The Middle Passage”. Call on students to recall what conditions slaves had to endure during their journey to the 13 Colonies. Emphasize the horrible conditions, and tell students that it is estimated that over half of the slaves died during the journey across the Atlantic, many even jumped overboard to escape these difficult living conditions. Explain that during this voyage, slaves used music, known as lamentations, to express their sadness. Lamentations eventually became the basis of American blues music. To emphasize this point, ask students if they are familiar with the song, “Amazing Grace,” and tell students this adapted version of the origin of the hymn.

*There was an old sea captain by the name of Sir John Newton. He was a sea captain of a great slave ship, and he sailed many, many times, bringing human cargo from the coast of West Africa down to the West Indies, and up to the Americas. During his voyages, there was always a moaning and groaning down in the belly of the ship that seemed to be common to most of the Africans that were part of his cargo. He was haunted by the sound.*

*The moaning and groaning was a common West African tune, and it caused Sir John Newton to realize that what he was doing was not right – the people in the belly of his ship were not animals, but human beings that deserved human respect – and he changed his ways.*

*One night, Sir Newton sat down and remembered the tune that was cried and moaned and groaned in the belly of his ship. He penned the lyrics to the song “Amazing Grace” to this very tune, and it became the world’s most beloved hymn.*

Change the order of the stops on “The Journey” slightly, and visit “Spirituals” next. Allow students to listen to the sample of spirituals. Ask them to turn to a neighbor and share the feelings that the music evokes within them. After students have had a moment to discuss with their neighbor, ask for volunteers to share their feelings. Students should recognize that the wailing voices and slow tempo evoke feelings of pain and sadness. Explain to students that slaves used spirituals not only as religious worship, but to express their feelings about slavery. When slave owners took the slaves’ drums for fear that they were using them to communicate secret messages, the slaves used hand-clapping and foot-stomping to keep rhythm. Play the song clip again, and ask students to listen for this in the song.



Proceed to the “Work Song” stop of “The Journey”. Play the song clip and explain to students that the strong rhythm of work songs helped slaves keep pace as they worked in the fields. They often sang call-and-response songs, where a leader called out a verse and other people responded in song. Slaves used music to help them get through the day, frequently improvising songs, or creating new words and rhythms for songs as they worked. Explain to the class that these traditions of African music are also found in many popular American styles that exist today. Ask students if this music reminds them of any modern day music. Encourage students to share examples of this.

Next, ask students to try singing the call and response song. Hand out the homework worksheet, which has the lyrics printed on it. Have students follow along, while half the class performs the “call” portion of the song, and the other half performs the “response” portion of the song. After practicing several times, have the students sing the opposite portion of the song. Encourage students to keep the rhythm of the song using hand claps or foot stomps, much like slaves would have done.

### **Summarize**

- As successful economies and trade routes developed in the 13 Colonies, the system of slavery in the 13 Colonies expanded rapidly during the 1700s.
- Slaves in the north had more opportunities to improve their lives than slaves in the south.
- Enslaved people found a variety of ways to resist slavery and keep their African culture alive.

### **Assessment**

Explain the homework assignment. Ask students to fill out the portion of their worksheet that asks them to write a paragraph about what they will share with an adult family member at home. As students leave the classroom, read their paragraph to assess their understanding.

### **Home Assignment**

Each student will complete the attached worksheet to illustrate that they have taken steps to share what they learned in class today with an adult family member at home.

Name \_\_\_\_\_

We have been studying about how enslaved people kept their African culture alive. One important way they did this was through music. Today, we learned a work song.

**(Call)**                      **There’s a gal on yonder plantation**  
**(Response)**               **There’s a gal on yonder plantation.**

**(Call)**                      **Will you marry me, yea or nay?**  
**(Response)**              **Will you marry me, yea or nay?**

**(All)**                      **Ohhhhhh, no Johnny, no Johnny, no Johnny, nooooo.**

Now **you** get to be the teacher! Teach this song to an adult at home. Take turns singing both the “call” portion of the song and the “response” portion of the song. After you have taught an adult the work song, explain to them what we learned in class about music and slavery. To help you, write a paragraph below of at least six sentences that includes the important ideas you would like to share. Make sure your paragraph answers the following questions:

- Where did this music come from?
- What were work songs?
- What were spirituals?
- Where can we see the influence of African music today?

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**Don’t forget to have your adult sign this paper!**

Adult Signature \_\_\_\_\_