

L-CA

Colonial America

Lapbook



Designed by
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of Knowledge Box Central



Colonial America Lapbook

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This book is dedicated to my amazing family. Thank you to my wonderful husband, Scott, who ate a lot of leftovers, listened to a lot of whining (from me!), and sent lots of positive energy my way. Thank you to my daughter, Shelby, who truly inspired me through her love for learning. Thank you to my parents, Judy and Billy Trout, who taught me to trust in my abilities and to never give up.

How do I get started?

First, you will want to gather your supplies. Depending on which format you purchased from us, you will need different supplies. So, take what applies, and skip over the rest.

*** Printing:

*Print instructions and study guide on white copy paper.



*Print the booklet templates on 24# colored paper or 110# cardstock.

For some booklets, we have suggested specific colors or cardstock. You may choose to use those suggested colors, or you may choose to print on any color that you like.



*** Assembly:

***Folders:** We use colored file folders, which can be found at Walmart, Sam's, Office Depot, Costco, etc. You will need between 2 and 4 file folders, depending on which product you have purchased. You may use manilla folders if you prefer, but we have found that children respond better with the brightly colored folders. Don't worry about the tabs...they aren't important. If you prefer, you can purchase the assembled lapbook bases from our website.



***Glue:** For the folder assembly, we use hot glue. For booklet assembly, we use glue sticks and sometimes hot glue, depending on the specific booklet. We have found that bottle glue stays wet for too long, so it's not a great choice for lapbooking.



***Other Supplies:** Of course, you will need scissors. Many booklets require additional supplies. Some of these include metal brad fasteners, paper clips, ribbon, yarn, staples, hole puncher, etc. You may want to add decorations of your own, including stickers, buttons, coloring pages, cut-out clipart, etc. The most important thing is to use your imagination! Make it your own!!



Ok. I've gathered the supplies. Now how do I use this product?

Inside, you will find several sections. They are as follows:

- 1. Student Instruction Guide:** This section is written directly to the student, in language that he or she can understand. However, depending on the age of the child, there may be some parent/teacher assistance needed. This section will also tell the student exactly how to put the lapbook together, what should be written inside each booklet as he or she comes to it during the study, as well as telling the student which folder each booklet will be glued into. Depending on the student's age, he or she may need assistance with this process, especially if you choose to allow the student to use hot glue.
- 2. Booklet Templates:** This section includes ALL of the templates for the booklets. These have been printed on colors that will help to improve retention of the information presented, according to scientific research on color psychology.
- 3. Teacher/Study Guide:** This section is a great resource for the parent/teacher. In this section, you will suggestions for where to find information for your study.

Colors & Shapes – Why Do They Matter?

After MUCH research and studies, science has shown that colors and shapes have psychological values. These influence the emotions and memories of each one of us. In our products, we have used specific colors and shapes in ways that will improve information retention and allow for a much more mentally interactive time of study. Some pages may have a notation at the bottom, where a specific color is suggested for your printing paper. This color suggestion is designed to improve information retention. However, if you do not have that specific color of paper, just print on whatever color you have. For the most benefit, follow the color suggestions, and watch your child's memory and enthusiasm truly soar!

BE CREATIVE!

Make it your own!

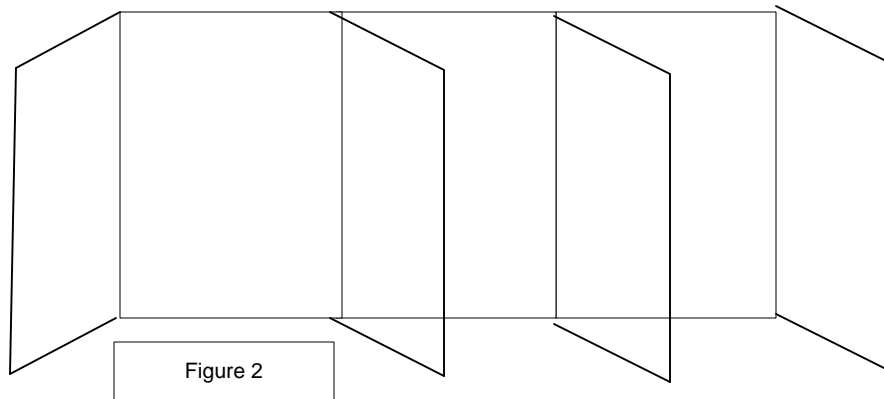
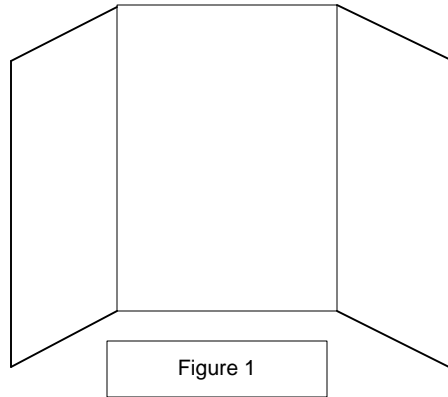
If you would like to send pictures of your completed lapbook, please do!

We would love to display your lapbooks on our website and/or in our newsletter.

Just send your pictures, first initial & last name, and age to us at:

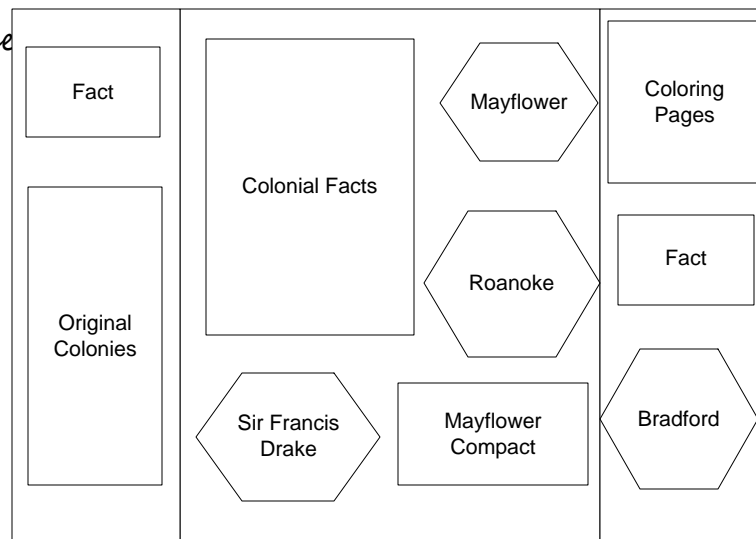
cyndi@knowledgeboxcentral.com

You will need 3 folders of any color. Take each one and fold both sides toward the original middle fold and make firm creases on these folds (Figure 1). Then glue (and staple if needed) the backs of the small flaps together (Figure 2).

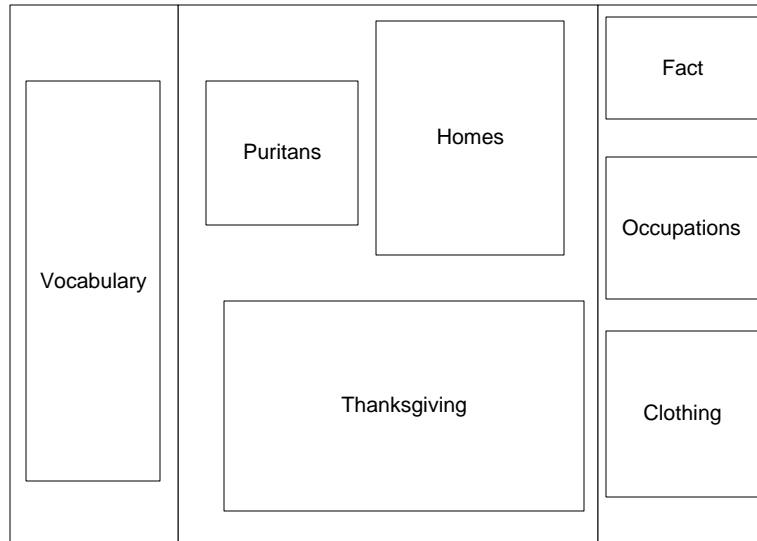


This is the "Layout" for your lapbook. The shapes are not exact on the layout, but you will get the idea of where each booklet should go inside your lapbook.

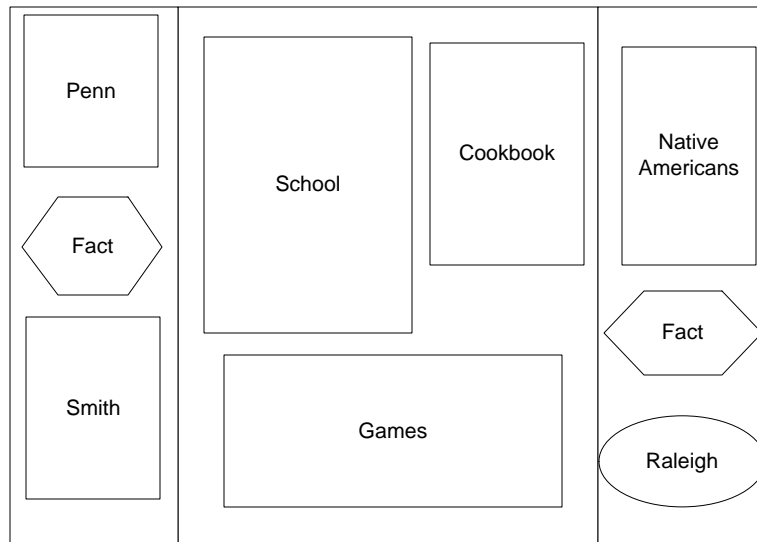
Inside of 1st Folder



Inside of 2nd Folder:

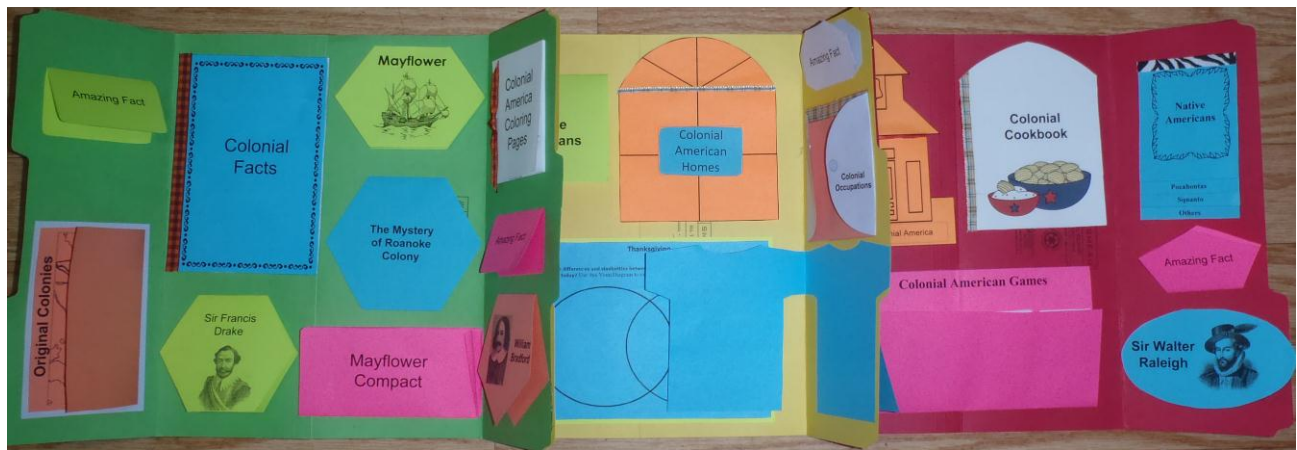


Inside of 3rd Folder:

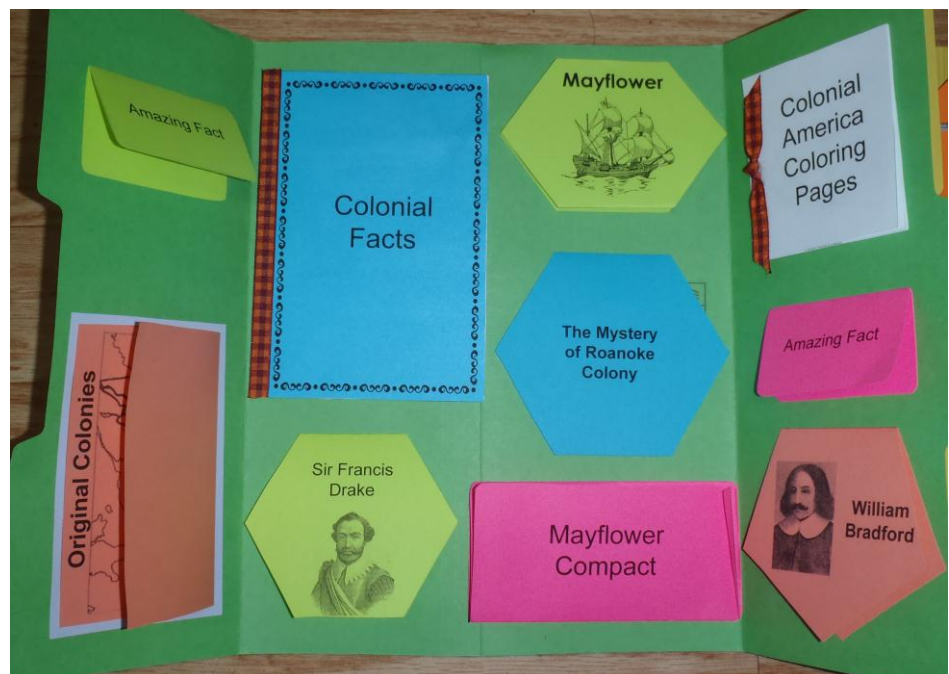


Below you will find pictures of a completed lapbook. This should help in figuring out how to assemble the booklets and then how to put it all together!

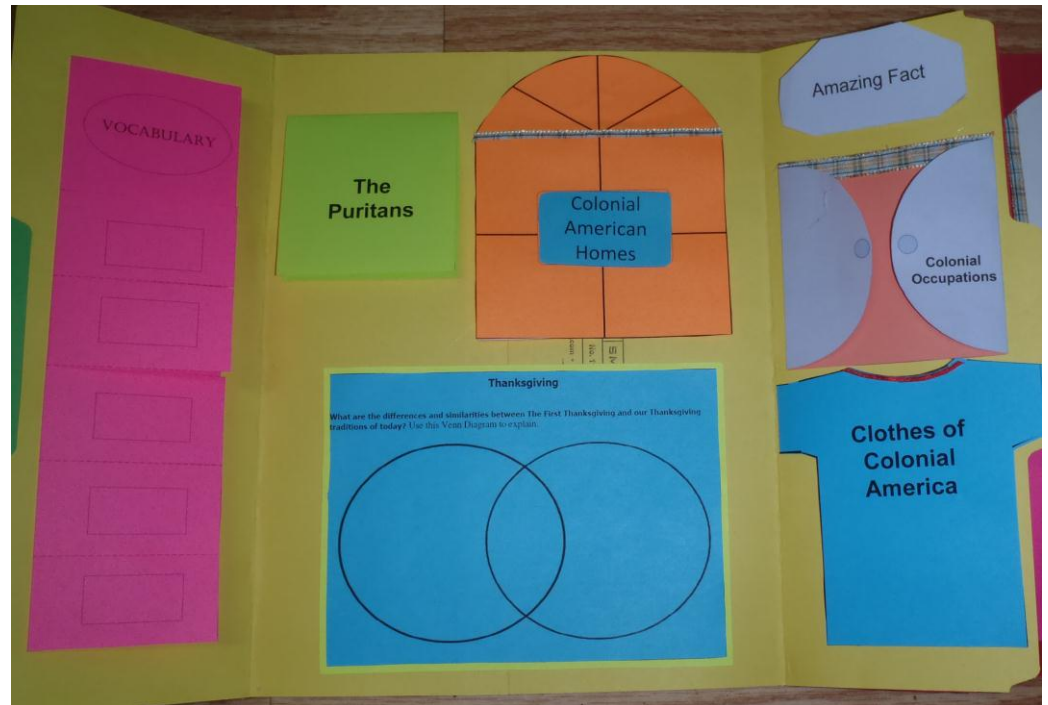
Also, there is a page of close-up pictures of some of the booklets that may be a little more confusing to assemble. These pictures should help.



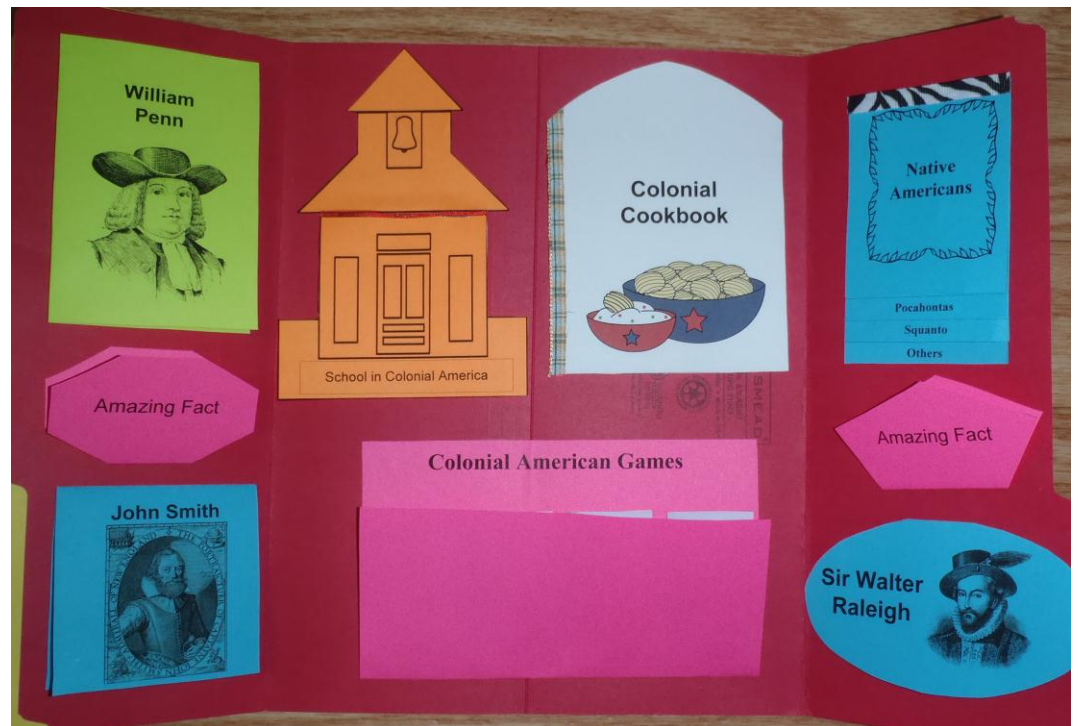
Folder #1



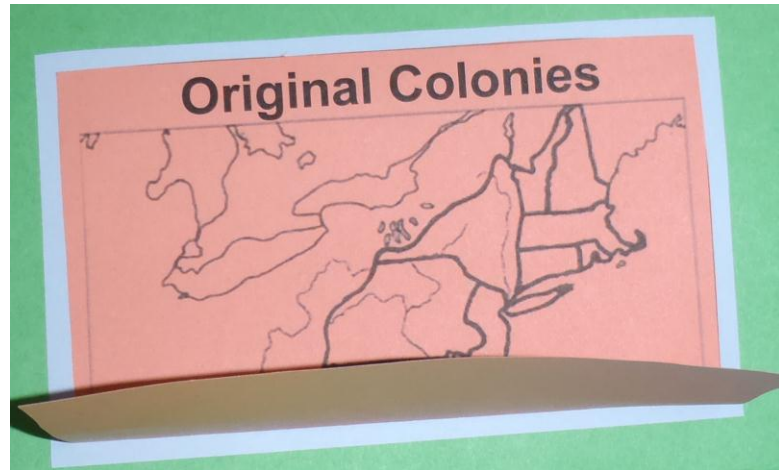
Folder #2



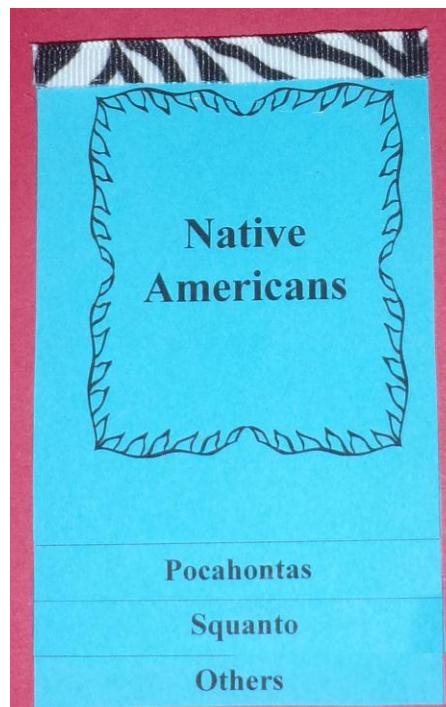
Folder #3



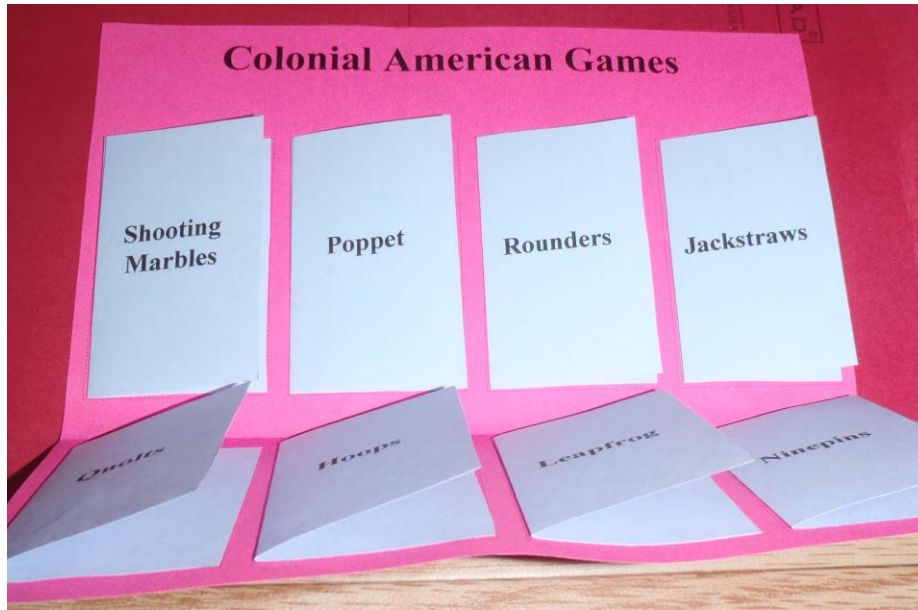
Booklet #1



Booklet #7



Booklet #17



Booklet #21



Colonial America Lapbook

Student Instruction Guide

Booklet #1

PICTURE on page 8

***Booklet Title:** Original Colonies Map Booklet

***Student Instructions:** See if you can label each of the colonies as you study them.

***Completed booklet will be glued into Folder #1** (See Layout)

****Assembly Instructions:** Cut out along the outer black line edges. Glue to another piece of paper of a different color and cut around the edges to create a small border.

Booklet #2

***Booklet Title:** Colonial Facts Booklet

***Student Instructions:** As you study each colony, find its page in this booklet. On that page, write about the details about that colony. Tell about important events, struggles, people, founders, and more.

***Completed booklet will be glued into Folder #1** (See Layout)

****Assembly Instructions:** Cut out along the outer black line edges of each page. Stack the pages so that the title is on top. Put the other pages in the order in which you will be studying them. Along the left side of the stack, punch 2 holes and secure with metal brad fasteners or ribbon.

Booklet #3

***Booklet Title:** Sir Walter Raleigh Booklet

***Student Instructions:** Tell what you have learned about this man.

***Completed booklet will be glued into Folder #3** (See Layout)

****Assembly Instructions:** Cut out along the outer black line edges. Fold along the center line so that the title is on the front.

Booklet #4

***Booklet Title:** Sir Francis Drake Booklet

***Student Instructions:** Write what you have learned about this man.

***Completed booklet will be glued into Folder #1** (See Layout)

****Assembly Instructions:** Cut out along the outer black line edges. Fold along the center line so that the title is on the front.

Booklet #5

***Booklet Title:** Mystery of Roanoke Booklet

***Student Instructions:** Have you heard of the mystery of the Roanoke Colony? Inside this booklet, tell what you have learned.

***Completed booklet will be glued into Folder #1** (See Layout)

****Assembly Instructions:** Cut out along the outer black line edges. Fold accordion-style so that the title is on top.

Booklet #6

***Booklet Title:** John Smith Booklet

***Student Instructions:** Have you ever heard of Captain John Smith? Tell what you have learned about him here.

***Completed booklet will be glued into Folder #3** (See Layout)

****Assembly Instructions:** Cut out along the outer black line edges. Fold along the center line so that the title is on the front.

Booklet #7

PICTURE on page 8

***Booklet Title:** Native Americans Booklet

***Student Instructions:** Inside this booklet, tell what you have learned about Squanto, Pocahontas, and other Native Americans.

***Completed booklet will be glued into Folder #3** (See Layout)

****Assembly Instructions:** Cut out along the outer black line edges of each page. Stack so that the title is on top and the tabs get progressively longer toward the back. Along the top punch 2 holes. Secure with metal brad fasteners or ribbon.

Booklet #8

***Booklet Title:** Mayflower Booklet

***Student Instructions:** What all have you learned about the Mayflower? Write about it here.

***Completed booklet will be glued into Folder #1** (See Layout)

****Assembly Instructions:** Cut out along the outer black line edges. Fold accordion-style so that the title is on top.

Booklet #9

***Booklet Title:** Mayflower Compact Booklet

***Student Instructions:** The Mayflower Compact was an important agreement. Explain about it here.

***Completed booklet will be glued into Folder #1** (See Layout)

****Assembly Instructions:** Cut out along the outer black line edges. Fold accordion-style so that the title is on top.

Booklet #10

***Booklet Title:** William Bradford Booklet

***Student Instructions:** What all have you learned about William Bradford? Write about him here.

***Completed booklet will be glued into Folder #1** (See Layout)

****Assembly Instructions:** Cut out along the outer black line edges. Fold along the center line so that the title is on front.

Booklet #11

***Booklet Title:** William Penn Booklet

***Student Instructions:** What all have you learned about William Penn? Write about him here.

***Completed booklet will be glued into Folder #3** (See Layout)

****Assembly Instructions:** Cut out along the outer black line edges. Fold along the center line so that the title is on front.

Booklet #12

***Booklet Title:** Thanksgiving Venn Diagram Booklet

***Student Instructions:** Use this venn diagram to show the differences and similarities between your Thanksgiving and the first Thanksgiving.

***Completed booklet will be glued into Folder #2** (See Layout)

****Assembly Instructions:** Cut out along the outer black line edges. Glue to another piece of paper of a different color. Cut out around the edges to create a small border.

Booklet #13

***Booklet Title:** Colonial Clothing Booklet

***Student Instructions:** In this booklet, write about the different types of clothing that were worn during this time period. Make sure to tell about the differences for men, women, and children.

***Completed booklet will be glued into Folder #2 (See Layout)**

****Assembly Instructions:** Cut out along the outer black line edges. Fold along the center line so that the title is on front.

Booklet #14

***Booklet Title:** Colonial America Occupations Booklet

***Student Instructions:** Jobs during this time period were very different than they are today. Tell about the types of jobs that someone could have during that time.

***Completed booklet will be glued into Folder #2 (See Layout)**

****Assembly Instructions:** Cut out along the outer black line edges of the booklet and the blank squares. Fold the booklet along the vertical lines so that the rounded edges almost touch and the words are on the outside. Stack the blank squares inside and staple at the top of the stack. On the rounded edges, punch a hole through each of the 2 gray circles and secure with a ribbon. You may choose to glue buttons over these circles instead.

Booklet #15

***Booklet Title:** Colonial American Homes Booklet

***Student Instructions:** What types of homes did people live in during this time period? Were they different than the home that you live in? Tell about it here.

***Completed booklet will be glued into Folder #2 (See Layout)**

****Assembly Instructions:** Cut out along the outer black line edges all pages. Stack the title on top and the blank pages behind. At the top of the where the blank pages meet the cover, staple along one of the black lines.

Booklet #16

***Booklet Title:** Colonial American Schools Booklet

***Student Instructions:** What types of schools did children attend during this time period? Tell about them here.

***Completed booklet will be glued into Folder #3** (See Layout)

****Assembly Instructions:** Cut out along the outer black line edges of all pages. Stack the title on top and the blank pages behind. At the top of the where the blank pages meet the cover, staple along one of the black lines.

Booklet #17

PICTURE on page 9

***Booklet Title:** Colonial American Games Booklet

***Student Instructions:** What types of games did people play during this time period? Tell about it here.

***Completed booklet will be glued into Folder #3** (See Layout)

****Assembly Instructions:** Cut out along the outer black line edges of the background page and the 8 small booklets. Fold each small booklet along its center line so that the words are on the front. Glue each booklet onto the background page where the dashed lines are. Now fold along the center dashed line on the background page.

Booklet #18

***Booklet Title:** Colonial American Cookbook Booklet

***Student Instructions:** Study about the foods that Colonial Americans ate. Write some of the recipes inside this booklet. You may even want to try some of the recipes yourself!

***Completed booklet will be glued into Folder #3** (See Layout)

****Assembly Instructions:** Cut out along the outer black line edges of all pages. Stack the blank pages behind the title page. Along the left side, punch 2 holes and secure with metal brad fasteners or ribbon.

Booklet #19

***Booklet Title:** Puritans Booklet

***Student Instructions:** Who were the Puritans? Tell about them and their beliefs here.

***Completed booklet will be glued into Folder #2** (See Layout)

****Assembly Instructions:** Cut out along the outer black line edges. Fold along the center line so that the title is on the front.

Booklet #20

***Booklet Title:** Colonial America Coloring Booklet

***Student Instructions:** Here are some fun coloring pages for you. Write a caption under each one.

***Completed booklet will be glued into Folder #1** (See Layout)

****Assembly Instructions:** Cut out along the outer black line edges of all pages. Stack with the title on top. Along the left side, punch 2 holes and secure with metal brad fasteners or ribbon.

Booklet #21

PICTURE on page 9

***Booklet Title:** Vocabulary Booklet

***Student Instructions:** During your study, you have learned many new words. Write some of these words on the outside of the flaps of this booklet. Then write their definitions inside the flap.

***Completed booklet will be glued into Folder #2** (See Layout)

****Assembly Instructions:** Cut out along the outer black line edges. Fold along the center line so that the title is on the front. Cut along the short horizontal dashed lines to create flaps.

Booklets #22-26

***Booklet Title:** Amazing Fact Booklets

***Student Instructions:** Throughout your study of this time period, you have learned many new things. Choose a few amazing facts that you have not yet written about in other booklets and write them here.

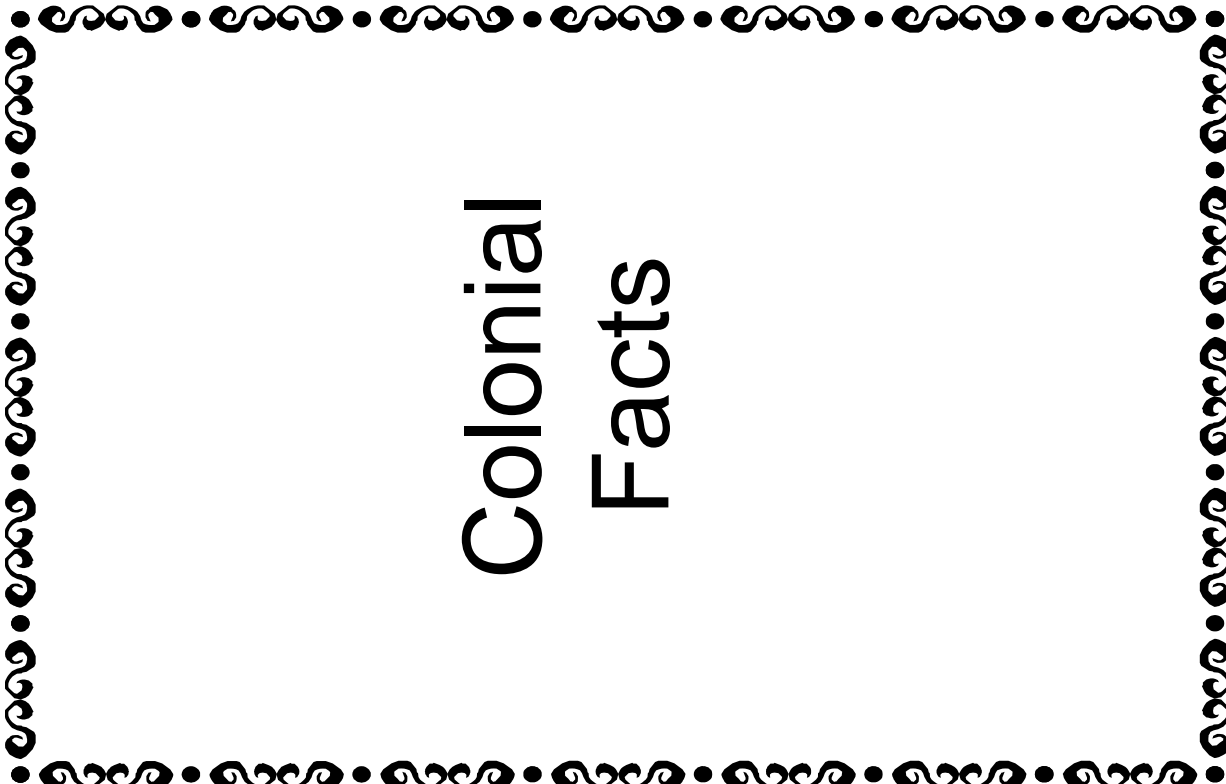
***Completed booklets will be glued into Folders #1, 2, & 3 (See Layout)**

****Assembly Instructions:** Cut out along the outer black line edges of each booklet. Fold along the center line so that the title is on the front.

Original Colonies



Roanoke



Colonial Facts

Plymouth

Virginia

Massachusetts

New York

Maryland

New Hampshire

Rhode Island

Connecticut

North Carolina

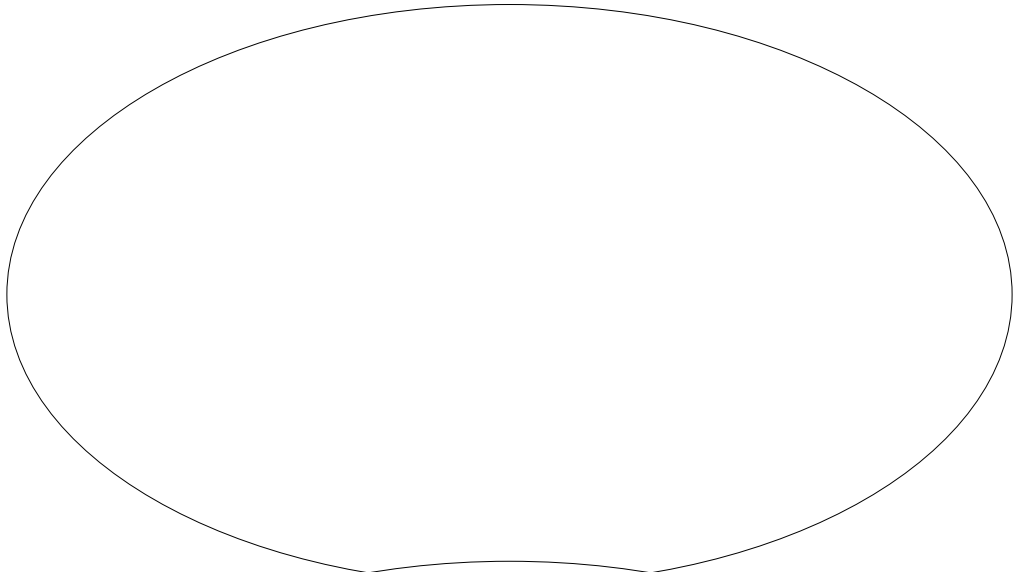
Delaware

South Carolina

New Jersey

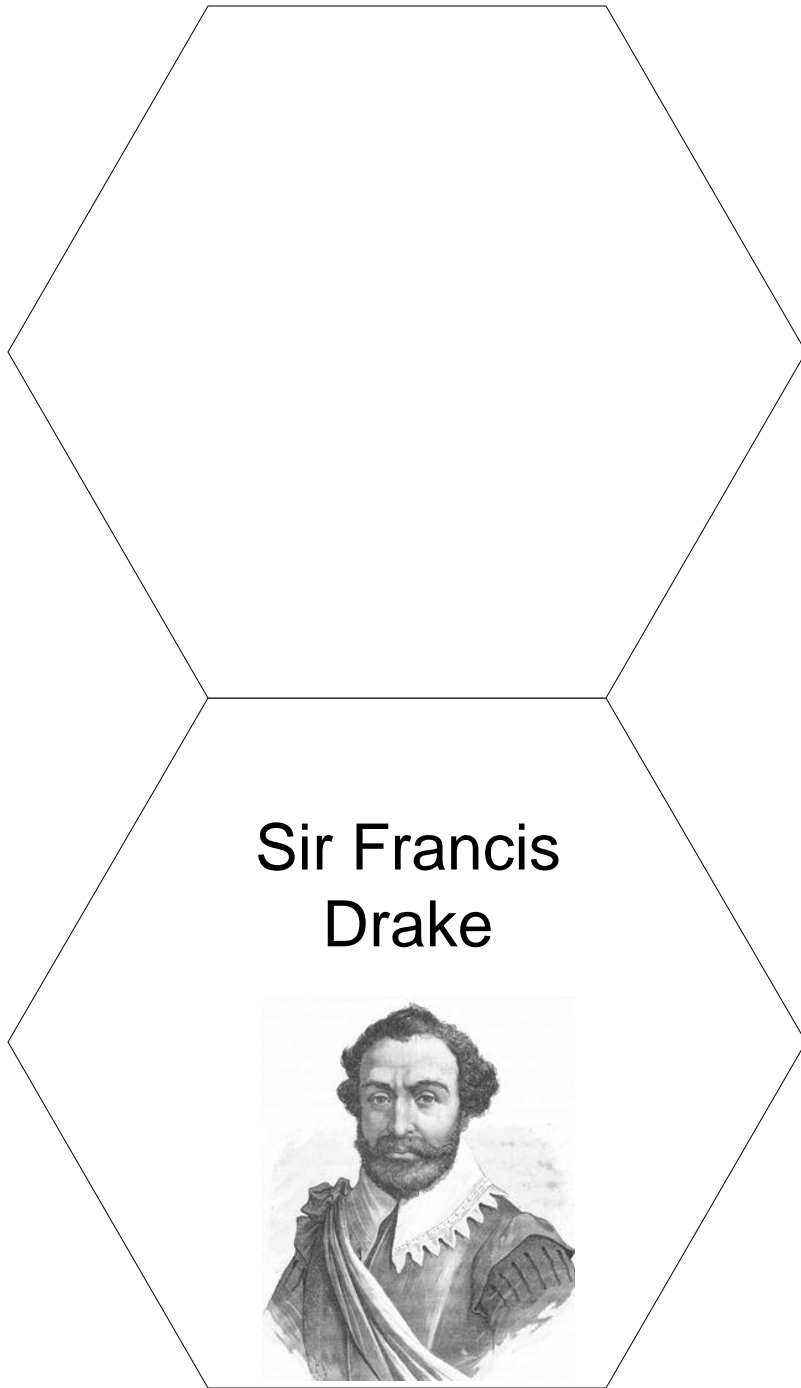
Georgia

Pennsylvania



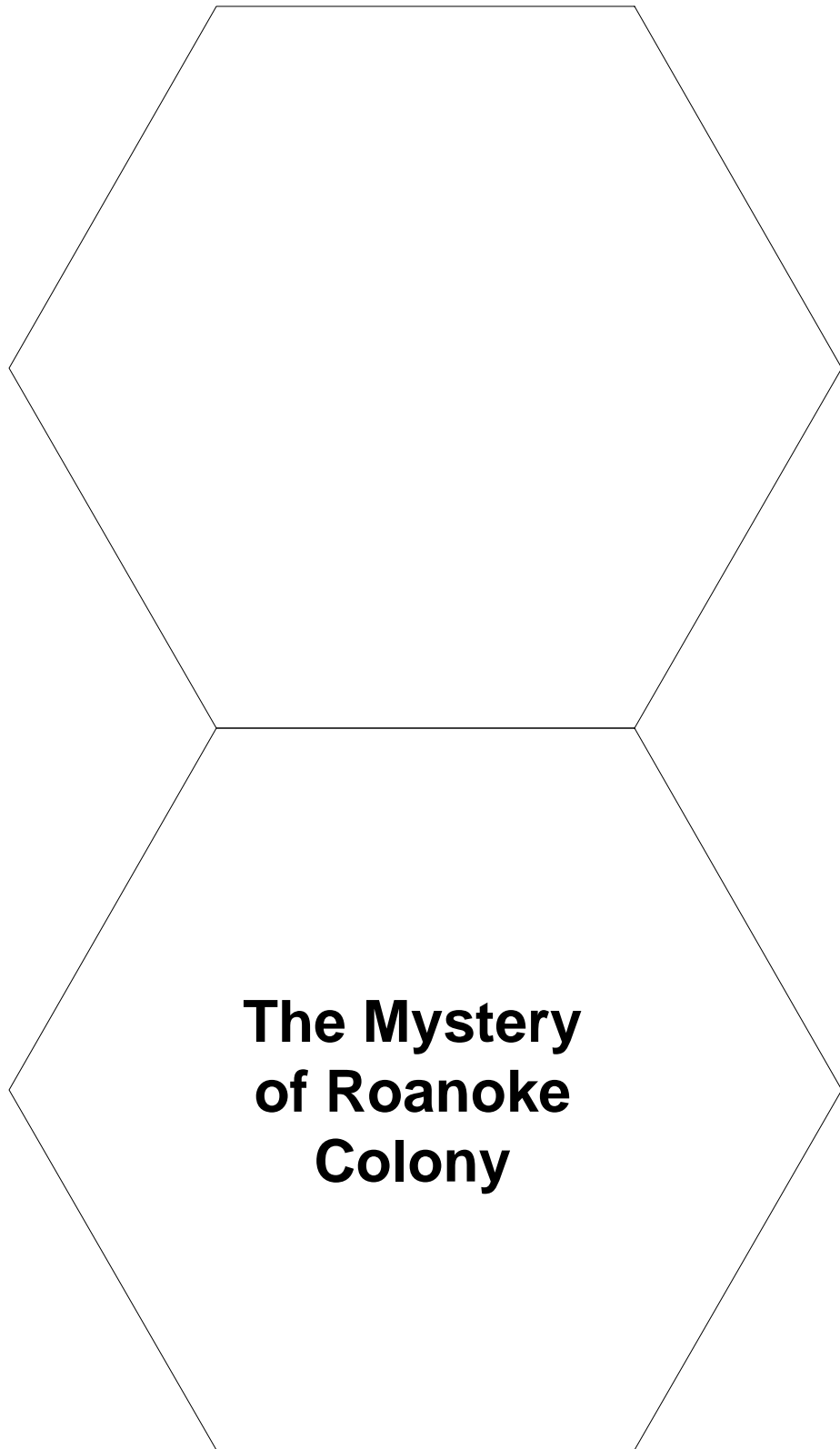
**Sir Walter
Raleigh**





Sir Francis
Drake





**The Mystery
of Roanoke
Colony**

John Smith





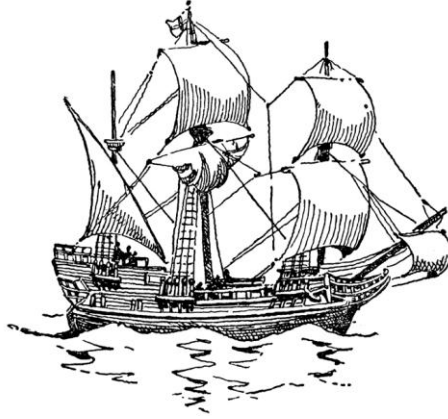
**Native
Americans**

Squanto

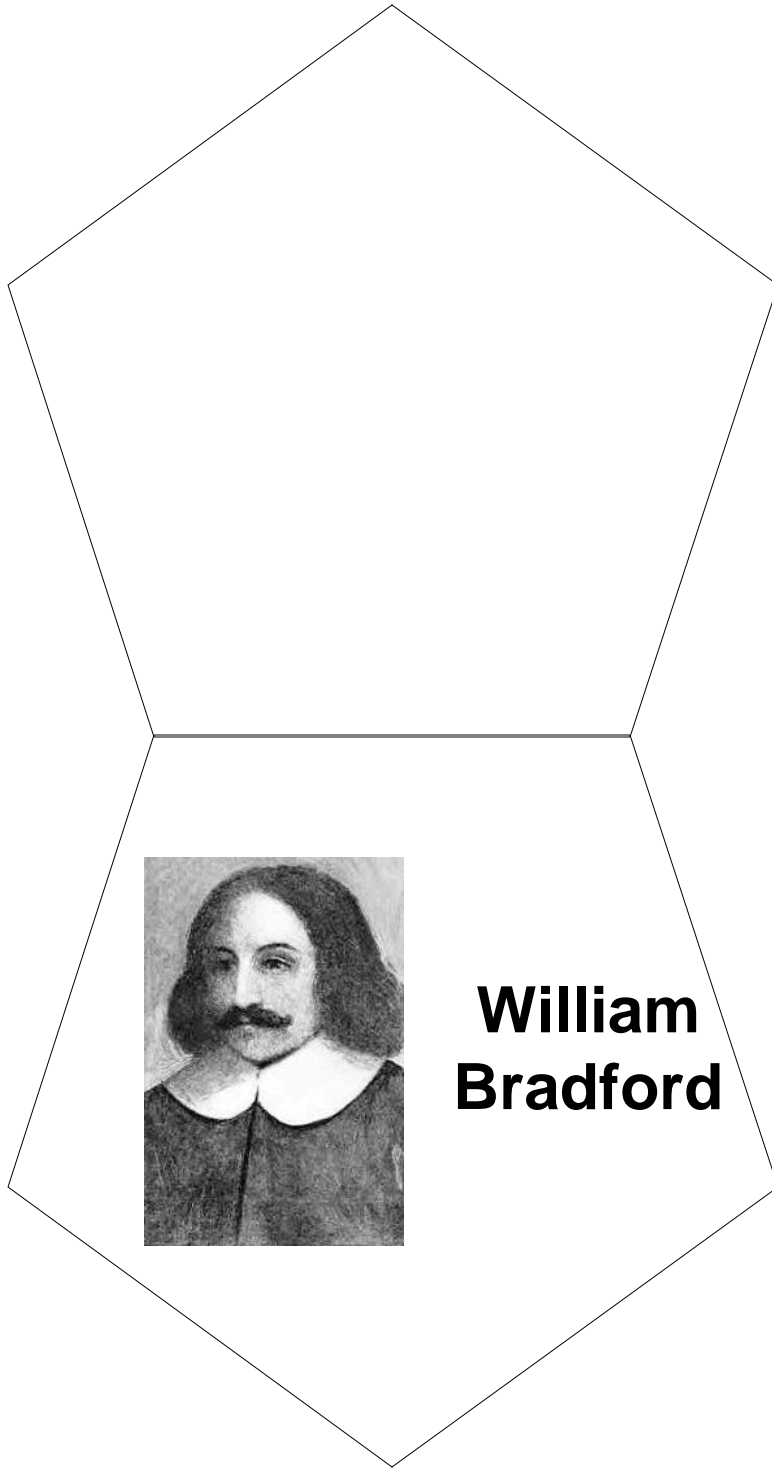
Pocahontas

Others

Mayflower



Mayflower Compact



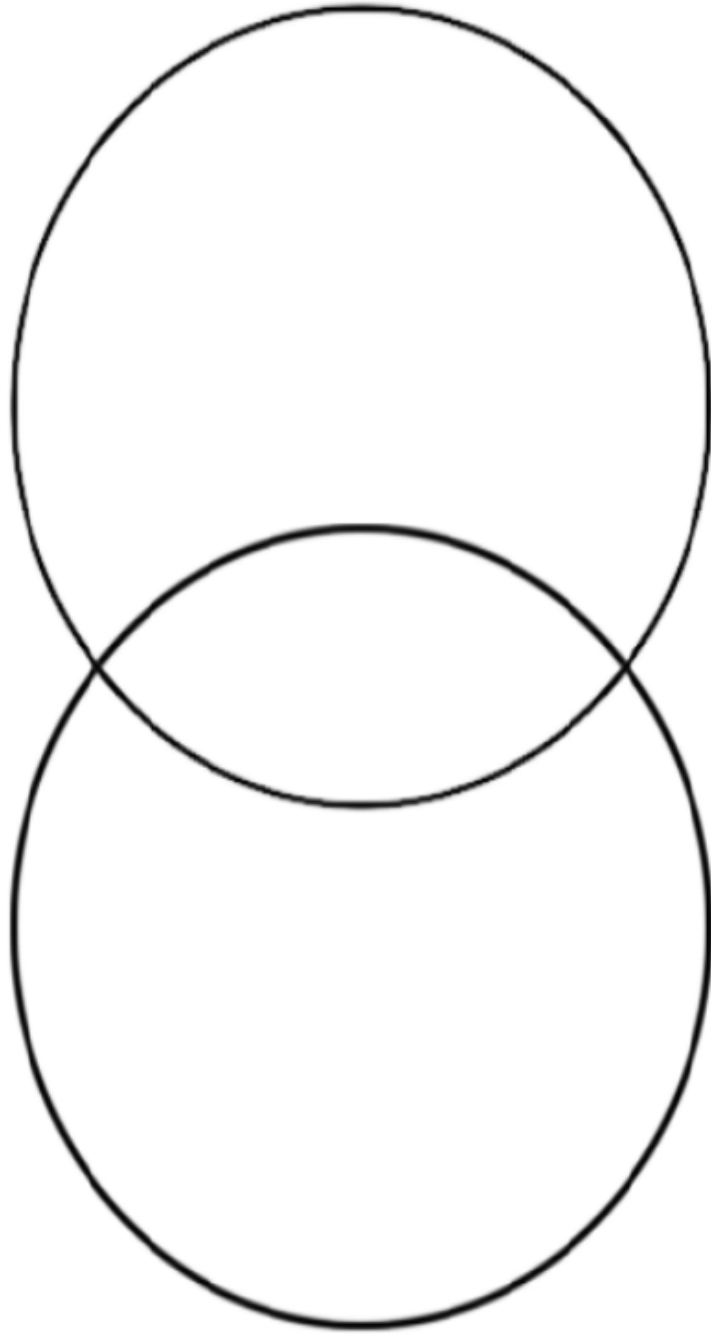
**William
Bradford**

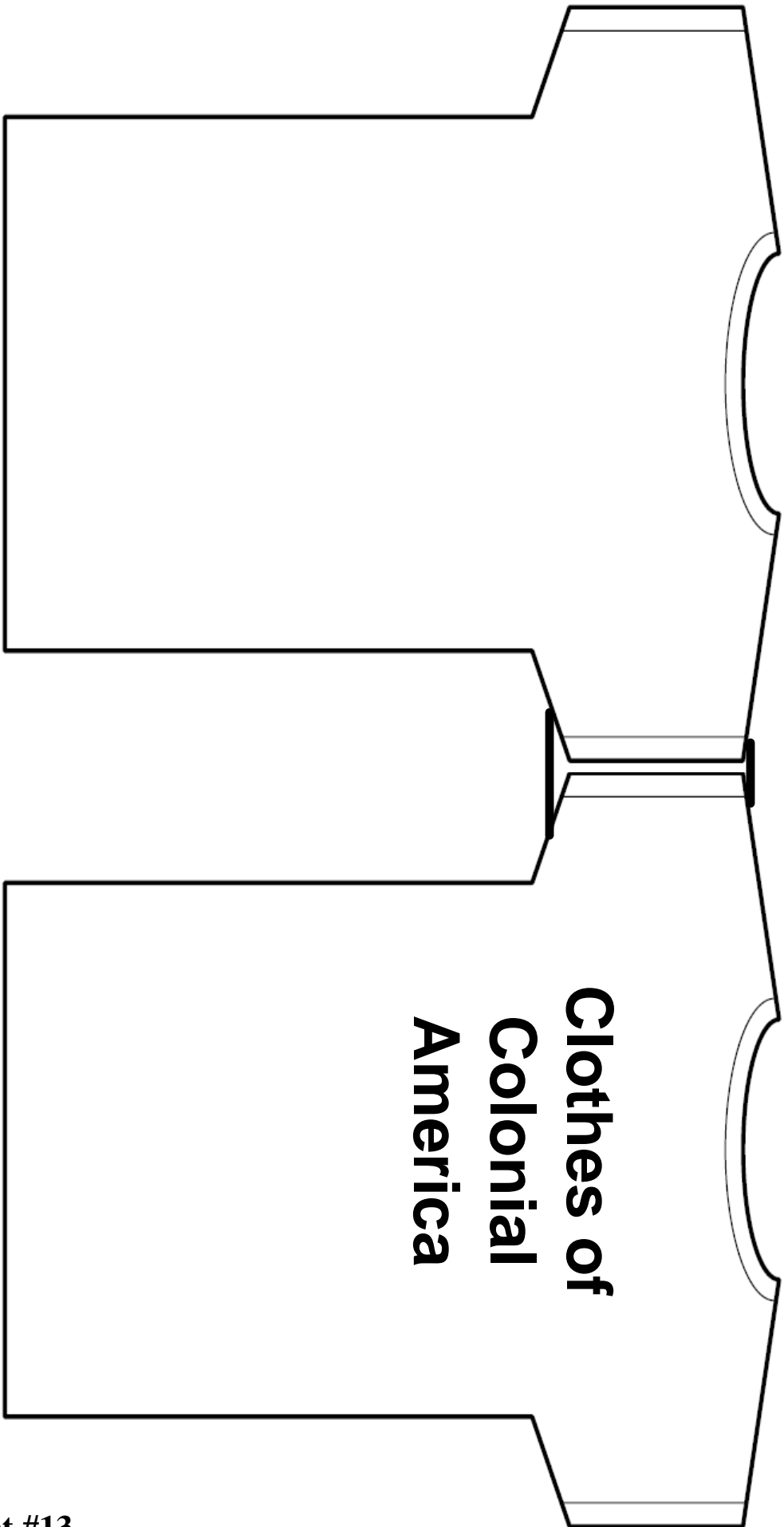
**William
Penn**



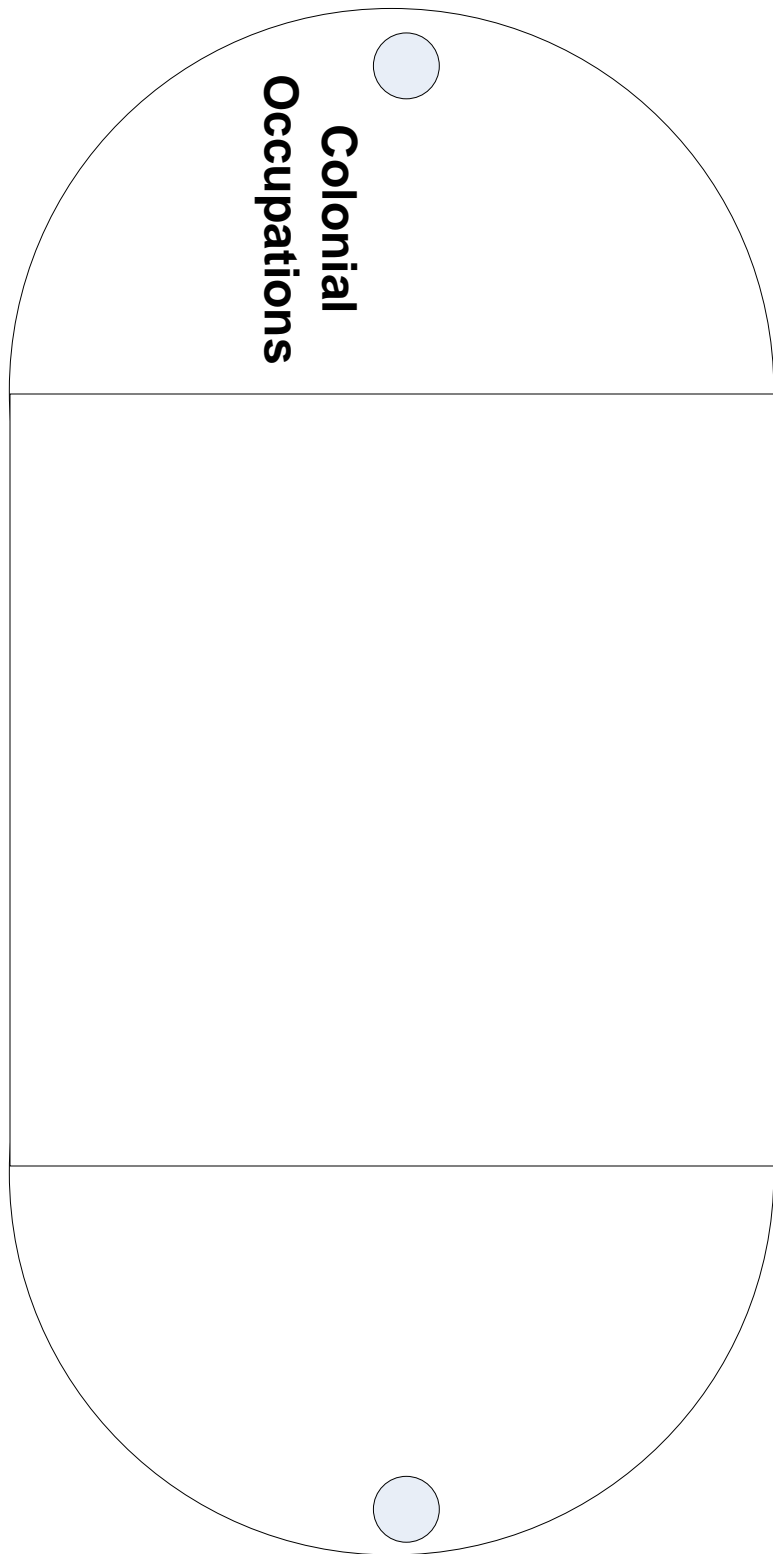
Thanksgiving

What are the differences and similarities between The First Thanksgiving and our Thanksgiving traditions of today? Use this Venn Diagram to explain.

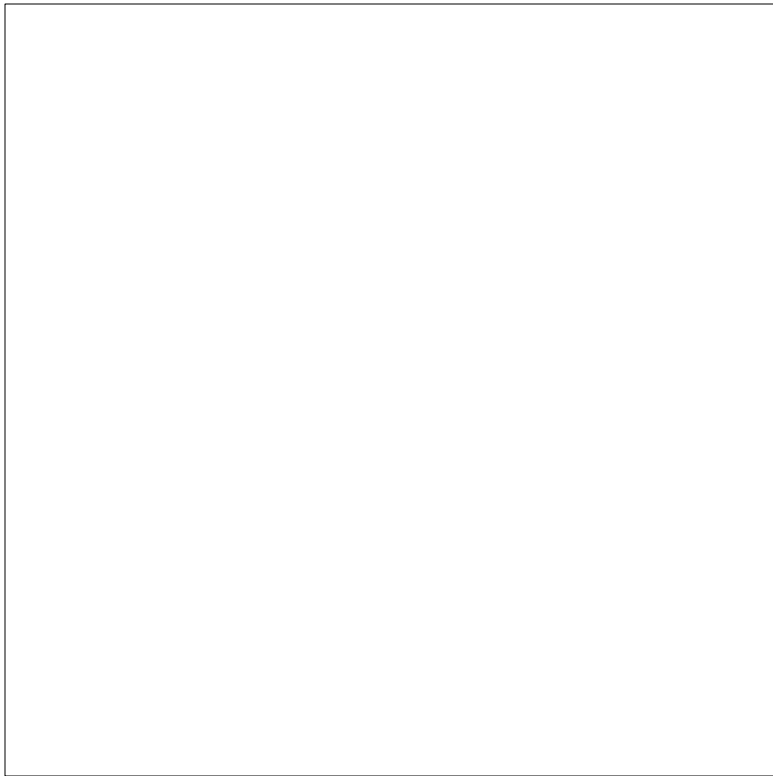


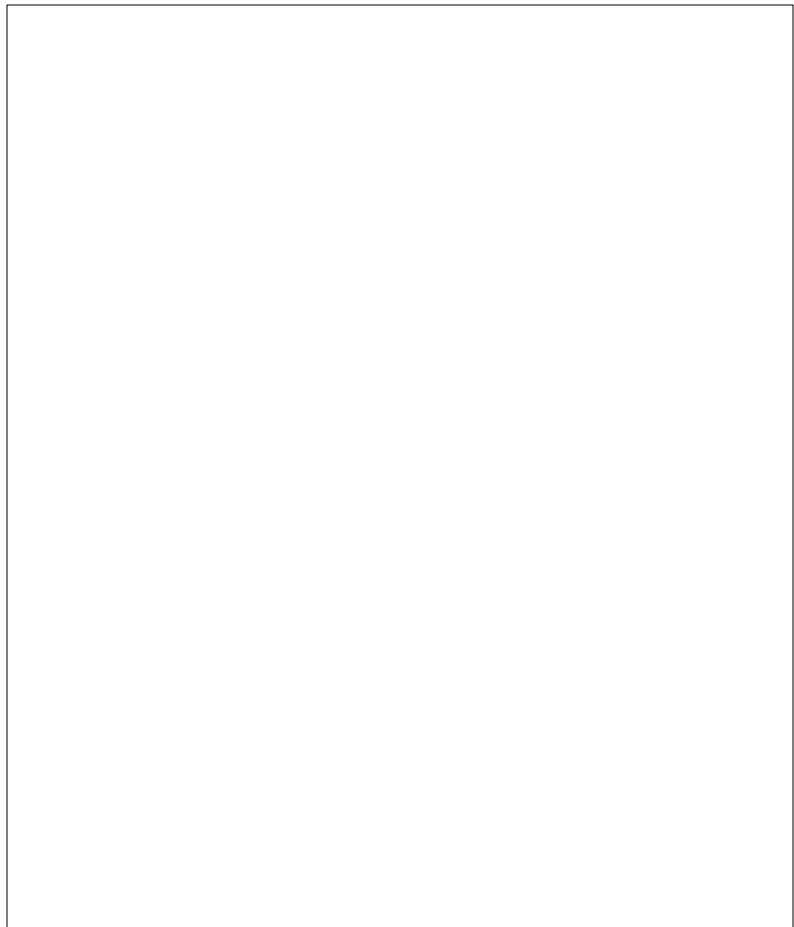
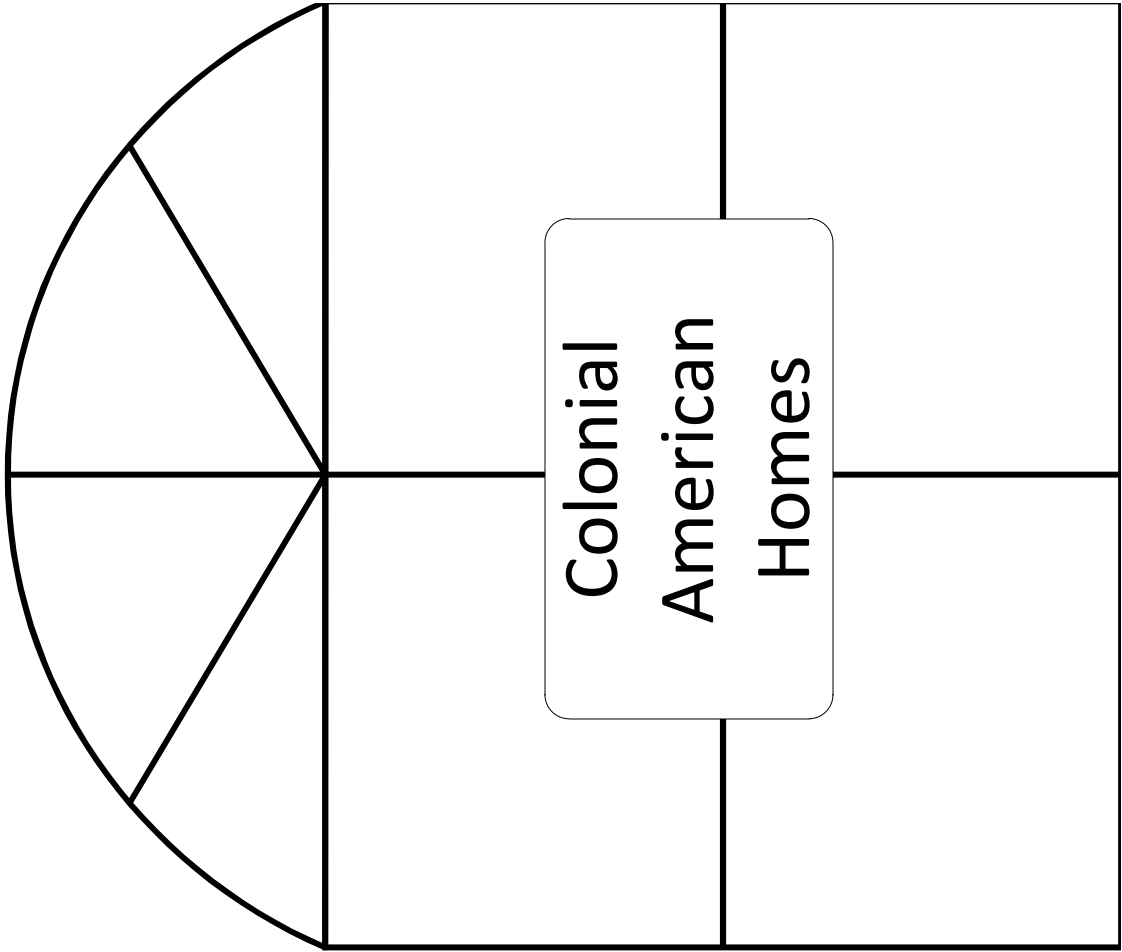


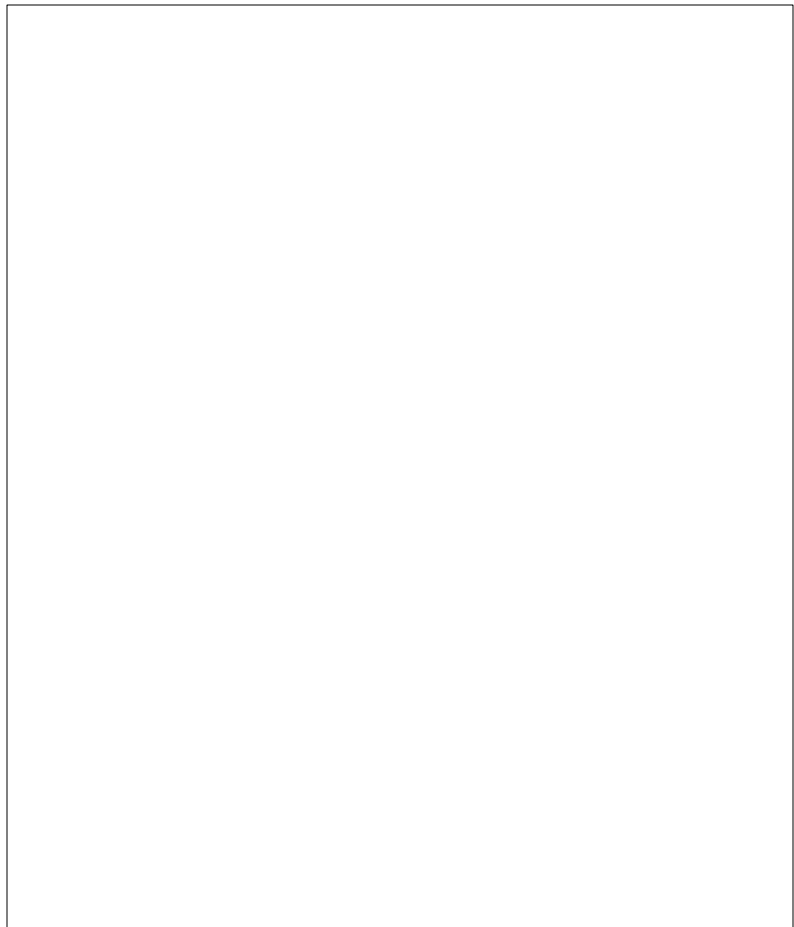
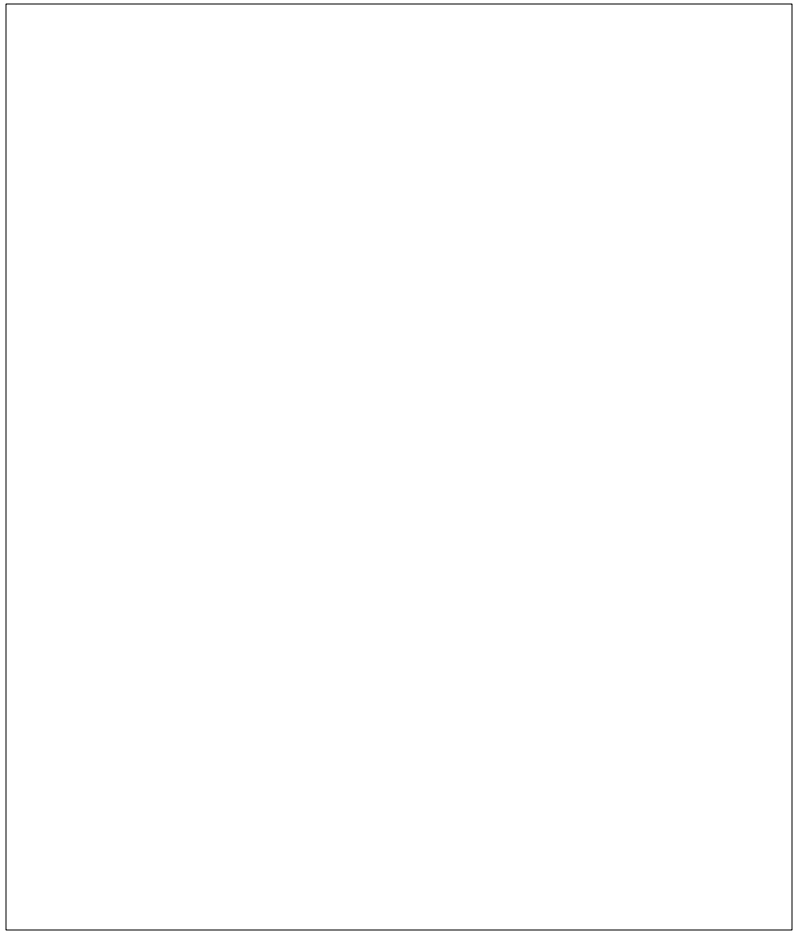
**Clothes of
Colonial
America**

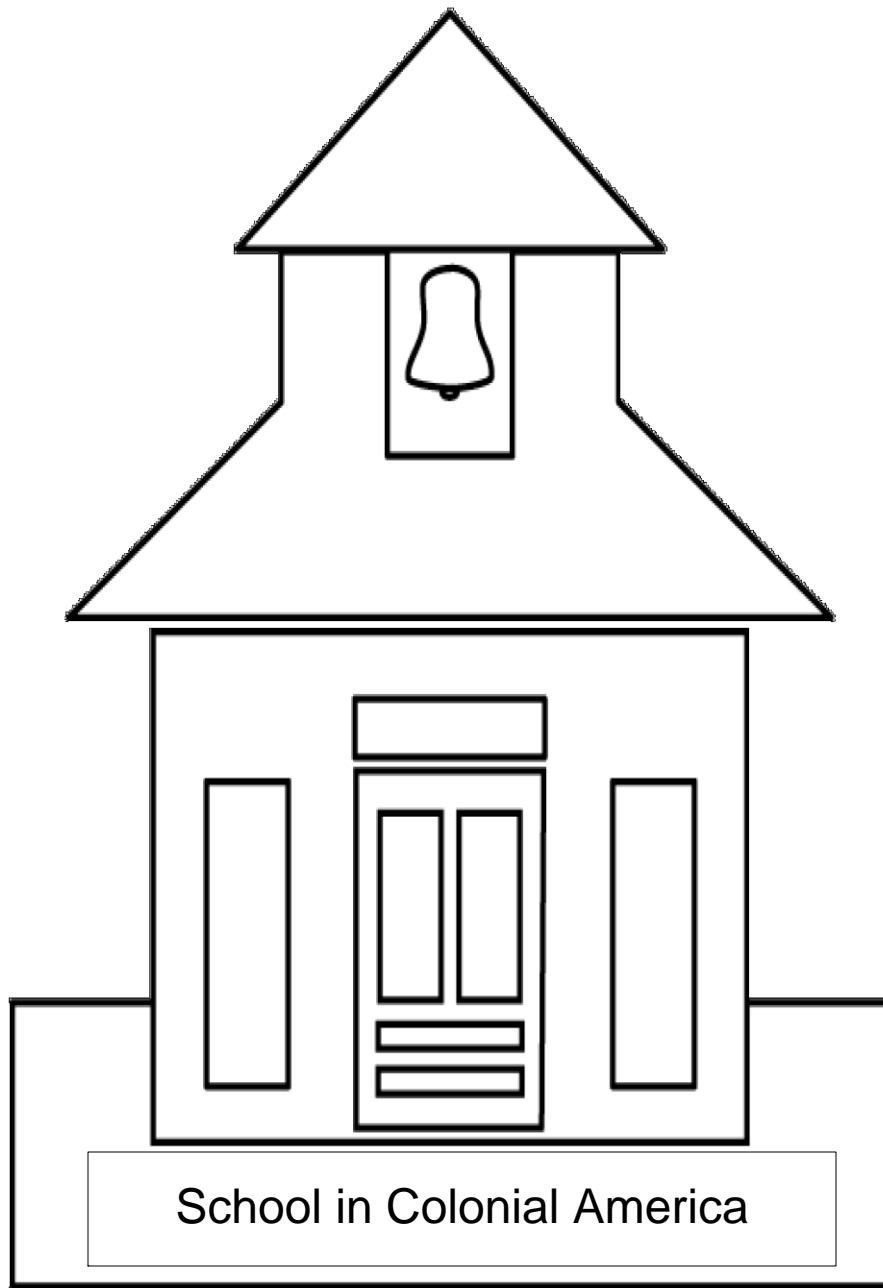


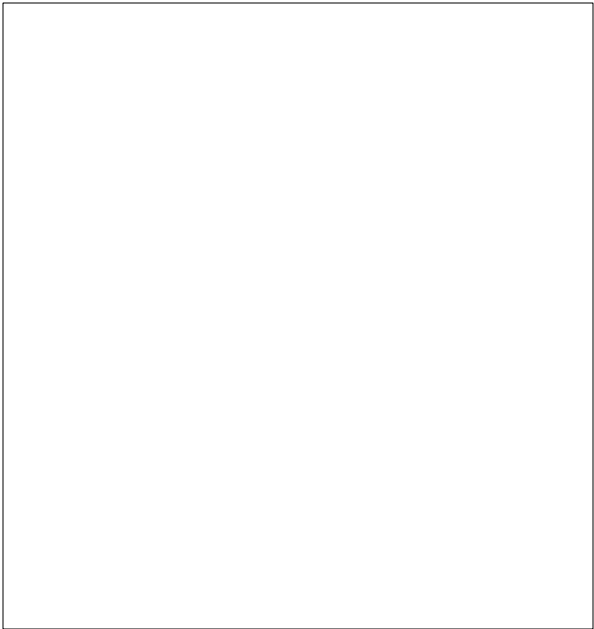
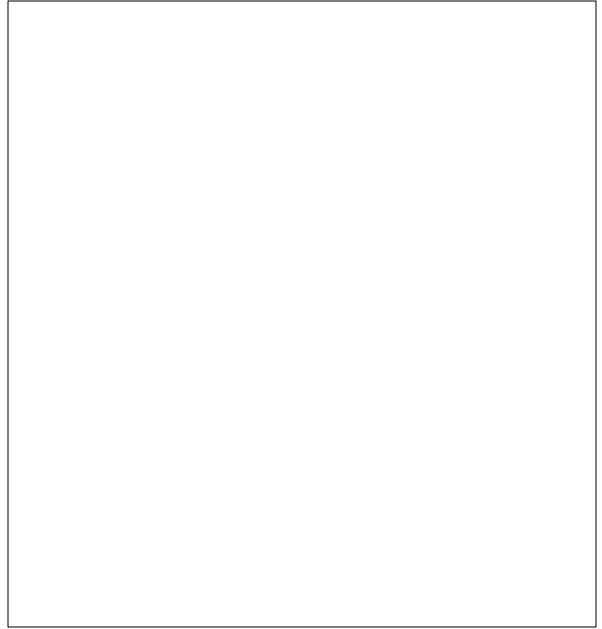
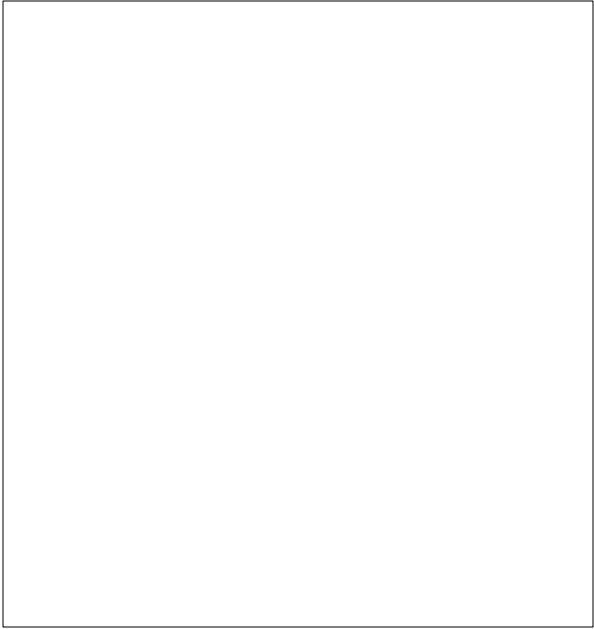
**Colonial
Occupations**











Colonial American Games

	Hoops
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	Jackstraws
--	-------------------

	Ninepins
--	-----------------

	Leapfrog
--	-----------------

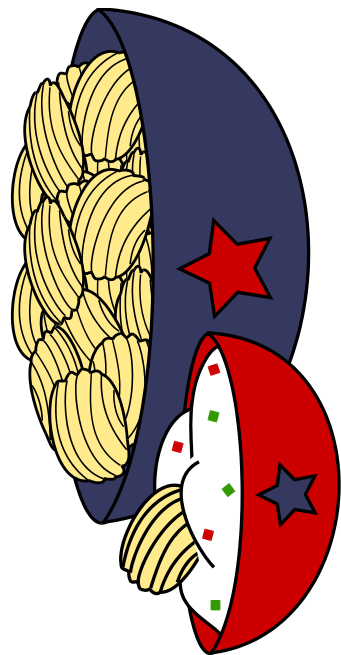
	Quolts
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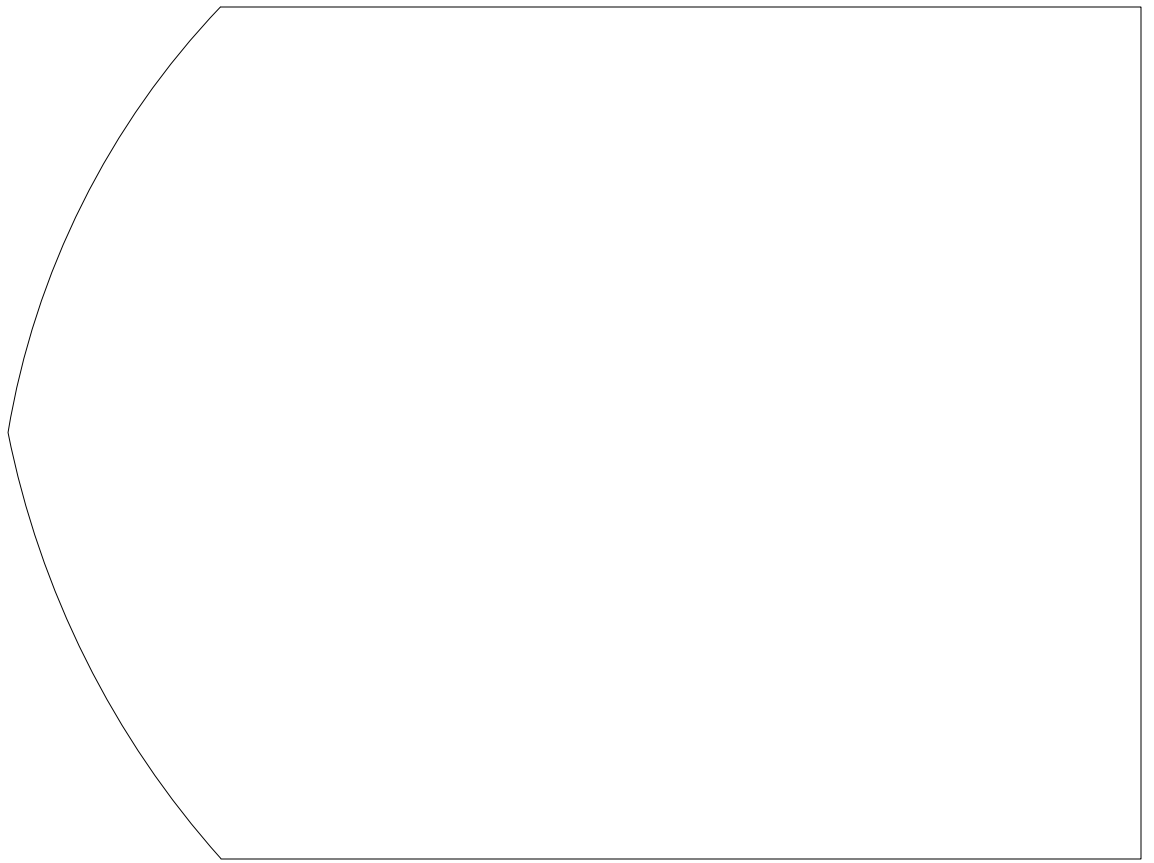
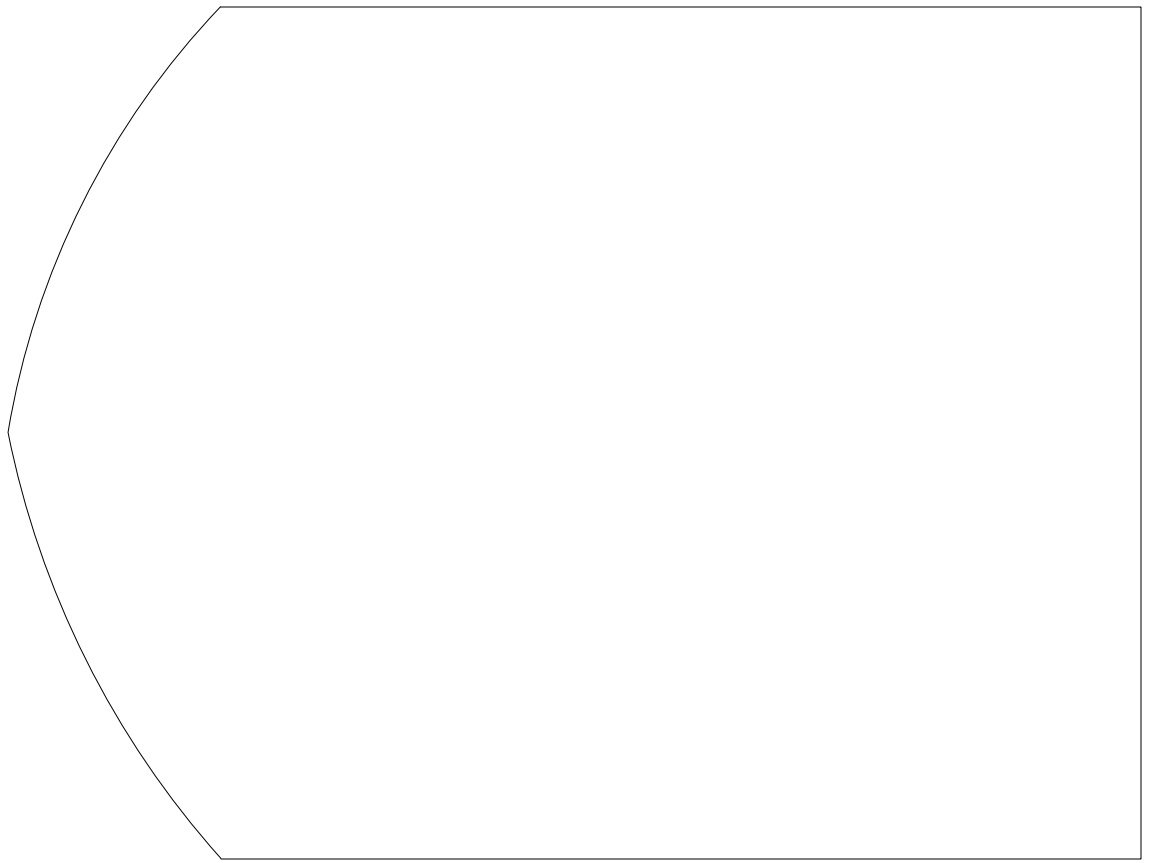
	Shooting Marbles
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	Poppet
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	Rounders
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Colonial Cookbook





The Puritans

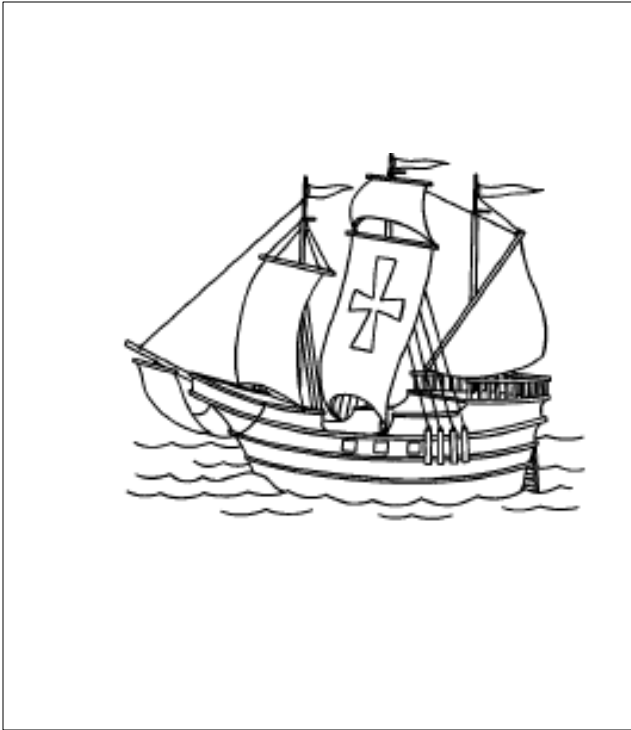
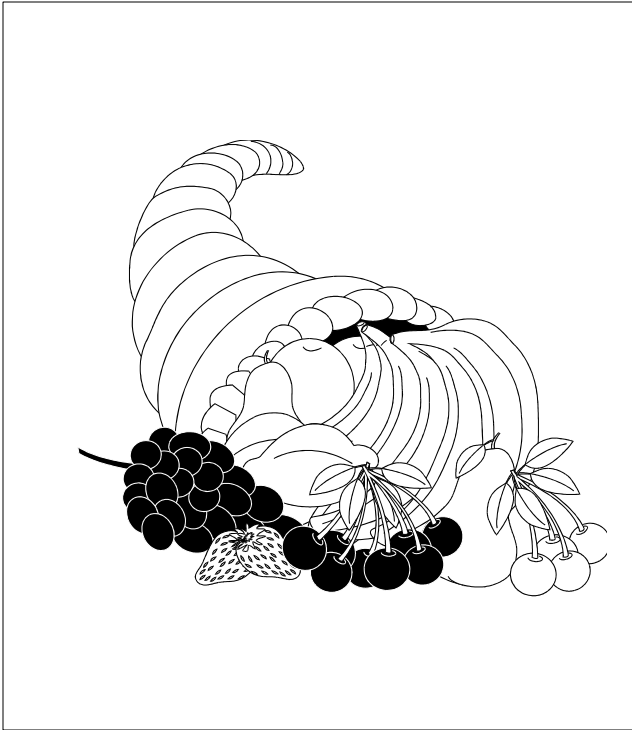
Colonial America Coloring Pages

Colonial



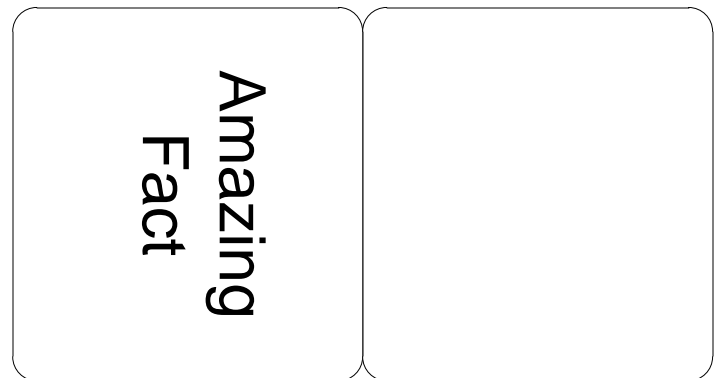
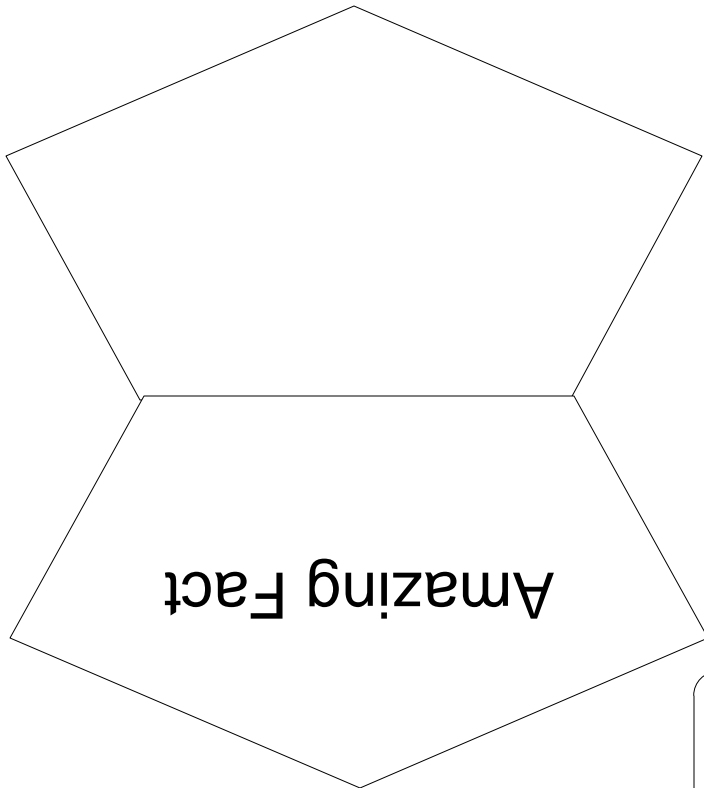
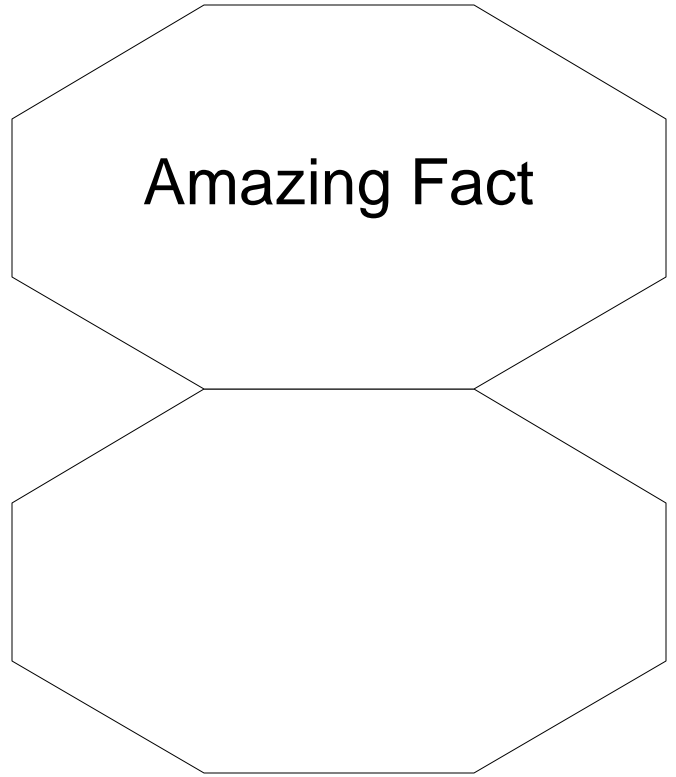
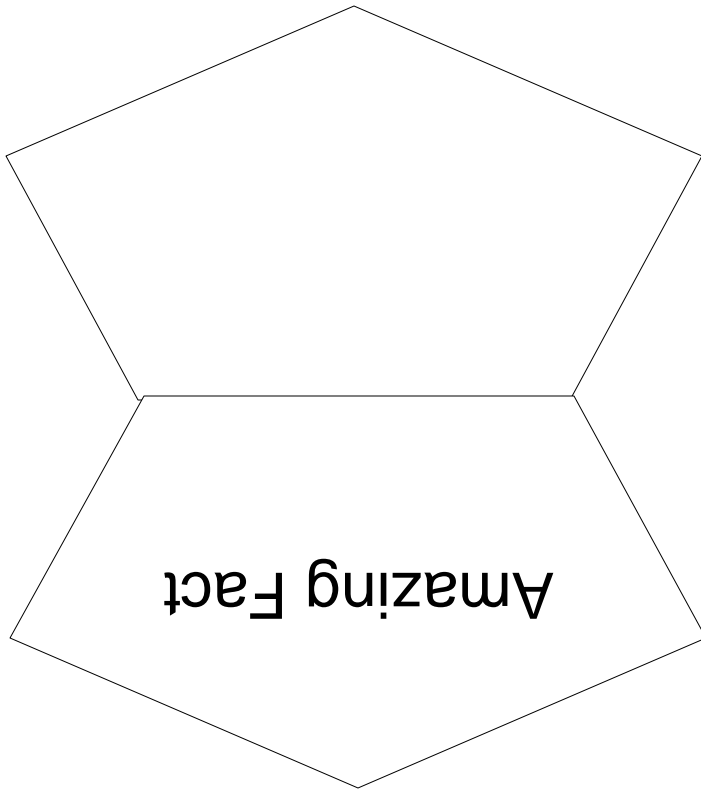
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VOCABULARY





Colonial America

Lapbook

Teacher's/Study Guide

Following is information taken from various sources WITH permission. Most information needed to complete your booklets is included in this section. You may need to do some research on your own for some questions. There are many extra facts about this time period, in case you want to take your study a little further. Thank you to Michelle Habrych for revising this study guide for me!

History of the American Colonies

Over 400 years ago, Sir Walter Raleigh was given a charter by Queen Elizabeth I of England to start a colony in the New World, across the Atlantic Ocean. A colony is a group of people settling a new territory, while still being tied to the parent country and being subject to the laws of that country. More than 100 men were sent to attempt this first English colony in North America in 1585. It was named Roanoke and was on an island in what is now North Carolina. Things went well for a while. Colonist Thomas Hariot created the New World's first science laboratory. Another colonist, artist John White, made detailed maps and drawings of the area, as well as the people they encountered in the new land. *(These people were incorrectly named Indians by explorer Christopher Columbus who thought he had discovered a new water route to India. In this lapbook, we will refer to these native people as Native Americans.)*

Trouble for the Roanoke colonists was not far off, though. Supply ships were late in arriving, leaving the colonists struggling for food. Relations with the Native Americans in the area broke down. English explorer Sir Francis Drake arrived at the island in 1586 on his way home from the West Indies. The discouraged colonists deserted Roanoke and returned to England on Drake's ship. After that, the supply ships finally arrived and found a deserted settlement. Fifteen men from the supply fleet were left to maintain the island colony while the supply fleet returned to England. Those men were attacked by the Native Americans and fled the settlement in a boat. They were never seen again.

A second settlement at Roanoke was attempted in 1587 when 115 English settlers landed on the island. This group included women and children. The men who had been left to maintain the colony were gone, and only charred ruins of the village were found. Despite these circumstances, they chose to rebuild Roanoke and make a new start. John White, who had been part of the first colonization attempt, accompanied them and was made governor of the colony. White's daughter gave birth to Virginia Dare, the first English child born in the Americas on Aug. 18.

Colonists re-established communication with the neighboring tribe of Native Americans known as the Croatans but failed to do so with other more hostile groups. Governor White was persuaded by colonists to return to England to ask for help when one colonist was killed while searching for crabs alone. Unfortunately, he arrived in England too late in the sailing season and was delayed from a speedy return. Then war broke out between England and Spain, further delaying White's return.

What happened next is still a mystery. When Governor White finally arrived back on the island on his granddaughter's third birthday, he and his men found the settlement deserted. There was no sign of a struggle, and the houses and forts had been dismantled. Only one clue was found: the word "Croatoan" was carved into a post of a fort that still remained, and "Cro" was carved into a tree. Since the houses and forts had been taken apart and the pre-arranged sign for a forced disappearance—a Maltese cross carved on a tree—had not been left, it was assumed that they left willingly. White took these signs to mean that the settlers had moved to the nearby Croatoan Island, but the weather changed for the worse before a search could be made. They returned to England and White was never able to raise the money to return and continue to search.

So what happened to them? No one knows for sure. It is referred to as the "Lost Colony" since its ending is unrecorded. One theory is that the colonists dispersed and became part of the Croatan or Hatteras Native Americans, who were near the Roanoke settlement. Another theory states that the colonists were killed by the Native Americans. A third theory asserts that Spanish troops traveled north from Florida and killed them. Yet another believes a drought in the area led to their demise. Unfortunately, historians may never know what really happened.

England's next attempt at colonization went much better. In 1606, King James I granted a charter to a group of businessmen called the Virginia Company of London. Aboard three ships—*Susan Constant*, *Godspeed*, and *Discovery*—the 104 men left England to start a new colony. During the voyage across the Atlantic, Captain John Smith had been considered a troublemaker and even arrived to the New World in chains, with plans for his execution. However, when the sealed instructions for the colony were opened, the men learned that Smith had been chosen as one of the seven leaders for the group.

The settlement was named Jamestown in honor of the king and was located on an island in the James River, in what is now Virginia. After a couple weeks' search in the area, it was chosen because it offered a good defensive location as well as rich, fertile soil and a warm climate. After some time, however, the colonists discovered that the area was swampy and mosquito-infested. The tidal river water was not drinkable. There were limited hunting opportunities in the immediate colony. Smith led hunting and exploration expeditions around the area. One time he traveled as far as what is now Richmond, Virginia, around 60 miles away.

During another hunting expedition in 1607, the Powhatan tribe of Native Americans captured Smith. He later wrote that the chief's daughter, Pocahontas, intervened and saved his life when her father wanted to execute him. Historians question the truthfulness of the account, yet that is how she is often remembered. Relations between the tribe and the colonists were good as a result of this interaction. Powhatan sent food to Jamestown and helped the colonists survive that winter.

Things were still difficult for the settlers and most of them died of starvation or disease by the end of the first year. Smith brought order to the colony by forcing everyone to work, using the Biblical command, "If any would not work, neither should he eat" (II Thessalonians 3:10, KJV).

Smith explored the Chesapeake Bay area—as far north as Baltimore—in search of food. He also mapped the area. During one return trip, he caught a stingray that stung him, nearly killing him. That area of the Rapahannock River is named Stingray Point in remembrance of the event.

At Jamestown, peace with the Powhatan Native Americans did not last and war broke out. During a battle, a spark landed in a nearby gunpowder keg, causing an explosion that seriously injured Smith. As a result, he went to England in October 1609 to seek treatment, never returning to Jamestown. Three years later, Smith traveled to America again, exploring what he called New England—the area from Maine to Massachusetts Bay. He wrote about his adventures and promoted English colonization of North America.

In another part of England, the Virginia Company of Plymouth was frustrated at its failure to establish a permanent colony in North America, especially with the success the rivaling Virginia Company of London had with Jamestown. Sir Edwin Sandys, a businessman with ties to the Virginia Company, hoped to convince King James I that he should allow a group of religious dissenters to settle on the company's land.

In 1608, a group of English people from Scrooby moved to Amsterdam in hopes of religious freedom. They did not agree with the church that king had established, the Church of England. They moved next to Holland where they found they could enjoy religious freedoms more fully. The influence of the Dutch culture on their children and economic troubles led to a new direction for these people who would later be referred to as "pilgrims" on account of their journeys. The congregation voted to go to the New World, which would offer missionary opportunities as well as religious freedoms. Sir Edwin Sandys had gotten permission for the emigration, and the group secured finances from a London iron merchant to finance the trip. Fewer than half of them chose to take on the adventure. They joined another group of Separatists and sailed from Plymouth, Devon, in England aboard the *Mayflower*, on Sept. 16, 1620, with 102 passengers.

Records of the journey indicate that it went smoothly at first. Then, strong winds and storms made things scary for the travelers and crew. Turning back was even considered, though they were more than halfway to their destination when the ship sustained damage in a storm. However, they were able to repair it sufficiently to continue west. One unlucky passenger was even washed overboard in the storm! He was able to catch a rope and be rescued. Two deaths, a crew member and a passenger, could not be prevented. One baby was born aboard the *Mayflower* and named Oceanus Hopkins.

Land was sighted off Cape Cod in November 1620, two months after the departure from England. Their intended settlement had been near the mouth of the Hudson River, in the Virginia colony, but a storm had blown the *Mayflower* off course. Before leaving the ship, though, the colonists needed to agree how to govern the new settlement. Their charter from Plymouth was incomplete when they sailed. They were outside the confines of the Virginia colony so the other charter was considered void, and rumors of disobedience were in the air. A brief contract addressed the issue, laying the foundation for the first self-government ever put in force in America. It was later referred to as the Mayflower Compact, ratified by all 41 men aboard the ship with their signatures. The Mayflower Compact was written with fair and equal laws, for the general good of all in the settlement. John Carver was chosen at this time to be the colony's first governor.

Finding a suitable place for the settlement was not easy for these colonists either. They spent weeks scouting for a proper place before finally landing at New Plymouth on Dec. 26, 1620. Captain John Smith had named the area in 1614 during his travels in the New England area. This was in the area now known as Massachusetts. The ship captain threatened to leave unless a landing place was found quickly. However, he was forced to remain during that first rough winter during which half of the colonists died as a result of poor nourishment and insufficient housing. The leaders of the Pilgrims—John Carver, William Bradford, William Brewster, Edward Winslow and Myles Standish—were responsible for keeping the colony afloat, despite the losses. Carver died in 1621 and Bradford was named his successor to govern Plymouth.

In March 1621, a very important event in the survival of the Plymouth colony took place. One of the natives walked into camp and said, "Welcome!" in English. Stunned, the colonists learned that the man had learned English from fishing boat captains on the coast. The next day he brought a friend who spoke even better English, a Native American named Squanto. In 1614 he had been captured to be sold into slavery. Squanto was rescued in Spain by some friars who wanted to teach him the Christian faith; he convinced the men to let him return to his home. He got as far as London, where he learned English from a ship builder. He finally was able to return to his homeland in 1619 as part of an exploratory expedition. When he arrived, Squanto learned that his family and his people had all been killed by a plague—probably smallpox—the year before.

Squanto showed kindness to the fledgling Plymouth settlement by teaching the colonists to plant corn and other crops. He showed them where to fish and trap beaver. Tapping trees for maple sap was another skill he imparted to them. The Native American also showed them which plants were poisonous and which had medicinal powers. He was instrumental in the survival of the Pilgrims, who were able to live in peace with their Native American neighbors, the Patuxets, who were part of the larger Wampanoag tribe.

That fall, the Pilgrims had reason to celebrate: they had beaten the odds and had established a colony in the New World. There was enough food to last through the coming winter, and they wanted to celebrate. Governor Bradford announced a day of thanksgiving to be shared by the colonists and Native Americans. Squanto, Chief Massasoit and 90 braves attended the celebration, which continued for three days!

The following year's harvest was not as bountiful and the Pilgrims had shared their food stores with new colonists. This caused them to run short of food through the long winter. In the third year of the Plymouth colony, the spring and summer were hot and dry. Crops were dying in the fields as a result of the drought. Governor Bradford declared a day of fasting and prayer for the Pilgrims. Soon afterward, the rain came. November 29, 1623, was set as a day of thanksgiving, which is believed to be the true beginning of the holiday celebrated in America each November.

Over the next one hundred years, North America continued to be colonized by the English. The New York colony, founded by Peter Minuit as a Dutch colony in 1626, was taken over by the English in 1664. Minuit is remembered as the man who bought Manhattan Island from Native Americans for less than \$40 worth of knives, beads and trinkets. John Winthrop led the Massachusetts Bay colony in 1630 in search of religious freedom for Puritans. By 1642, this colony had 18,000 settlers. Plymouth became part of this colony in 1691.

John Mason planned out a new colony in 1623, investing in clearing the land, building houses and preparing for its defense. He lived in Hampshire County, England, and thus the colony would eventually be named New Hampshire after his hometown. He died in 1635 before he even saw the new land, which was founded as a fishing and trading settlement.

Another colony founded for religious freedom was Maryland. George Calvert took an interest in colonization of North America for economic reasons as well as creating a refuge for English Catholics. At first he had a colony north in Newfoundland, but he was discouraged by the difficult climate and instead sought a charter south of there to colonize. The area he chose would become Maryland. Calvert died five weeks before the charter was sealed; his son, Cecilius, settled the land. His other son, Leonard, was the first governor of Maryland. George Calvert is considered the founder, just as John Mason is for New Hampshire, though neither man was physically there to start the colony.

Many settlers claimed parts of what is now Connecticut, including the Dutch who erected a fort on the Connecticut River to keep out the English in the 1630s, which failed to do just that. When looking for a place to settle after disagreeing with the leaders of the Massachusetts Bay colony, Thomas Hooker was forced to lead his followers to Connecticut in 1636 in search of religious and economic freedom. Another colony started that year in response to the desire for religious freedom was Rhode Island; Roger Williams, also forced out of the Massachusetts Bay Colony, set up what was considered the most tolerant colony. Originally named Providence Plantations, in Rhode Island Williams encouraged freedom of religion and politics. He was one of the first to advocate an end to slavery and equal treatment for Native Americans.

Peter Minuit is also one of the founders of Delaware (remember he founded New York as a Dutch colony). In 1638 he landed there with his Swedish exploration party and established the first permanent European settlement of the area. He did not live to see the Delaware colony grow, and the English took control of the colony in 1664. North Carolina, the home of that first failed colony of Roanoke, did not have a permanent colony established until a group of proprietors started one as a joint business venture in 1653.

The Dutch previously settled parts of the New Jersey colony before it was taken over by the English, though historians consider these settlements insignificant and begin the history of the colony with British settlement in 1664. James, Duke of York, had been given control of the area, and further granted control to his friends, Lord Berkeley and Sir George Carteret. Carteret was the governor of the island of Jersey in the English Channel, and thus the colony was named in his honor. The men promised representative government and religious freedom to those who would colonize their land, and it grew quickly.

Charles Town became the first permanent settlement in South Carolina in 1670. The English named the town after King Charles I (it was later renamed Charleston). In fact, the entire colony was named after him, from the Latin *Carolus*, which means “Charles.” The area was settled for the purpose of trade and profit, and rice was a major crop.

In 1682, William Penn used a land grant that was owed his deceased father to found the colony of Pennsylvania. Penn desired a colony that allowed for religious freedom, especially for himself and his fellow Quakers who had suffered persecution in other places as a result of their beliefs. It was the largest grant ever made to one man in America. The colony was named Pennsylvania after his father, who had been an admiral and friend to the king, as well as from the Latin *sylva*, which means “forest.”

The final colony to be settled was Georgia, named after King George II, who granted a charter to James Oglethorpe in 1732. The purpose was to create a settlement in the New World for debtors in prison to have a new start, as well as provide a military barrier between the English colonies and possible expansion by the Spaniards in Florida. Georgia also offered a refuge to persecuted Protestants of Europe.

Everyday Life in the American Colonies

Most colonists arrived in the New World and found themselves in difficult surroundings. For the first time in their lives, they had to depend on their skills to survive. There were homes to be built, farms to be cultivated, clothes to be sewn, and homes to be protected. In the earliest colonial days, there was no market to travel to for buying items they lacked—they either made do or they did without.

For clothing, men wore pants called breeches, which came to just below the knee. Breeches had buttons and were worn with woolen socks. Men's shirts were loose with ruffles at the neck and cuffs. They were worn under a waistcoat, and a cloak may be worn over the waistcoat. Men often wore wigs in public and a tri-corner hat made of leather or felt at home. Boys wore a loose dress, called a shift, until they were five or six year old, when they would start to dress more like their fathers.

Women's clothing was beautiful but uncomfortable to wear. They wore short gown tops with petticoats. A corset underneath it all was laced so tightly that many women found it difficult to breathe and some even cracked their ribs! This garment was designed to make the woman look more shapely. Women also wore hats tied under the chin. To keep their shoes clean, many wore clogs over their shoes. To keep warm while traveling, muffs were worn on women's hands and cloaks over their dresses and head. Women also wore wigs, which were very important for style. Young girls would dress similarly to their mothers beginning around age five or six.

The clothing was made from wool, which came from the sheep many colonists raised on their farms. A long process took the wool from a sheep and made it into something people could use for clothing: First the sheep was sheared. The wool was washed then carded (a process to disentangle fibers). Then the wool was spun on a wheel and woven into cloth by a weaver. Once it had been made into cloth, it could be cut into patterns and hand sewn into clothing to be worn. This lengthy process could take nearly a year, which is a reason most colonists did not have many sets of clothing. Only the wealthy colonists purchased imported clothes from Britain.

Once colonies were established and each settler could find a job that suited him, many different occupations were available to meet the many needs of colonists. In each town, there may be a butcher, who prepared and sold meat; a miller, who ground wheat to make flour; and a baker, who baked bread. A blacksmith was one of the most important jobs in a town; he made everything from nails to pots. He made many iron tools for farmers, including plowshares, hoes, horseshoes, axes, and even cowbells. He was even the town dentist!

Another very important job for a village was the cooper. The cooper made barrels to store salted fish and meat, drinks, flour, corn meal, gunpowder, rice and more. In addition to barrels, he also made tubs, buckets, washtubs, and pails. The cobbler had an important job too—he made the shoes for everyone. Both shoes were shaped the same—colonial shoes didn't have a left or right shoe. Shoes were very expensive so colonists made sure to wear through their shoes before getting a new pair. The tanner made clothing from animal skins, as well as saddles, leather buckets and leather mugs. Like the tanner, the tailor made clothing, but instead of using animal skins, he makes fine clothing from cloth.

Other occupations involved in clothing the colonists include the weaver, milliner, and the hatter. The weaver took the spun wool and made it into fabric for clothing. The milliner made dresses and hats for ladies. She also sold accessories. The hatter made hats. A mason worked with stones and bricks. A roper made ropes. A gunsmith made rifles and guns. A silversmith created out of silver useful items such as dishes, dinnerware, coins and cups. The tinsmith, also called the whitesmith, made many fire-resistant items for the colonists, including tin candle lanterns and tin foot warmers. Since tin was very rare, he spent much of his time repairing items he had already made.

Religious Liberty in Colonial America

Many groups sought freedom to worship God in the way they chose, which differed from the Church of England. The New World became a place for them to find the freedom.

The Pilgrims were separatists from the Church of England. They were laborers with some education but struggled to make money. The Pilgrims named their children after virtues that were important to them, such as Humility and Love. William Bradford led the Pilgrims and was the first to use the term “pilgrims” in reference to this group of settlers. He wrote much about their beliefs and experiences in the Plymouth Colony.

The Puritans, who colonized the Massachusetts Bay Colony, thought the Church of England needed to be “purified,” which would involve removing the music and ceremony in the church's services. The Puritans were educated professionals and tradesmen. In their colony, they required the children to learn how to read, so they would be able to read the Bible for themselves. A Puritan law required villages of 50 or more families to have a school to teach the students reading, writing and arithmetic. America's first university, Harvard College, grew out of a donation when Puritan minister John Harvard died and left half of his estate, as well as a library of over 400 books, to the school. Puritans came to America to practice their religion freely, but did not allow that same freedom to others in their colony. They were strict about following the Puritan way and forced those who did not agree to leave, including Thomas Hooker and Roger Williams. Even though both men were Puritans, they did not agree with the leadership. Hooker then founded the Connecticut colony and Williams started the Rhode Island colony.

Catholicism was not permitted in England, so George Calvert started Maryland for the religious freedom of Catholics. Quakers, also, were persecuted for their beliefs and sought a colony where they could live in peace. They eventually started the Pennsylvania colony as a refuge for themselves and others seeking religious freedom.

Children in Colonial America

Children were expected to work and do their part to take care of the home and farm. They did manage to find some time for games and fun though. Colonial children enjoyed some of the same games that children do today, including tag, hide-and-seek, ring-around-a-rosie, leapfrog and hopscotch. Some games are still played today with a different name. Jackstraws was another name for pickup sticks. Ninepins was a variation of bowling, and check was another name for checkers.

Quoits was a game played with rope circles and stones. This helped the children practice their aiming and throwing. Many colonial children enjoyed hoops: the boys ran and pushed their hoops while the girls tossed and caught their hoops with two sticks, a game that was also called graces. A poppet was a puppet or a rag doll for girls. Children would also shoot marbles or dice, play cards or dominoes to entertain themselves.

School was important for many colonial children, though it differed greatly throughout the colonies. In the New England colonies, remember the Puritans felt it was extremely important for the children to learn to read so they could read their own Bibles. Education, therefore, was highly valued and was Bible-based. Primarily boys age 6-8 were taught reading, spelling and prayers at a “dame school,” which was based in the home of the teacher and usually taught by a woman. Tools in the school included a hornbook, a primer, a Psalter and a Bible. A hornbook was a thin piece of wood with a handle; the alphabet or Bible verses were written on paper and covered with a transparent sheet of horn. Psalters were books that contained the Psalms, as well as other material, in one volume and used for learning to read. Following dame school, the boys had two options: continue education at a Latin grammar school in preparation for a religious or political career, or train in a trade as an apprentice. Girls were not given these options and typically continued learning household management skills at home.

In the middle colonies, leaders agreed that education was important but they did not concern themselves with providing it, as the New England colonists did. Families could decide for themselves whether or not to educate their children. Then a Pennsylvania law was passed in 1683 requiring all children be taught to read and write, as well as be trained in a useful trade. For the most part, schools were run by religious groups, who stressed the importance of the practical education. Boys learned a skill or trade. Social class determined further education, such as classical languages, history, literature, mathematics, and natural science. Again, girls were taught household skills and social skills at home.

Southern colonies had the distance between farms and plantations to consider when it came to education. Since it was too far between them for community schools, plantation owners hired tutors to teach boys math, classical languages, science, geography, history, etiquette and plantation management. Further education took place in England. A governess taught the girls enough reading, writing and arithmetic to run a household, as well as the social skills necessary to attract a husband. No further education was provided for them.

Those towns that did have a schoolhouse, usually had a one-room building in which students of all ages were taught by one teacher, a schoolmarm (female) or schoolmaster (male). He or she was responsible for all of the chores in the schoolhouse, such as sweeping, cleaning the blackboard, carrying in the drinking water, and keeping a fire going in the stove in the middle of the room, which provided heat. Typically, the teachers received little formal training. Requirements to become a schoolteacher included being 16 years old, being an eighth-grade graduate, and passing a teaching examination. Teachers were given room and board with a family whose child or children were in the school. The monetary pay ranged from \$5-\$15 a day, or less, as well as goods, produce, chicken, eggs, vegetables, meat and grain.

Writing was done by students with a homemade quill and homemade ink from berries or walnuts. Paper was scarce. Students wrote in copybooks, which were made by sewing sheets of foolscap together by hand. The teacher wrote on a board that had been blackened with carbon or paint. He or she wrote with a piece of chalkstone and used a rag or sheepskin around a wooden block to erase it. On occasion that a schoolhouse did not even have those tools, teachers scratched lessons into the dirt floor!

Below you will find links to other helpful information and activities for your study.

General Information:

http://www.mce.k12tn.net/colonial_america/colonial_america.htm

<http://www.teacheroz.com/colonies.htm>

<http://www.usgennet.org/usa/topic/colonial/>

<http://www.teachersfirst.com/lessons/colony/index.cfm>

Coloring Pages:

http://www.freeprintablecoloringpages.net/category/US_History

Interactive Fun Online:

<http://www.history.org/kids/>