



Colonial Life Introduction

Good day! You're about to step back in time to the early days that established the foundation of North American culture! By choosing this study to teach to your child, you are about to offer your child a hands-on look at this amazing history! Our history studies are focused on capturing the child's attention with short, concise reading lessons and several hands-on projects that will drive each lesson home in a creative way. The "twaddle-free" projects are designed to encourage penmanship, vocabulary, creative writing and composition, critical thinking, and imagination. With fifty Lap Book™, notebook, and cooking projects—as well as games and other activities—you have a wide variety of choices to capture your child's interest!

Each lesson includes fact-filled, engaging text, created to be all you need for a compact assignment. Should you or your child wish to expound on a subject, a variety of books, videos, and further avenues of research are available in the "Additional Resources" section.

You will want to print out all the teacher's helps beforehand and brief yourself with the lessons and supplies needed. A one-page *Lesson Plan Schedule* is offered for ease of seeing at a glance what's coming in each lesson, allowing you to prepare ahead of time. You will want to preview the Project Pages in advance to help you with gathering the materials for the projects you choose to do. Most of the supplies are household items you will have around the house. There will be a few items that you will need to track down before the lesson. The *Tips to Consider Before Starting* sheets have a list of general materials to have on hand. We have provided you with many attractive masters to create the majority of the projects. Detailed instructions, illustrations, and photos are furnished for the projects. Many include penmanship options, however they are also offered with text to save on time when necessary. If you use the provided text, encourage the child regularly to read aloud the text.

Several days have more than one project listed. This allows you or your child to choose what you would prefer to do. It is advisable that if you begin with a project that has a series of steps to it, you will want to follow through to the end (e.g., Lap Book™ or The Town Crier newspaper). These particular overall projects take a bit longer to complete, however they result in pieces that your child will be very proud of.

Sprinkled throughout the lessons are Project Days. These days are designed to allow extra time to work on projects that were not completed on previous days. If your child is a quick student and gets the projects completed in a day, feel free to choose another project that he or she passed up from earlier lessons. Try to keep a balance in your choice of projects so that different areas are utilized, such as 3-D projects, science experiments, or a form of creative writing. These Project Days also offer an opportunity for review each week.

Although the lessons are numbered, it does not mean that you have to stick to one day per lesson. Feel free to stretch them out as needed! In turn, you may find that you do not need to utilize every Project Day. The schedule is there to help you, however you should not feel constrained to meet it. Make it fit *your* needs!

If you have a camera available, remember to take pictures of the children working on the projects as you go! You may wish to create a notebook page of photos, helping create a portfolio of your study together.

Try to culminate the unit with a celebration! When you end it with a bang, it brings completion and satisfaction to both you and your child! We have suggestions for making the best of your last lesson!





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LESSON PLAN SCHEDULE



KEY:
(LB) - To be included in Lap Book™
(NB) - To be included in Notebook

LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
America's Colonies Begin - The Lost Colony/Jamestown The First 13 Colonies Indentured Servants & Slaves Archeological Dig Activities: #1 - Digging up Clues (NB) #2 - Do a dig! - Begin "The Town Crier" - Penmanship "Rules of Civility" (NB)	The Colonial Home - Pt. 1 - The New Settler and the Farm - What would you find on a Colonial Farm? (LB) - "Town Crier Classifications" - How Old is a Tree? - Penmanship "Rules of Civility" (NB)	The Colonial Home - Pt. 2 - The House - Houses of the Early Settlers: Pop-up Comparison (LB) - Diorama of the House - Penmanship "Rules of Civility" (NB)	The Colonial Home - Pt. 3 - Inside the Home - Rope Bed (NB) - Straw Tick (NB) - Colonial Stencils - Penmanship "Rules of Civility" (NB)	PROJECT DAY! - Projects are designated for completion of unfinished projects and review of previous lessons with new projects. - Create Fact File & Question Cards - Choose a project that has not already been done to date
LESSON 6 Colonial Clothing - Making Wool/Linen/Clothing - Make a Dye Chart (LB) (NB) - Flax to Linen (LB) - Weave on a Loom (NB) - What did Colonists Wear? (LB) - Make Colonial Clothes! - "Town Crier Advertisement" - Penmanship "Rules of Civility" (NB)	LESSON 7 Colonial Food - Preservation/Taste/Cooking - Colonial Cookbook "Goode Cookery" - Round Book of "Bees" (LB) - Penmanship "Rules of Civility" (NB)	LESSON 8 Family Life - A Day in the Life... - Story Book "A Day in the Life of a Colonial Family" - Carve an Apple Head - What's in a Name? (NB) - Penmanship "Rules of Civility" (NB)	LESSON 9 The Colonial School - Ways of Learning/Schoolhouse Lessons/Discipline - Make a "Rebus" - Make a "Horribook" - Embroider a "Sampler" - Penmanship "Rules of Civility" (NB)	LESSON 10 PROJECT DAY! - Complete outstanding projects - Continue Fact File & Question Cards - Choose a project that has not already been done to date - Cooking (Choose receipts from "Goode Cookery")
LESSON 11 Faith in the Colonies - Pt. 1 - Protestant Reformation/Puritans/Quakers - Faith in Europe & the Colonies (NB) - Penmanship "Rules of Civility" (NB)	LESSON 12 Faith in the Colonies - Pt. 2 - Lutherans/Pietist Movement Deists/Age of Enlightenment The Great Awakening - Continue Timeline (NB) - The Great Wakening: Men of Faith (LB) - Penmanship "Rules of Civility" (NB)	LESSON 13 Colonial Pleasures & Pastimes - Simple Pleasures/Games & Toys Outdoors/Bees, Sprees, Beaus - Cat's Cradle - Fortune Catcher (Cootie Catcher) - Silhouette Art - Quilling - Nine-Men's Morris - Penmanship "Rules of Civility" (NB)	LESSON 14 Villages & Cities - The Village/The General Store The City - Mapping Colonial North America - Postcard Project - "13 Colonies Hopscotch" - Penmanship "Rules of Civility" (NB)	LESSON 15 PROJECT DAY! - Complete outstanding projects - Continue Fact File & Question Cards - Cooking (Choose receipts from "Goode Cookery")
LESSON 16 Health & Medicine - Treatments/Amputation The Apothecary - A Glimpse in the Apothecary (NB) - The Pharmacopoeia (LB) - Penmanship "Rules of Civility" (NB)	LESSON 17 Colonial Artisans - Pt. 1 - Apprentices/Carpenter Blacksmith/Whitesmith - Reverse Painting (NB) - Punch Tin Candle Holder - "The Village Blacksmith" - Penmanship "Rules of Civility" (NB)	LESSON 18 Colonial Artisans - Pt. 2 - Gunsmith/Glassblower Printer - "A Trip to Town" File Folder Game - Apprentice Journal (NB) - Artisan Charades - Penmanship "Rules of Civility" (NB)	LESSON 19 Holidays in the Colonies - General Holidays Christmas Traditions - Make a Pomander - Pine Needle Pillow - Holiday Recipes - Penmanship "Rules of Civility" (NB)	LESSON 20 PROJECT DAY! - Complete outstanding projects - Continue Fact File & Question Cards - Cooking (Choose receipts from "Goode Cookery") - Begin preparations for "Colonial Spree" (Lesson 25)
LESSON 21 Crime & Punishment - England & the Colonies Lawbreakers/Salem Witch Trials/England's Stronghold - "Cure for the Refractory" (NB) - Penmanship "Rules of Civility" (NB)	LESSON 22 Plantations & Slavery - Servants/Slavery Begins The Plantation House - Plantation Crops Layer Book (LB) - Amazing Grace (lyrics/background) (NB) - Make Rock Candy - Penmanship "Rules of Civility" (NB)	LESSON 23 PROJECT DAY! - Complete outstanding projects - Choose a project that has not already been done to date - Continue preparations for "Colonial Spree" (Lesson 25) - Penmanship "Rules of Civility" (NB)	LESSON 24 Pulling together the Lap Book™ - Review the topics studied as you bring together the Lap Book™ - Finish any unfinished projects - Gather all the Lap Book™ projects and prepare the file folder portfolio	LESSON 25 Wrapping it up with a "Colonial Spree"! - Finish off the unit with a party! Choose from the many suggestions for decor, foods, games, and more! This is a great opportunity to share what you've learned with relatives and friends!



LESSON 9



The Colonial School

Imagine growing up with no schools available and parents that not only couldn't read, but could only write an "X" for their name! This was the dilemma of the early settler. Although there were many who did a fine job of homeschooling their children and making sure they could read and write by adulthood, many others did not have the materials, time, or upbringing themselves to train their children in academics. With the amount of effort it took to sustain a farm, parents were "too busy for book-learnin'," and children were needed for chores and seasonal work. Uneducated children grew into illiterate adults who then lacked the skills to teach their children. No knowledge of arithmetic also limited them from pursuing businesses, and forced them to remain on the farm. By 1642 the colony of Massachusetts enacted a law requiring that local authorities make sure that parents were not neglecting the education of their children. This was the first attempt at establishing compulsory school attendance.

DIFFERENT WAYS OF LEARNING

By 1647, the "Old Deluder Satan Act" went into effect, where towns consisting of fifty or more families needed to employ a teacher to teach the children. Towns of one hundred or more families would need to set up a grammar school, instructing children and preparing them for University. This law got its name as, ultimately, if one could not read, one could not read the Bible.

So what did one do to learn the scriptures? Young children were sent to *dame* school, also known as *petty* school. Lessons were usually provided by an older woman who would take the children into her home and teach them to recite scriptures while she attended to her knitting, sewing, or crafting. Although this exposed the children to the Word of God, it did little to educate them to read the Word for themselves.

Another form of education was apprenticeship. Young men would live for a time with an artisan and learn the craft. There were many to choose from, such as blacksmiths, coopers, tailors, printers, potters, glassblowers, and fisherman, just to name a few. This not only taught them a skill, but prepared them for going into business themselves. Young ladies eventually attended schools to learn skills such as spinning, weaving, sewing, knitting, and embroidery. These were often taught at a convent. Although academics were also part of the curriculum, the solid skills needed to raise a family and run a home were considered far more important.

Communities would vote on how to go about remedying this dilemma, as there were a few choices. An *itinerant* teacher could be shared among families, living for a period of time with each family and receiving room and board with a small wage. A building could be erected for the one-room schoolhouse, or *common school*, with the teacher receiving enough pay to live in a residence of their own. Sometimes families would still board the teacher or they would build a house adjacent to the school house where the teacher would live as long as they remained in that position.



THE SCHOOLHOUSE & MATERIALS



Once the decision was made to build a schoolhouse, it was usually a joint effort by the townsfolk. It was generally agreed upon to have the school closed during planting and harvesting season. Early schoolhouses were much like the log cabins we read about in Lesson 2: log walls, a fireplace on one side, dirt floors, and oiled paper for the windows. With so many young, active children, the paper windows were quickly made ruin of; stuffing them with rags had to suffice. They were eventually replaced with glass. Each family was responsible for providing wood in turn to heat the school in the winter. If a parent forgot, the



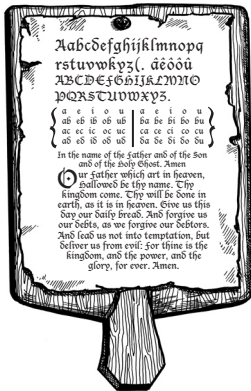
Lesson 9: The Colonial School

child often bore the brunt of the punishment by being forced to sit in the coldest part of the room. The schoolhouse could be quite a distance away and although some children rode horses or hitched rides to school, many children walked, whether in rain, sun, sleet, or snow; with and *without* shoes. Frostbite was not an uncommon result!

The teacher's materials consisted of books he had collected of his own, and occasionally an abacus to help with number placement and a globe. The teacher was in charge of making sure that quill pens were provided and properly cut for each child. It was up to the family to provide the ink and inkwells. Those who could afford to bought ink powder and mixed it with water. Those without the means to purchase made ink by boiling the bark of the Swamp Maple tree and adding *copperas* to thicken it. Although the homemade ink sufficed for the child, it dried out quickly and had to be made often. If ink and quills were not available, coal was used for writing. Because paper was a rare commodity, children also used slate and chalk, with lamb's wool as an eraser. Once paper was more affordable, older children used it for homemade copybooks, while the younger siblings were left to use the slate. Paper was folded several times and hand stitched, with lines drawn in for rules.

WHAT CHILDREN LEARNED IN SCHOOL

Teachers taught on all kinds of subjects, but the three they focused on were the "three Rs," "readin', writin', and 'rithmetic." True, they don't all begin with "r," but they were important and required for almost any occupation you would want to enter into. If one could read, one could travel the world in a book! Being able to write was important for communication and knowing sums was crucial to running a business. Colonial children did not have backpacks full of books like many children today. They had few books and had to care for them greatly, for if a school book was lost, it was usually never replaced. Young children used a *horn book* to learn their alphabet and numbers. The letters and numbers would be carved into one side of a wooden paddle, while the other side held a paper with prayers and poetry. In order to keep the paper protected, a thin sheet of animal horn was tacked on top. The Bible was the number one choice for use as a reader, as well as for copy work. Not only were children able to practice their penmanship, but it also exposed them, yet again, to memorizing scriptures. As time



went on, readers became available at different levels, and they, too, were loaded with scriptures and stories of Biblical living. Beautiful penmanship was highly prized and considered more important than spelling! If you read the writings of colonists, you will see that this is true—many words are often spelled as they would hear them, phonetically, but not correctly. Excellent pronunciation was also a must, and oral exercises in reciting written works were common. Young girls would practice their alphabet, numbers, and scriptures or verses by embroidering them on fabric. This way they could practice a variety of embroidery stitches as well! These works, called *samplers*, were hung on walls or made into pillows. Children also learned reading from *rebuses*; stories where words are made partly by pictures.

A very popular book was used for teaching, called the *New England Primer*. Also known as *The Little Bible*, a 19th-century author, Noah Webster, had referred to it as a book that "taught many to read and none to sin." Spelling provided an excellent source of competition. Schools would compete against each other in spelling bees. And even today we compete with nationwide spelling bees!



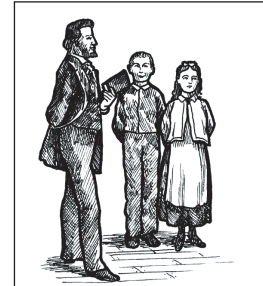
Lesson 9: The Colonial School

*Multiplication is vexation;
Division is as bad;
The Rule of Three doth puzzle me,
And Practice drives me mad.*

DISCIPLINE

Towns usually hired men as teachers, as they felt women would not be able to discipline unruly boys easily! Parents expected the teacher to discipline when needed, and this often came in many forms. If a child acted foolish or did not know answers, he would wear a *dunce cap*. Depending on the offense, there were a selection of signs to wear: "Lying Ananias," "Bite-Finger-Baby," "Tell Tale," and "Pert-Miss-Prat-a-Pace," to name a few. Other correction included balancing on a wooden block or the tiring act of sitting on a *unipod*, a stool with one leg. Getting a beating was a regular punishment, whether whipped on the buttocks with a leather strap or rapped on the hands with a rod. This was especially painful on the soles of the feet! Some teachers were very creative in their modes of chastening, but several are so terrible I haven't the heart to include them.

Finally, those that had behaved and were able to leave directly after school were reminded to "make their manners" to their parents when arriving home. Boys were expected to bow and girls to curtsy in respect, a practice that was to be used with every adult. For, as we know, children who show disrespect shall surely get their comeuppance!



Christopher Dock
1698-1771 A.D. Christian, German-born teacher who wrote the first book about teaching methodology in 1750, called "A Simple and Thoroughly Prepared School Management." He promoted the use of praise and motivation through gentle, patient means. He died while praying for his students.

New England Primer

*Our days begin with trouble here,
Our life is but a span;
And cruel death is always near,
So frail a thing is man.
Then sow the seeds of grace whilst young,
That when though com'st to die,
Thou may'st sing that triumphant song,
Death, where's thy victory.*

The Good Girl

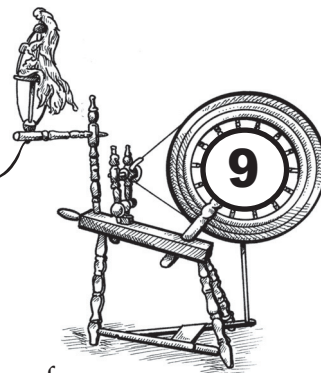
*So pretty Miss Prudence,
You've come to the Fair;
And a very food girl
They tell me you are:
Here take this fine Orange,
This Watch and this Know;
You're welcome my dear,
To all we have got:
For a girl who is good,
And so pretty as you,
May have what she pleases,
Your servant Miss Prue.*

Moral Precepts for Children

*Speak the truth and lie not.
Live well that you may die well.
Use no ill words, for they breed strife.
Be not proud. Scorn not the poor.
Give to all those who want.
A good boy will be a good man.*



LESSON PROJECTS



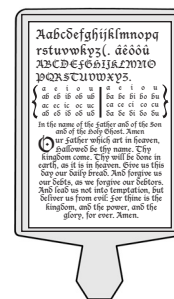
1) MAKE A HORNBOOK: (2 choices)

- Hornbook #1 (for Lap Book™):

- SUPPLIES:
- 1 copy of master M-9-1 on white or tan paper
 - 1 copy of master M-9-1 on transparency film, OR cut a piece of acetate in a 2-7/8" x 4" rectangle. (This may be preferable as it is a small rectangle you will need)
 - 4" x 6" rectangle of corrugated cardboard
 - tape
 - colored pencils (optional)

DIRECTIONS:

1. Using the pattern for the hornbook base on M-9-1, cut the shape from corrugated cardboard.
2. Cut out the alphabet page and glue on opposite side.
3. Tape the transparency or acetate rectangle over the top of the alphabet. This represents the thin sheet of horn that was placed over the parchment for protection.
4. Store in a ziplock bag for your Lap Book™ in Lesson 24.



- Hornbook #2 (for Notebook):

- SUPPLIES:
- 1 copy of master M-9-2 on white card stock
 - 1 copy of master M-9-3 on white paper
 - 1 copy of master M-9-3 transparency film OR cut a piece of acetate in a 6-1/8" x 4-1/4" rectangle.
 - tape
 - colored pencils
 - calligraphy pen (optional)

DIRECTIONS:

1. Color the wood paddle on master M-9-2.
2. You can either cut out the lesson and adhere it to the paddle, or you can try your hand at calligraphy and copy the text! Perhaps you'd like to only do the alphabet or the scripture.
3. Adhere the transparency overlay over the lesson text with tape. You might want to draw on "hob nails" with a black or brown permanent marker at the four corners. This would represent the nails or brads that held down the horn to the wood.
4. 3-hole punch and place in your notebook.

2) PENMANSHIP (Rules of Civility/Scripture):

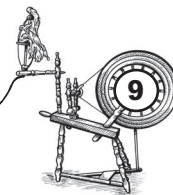
Continue copywork (Rule #50, M-1-16). Store in your notebook.

3) REBUS PUZZLES:

Print off a copy of master M-9-4 on white or colored paper. Rebus puzzles were great fun and a way to pass the time! Try figuring these out, then try making your own!

Three-hole punch and store in your notebook.





4) EMBROIDER A SAMPLER:

- SUPPLIES:
- 1 copy of master M-9-5
 - five colors of embroidery floss
 - cross stitch fabric (11 count works nicely)
 - needle
 - embroidery hoop (optional)

Using master M-9-5 as a guide, cross stitch the sampler on your cross stitch fabric.

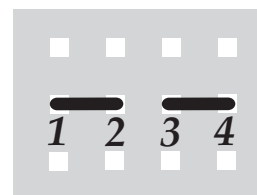
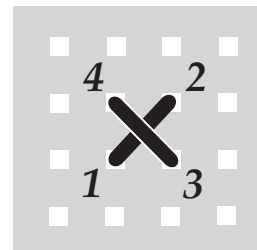
DIRECTIONS:

1. For each stitch, begin in the lower right corner from below. Come up at stitch one, go down in upper right corner at stitch 2, come up at bottom right corner at stitch 3, and across to go down at the upper left corner at stitch 4. Make all subsequent stitches in the same order as this to keep even and neat workmanship. Either tie off with a knot at the back or leave the thread long enough to catch flat in the stitches. Use separate colors for: alphabet, numbers, each of three borders.

2. For the straight stitching, come up at 1, down at 2, up at 3 and down at 4. Continue around the border.

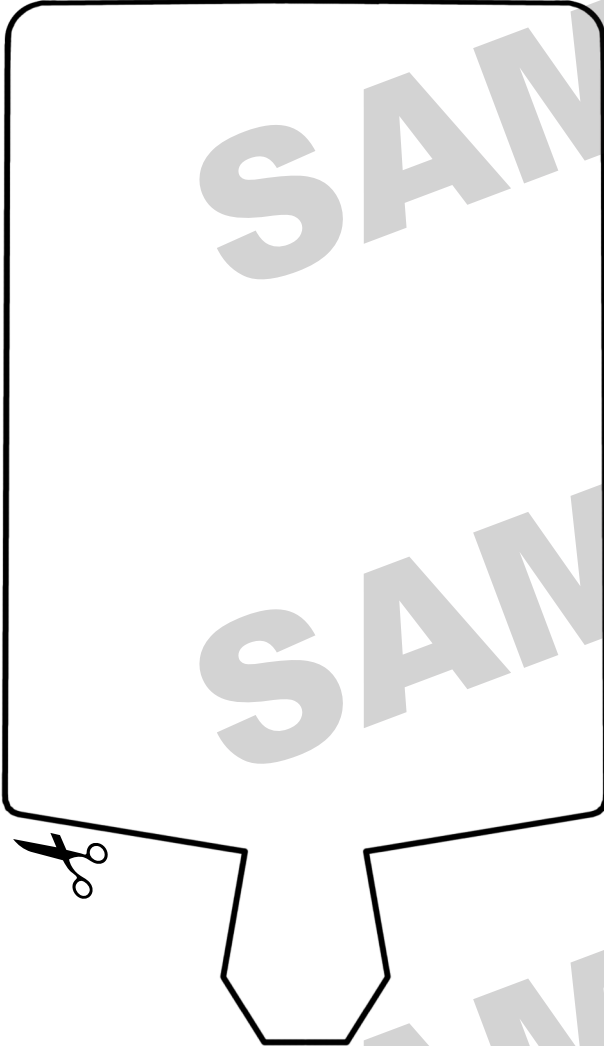
When finished, trim to a size you like and tape your edges with masking tape to keep from fraying. Or, you can machine stitch 1/4" or more around the outside of the outer border, trim close to the stitching, and fray it for effect (see photo below). You can frame it or slip it into a sheet protector to keep in your notebook.

Or, try creating your own sampler design! Use the blank grid provided (master M-9-6) to create a pattern of your own!



HORN BOOK PATTERNS

Pattern for corrugated cardboard base



Cut out and place in the center of Horn Book

A a b c d e f g h i j k l m n o p q
 r s t u v w x y z (. â ê ô û
 A B C D E F G H I J K L M N O
 P Q R S T U V W X Y Z.

{	a e i o u		a e i o u	}
{	ab eb ib ob ub		ba be bi bo bu	}
{	ac ec ic oc uc		ca ce ci co cu	}
{	ad ed id od ud		da de di do du	}

In the name of the father and of the Son
 and of the holy Ghost. Amen
 ur father which art in heaven,
 hallowed be thy name. Thy
 kingdom come. Thy will be done in
 earth, as it is in heaven. Give us this
 day our daily bread. And forgive us
 our debts, as we forgive our debtors.
 And lead us not into temptation, but
 deliver us from evil: for thine is the
 kingdom, and the power, and the
 glory, for ever. Amen.



Pattern for acetate or transparency film



Front side with alphabet and acetate film over top

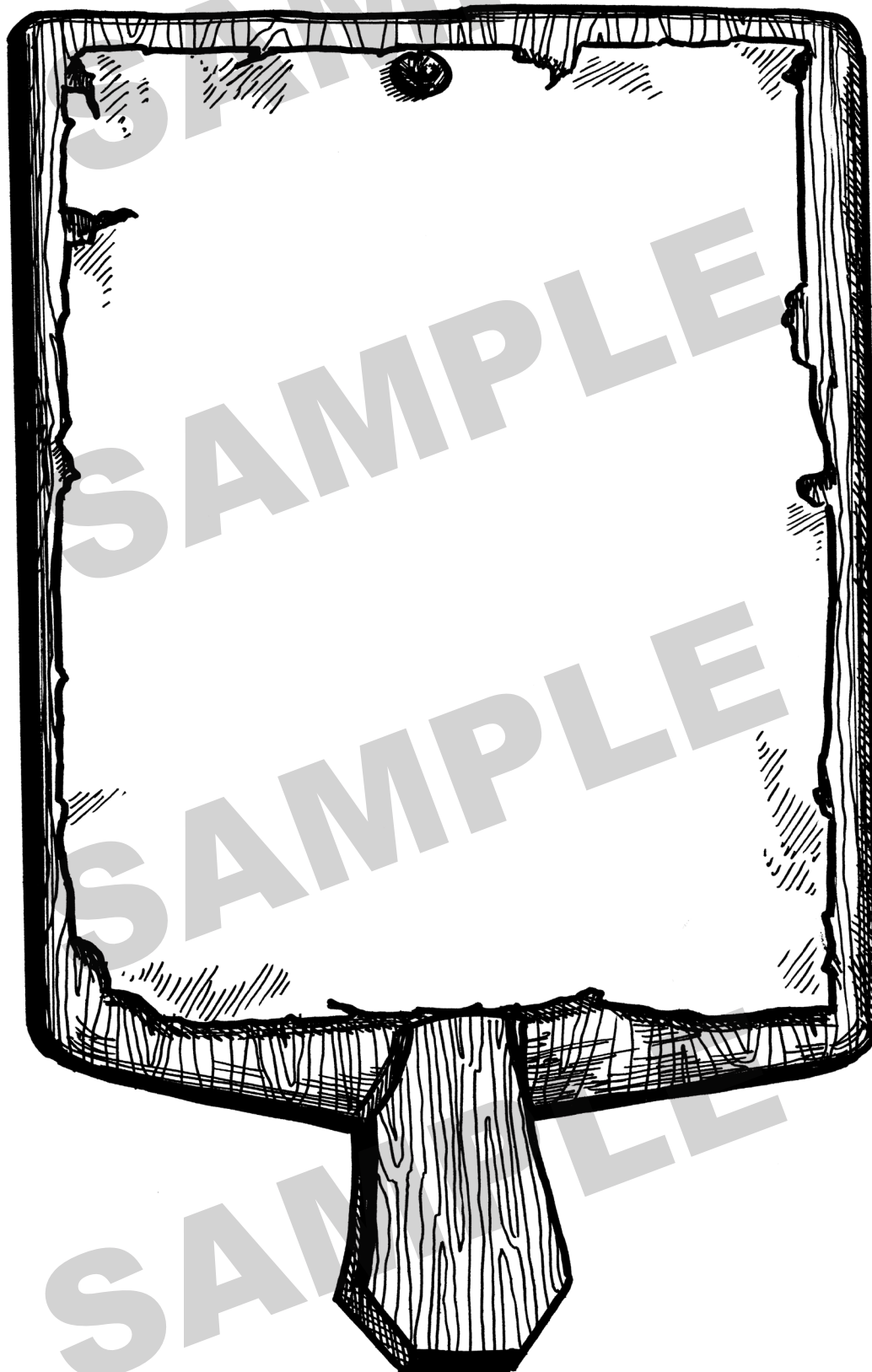
A a b c d e f g h i j k l m n o p q
 r s t u v w x y z (. â ê ô û
 A B C D E F G H I J K L M N O
 P Q R S T U V W X Y Z.

{	a e i o u		a e i o u	}
{	ab eb ib ob ub		ba be bi bo bu	}
{	ac ec ic oc uc		ca ce ci co cu	}
{	ad ed id od ud		da de di do du	}

In the name of the father and of the Son
 and of the holy Ghost. Amen
 ur father which art in heaven,
 hallowed be thy name. Thy
 kingdom come. Thy will be done in
 earth, as it is in heaven. Give us this
 day our daily bread. And forgive us
 our debts, as we forgive our debtors.
 And lead us not into temptation, but
 deliver us from evil: for thine is the
 kingdom, and the power, and the
 glory, for ever. Amen.

The Horn Book:

The hornbook was an early primer used to teach the alphabet, phonics, numbers, prayers, scriptures, and other information worth knowing. It consisted of a wooden paddle with a parchment containing the lesson on one side. A thin sheet of horn was fastened on top of it, creating a transparent protection. Sometimes the back side would contain an abacus. Although wood was most common, hornbooks were also made from metal, ivory, and stone, with the lessons engraved or cast on them.



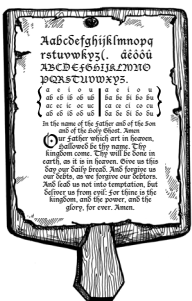


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a	e	i	o	u	a	e	i	o	u
ab	eb	ib	ob	ub	ba	be	bi	bo	bu
ac	ec	ic	oc	uc	ca	ce	ci	co	cu
ad	ed	id	od	ud	da	de	di	do	du

In the name of the Father and of the Son
 and of the Holy Ghost. Amen

Our Father which art in heaven,
 hallowed be thy name. Thy
 kingdom come. Thy will be done in
 earth, as it is in heaven. Give us this
 day our daily bread. And forgive us
 our debts, as we forgive our debtors.
 And lead us not into temptation, but
 deliver us from evil: for thine is the
 kingdom, and the power, and the
 glory, for ever. Amen.



Either cut out and glue the rectangle on to the Horn Book (M-9-2) or use the copy to practice writing in calligraphy! Use the pattern to cut a piece of acetate or transparency film and adhere over the lettering page. 3-hole punch and add the Horn Book to your notebook.



*Rules of Civility &
Decent Behavior in
Company and Conversation*

Rule No. 89

Speak not evil of the absent for it is unjust.



*An ungodly man digs up evil, and it is on
his lips like a burning fire.*

Proverbs 16:27

*But I say to you that for every
idle word men may speak, they
will give account of it in the
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SAMPLE

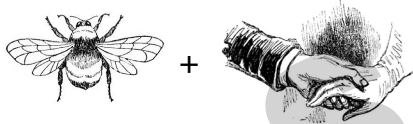
SAMPLE

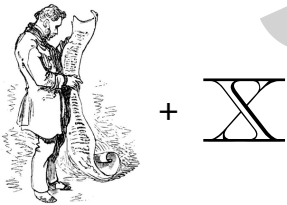
SAMPLE



REBUS PUZZLES

One form of amusement during the Colonial days was writing rebus letters. A rebus is a puzzle where parts of words or phrases are represented by pictures. Sometimes Colonists would write entire letters to people using pictures scattered throughout! Try to figure these out. When you finish, make up some of your own!



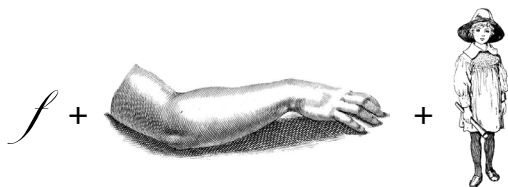








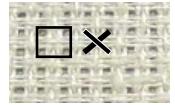






Cross Stitch Sampler

This is called a "counted cross stitch." When using cross stitch fabric that has no print on it, you need to rely on counting the squares to determine where to place your stitch. The sampler below is on a grid to help you with your counting. Each box represents a square on the fabric where a cross stitch would go, as in illustration:



Follow the directions on your Project Page 9P-b to illustrate how to create each stitch as well as how to finish it off!

A large grid for cross-stitching, numbered 1 to 61 on both the top and left sides. The grid contains a pattern of 'X' marks forming the words "ABCDEF", "HJKLMN", "OPQRSTU", and "VWXYZ" in a decorative, outlined font. The letters are arranged in four rows: Row 6-12 for "ABCDEF", Row 17-23 for "HJKLMN", Row 25-31 for "OPQRSTU", and Row 51-57 for "VWXYZ". The grid is bordered by a dashed line.

Design Your Own Cross Stitch Sampler!

Create a Cross Stitch pattern of your own by placing "x"s in the boxes! Use colored pencils to help you determine where to use different colored threads. You can also personalize your cross stitch by including names or birth dates. Once your design is complete, follow the grid numbers to help you in stitching it on your cross-stitch fabric. (see Project page 9P-b for further instructions!)

