

Time Travelers Activity Based History Study:
COLONIAL LIFE
Scope and Sequence

Grades: 3rd – 8th

Colonial Life offers an in depth, hands-on view of life in the colonies in North America in the years leading up to the American Revolution. Students investigate how the colonists lived, how they dressed, what they ate, how they provided for themselves, their spiritual lives, and how they passed their free time. The unit is designed to teach students through kinesthetic means, utilizing the senses and motor skills. Where younger students may need more guidance and assistance with the projects, older students should be able to handle the majority of the unit independently. Each lesson contains text and a generous amount of projects providing flexibility of choice to fit each range of grade levels. This is done with the understanding that not all of the projects are required to be completed, a factor that varies with each situation and is also heavily influenced by the age of the students. One lesson also does not necessarily constitute one day — although many can be done in a day, projects chosen will determine the length of each lesson. There is also an additional resource list of books, videos, and audio to add to the study if desired.

Key:

- Italics indicates title and topics within the text of each lesson
- Asterisk indicates a project
- Parentheses contains number of the lesson it can be found in

I. History / Social Studies (Cultural Studies)

a. *The beginning of America's Colonies* (1)

- i. *Jamestown* (1)
- ii. *The first thirteen colonies* (1)
- iii. Create an Archeological Dig* (1)

b. *The Colonial Home* (2-4)

- i. *The new settler and the farm* (2)
- ii. What would you find on a colonial farm?* (2)
- iii. *The house* (3)
- iv. Houses of the early settlers (pop-up or diorama)* (3)
- v. *Inside the home* (4)
- vi. The rope bed* (4)
- vii. The straw tick (mattress)* (4)

c. *Colonial clothing* (6)

- i. *Making wool* (6)
- ii. *Making linen* (6)
- iii. About the flax plant* (6)
- iv. What did the colonists wear?* (6)
- v. Make a dye chart* (6)

d. *Colonial Food* (7)

- i. *Preserving food* (7)
 - ii. *Kinds of food* (7)
 - iii. Colonial cook book “A Book of Goode Cookery”* (7)
 - iv. Pie book of “Bees” (Sewing Bee, Husking Bee, etc.)* (7)

- e. *Family life* (8)
 - i. *A day in the life* (8)
 - ii. Story book* (8)
 - iii. Apple head dolls* (8)

- f. *The Colonial School* (9)
 - i. Making a hornbook* (9)
 - ii. Rebus Puzzles*(9)

- g. *Faith in the Colonies* (11-12)
 - i. *Beginning of the Protestant Reformation* (11)
 - ii. *The Puritans* (11)
 - iii. *The Quakers* (11)
 - iv. *The Lutherans and the Pietist movement* (12)
 - v. *The Deists* (12)
 - vi. *The Age of Enlightenment* (12)
 - vii. *The Great Awakening* (12)
 - viii. The Great Awakening: Men of Faith layer book* (12)

- h. *Colonial Pleasures and Pastimes* (13)
 - i. Nine-men’s Morris game* (13)
 - ii. Fortune catcher (“Cootie Catcher”)* (13)
 - iii. Cat’s cradle* (13)

- i. *Life in Villages and Cities* (14)
 - i. Postcards from important colonial cities* (14)

- j. *Colonial Artisans* (17-18)
 - i. *Apprentices*
 - ii. *The Carpenter*
 - iii. *The Blacksmith*
 - 1. “The Village Blacksmith”* (17)
 - iv. *The Whitesmith*
 - 1. Punch tin candle holder* (17)
 - v. *The Gunsmith*
 - vi. *The Glassblower*
 - vii. *The Printer*
 - viii. “A Trip To Town” game* (18)

- ix. “Artisan Charades” game* (18)
- k. *Holidays in the Colonies* (19)
 - i. *Traditions from Europe*
 - ii. Making a pomander (holiday decoration)* (19)
 - iii. Making a pine needle pillow* (19)
- l. *Crime and Punishment* (21)
 - i. Tar and feathering* (21)
 - ii. *The Salem Witch Trials* (21)
- m. *Plantations and Slavery* (22)
 - i. *Indentured servants and slaves* (1,22)
 - ii. *Slavery in the colonies* (22)
 - iii. Plantation crops layer book* (22)
 - iv. Making rock candy* (22)
- n. Cooking Colonial* (10,19)
- o. Notebook Timeline “The Progress of Faith from Europe to the Colonies”* (11-12)

II. Language

- a. Penmanship pages “The Rules of Civility & Decent Behavior in Company and Conversation” and passages of scripture* (1,3,6-9, 11-14,16-19,21-23)
- b. Creative Writing
 - i. The Archeological Journal* (1)
 - ii. “Town Crier” Newspaper* (1-2,6)
 - iii. Apprentice Journal* (18)
- c. Reading
 - i. (*Lesson texts*)
- d. Languages and Terminology
 - i. Factfile cards (vocabulary flashcards)* (5,10,15,20)

III. Geography

- a. How old is a tree?* (2)
- b. Mapping Colonial North America* (14)
- c. 13 Colonies hopscotch* (14)

IV. Science

- a. *Colonial Health and Medicine* (16)
 - i. *Colonial medical treatments* (16)
 - ii. *Amputations* (16)
 - iii. *Apothecary* (16)
 - iv. *What was in an Apothecary Shoppe** (16)
 - v. *Making a Pharmacopoeia (a book about medicine and drugs)** (16)

V. The Arts

- a. Art
 - i. *Lap Book** (24)
 - ii. *Stenciling** (4)
 - iii. *Weave on a loom** (6)
 - iv. *Silhouette art** (13)
 - v. *Quilling** (13)
 - vi. *Reverse painting** (17)
- b. Music
 - i. *“Amazing Grace”-The history of a slave trader** (22)
- c. Drama
 - i. *Dressing up colonial** (6)
 - ii. *Colonial names** (8)
 - iii. *Embroidering a sampler** (9)

***The study ends in Lesson 25 with the “Colonial Spree” to bring the unit to a close. Although optional, this allows the child(ren) to display their projects, play the games, and create the recipes offered in the unit. Suggestions for food, décor, invitations, and more are provided.