For today’s
heroes and patriots

—DMS AND PJW
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The founding, growth, and development of the thirteen colonies signal the start of American history. A new nation based on democratic principles arose out of the colonial way of life. By studying colonial life, students can understand the origins of themes that they will continue to encounter as they study American history, such as the desire for religious freedom and the institution of slavery.

The models, manipulatives, background information, and lessons in this book will help students understand what colonial life was like. Many models contain text and labels that will improve reading skills and social studies vocabulary. The models and manipulatives not only teach the history of the thirteen colonies but also provide information on the following: maps; ways of making a living; meeting needs for food, clothing, and light; transportation; architecture; and comparisons of towns and cities.

Some models, such as those for New York, Massachusetts, Pennsylvania, Delaware, Virginia, and North Carolina, are specific to those colonies. The other models help describe life in their respective colonies but are more general in nature. For instance, if you're teaching a unit on Virginia, you can use the 3-D Jamestown Map. You might also introduce models and manipulatives for other states to discuss topics such as seaports (Rhode Island), colonial money (Maryland), clothes making (New Jersey), candle making (New Hampshire), transportation (South Carolina), and plantations (Georgia)—all of which pertain to colonial life in Virginia as well.

What's Inside

The models and manipulatives in this book allow you and your students to investigate the development of the thirteen colonies. The book begins with the founding of the Roanoke colony in North Carolina, and then presents the rest of the colonies in chronological order. Each chapter focuses on a particular colony and contains one or two models or manipulatives. The chapters can stand alone and be used in any order. Featured within each chapter are the following sections:

**Model Illustration**

An illustration shows how the finished model looks. It will serve as a helpful reference when you and your students make the models.
**COLONIAL DAYS AND WAYS**
In this section you’ll find background information on the history of the colony and the corresponding models. Depending upon the level of your students, use some or all of this information in conjunction with the Teaching With the Model section.

**MAKING THE MODEL**
Diagrams accompany these easy-to-follow instructions for assembling the models. See below for general information about making the models.

**TEACHING WITH THE MODEL**
The step-by-step lesson map and discussion questions in this section will guide you in using the models to teach the chapter’s main concepts.

**DO MORE!**
This section contains related activities to extend your students’ investigation of the topic.

**Helpful Hints for Model-Making**

- If possible, enlarge the pattern pages to make the models easier for students to assemble.
- The thickest black lines on the reproducible pages are CUT lines.
- Dotted lines on the reproducible pages are FOLD lines. When folding, be sure to crease well.
- Some models have slits or windows to cut out. An easy way to do this is to fold the paper at a right angle to the solid cut lines. Then snip along the lines from the crease of the fold inward.
- Often glue sticks can be substituted for tape. Some situations, such as creating flaps, will require tape.
- If students will be coloring and taping the models, have them color first so they won’t have to color over the tape.
- Some models are more challenging to assemble than others. Read through each MAKING THE MODEL section (or make the model yourself) beforehand to determine if it’s appropriate for your students to do on their own. You can make a more challenging model yourself and use it as a classroom demonstration tool.
- If a single model will be handled a great deal, use heavier paper to create it. You can do this by pasting the reproducible page onto construction paper before beginning assembly.
The thirteen colonies were North Carolina, Virginia, Massachusetts, New York, Maryland, Rhode Island, Connecticut, New Hampshire, Delaware, South Carolina, New Jersey, Pennsylvania, and Georgia. Each colony has its own unique history. Some were founded to make money; others were established on the basis of religion or religious freedom. Most became royal colonies whose governors were appointed by the king of England. Other colonies were under the control of men who hoped to make money from land the king granted them. Rhode Island and Connecticut had charters that allowed them to govern themselves.

The map in this chapter is an outline map of the thirteen colonies that is based on a map from 1755. Maps can contain physical features, such as mountains and rivers, or features made by humans, such as cities and roads. Political boundaries, or borders, of counties, states, and countries may also appear on maps. Maps can show many different kinds of information—for example, population, climate, natural resources, and wind currents. A key or legend explains what symbols or different colors on the map mean. A compass rose indicates the directions east, west, north, and south. A scale tells how the map distances correspond to actual distances. See Making the Model, on page 7, for information on using this map with students.
Making the Model

Direct students to cut out the two halves of the map and tape them together. To make the map sturdier, they can attach it to a piece of cardboard or construction paper.

The individual colonies are not identified by name on this map of the thirteen colonies, but a labeled map of each colony appears on the first reproducible page in each chapter (except for Georgia, which appears on page 76). As you proceed through the book, ask students to find the map on each of these pages. To identify each colony on the map, direct them to match the shape of the colony on the reproducible page to the shape of the colony on their map. They can then label it and color it in. For very small colonies, tell students that they can write the name in surrounding water or land areas and draw a line to the colony. (Tip: It’s best to have students complete this activity before making the models in each chapter. This will help prevent students from losing the small colony maps when they cut apart the reproducible pages to assemble their models.)

When all the colonies have been labeled and colored, students can color the rest of the map.

Teaching With the Model

When students have completed labeling and coloring their maps, ask them to name the thirteen colonies. (North Carolina, Virginia, Massachusetts, New York, Maryland, Rhode Island, Connecticut, New Hampshire, Delaware, South Carolina, New Jersey, Pennsylvania, Georgia)

Which colony was the farthest south? (Georgia) Which colony was east of Pennsylvania? (New Jersey)

Display a map of the present-day United States. Ask students to compare the east coast of the United States to the outlines of the colonies. Which states look different than they did as colonies? (New York, Pennsylvania, Virginia, Georgia)

Which of the colonies did not have a coastline along the Atlantic Ocean? (Pennsylvania)
Map of the Thirteen Colonies

NEW FRANCE OR CANADA

Atlantic Ocean
Map of the Thirteen Colonies
In 1585, after receiving a land grant from Queen Elizabeth I, Sir Walter Raleigh sent 108 men to the New World to create the first English settlement. Raleigh gave the name of Virginia to his land grant. The settlement was located on Roanoke Island, which is off the coast of what is now North Carolina. Raleigh’s colonists stayed for a year. Although many refused to work, some colonists did build a fort and houses on Roanoke. At first, the local Native Americans were friendly, but then tensions arose between them and the colonists. All but 15 men returned to England with Sir Francis Drake, who was on his way from Spanish Florida to England.

In 1587 Raleigh sent over about 150 men, women, and children to Roanoke under the leadership of John White. Except for the bones of one man, there was no sign of the 15 men who had remained. After a month White realized how much the colony needed in order to flourish. He sailed back to England for supplies. White’s family—including his granddaughter Virginia Dare, the first English child born in North America—stayed behind on Roanoke.

Because of war between England and Spain, White wasn’t able to return to Roanoke until 1590. When he and his crew returned to the fort, the colonists and their houses had disappeared. The only clue to their whereabouts was the word Croatan carved on a tree. Croatan was the name of a friendly
Making the Models

**Croatan Mystery Tree**

Guide students in following these steps to make the model:

1. Color the page and cut out the pieces.

2. Roll the CROATAN TREE pattern into a cylinder and tape it. Fold the flaps outward and tape them onto the cardboard, as shown, to make the tree stand.

3. Fold back the flaps on the two COLONIST patterns. Tape them to either side of the tree, as shown.

Native American tribe and an island about 50 miles away. Did the settlers go to live with the Croatan people? Did they get lost on their way to the island of Croatan? Did they die from hunger, sickness, or hostile attack? To this day, no one knows.

The first permanent settlers in North Carolina came from Virginia in the 1630s. In 1663, King Charles II granted a huge piece of land called the Carolinas to eight men. The land was split into two parts, Albemarle in the north and Clarendon in the south. In 1712, Albemarle became the colony of North Carolina.

Materials

- copy of reproducible page 13 for each student
- crayons, colored pencils, or markers
- scissors
- tape
- 6- by 6-inch piece of cardboard for each student

Map It!

Have students find the colony of North Carolina on page 13. Then challenge them to find it on the Thirteen Colonies map (pages 8–9). Students can then label and color it in on the map.
**Roanoke Mini-Scroll Book**

Guide students in following these directions to make the model:

1. Color the page except for the two blank boxes.

2. Cut out the six mini-book pages.

3. Glue the pages, in order, from left to right onto the construction paper.

4. **OPTIONAL:** Tape a pencil or stick to each end of the scroll.

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**Teaching With the Models**

1. Where was the first English settlement in North America? *(on Roanoke Island, which is off the coast of present-day North Carolina)*

2. Who was John White? Why did he leave Roanoke? *(Sir Walter Raleigh asked John White to lead the colony. He returned to England for supplies.)*

3. Who was Virginia Dare? *(She was John White’s granddaughter and the first English child born in North America.)*

4. Why is Roanoke called the Lost Colony? *(When White returned, he discovered that everyone in the Roanoke colony had disappeared. None of the colonists was ever found.)*

5. In the two empty boxes on pages 4 and 5 of their mini-book, invite students to write and illustrate what they think happened to the Lost Colony. *(Answers will vary.)*

6. Students can then roll up their books and tie them closed with a piece of yarn or ribbon.

7. Invite students to share their scroll book with classmates. Ask them to share their writing and drawings with classmates.

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**Do More!**

John White was an artist and a mapmaker. He probably drew the first illustrations of the English in America. Challenge students to draw a map of Roanoke Island as they think it might have looked when John White returned to the colony in 1590. Have them draw trees, what was left of the fort and colonists’ houses, and the ship that brought White back to Roanoke.

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**Materials**

- copy of reproducible page 14 for each student
- crayons, colored pencils, or markers
- scissors
- glue stick
- 4- by 20-inch piece of construction paper for each student
- two pencils or sticks for each student (optional)
- tape
- 12-inch length of yarn or ribbon for each student

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**NORTH CAROLINA • EARLY SETTLEMENTS**

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Croatan Mystery Tree

NORTH CAROLINA

CROATAN
English colonists landed on Roanoke Island in 1587. John White was the leader of the colonists. Some of the colonists built a fort and houses. Croatan Indians helped the colonists.

John White returned to England for supplies. He left his family behind. John White returned in 1590. The colonists were gone. He found the word Croatan on a tree. The colonists were never found.
In 1606 King James I gave permission to the Virginia Company of London to found a settlement in the Chesapeake region of Virginia. That December three ships—the Susan Constant, the Godspeed, and the Discovery—sailed from England with 105 men and boys and 39 sailors. They were to settle Virginia and find gold and a water route to Asia. In May 1607 the ships reached Virginia and sailed up the James River. The men founded Jamestown, which was named after the king, and they proceeded to build the triangular-shaped Fort James. Wooden walls protected houses, the church, and the storehouse inside the fort.

Within a few months more than half the men had died from malaria, starvation, or attacks by Native Americans. In 1608 additional settlers arrived with chickens, pigs, and goats. Under Captain John Smith's strict leadership, everyone had to work hard to keep the settlement from failing. But Jamestown was saved by Chief Powhatan and his confederacy of tribes who traded food for English goods. They also taught the settlers how to plant corn and other Indian crops and how to hunt game in the woods. After Captain Smith returned to England because of an injury, some colonists cut down on the amount of work they did. As a result, so many died during the winter of 1609–1610 that it was called the “starving time.” When the new governor, Baron De La Warr, arrived from England with supplies, he made the colonists plant crops and dig wells.

The settlement grew as bigger houses were built outside the fort walls. In 1612 a Jamestown settler named John Rolfe found a new way to grow tobacco. Tobacco was shipped to England, where it became popular. Soon more and more colonists arrived to make money from growing tobacco. John Rolfe married Powhatan's daughter, Pocahontas. According to legend, Pocahontas once saved John Smith's life.

In 1619 the colonists set up the House of Burgesses, the first elected representative body in the New World. In 1624 the king made Jamestown a royal colony under his control.

No one knows what happened to Fort James. After about 1625 there is no mention of it in any writings. Some people think the fort was destroyed. Others believe it was buried under mud during a flood and archaeologists are searching for it.
Making the Model

To make this model, consider dividing the class into groups of three or four and letting each group make one. Then guide students in following these directions to make the model:

1. Color the pages, as desired.

2. Cut out the map on pages 20 and 21. Tape the edge of page 20 to the edge of page 21, where indicated. Then tape the map to a piece of cardboard for added durability.

3. Cut out the three FORT WALL patterns on page 19. Tape them together as follows:

   - Tape the tab on pattern 1 to the end of pattern 2. (Make sure the pointed ends of the fence face in the same direction and that the slanted edges match up.)

   - Then tape the tab on pattern 2 to the end of pattern 3.

   - Finally, tape the tab on pattern 3 to the end of pattern 1, creating a continuous loop.

Materials

- copies of reproducible pages 19–21 for each group (Enlarge them if possible.)
- crayons, colored pencils, or markers
- scissors
- tape
- 10- by 14 1/2-inch piece of cardboard for each group (optional)

Map It!

Have students find the colony of Virginia on page 19. (Point out that this shows the shape of Virginia during the Colonial era.) Then challenge them to find it on the Thirteen Colonies map (pages 8–9). Students can then label and color it in on the map.
4 Make six folds along the slanted dotted lines, as shown.

5 Cut the doors open on the fort gate. Then place the gate section facedown on the map, as shown. Match the folded corners to the black dots. Tape down the corners, as shown.

6 Continue taping down the folded corners to the black dots on the remaining two sections of the fort wall. Then turn up the fort walls so they stand straight.

7 Cut out the 10 BUILDINGS. Fold and tape the sides of the CHURCH together, as shown. Tape the church, where indicated, inside the fort.

8 Fold and tape each HOUSE as shown. Tape three medium and three large houses inside the fort. Tape two medium and two large houses outside the fort.
Teaching With the Model

1. What was Jamestown? (It was the first permanent English settlement in America.)

2. Look at the people in the corners of the map—Captain John Smith, Chief Powhatan, Pocahontas, and John Rolfe. What do they have to do with Jamestown? (Captain John Smith was a Jamestown leader, and he made the colonists work hard to survive. Chief Powhatan was the leader of the tribes that helped save Jamestown. According to legend, his daughter, Pocahontas, saved Captain Smith’s life. She later married John Rolfe. Rolfe developed a tobacco that would grow in Jamestown. It became the colony’s major cash crop.)

3. Have students use the fort map coordinates to identify landmarks in the settlement and vice versa. Ask questions such as:
   - What is located between C-2 and C-3? (the church)
   - Where are the fields located? (between F-3 and F-4, and between E-1 and F-1)
   - Where is the road located? (between E-2 and F-2)
   - Where are the two boats located? (B-4)
   - Where is the gate located? (between C-3 and C-4)
   - What is located at A-3? (cows drinking at trough)

4. What happened to Fort James? (No one knows. Some people think it was destroyed or was buried under mud during a flood.)
3-D Jamestown Map

Jamestown

Cows

Horses

Church

Storehouse

Gate

Woods

Tape or glue the edge of page 21 here.

Pocahontas

Captain John Smith
3-D Jamestown Map

Draw your own field.

John Rolfe
Powhatan
In 1620 the Pilgrims founded Plymouth in what would become the colony of Massachusetts. The Pilgrims had separated from the Church of England and sought a place to worship as they pleased. The Virginia Company gave the Pilgrims a land grant in Virginia, but their ship, the Mayflower, was blown off course.

In 1629 King Charles I issued a land grant to a group of English immigrants to start the Massachusetts Bay Colony. Many of them were Puritans who also sought religious freedom. Unlike the Pilgrims, the Puritans wanted to reform the Church of England, not separate from it. About 200 Puritan settlers founded Salem.

In 1630 John Winthrop led about 1,000 Puritans to the colony, and they began a settlement called Boston. Other settlements grew around Boston, and within 10 years there were 30 towns and a population of about 20,000 Puritans in the colony. According to the charter that Winthrop and the Puritans brought with them, the colonists could govern themselves—although only adult male members of the Puritan Church could vote or hold office. No other religion was tolerated in the colony.

In 1691 King William united the Massachusetts Bay Colony, Plymouth, and land that would become Maine, into the royal colony of Massachusetts.

In large and small Massachusetts towns, colonists built meetinghouses that served as churches, social halls, and town halls. A meetinghouse was often built at the edge of a field known as a
common—a place that everyone in town could use. At town meetings, adult males met to discuss matters of concern and to elect officials. They also made decisions about governing their community—for example, enacting laws against drinking alcohol and gambling. People who disobeyed the laws could be placed in a pillory—a wooden device with holes in which the head and hands could be locked—in the town center. They could also face more severe punishment.

Boston, the colony’s capital, grew quickly and became a major seaport and trade center. The Old State House was a place for conducting business, and it held the town’s offices. Faneuil Hall housed the city’s first market. In Faneuil Hall, colonists such as Samuel Adams, Dr. Joseph Warren, and James Otis voiced their opposition to British rule. The largest meeting space in Boston was the Old South Meeting House, which was a church. The Paul Revere House, which Paul Revere bought in 1770, is a good example of colonial architecture. The most important aspect of any colonial building was its ability to withstand the elements. Many of these buildings were burned down during the great fires of 1676 or 1711, but they were later rebuilt.

Making the Models

**Map of Old Boston**

Guide students in following these directions to make the model:

1. Color the page, as desired.

2. Cut out the map and the seven small patterns.

3. Tape the SHEEP ON THE COMMON onto the Common on the map. Fold back the flap on the MAN IN THE PILLORY and tape it to the Common. Tape the COWS WALKING TO THE COMMON TO GRAZE nearby.

4. Match the number on each building’s flap to its number on the map. Then tape each building in place.
Teaching With the Models

1. Look at the map of Old Boston.

   ◆ What is the grazing field on the map called? How did it get its name? (*It was called the Common because everyone in town could use this space.*)

   ◆ Find the pillory. What was it used for? (*The pillory was used to punish lawbreakers.*)

   ◆ Find Faneuil Hall. What happened in this building? (*It was Boston’s first market. The hall also had a meetinghouse where people spoke against British rule.*)

2. Why did the Pilgrims and other Puritans move to Massachusetts? (*They wanted the freedom to practice their religion.*)

3. When was Boston founded? (*Boston was founded by John Winthrop and the Puritans in 1630.*) Name one more fact about Boston. (*It became the capital of Massachusetts Bay Colony.*)

4. Look at the Boston Town Meeting Pop-Up Book. What does the scene inside the book show? (*adult men gathering at a meetinghouse to talk about matters important to the people of Boston*)

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**Boston Town Meeting Pop-Up Book**

Guide students in following these directions to make the model:

1. Color the page, as desired.

2. Cut out the book pattern on page 26 and fold it in half.

3. Cut out the pattern depicting the men on page 26. Fold down the tab on each side of the pattern. Then align the pattern with the bottom of the book and tape each tab to the back of the book, as shown.

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**Materials**

- Copy of reproducible page 26 for each student
- Crayons, colored pencils, or markers
- Scissors
- Tape

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**Do More!**

New England town meetings were among the first democratic gatherings in America. Hold a class town meeting in which students elect leaders, record keepers, peacekeepers, and other officials they feel are important to help their class run smoothly. Urge students to introduce and discuss issues of concern to the class and seek ways to resolve them.
Map of Old Boston

1. Old South Meeting House
2. Old State House
3. Faneuil Hall
4. Paul Revere House

Sheep on the Common

Man in the pillory on the Common

Cows walking to the Common to graze
In 1609 Henry Hudson sailed up what is now called the Hudson River. An Englishman, Hudson had been hired by a Dutch company to search for a northwest passage to the Indies and to claim land for the Netherlands. As a result of Hudson’s voyage, the Dutch were able to claim all the land around the river and named it New Netherland.

In 1621 the Dutch West India Company was founded. The company had a 24-year monopoly on the fur trade in America. It began to plan settlements in New Netherland and, in 1624, sent thirty Flemish families to New Netherland. These first settlers were situated throughout the entire colony. Then, in 1625, New Amsterdam was founded on the island of Manhattan at the mouth of the Hudson River. Peter Minuit, the first director general of New Netherland for the Dutch West India Company, arrived a year later and traded with Native Americans goods worth about twenty-four dollars for the island.

The Dutch West India Company ran the colony of New Amsterdam and it became a major trading center and the capital of New Netherland. Dutch settlers arrived, as did Norwegians, Swedes, Africans, and Brazilians. All of the Africans were at first slaves. Some were later freed.

The architecture resembled that of Holland. Most houses were tall and narrow and were built of wood and brick. They had thatched or tiled roofs, which were completed with groups of steps. The door to a step house had top and bottom sections that could be opened separately, and there was a platform called a stoep (stoop) where the family could sit outside.

The colonists farmed and built windmills to grind corn into flour. The windmill building itself could be turned to catch the wind as its direction changed. Poles attached to the windmill and to a wheel made the windmill easy to turn. Inside the windmill, wheels and gears turned stones to grind the grain.

In 1664 Peter Stuyvesant, the last director general, surrendered the colony to the British. They renamed the colony New York after the Duke of York, who was King Charles II’s brother.
Making the Models

**Dutch Step House**

Guide students in following these directions to make the model:

1. Color the page. Then cut out the pieces on page 30.

2. On the front of the HOUSE (the part of the house that has the fence attached), cut the three windows and the door along the thick black lines so they will open.

3. Fold the two house pieces along the dotted lines, and tape together, as shown.

4. Tape the end of the fence attached to the house to the remaining FENCE piece. (Check that the pointed ends of the fence face in the same direction.)

5. Make five creases in the fence along the dotted lines. Then tape the end of the fence to the house, as shown.

6. Place the house on the construction paper square. Tape the fence to the paper. Then fold the TREES and PEOPLE along the flaps and tape them in the yard.
Dutch Windmill

Guide students in following these directions to make the model:

1. Cut out the pieces on pages 31–33 and color them, as desired.

2. Use a pencil to make a hole through the black dot on the WINDMILL ARMS and the WINDMILL BUILDING. Then fold the building along the dotted lines to make a box shape and tape together, as shown.

3. Attach the windmill arms to the windmill building with a brass fastener. The arms should turn freely. Then tape the roof closed.

4. Fold the WINDMILL BASE along the dotted lines and tape the edges together.

5. Roll the white rectangle into a cylinder up to the thin black line and tape closed. Then attach the cylinder to the base by taping the small tabs to the underside of the base. The cylinder should stand upright.

6. Slide the windmill building over the cylinder on the base.

Teaching With the Models

1. What was New Amsterdam? (It was the capital of the New Netherland colony on Manhattan Island.)

2. What type of buildings did the Dutch erect in New Amsterdam? (They built step houses and windmills like those in Holland.)

3. What happened to the New Netherland colony? (The British took over the colony and renamed it New York.)

4. Compare your step house model to a house of today. How are they most different? (There is a step roof on the tall and narrow colonial house.)

5. Explain what a windmill does and how it works. (The windmill building can be turned to face the wind. The windmill arms then catch wind and turn. This makes wheels and gears inside the building turn stones to grind grain into flour.)
Dutch Step House

house

New York

trees

people

house

fence
Dutch Windmill

windmill building
Dutch Windmill

windmill arms
Dutch Windmill

windmill base

Tape here.

windmill cylinder
Maryland
Coin Code

Students learn about Maryland and about different forms of money used in the colonies.

In the early 1630s Catholics in England were often persecuted. When Sir George Calvert, a prominent lord, converted to Catholicism, he had to resign as the English secretary of state. Calvert was still held in high esteem by King James, however, and he was given the title of Lord Baltimore. Later James’s son, King Charles, gave ten million acres of land north of Virginia to Calvert. With the land, Sir George was able to fulfill his dream of building a colony where Catholics and other Christians would be welcome. The new colony was named Maryland in honor of Charles I’s wife, Queen Henrietta Maria. Lord Baltimore, rather than the king, controlled the colony’s administration and defense.

When Sir George died, his son Cecil became the second Lord Baltimore and took charge of the new colony. He sent his younger brother Leonard to be governor of the colony. On February 23, 1634, Leonard Calvert, two priests, 17 Catholic families, and 200 others arrived in Maryland. Soon the colonists elected an assembly and passed laws giving all Christians religious freedom. They built small farms and large plantations. Shipbuilding grew into an industry, and the colony prospered.

Settlers in Maryland and the other colonies could use money to pay for goods and services, or they could barter—exchange goods and services with one another instead of using money. Most of the money in circulation consisted of metal coins. The English Parliament did not allow colonists to make their own coins; in order to keep them from getting rich, it restricted the amount of coins sent to the colonies.

Cecil Calvert had a coin minted in England and sent to Maryland. On the front of the coin was a bust of himself. The family motto “Increase and Multiply” appeared on the other side. The most
Making the Model

1 Photocopy page 37. Invite students to color the page, as desired.

2 Direct students to use the code to fill in the missing words. Then they can match the numbers in the blanks to the corresponding letters in the code.

Materials

- copy of reproducible page 37 for each student
- crayons, colored pencils, or markers

Map It!

Have students find the colony of Maryland on page 37. Then challenge them to find it on the Thirteen Colonies map (pages 8–9). Students can then label and color it on the map.

Maryland Coin Code

The Maryland shilling minted in England had the portrait of Lord Baltimore.

The first coin minted in North America was a shilling made in Boston.

The coin used most in the colonies was from Spain.

Design your own coin for one of the colonies.

Maryland Coin Code

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>N</td>
<td>A</td>
<td>S</td>
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<td>O</td>
<td>L</td>
<td>P</td>
<td>T</td>
<td>I</td>
<td>V</td>
<td>B</td>
<td>R</td>
</tr>
</tbody>
</table>

Maryland

Cecil Calvert

Boston

Spain

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Teaching With the Model

1. Why did Sir George Calvert want to found a colony? (*He wanted a place where people could practice their religion without fear of persecution.*)

2. How did colonists transact business? (*They bartered or paid with money.*)

3. What does bartering mean? (*to trade or exchange goods and services instead of using money*)

4. What kinds of work did colonists in Maryland do? (*farming of small farms and large plantations and shipbuilding*)

5. Share the information given on pages 34 and 35 about Lord Baltimore’s coin, the Spanish eight escudo, and the Boston shilling. Ask students to identify the coins on page 37. (*top, Lord Calvert’s coin; middle, Boston shilling; bottom left, Spanish eight escudo*)

6. Why didn’t England send over more coins or want the colonists to mint their own? (*The British Parliament did not want the colonists to become rich.*)
The Maryland shilling minted in England had the portrait of Lord Baltimore.

The first coin minted in North America was a shilling made in

The coin used most in the colonies was from

Design your own coin for one of the colonies.
Roger Williams founded Rhode Island, the smallest colony, in 1636. He was a Puritan minister who had lived in Massachusetts. Although Williams did not approve of Catholics or Quakers, he said that it was wrong to persecute people if they didn’t follow Puritan beliefs. He spoke out against the king and the colonists for taking land from the Indians without paying for it. For these reasons, Williams was banished to England, but he escaped and was helped by Narraganset Indians. Narraganset leaders Canonicus and Miantonomo granted land to Williams for a settlement, which he named Providence. It became the capital of Rhode Island.

In Providence people could choose their own religion. Catholics, Quakers, Jews—and even atheists—were welcomed. Williams said that religion and government should be separate. He believed that people should be judged by their character and not by how they prayed or how they looked. Other exiles from Massachusetts began settlements in Rhode Island that guaranteed religious freedom, too. Anne and William Hutchinson and William Coddington founded Portsmouth in 1638. Coddington left after a disagreement and established Newport in 1639. Samuel Gorton settled the town of Warwick in 1642. Roger Williams worked to unite all the settlements into one colony, and he succeeded in 1644.

As Rhode Island grew, its coastal towns became centers for shipbuilding and trade. The towns could boast of religious freedom by pointing out Protestant and Catholic churches, Quaker meetinghouses, and Jewish synagogues.
Making the Model

Guide students in following these steps to make the model:

1. Color the pages, as desired.

2. Cut out the two DIORAMA WALLS on pages 41 and 42. Punch two holes in each pattern, as indicated. Also cut open the slits along the solid black lines.

3. Fold the two patterns along the dotted lines, as shown. Then join them with tape.

4. Cut out the WALL SUPPORT on page 43. Tape it to the outer sides of the diorama, as shown. Then tape the diorama onto cardboard, if desired.

5. Cut out the FLOOR SCENES on pages 42 and 43. Fold along the dotted lines. Then cut out the SHIP’S RAILING on page 43. Cut the two slits on the railing.

6. Cut out the BACKGROUND SCENES on page 44. Fold along the dotted lines. Tape the open edges closed, then tape each scene to a straw, as shown.

7. Hang the straws on the hole-punched half circles. Place the floor patterns in the diorama, as shown.

8. Cut out the 10 small patterns and fold the flaps back. Tape a penny to each flap. This will help the pieces stand up.
Teaching With the Model

1. Why did Roger Williams have to leave Massachusetts? (*He spoke out against religious persecution and the taking of Indian land.*)

2. Who were Anne and William Hutchinson? (*They left Massachusetts to pursue religious freedom and founded the town of Portsmouth with William Coddington.*)

3. Challenge students to imagine they are on the deck of a ship sailing into a harbor in a Rhode Island seaport. Have them use one of the four scenes—a ship at sea; a dock where ships moor and are built; a street with an inn where sailors stay; or a street in town with a town hall, synagogue, and Quaker meetinghouse—and the appropriate floor scene to describe what they see, what is going on, and what it has to do with Rhode Island. For instance, the presence of the synagogue and Quaker meetinghouse reflects the religious freedom on which the colony was founded. (Point out to students that in colonial times, houses of worship were not adorned with religious symbols, such as Crosses or Stars of David, as they are today.) The dock reflects the colonial seaport as a center of shipbuilding and trade. Students can fill the scenes using the small people, animal, and object pieces or create their own pieces.

4. Invite students to use their diorama as a stage set and write a play using all four scenes. For instance, a play might be about a new colonist aboard a ship that is soon to arrive in Rhode Island. What is the colonist thinking and feeling? What does he or she know about the colony of Rhode Island? Students can change scenes by lifting the straws and turning them around. Suggested scenes are shown below.

**The Dock**

*After the hunt, the ship docks at the seaport. Sailors unload barrels of whale oil from the ship and replace them with empty barrels made by local barrelmakers.*

**The Inn**

*Sailors can spend the night at the inn, feasting on fresh bread and tasty chowders, meeting townspeople, and playing backgammon. Outside the inn, there is fresh water in the barrel with the dipper.*

**Whaling at Sea**

*The hunt for whales is on. When a spout or tail is spotted, a ship's harpooner and other crew row off to kill a sperm whale.*

**Going to Services or Meetings**

*In the town center stand a synagogue (left), Quaker meetinghouse (middle), and church (right). Rhode Island offers freedom of religion to people of different faiths.*

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**RHODE ISLAND • EARLY INDUSTRY**

Whaling at Sea

The hunt for whales is on. When a spout or tail is spotted, a ship’s harpooner and other crew row off to kill a sperm whale.

The Dock

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The Inn

Sailors can spend the night at the inn, feasting on fresh bread and tasty chowders, meeting townspeople, and playing backgammon. Outside the inn, there is fresh water in the barrel with the dipper.

Going to Services or Meetings

In the town center stand a synagogue (left), Quaker meetinghouse (middle), and church (right). Rhode Island offers freedom of religion to people of different faiths.
New England Seaport Diorama

whale oil barrels

men rowing whaling boat
New England Seaport Diorama

floor scenes

diorama wall
New England Seaport Diorama

towns-people

ship's captain

towns-people

harpooner

background scenes
Pequot Indian Double Diorama

Students make a back-to-back diorama of Pequot Indians hunting and gathering food.

Colonial Days and Ways

The land that became the Connecticut colony was the home of the Pequots and other Native Americans. The first white settler in the Connecticut River valley was fur trader John Oldham. In 1633 he traveled on Native American trails from Massachusetts to the Connecticut River. Along with other settlers, Oldham founded the town of Wethersfield in 1635. As Massachusetts began to get crowded, word spread about the fertile soil along the river, and more settlers moved into the Connecticut River Valley and built farms. Others, such as Minister Thomas Hooker, settled in Connecticut because they were unhappy with Puritan leaders in Massachusetts. Hooker felt that more people in the Massachusetts colony should be allowed to vote. (Only Puritan men who belonged to certain churches could vote.) Hooker and about 100 followers moved south into the Connecticut valley. They established the town of Hartford in 1636. New Haven was founded two years later by John Davenport and Theophilus Eaton. The town had strict laws about how people were to behave. Since the settlers lacked royal approval for their move, Connecticut Governor John Winthrop II went to England to ask for a charter from Charles II. In 1622 the king made Connecticut a royal colony.

In 1636 war broke out between the Pequot Indians and the Connecticut colonists. The most powerful tribe in the Connecticut valley, the Pequots didn’t like giving up their land to white settlers. After Pequot attacks on settlers and traders, Captain John Mason led an attack against the Pequot stronghold. Tragically, hundreds of Native Americans were burned to death. Soon most of the Pequot people in Connecticut had been killed or forced into slavery.

Like other southern New England tribes, the Pequots planted corn and squash, used wild plants for food and medicines, and hunted in the woods and water. While men fished from canoes, women dug in the mud at low tide to collect clams.
Making the Model

Guide students in following these directions to make the model:

1. Color the pages, as desired.

2. Cut out the patterns on page 48. Fold the WOODLAND and SEASHORE SCENES in half along the dotted line. Tape at each side.

3. Turn the seashore scene so it faces you. Tape one end of the SEASHORE STRIP to the left side of the scene and the other to the right side. It should curve, as shown.

4. Cut out the patterns on page 49. Turn the woodland scene so it faces you. Tape the WATER STRIP to it, as shown in step 3.

5. Cut the slits on the CANOE and slide the canoe in place on the water, as shown below. Tape the FISH in the water.

6. Turn the seashore faceup again. Tape the two PEQUOT WOMEN DIGGING FOR CLAMS and the BASKET OF CLAMS on the sand.

Materials

- copies of reproducible pages 48 and 49 for each student
- crayons, colored pencils, or markers
- scissors
- tape

Map It!

Have students find the colony of Connecticut on page 48. Then challenge them to find it on the Thirteen Colonies map (pages 8–9). Students can then label and color it on the map.
Teaching With the Model

1. Who were the first settlers in the Connecticut River valley? (the Pequots and other Native Americans)

2. Have students describe what the Indians in their models are doing. (Men are fishing from a canoe, and women are digging clams when the tide is out.)

3. Who were the first white settlers in Connecticut? Where did they come from? (Westerfield was founded by a fur trader and other settlers from Massachusetts. Many Puritans from Massachusetts also moved to Connecticut.)

4. Why did the white settlers move from Massachusetts to Connecticut? (The land along the Connecticut River was fertile. Also, many Puritans didn’t like the way the Massachusetts Colony was governed.)

5. What happened to the Pequots? (Most were killed during the 1636 war. Those who survived were sold into slavery.)

Although the Pequot people were almost wiped out in the 1600s, today the Mashantucket Pequot Nation is thriving. In 1994 the nation gave ten million dollars to the Smithsonian Institution to help create the Museum of the American Indian in New York City. Have students visit the Web site www.mashantucket.com to find more information about the Pequot Nation. Then ask them to make a time line of events that are important to the Pequot people. Extend the activity by encouraging students to report on an incident or person represented on the time line.
Pequot Indian Double Diorama

Pequot men in canoe

basket of clams

fish

Pequot women digging for clams
Sir Ferdinando Gorges and Captain John Mason received large land grants in New England from James I. Hoping to establish a lucrative fur trade, they sent a few settlers to the area and pumped money into the endeavor. Their efforts failed. In 1634 Gorges and Mason split the land. Gorges got the land north of the Piscataqua River, which would become Maine. Mason took the land south of the river; he named the area New Hampshire after Hampshire County in England.

Settlers migrated to New Hampshire from Massachusetts and England, and they established towns such as Dover, Portsmouth, Exeter, and Hampton. For a time Massachusetts claimed part of New Hampshire, but in 1680 it became a colony in its own right by order of King Charles II.

Settlers in New Hampshire and the other colonies had no electricity. There were no matches; they had to start fires by striking flint with steel to create sparks. The sparks ignited linen or other tinder in a metal tinderbox. On top of the box was a candle socket. The candle held the flame from the tinder and could be used to start the fire that provided heat and light in the home. Colonists made candles from animal fat or plants (from bayberries, for instance). Most candles were made by repeatedly dipping six or eight wick strings into a pot of melted wax. The wicks were hung on sticks called candle rods. After being dipped, the rod was put aside so the wax could cool and harden. Then it was dipped again to add a new layer of wax. A colonist could make more than a hundred candles in a day. Candles were placed in metal candleholders around the house. Some holders stood on tables; some were hung; and some were carried around the house.

Candle-Making Slider
Candleholders
Students learn about candle making in the colonies by making two models.
Making the Models

Guide students in following these directions to make the models:

1. Color the page, as desired. Then cut out all the pieces.

2. Cut open the two slits on the WOMAN and the slit on the POT OF WAX. Insert the DIPPING PIECE into the slits, as shown.

3. Cut the slit open in each CANDLEHOLDER.

4. To make the candleholders stand, fold them along the dotted lines. Slide a CANDLE into the slit in each candleholder, as shown.

Materials

- copy of reproducible page 53 for each student
- crayons, colored pencils, or markers
- scissors
- tape (optional)
- half-sheet of construction paper for each student (optional)

Map It!

Have students find the colony of New Hampshire on page 53. Then challenge them to find it on the Thirteen Colonies map (pages 8–9). Students can then label and color it in on the map.
Teaching With the Models

1. Why did colonial settlers make their own candles? (They had no electricity. Candles were used to light the fire that provided heat and light in the home.)

2. Why was a fire especially important during a New Hampshire winter? (Winters are usually bitterly cold there.)

3. Tell students to dip the candles by pulling up and down on the tabs of the dipping piece. Ask them to explain what is taking place. (The woman is holding a candle rod on which are hung wick strings. She dips the wick strings into the hot wax and pulls them out so the wax can cool and harden. Then she repeats the process until the candles are the size she wants.)

4. Why were candles necessary? (Since there was no electricity, candles lit rooms so people could see.)

5. Ask students to label the back of each candleholder as one that was carried, hung, or stood. Encourage them to explain how they identified each.

6. Students can then tape the candleholders to a half-sheet of construction paper, if desired.
Candle-Making Slider + Candleholders

This candleholder

This candleholder

This candleholder

woman with pot of wax

Dipping piece

candle
A colonial charter under the young Queen Christina of Sweden was issued in 1637 to promote trade, settlement, and the gospel in the New World. Hoping to take advantage of the charter to trade for furs and tobacco, the New Sweden Company hired Peter Minuit, the former governor of New Netherland, to lead an expedition. Two Swedish ships landed at what is now Wilmington on about March 29, 1638. Minuit bought land on either side of the Delaware River from local Native Americans and built Fort Christina. The settlement was the first permanent European settlement in the Delaware valley. New Sweden eventually extended into present-day Delaware, New Jersey, Pennsylvania, and Maryland.

In 1655 Peter Stuyvesant sailed from New Amsterdam and took over New Sweden. It remained a Dutch colony until 1664, when the English captured it as part of New York. Then, in 1682, Delaware became part of Pennsylvania when the Duke of York gave William Penn land in several Delaware counties. During the American Revolution, Delaware declared its freedom from England, separated from Pennsylvania, and set up its own government. In 1787 Delaware was the first colony to ratify the Constitution and so became the first state.

Colonists in New Sweden built log cabins like the ones they had in Sweden. Log cabins were built quickly using logs with bark. Each end of a log was deeply notched on both sides. Then the logs were stacked on top of each other so that the notches fit together. The logs were stacked so that logs from the front and back walls alternated with those of the side walls. At the cabin’s corners, the ends of the logs protruded from each wall. Logs were placed vertically for doors and windows, and a stone fireplace and chimney were built at one end of the cabin. Wood chips and a mixture of moss and clay were used to chink the cracks between logs. A thatched roof or bark roof on poles topped the cabin. The only tool necessary to build a log cabin was an axe.
Making the Model

Guide students in following these directions to make the model:

1. Color the pages, as desired.

2. Cut out the INSIDE CABIN pattern on page 57. Fold up the sides along the dotted lines. (The blank side should face out.)

3. Cut out the PEOPLE, DOG, and FURNITURE. Fold back the tabs and tape them inside the cabin. Then tape the cabin walls together, as shown.

4. Cut out the four OUTER CABIN WALLS on page 58. Crease the two rectangular parts of the roof along the dotted lines.

5. Place each of the outer walls faceup. Using a ruler, fold back the log tabs at the edge of each wall.

6. Place the outer walls facedown, with the folded log tabs underneath. Tape together the walls, as shown.

7. Form the taped walls into a house shape and tape together the last two corners from the inside of the cabin.

MATERIALS
- copies of reproducible pages 57 and 58 for each student
- crayons, colored pencils, or markers
- scissors
- tape
- ruler for each student

Map It!
Have students find the colony of Delaware on page 57. Then challenge them to find it on the Thirteen Colonies map (pages 8–9). Students can then label and color it in on the map.
8 Fold back the log tabs.

9 Tape the roof closed. Then tape the chimney and one window to the appropriate places on the outside of the side walls. Tape the door and other window to the appropriate places on the long outside wall.

10 Place the outer cabin on top of the inner cabin so the outer one can be lifted on and off, as shown.

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**Teaching With the Model**

1 What was New Sweden? *(The Swedish colony founded on land around the Delaware River.)*

2 Why was New Sweden settled? *(Sweden wanted to trade, settle, and spread the gospel in the New World. The New Sweden Company wanted to trade for furs and tobacco.)*

3 Both Peter Minuit and Peter Stuyvesant were governors of another colony, New Netherland, at one time. How were the men important to the New Sweden Colony? *(Peter Minuit led the first settlers to New Sweden and founded Fort Christina. Peter Stuyvesant took over New Sweden and brought the colony under control of the Dutch.)*

4 Challenge students to use their model to explain how a log cabin was built. Do they think building a log cabin was easy or hard? *(Although the only tool needed to build a log cabin was an axe, it was still a hard job.)*

5 What do the log cabins tell you about the environment around New Sweden? *(Woods must have surrounded New Sweden, because a lot of trees were necessary to build cabins.)*
Look-Inside Log Cabin

Delaware

Inside cabin

Woman

Boy

Bed

Table

dog
Look-Inside Log Cabin
Rolling Coach

Students learn about colonial transportation by making a model of a coach.

Charles II granted Carolina to eight high-ranking nobles. They were called proprietors, and their aim was to make money. The proprietors named the colony Carolina in honor of the king. They divided it into Albemarle in the north and Clarendon in the south. Settlers arrived from the Caribbean and later from England. In 1670 Charles Town (later Charleston), the first permanent settlement, was founded and grew into a busy seaport. In 1712 the Carolinas separated into North Carolina and South Carolina. In 1719 King George made South Carolina a royal colony and allowed the colonists to govern themselves. Rice became a major crop, and colonists built large plantations. Many plantation owners in Barbados had used slave labor and then brought these African workers to South Carolina.

As South Carolina and the other colonies grew, roads became more and more important for the transportation of people and goods. Most people walked or rode horses to get from place to place. Farmers relied on wooden carts to transport crops short distances. Wealthy colonists had horse-drawn coaches. During the 1750s the first stagecoach lines started, which provided a transportation system for the British colonies. Taverns were built along the roads to provide food and lodging and to care for horses. Because roads were rocky and bridges were often broken, transportation by coach was often slow and uncomfortable.
Making the Model

Guide students in following these directions to make the model:

1. Color the pages, as desired.

2. Cut out the COACH on page 62. Then fold up the sides and the flaps at the top along the dotted lines. Tape the top flaps on the coach closed.

3. Fold and tape the flaps at the front and back of the coach. Also tape the seat closed.

4. Cut out the WHEELS on page 63 and fold them in half. Attach the two small wheels to the front of the coach by poking a brass fastener through the black circles on each of the wheels, centering them over the black circles on the coach, and securing them to the coach with the fasteners. Repeat for the two large wheels at the back.

5. Cut out the HORSES on page 64. Fold up the two flaps on the long rectangle at the front of the coach. Then tape the horses to the flaps.

Materials:

- copies of reproducible pages 62–64 for each student
- crayons, colored pencils, or markers
- four brass fasteners for each student
- tape
- scissors

Map It!

Have students find the colony of South Carolina on page 62. Then challenge them to find it on the Thirteen Colonies map (pages 8–9). Students can then label and color it in on the map.
Teaching With the Model

1. How did Carolina get its name? (Charles II gave Carolina to eight proprietors. They named it after him.)

2. What crop was grown on Carolina plantations? (rice)

3. How did colonists travel on land? (They walked and rode horses. Farmers used wooden carts. Wealthy people had coaches. Eventually, colonists could take stagecoaches.)

4. Why were roads important to the colonies? (They were used to transport people and goods throughout the colonies.)

5. Challenge students to compare colonial transportation with that of today. How does the coach model compare with a car or bus? What modes of transportation had not yet been invented in colonial times? (There were no cars, buses, trains, or planes in colonial times. A coach had a driver and horses. It could go only as far and as fast as the horses could travel before they tired. Roads and bridges were poor, which made travel slow compared to transportation today.)

6. Cut out the driver and passengers on page 64. Fold the driver in half, tape the two open sides closed, and then tape him to the seat, as shown. Fold back the flap on the passengers and stand them next to the coach.
Rolling Coach
Rolling Coach

front wheels

back wheels
In 1664 the Duke of York, with the blessing of his brother Charles II, took New Netherland from the Dutch. He renamed the colony New York after himself. The duke then gave the land between the Hudson and Delaware Rivers to his friends, Sir George Carteret from the island of Jersey and Lord John Berkeley. In addition to the English, there were Dutch and Swedish settlements on parts of the land. The two men divided the land but agreed there would be religious and political freedom in the colony. Settlers couldn't buy land; they were granted it by Sir Carteret and Lord Berkeley, but had to pay rent tax to them.

In 1674 Lord Berkeley sold his share of the land to Quakers. Sir Carteret and the Quakers decided to split the colony; Carteret took East New Jersey, and the Quakers settled in West New Jersey. Soon other freedom-seekers from England and Europe began to settle in the new colony. Small farms provided the major source of income.

In 1702 Queen Anne united New Jersey and turned it into a royal colony. New Jersey, however, was placed under the authority of the New York governor. It separated from New York in 1738 and was granted its own governor.

Like all colonists, those in New Jersey needed cloth and clothing. Both of these goods were available in shops that imported them from England, but they were expensive, as were tailor-made clothes. In nearly all homes, women made most of the clothes and fabric. They cleaned wool from sheep and then spun it into yarn on a spinning wheel (or spun yarn into thread). This was used for knitting or weaving. The women also spun flax fiber to make thread for sewing or weaving into linen cloth. Many clothes were made from a blend of linen and wool called linsey-woolsey. In the late 1700s, cotton was spun into yarn and woven into cloth.
Making the Model

Spinning Wheel

Guide students in following these directions to make the model:

1. Color the pages, as desired. Then cut out the WHEEL and the SPINNING-WHEEL BENCH pattern on page 68.

2. On the bench pattern, fold down the legs along the dotted lines.

3. Fold down the SPINDLE HOLDER along the dotted lines. Then cut out a slot, as indicated.

4. Slip a toothpick between the two folded sides of the spindle holder. Then tape the sides closed to keep the toothpick in place. Also tape the open edges of the spindle holder to the bench.

5. Fold down the WHEEL SUPPORT along the two dotted lines. Tuck the second fold underneath the bench and tape in place.

Materials

- copies of reproducible pages 68 and 69 for each student *
- crayons, colored pencils, or markers
- scissors
- tape
- brass fastener for each student
- toothpick for each student
- penny for each student

* Tip

If possible, photocopy the spinning wheel patterns on page 68 onto heavyweight paper. This will make the model sturdier.

Map It!

Have students find the colony of New Jersey on page 68. Then challenge them to find it on the Thirteen Colonies map (pages 8–9). Students can then label and color it in on the map.
Who received the land that became New Jersey? What happened to the land? (The Duke of York gave the land to Sir George Carteret and Lord John Berkeley. For a time, the colony was split into East and West New Jersey. Then it was united as the royal colony of New Jersey, but it was under the authority of the New York governor. In 1738 New Jersey was granted its independence and its own governor.)

What is a spinning wheel? (A spinning wheel is a device colonists used to make yarn from wool and thread from flax or yarn.)

Why did most colonists make their own clothes? (Store-bought cloth or tailor-made clothes were too expensive.)

Have students connect the dots on page 69 to find out how a spinning wheel worked. Challenge them to use their spinning wheel models to explain the process.

To attach the wheel, poke a brass fastener through the black circle in the center of the wheel and through the black circles in the wheel support.

For extra support, tape a penny behind the front legs (the end near the wheel). Then tape the two long braces to the back legs, as shown.

Challenge groups of students to research colonial clothing. Assign a different colony to each group. Have them consider the following questions: Did colonists dress as they did in their native countries? Were their outfits colorful or plain? Did the colonists copy Indian dress, such as moccasins? Were there any rules about what they could or could not wear? Then ask students to compare what they wear with what colonists wore.

Do More!
Connect-the-Dots Spinning Wheel

Connect the dots to find out how a colonial spinning wheel worked.

1. A colonial woman uses a **stick** to turn the **wheel**.
2. The wheel turns.
3. The **belt** on the wheel turns.
4. The turning belt turns a **pulley** on the **spindle**.
5. The spindle turns.
6. The spindle twists **wool** into **yarn** or yarn into thread.
7. The woman feeds the wool or yarn until the spindle is full.
William Penn came from a wealthy English family. People were shocked when he became a Quaker. Quakers oppose any type of warfare and refuse to fight. They also refuse to swear allegiance to anyone or anything—king or country. Penn was sent to jail for his beliefs but was later released. Despite his views, he was a favorite of King Charles II. In fact, William Penn’s father loaned the king a large sum of money. As repayment for the loan, William Penn asked the king to grant him land between the colonies of New York and Maryland. He wanted to establish a colony where Quakers and other people would be free to worship as they pleased. In 1681 the king signed the charter for the colony. He named the colony Pennsylvania after William Penn’s father.

William Penn traveled to the colony in 1682. He met with the Native Americans who lived on the land, signed a friendship treaty with them, and paid them for most of the land. He declared that the Leni-Lenape and Susquehannock peoples living in Pennsylvania would be treated fairly. Quakers and other freedom-seekers from England, Germany, France, Scotland, Ireland, and Wales joined Swedes from the New Sweden colony who had already settled on the land.

In addition to being a philosopher and a lawyer, William Penn was a town planner. He turned his talents to planning Philadelphia, the City of Brotherly Love. It grew into a center of religious tolerance, culture, learning, and trade. Thanks to Penn, the city had broad, straight streets that intersected to form square blocks. He wanted plenty of trees and gardens around houses, but the city grew too quickly and land became too valuable for his dream to be fulfilled. More and more people flocked to Philadelphia as streets were paved, red brick buildings were erected, and oil-burning street lamps were installed. By the time of the American Revolution, Philadelphia was the largest city in North America. The Declaration of Independence was signed in Philadelphia on July 4, 1776.
Making the Model

Guide students in following these directions to make the model:

1. Color the page, as desired. Cut out all the patterns. Also cut out the inside of the FOREGROUND.

2. Place the COBBLESTONE STREET facedown and the foreground faceup. Then tape the straight edge of the street to the bottom edge of the foreground, as shown.

3. Curve the BACKGROUND and tape each end to the sides of the foreground, as shown.

4. Tape the back of the cobblestone street to the bottom of the background, as shown. Tape the PEOPLE and ANIMALS inside the diorama.

Materials

- copy of reproducible page 73 for each student
- crayons, colored pencils, or markers
- scissors
- tape

Map It!

Have students find the colony of Pennsylvania on page 73. Then challenge them to find it on the Thirteen Colonies map (pages 8–9). Students can then label and color it in on the map.
Teaching With the Model

1. Ask students to describe what they see in their dioramas. Pose questions such as the following: How was colonial Philadelphia like a city of today? How was it different? (Like cities today, colonial Philadelphia was a population and business center. Unlike today’s cities, it had smaller buildings, cobblestone streets, and oil lamps.)


3. What does the name Philadelphia mean? How is that name related to the founding of Pennsylvania? (Philadelphia means the City of Brotherly Love. Pennsylvania was founded as a place where Quakers and people of all religions could enjoy freedom of religion.)

4. How did Penn plan Philadelphia? (Penn designed straight streets that intersected to form square blocks. He wanted lots of trees and gardens around houses, but the city grew too quickly to continue such plantings.)

5. How did Penn treat the Leni-Lenape and Susquehannock peoples? (He treated them as friends and with respect. He paid them for most of the land in his colony.)

Many citizens of Pennsylvania were known throughout the colonies for their achievements. Have students select one of the following to research: Benjamin Franklin, Benjamin Rush, Benjamin West, Betsy Ross, John Bartram, or David Rittenhouse. Encourage them to report their findings in creative ways—for instance, in poems or songs, trading cards, or in a newspaper format.
James Oglethorpe was troubled by the plight of debtors in England. People who couldn’t pay their bills were thrown into jail. They weren’t allowed to work, so they couldn’t earn any money. Their only chance of being released was if relatives or friends managed to pay their debts for them. Oglethorpe wanted to found a colony where debtors could go instead of being sent to prison and also for the working poor. In 1730 he received a royal charter for the colony from King George II.

Oglethorpe arrived in Georgia with 120 colonists of many faiths. He made treaties with the local Native Americans, who helped the colonists survive. Oglethorpe outlawed drinking and slavery in the colony and envisioned Georgians living and working on small farms. The colonists had other ideas. They built plantations and bought slaves to work the fields of rice, indigo (a plant used to make blue dye), tobacco, and cotton. Unfortunately, Oglethorpe lost his money in trying to make the colony a success and finally had to relinquish control of it. Georgia was taken over by the king in 1752.

Plantations usually had growing fields, gardens, stables, storehouses, slave quarters, the owner’s house, and kitchen houses where food was prepared and smoked for preservation. While landowners became wealthy, their slaves suffered and often were punished severely if they tried to escape to freedom.

Lift-and-Look

Students make a model of a plantation to learn about life in colonial Georgia.
Making the Model

Guide students in following these directions to make the model:

1. Color the pages, as desired. Cut out each pattern along the outer solid lines.

2. Cut out the flaps on the plantation on page 77.

3. Place the plantation on top of the pattern on page 78. Tape together, as shown. Open the flaps to view what is underneath.

Materials
- copies of reproducible pages 77 and 78 for each student
- crayons, colored pencils, or markers
- scissors
- tape

Map It!

Have students find the colony of Georgia on page 76. Then challenge them to find it on the Thirteen Colonies map (pages 8–9). Students can then label and color it in on the map.
Teaching With the Model

1. Why did Oglethorpe found Georgia? *(He founded it as a place for debtors.)*

2. Explain whether Oglethorpe’s idea was a success. *(No, the colonists built large plantations instead of small farms. In trying to make the colony a success, Oglethorpe lost his money.)*

3. What crops were grown on Georgia plantations? Who provided the labor? *(rice, indigo, cotton, and tobacco; slaves)*

4. Challenge students to guess what each flap shows. Then have them lift each flap and describe what they see.

5. Point out the lawn, orchard and garden, and dock. What do students think the importance of each was? *(The lawn was to make the owner’s house look beautiful and grand. The garden and orchard were for growing food and herbs. The dock provided a landing for boats that picked up crops and people and transported them elsewhere.)*
Lift-and-Look Plantation

crop storehouse

owner's house

kitchen

blacksmith

carpenter

slave quarters

rice

cotton

indigo

tobacco

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Resources

Books for Teachers

Colonial America: A Complete Theme Unit Developed in Cooperation With the Colonial Williamsburg Foundation by Mary Kay Carson (Scholastic, 1999). This unique book is full of background information; hands-on activities; a read-aloud play; a poster that covers colonial history, government, and daily life; and a section on how historians and archaeologists collect information.


* Settlers on the Eastern Shore by John Anthony Scott (Facts on File, 1991). This comprehensive sourcebook documents the struggles colonists encountered in the New World.

Books for Students

Early American Trades Coloring Book and Early American Crafts and Occupations Coloring Book by Peter F. Copeland (Dover, 1980). Through coloring, students learn about the crafts and occupations that colonists relied upon to thrive.

Colonial Days by David C. King (John Wiley and Sons, 1997). This work of fiction contains more than 40 activities that help students understand what life was like in Massachusetts in 1732.

Colonial Times: 1600–1700 by Joy Masoff (Scholastic, 2000). This book depicts daily life in colonial times through photographs from living museums such as the Jamestown-Yorktown Foundation, the Colonial Williamsburg Foundation, the Mashantucket Pequot Museum and Research Center, and more.

If You Lived in Williamsburg in Colonial Days by Barbara Brenner (Scholastic, 2000). Answers to questions such as Did people in colonial times keep pets? and Did children have storybooks to read? help explain what everyday life was like in colonial Williamsburg.

The Jamestown Colony by Gail Sakurai (Children’s Press, 1997). This short book describes the difficulties colonists in Jamestown had to overcome.
Jamestown Rediscovery II: Search for 1607 James Fort by William M. Kelso (The Association for the Preservation of Virginia Antiquities, 1996). This lively work explores what is known about Fort James and what happened to it.

Making Thirteen Colonies by Joy Hakim (Oxford University Press, 1993). This well-written and illustrated book traces the history of the United States from the founding of the colonies to the opening of the Wilderness Road in 1775. This is book 2 in the History of U.S. series.

North America in Colonial Times: An Encyclopedia for Students edited by Jacob Ernest Cooke and Milton M. Klein (Charles Scribner’s Sons, 1998). This superb four-volume encyclopedia is perfect for students who are researching just about anything pertaining to colonial America.

Our Strange New Land: Elizabeth’s Diary, Jamestown, Virginia, 1609 and The Starving Time: Elizabeth’s Diary, Book Two, Jamestown, Virginia, 1609 by Patricia Hermes (Scholastic, 2000/2001). In these works of historical fiction, nine-year-old Elizabeth Barker records in her diary what life is like in the Jamestown colony.

Visiting Our Past: America’s Historylands (National Geographic Society, 1977). This classic work focuses on historic sites. It includes photos of people reenacting what colonial life was like.

Web Sites

The Colonial Williamsburg Foundation
www.colonialwilliamsburg.org
This site contains a tour of colonial Williamsburg with an emphasis on daily life there. It includes classroom-tested lesson plans.

Mashantucket Pequot Museum & Research Center
www.mashantucket.com
Help students learn about the Pequot Nation at this site.

Plimoth Plantation™:
The Living History Museum of 17th-Century Plymouth
www.plimoth.org
Expand students’ knowledge of the first colonists in Massachusetts by checking out this Web site, which features a museum, a library, and recommendations for further reading.

The Time Page
www.timepage.org
Visit this Web site and look under Colonial Cycle and 13 Originals for connections to databases, encyclopedias, archaeology, and historic sites relating to each of the thirteen colonies.

Independence Hall Association
www.ushistory.org
Part of this Web site focuses on colonial Philadelphia and its environs.

Please note that these Web sites were current when this book went to press.