

Colonial Life in New Jersey



Lesson creators: Beth Raff, Patricia Sellar and Ann Cartmell, Auten Road Intermediate School, Hillsborough New Jersey

Grade level: 3-5

Objectives:

Students will demonstrate an understanding of what life was like for European colonists in New Jersey in the 1600 and 1700s.

New Jersey Student Learning Standards:

- 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
- 6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies
- 6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
- 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
- 6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
- 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.
- 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- 6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.
- 6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
- 6.1.5.HistoryCA.1: Craft an argument, supported with historical evidence, for how factors such as

demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.

Common Core ELA Standards:

- RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.3 Explain...ideas or concepts in a historical...text
- RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text
- RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.4.10 Read and comprehend informational texts...
- W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly
- W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience
- W.4.7 Conduct short research project that builds knowledge through investigation of different aspects of a topic
- W.4.9 Draw evidence from ...informational texts to support analysis, reflection and research
- SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one...)
- SL.4.2 Paraphrase ...information presented in diverse media,...including orally

Focus Questions:

Why do people move to other places?

- Who were the settlers, where did they come from and where did they settle?
- Why did Europeans leave their homes to settle in America in the 1600-1700s?
- What were the opportunity costs?
- Why did the colonists choose to settle where they did?

Where did European settlers build their farms, homes and towns? (Maps)

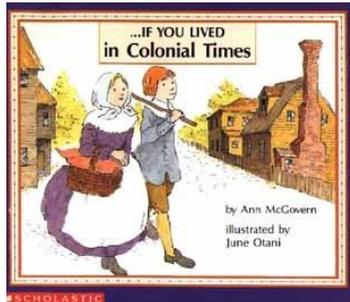
- Dutch in Bergen along west bank of Hudson River, 1660
- Swedes in South Jersey
- English Quakers along the Delaware River
- Compare settlement in NJ with that in New England and Virginia

What were the British colonies in America like in the 1770s?

- What is a colony?
- Why were colonies beneficial to the mother country?
- How do you start a new life?
- What was colonial life like in the North American colonies?
- How did life in the North American colonies differ from life in Europe?
- Who didn't have freedom?
- What does self-sufficient mean?
- What was indentured servant?
- Why did we have slaves in colonial America?
- Compare the lives of slaves, indentured servants, and apprentices in British colonial North America

How did life in colonial times differ from life today?

Supplementary Resources:



- *...If you lived in Colonial Times* (Ann McGovern)
- *Voices of Colonial New Jersey* (National Geographic)
- *Colonial Life* (Children's Press)
- *Colonial America* (Capstone Press)(Students can choose several endings.)
- *Outrageous Women of Colonial America* (Furbee--(Jossey-Bass)
- *We the People: The Citizen and the Constitution*, Lesson 1 (Center for Civic Education, 2011)

Activities/Procedures:

1. Students create a map of colonial New Jersey. Students locate some of the early settlements on the map (handout 1) and color code approximate regions where different European settlers lived (Swedes, Dutch, French, British Protestants, Quakers, French Protestants (Huguenots)). For information on New Sweden go to <https://libraries.psu.edu/about/collections/unearthing-past-student-research-pennsylvania-history/new-sweden-brief-history>
2. Students divide into groups and use graphic charts (handout 2) to explain the economic, religious, or other reasons for Europeans immigrating to New Jersey and America in the 1600-1700s, and describe the challenges they encountered.
 - Many early colonists came to America primarily to earn money by trading with the Native Americans for their furs. Later, when word spread of the bounty of the wide expanse and natural resources in America, many came to earn their living by farming. Land in Europe by limited and owned only by wealthy people. America was a very large place compared to most countries in Europe.
 - Economic reasons. There was space in America for people to settle and own land. In Europe only the rich could afford to buy land. Land in America was cheap.
 - Other European colonists settled in America because they were not allowed to practice their religious beliefs in Holland, France, Britain or other European countries.
3. Research life in colonial New Jersey for children, Native Americans, women, slaves, indentured servants and prepare a comparison chart (handout 3) about the level of freedom, and the ability to earn income, travel, and to own property.
 - Most settlers were self-sufficient farmers. They meant that they grew and made everything that they needed: food, clothing, tools, household goods. Some had indentured servants to help them. In the southern colonies some people had large plantations with hundreds of slaves. African people had been brought to work as slaves. By 1775 there were half a million African slaves in North America (20% of the total population of 2.5 million).

- An indentured servant was a colonist who didn't have the money to pay for his voyage to America had someone else pay those costs and then he had to work for that person for a period of years, usually 5-7, and then was free to do as he pleased.
 - A slave was a colonist who was brought here against his or her will to work on a plantation, small farm or in a city, without wages but with room and board. According to the 1790 census, there were 11,423 slaves in New Jersey, out of a population of 184,139 people. Slaves were 6.2% of the colonial population in New Jersey,
4. Celebrate Colonial Day—after reading about colonial times, have students dress and act as colonists in New Jersey. Each student can be given a different role: e.g., blacksmith, barber, tanner, hunter, farmer, etc. Students will take a walk in the footsteps of a colonial person and be exposed to various aspects of colonial life. Some suggestions include:
- Colonial Tavern
 - Colonial Games
 - Quill & Ink
 - Native American Wampum Bracelets
 - Colonial Dancing
 - Colonial Music

Attached are Handout 4: Costume Ideas for Colonial Times; Handout 5: Colonial Day Sample Schedule; Handout 6: Planning Schedule for Colonial Day; and Handout 7: Colonial Day Vendors.

Assessment

1. Write a letter from a colonist to the family or a friend back in Europe, describing what life was like in colonial New Jersey, and whether it was better or worse than the country they left.
2. Group Wordle/Tagul
3. Illustration
4. Storyboard That (website for creating cartoon-like storyboards)
<http://www.storyboardthat.com/>
5. Thank you notes
6. Poll of Likes/Dislikes
7. Acrostic Poems
8. Top Ten List
9. Class Discussion

Extension

There are many houses, churches and other buildings from the colonial period still standing in New Jersey. Visit or research information about East Jersey Olde Town Village, a reconstructed colonial village in Piscataway (<https://visitnj.org/nj-historic-sites-memorials/east-jersey-old-town-village>), or an historic building in your town or elsewhere in New Jersey from the 1630s-1770s. Go to http://en.wikipedia.org/wiki/List_of_the_oldest_buildings_in_New_Jersey#Colonial_era for information about many colonial buildings in New Jersey. Have students prepare a short presentation about the colonial buildings to the class.

Handout 1: where did early colonists settle in New Jersey?



Handout 2: Why did people come to the North American colonies in the 1600 and 1700s?

	Religious	Economic	Other
Swedes			
Dutch			
English Protestants			
Quakers			
French Protestants			

Handout 3: Comparing freedoms

	Freedom	Ability to earn income	Ability to travel	Ability to own property
White Men				
White Women				
Indentured Servants				
Slaves				
Children				

Handout 4: **COSTUME IDEAS FOR COLONIAL TIMES**

Hear Ye! Hear Ye! Below you will find some suggestions for costumes to wear on Colonial Day. Please note that costumes are *optional*, but they do add to the fun!

Pants for men:

- roll up your pants to the knee
- wear baseball or sweat pants with bottom elastic that can be pulled up to your knees

Socks:

- tall baseball or soccer socks
- knee socks for girls

Shirts:

- plain button down/oxford shirt
- shirts with a ruffle

Skirts:

- long skirt from a parent or sibling
- wear a white apron over the skirt



Wig/Hair for men:

- cotton ball wig - You can Google this!
(http://www.ehow.com/how_4841899_powdered-wig-cotton-balls.html)
- a ponytail tied with a black or dark ribbon
- baby powder in your hair for the white wig effect

Additional items for men:

- vest from a suit
- ascot/scarf around the neck

Additional items for women:

- shawl

Eyeglasses:

- rounded, wire framed glasses

Hats:

- Tri-corner hat for men - will be made in social studies class
- Bonnet for women - will be made in social studies class



PLEASE DO NOT GO OUT AND BUY ITEMS!!!!

Handout 5: **COLONIAL DAY SAMPLE SCHEDULE**

Time	Name of Activity
9:30 - 10:00	<p>Opening Assembly (whole fifth grade)</p> <ul style="list-style-type: none"> ● Town Crier ● Reading of Proclamation ● Musical Performance - singalong ● Recognition of Program Cover Contest Winners
10:00 - 12:20	<p>Colonial Activities in Fifth Grade Homerooms & Off-team Locations - 30 minutes each</p> <ul style="list-style-type: none"> ● Colonial Tavern ● Colonial Games ● Quill & Ink ● Native American Wampum Bracelets ● Colonial Dancing ● Colonial Music ● Quilting ● Cross-Stitching ● Colonial Artifacts ● Tin Punching ● Marble Making
12:20 - 2:00	<p>Colonial Buffet Lunch & Colonial Outdoor Games (40 minutes each)</p> <ul style="list-style-type: none"> ● Game of Graces ● Trap Ball ● Hopscotch ● Quoits ● Rolling the Hoop ● Tag
2:00 -3:00	<p>Old Barracks Fife & Drum Corps (whole fifth grade)</p>
3:00 - 3:45	<p>Reflection Activities in homerooms</p> <ul style="list-style-type: none"> ● Written response ● Wordle ● Illustrations ● Storyboard

Handout 6: **PLANNING SCHEDULE FOR COLONIAL DAY**

September	<ol style="list-style-type: none"> 1. Make list of vendors and presenters to contact for Colonial Day 2. Reach out to off team activity teachers who may lead activities. 3. Contact Milan Rose Photography 4. Contact District Media Person 5. Set Release Day for Colonial Committee to meet in May to organize materials for distribution for Colonial Day.
October	<ol style="list-style-type: none"> 1. Contact vendors 2. Order supplies
November	<ol style="list-style-type: none"> 1. Colonial Ambassador Visits to fifth grade homerooms- put on calendar
December	
January	<ol style="list-style-type: none"> 1. Reach out to Home and School for parent volunteers 2. Talk to Sodexo about special lunch
February	<ol style="list-style-type: none"> 1. E-vites to special guests
March	<ol style="list-style-type: none"> 1. Contact Mayor's office regarding Township Committee Meeting in May and Proclamation 2. Print Contest Flyers
April	<ol style="list-style-type: none"> 1. Recruit 6th grade Colonial Day Ambassadors 2. Notify 5th grade teachers about Colonial Day Ambassadors coming during Advisory. 3. Colonial Day Cover contest - announce 4. Scheduling 5. Reach out to Mayor - Proclamation 6. Generate enthusiasm for the day by creating a bulletin board/display of past Colonial Day activities.
May	<ol style="list-style-type: none"> 1. Distribute materials 2. Create Colonial Day hats in Social Studies 3. Select & train 6th grade Colonial Day Ambassadors 4. Notify 6th grade HR teachers and lunch aides 5. Send instant alert to parent volunteers 6. Extended HR dedicated to Colonial Day (run by 6th grade Colonial Day Ambassadors) 7. Attend Township Committee Meeting / Proclamation 8. Print and copy Colonial Day programs 9. Release Day for Planning Committee 10. Discuss Colonial Day lunch with lunch aides 11. Scheduling 12. Easels for signs for outdoor games
May/June	<ol style="list-style-type: none"> 1. Set date for next year. 2. Meet as a committee to reflect on the day to discuss what worked, what didn't work 3. Talk about assigning committee members specific jobs to complete 4. Supplies returned and organized into boxes and into closet 5. Make list of items that need to be replaced and not replaced 6. Thank yous - to parent volunteers, staff, etc. 7. Google Doc to staff for feedback

Handout 7: **AUTEN ROAD INTERMEDIATE SCHOOL COLONIAL DAY VENDORS**

American Woodcrafters Supply Co. (americanwoodcrafterssupply.com) <ul style="list-style-type: none">• wooden circles for whirligigs	1-800-245-5116
Cooperman Company (historylives.com) <ul style="list-style-type: none">• colonial games	1-802-463-9750
John Neal Bookseller (johnnealbooks.com) <ul style="list-style-type: none">• containers for ink	1-800-369-9598
Kress Design 2 (kressdesign2.com) <ul style="list-style-type: none">• poster of Rules of Civility	1-814-954-7640
Museum of Early Trades & Crafts (metc.org) <ul style="list-style-type: none">• craft presenters	1-973-377-2982
Nancy's Notions (nancysnotions.com) <ul style="list-style-type: none">• fabric for quilting	1-800-833-0690
Nasco (enasco.com) <ul style="list-style-type: none">• general art supplies	1-800-558-9595
Old Barracks Museum (www.barracks.org) <ul style="list-style-type: none">• Fife & Drum Corps	1-609-396-1776
R.E. Davis Company (redaviscompany.com) <ul style="list-style-type: none">• colonial toys & games	1-419-833-1200
Sax Arts & Crafts (store.schoolspecialty.com)	1-800-558-6696
School Specialty (www.schoolspecialty.com)	1-888-388-3224
ShopRite local vendor	1-800-746-7748 or
Staples (www.staples.com)	1-866-508-3656

The Colonial Williamsburg Foundation
(www.history.org)

1-888-965-7254

- music cds & colonial games

Tom & Marianne Tucker
(tuckerstales.dot5hosting.com/TMTUCKER.htm)

1-215-885-7073

- colonial music performers