

# Settlers in a New Land – New England Colonies

**Grade Level:** Third Grade

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**Length of Unit:** 7 lessons

## I. ABSTRACT

This unit includes all of the concepts presented in the third grade Core Knowledge Sequence on the New England colonies. Students are given the opportunity to participate in a variety of activities that will broaden their knowledge on the colonies. The topics covered include geography, economics, religious beliefs of the Pilgrims and Puritans, and colonial life in the colonies.

## II. OVERVIEW

### A. Concepts

1. Develop an awareness of the general location of the New England colonies.
2. Understand the basic economic problems of scarcity and bartering confronting the New England colonies.
3. Understand how religious belief systems affected the colonists' actions, and recognize the need for the sanctity of life and respect for the individual. Learn about the governmental policies of the colonies that disregarded the value of human life or condoned inhuman practices.
4. Understand the nature of the New England colonies' cultures: their architecture, medical practices, education, social structure, and recreation.

### B. Content

1. American History: New England Colonies

## III. BACKGROUND KNOWLEDGE

### A.. Teacher Resources

1. Hirsch, E. D. (1992). *What Your Third Grader Needs to Know*. New York: Delta Publishing.
2. Rybak, Bob. (1994). *Life as a Colonist: A Teacher Resource Book*. Torrance, CA: Frank Schaffer Publications, Inc. ISBN 0-86734-562-4
3. Sewall, Marcia. (1986). *The Pilgrims of Plimouth*. New York: Simon & Schuster Children's Publishing Division. ISBN 0-689-31250-4

## IV. RESOURCES

### A. Literature Selections

1. Gleiter, J. & Thompson, K. (1995). *Pocahontas*. Austin, TX: Raintree Stick Vaughn Publishers. ISBN 0-8114-9350-4
2. Knight, J. E. *Jamestown: New World Adventure*. Troll Associates. ISBN 0-89375-725-X
3. Sewall, M. (1986). *The Pilgrims of Plimouth*. New York: Simon & Schuster Children's Publishing Division. ISBN 0-689-31250-4

### B. Student References

1. Hakim, J. (1993). *A History of Us: Making Thirteen Colonies*. New York: Oxford University Press. ISBN 0-19-509507-3
2. Smith, C. (1991). *A Sourcebook for Colonial America: Arts and Science*. Brookfield, CT: Milbrook Press. ISBN 1-56294-037-6

3. Smith, C. (1991). *A Sourcebook of Colonial America; Battles in a New Land*. Brookfield, CT: Milbrook, Press. ISBN 1-56294-034-1
  4. Smith, C. (1991). *A Sourcebook of Colonial American: Daily Life*. Brookfield, CT: Milbrook Press. ISBN 1-56294-038-4
  5. Smith, C (1991). *A Sourcebook of Colonial America: Governing and Teaching*. Brookfield, CT: Milbrook Press. ISBN 15-56294-036-8
- C. Activity Books
1. Fredricks, A. D. (1991). *Social Studies through Children's Literature*. Teacher ideas Press.
  2. Gibson, K. & Ives, T. (1995, October/November). Map of the colonies in 1775. *The Mailbox – Primary*, 6.
  3. Rybak, B. (1994). *Life as a Colonist: A Teacher Resource Book*. Torrance, CA: Frank Schaffer Publications, Inc. ISBN 0-86734-562-4

## V. LESSONS

### A. Lesson One

1. Daily Objectives
  - a. Lesson content
    - (1) An introduction and explanation of the geography of the New England colonies
  - b. Concept Objective
    - (1) Develop an awareness of the general location of the New England colonies
  - c. Skill Objectives
    - (1) The student will name the four New England colonies.
    - (2) The student will compare and contrast the location of the colonies and the present-day states.
2. Materials
  - a. labeled United States map
  - b. worksheet – Appendix A
  - c. string
  - d. crayons
  - e. sticky tack
3. Key Vocabulary/Spelling:
  - a. colony – a region ruled by a faraway government
  - b. Massachusetts
  - c. Connecticut
  - d. Rhode Island
  - e. New Hampshire
4. Procedures
  - a. List on the board the names of the four New England colonies.
  - b. Point out to the students where the present-day states that evolved from the New England colonies are located within the United States. Also point out the surrounding geography, including the Atlantic Ocean and Canada.
  - c. Have a student volunteer stick one end of a piece of string on present-day Massachusetts.
  - d. Show and discuss with the student where the original colony of Massachusetts was established.
  - e. Have the student volunteer stick the remaining end of the string on the area that was once the colony.

- f. Have the students label and color-code the Massachusetts colony on their maps.
  - g. Repeat steps (c) – (f) with Rhode Island, Connecticut, and New Hampshire.
5. Evaluation/Assessment
- a. As the student complete their personal map of the New England colonies, walk around and check the accuracy of their work.

**B. Lesson Two**

1. Daily Objectives
  - a. Lesson Content
    - (1) A listing and explanation of the economy that developed in the New England colonies
  - b. Concept Objective
    - (1) Understand the basic economic problems of scarcity and bartering confronting the New England colonies
  - c. Skill Objectives
    - (1) The students will create a plan of negotiation based on the given list of supplies needed for their group.
    - (2) The students will judge the effects of the bartering system and scarcity of goods by completing the given activity.
2. Materials
  - a. signs or posters signifying the individual groups: ship builders, fishermen, lumberjacks, and slave traders
  - b. a listing for each of the groups stating what supplies they need – Appendix B
  - c. 28 strips of paper – each with an individual good written on it
  - d. a bowl
3. Key Vocabulary
  - a. barter – to trade by an exchange of goods
  - b. negotiate – to discuss with another person how to settle a matter
  - c. lumberjack – someone who works with lumber
4. Procedure
  - a. Discuss with the students the economy of the New England colonies. Include an explanation of each of the occupations (including needed supplies): ship building, fishing, lumbering, and slave trading. Also discuss the form of payment (trade) for a good. Point out that England did not pay the colonists in money but by trading goods. This made currency scarce in the colonies.
  - b. Discuss the vocabulary of the lesson. Explain that to obtain something that a person needed, that person had to bargain (barter) with the person who had the goods.
  - c. Divide the students into four groups. Assign each group one of the occupations. Signify their group’s occupation by placing the appropriate sign in front of them.
  - d. Give each group its respective list of supplies needed to complete its work.
  - e. Each group draws seven strips out of the bowl. The group then compares what goods it drew out of the bowl with the list of supplies it needs.
  - f. After the groups have determined what supplies they drew that they do not need, they must each appoint one person to find another group that has a needed good and barter/negotiate for it.
  - g. Explain to the groups that they must find another group that has the supplies they are lacking. Then they must find out what that group needs in return. If the group that holds the needed supply does not need what the other group has to offer, no trade can be made. If the groups are compatible, a trade can

be made and the groups' jobs can be complete. (Note: Except for saws and ropes, only one group has the needed supply of another group.)

5. Evaluation/Assessment:
  - a. Observe the groups as they work, looking for correct business procedure and proper negotiations.
  - b. Evaluate the whole class by determining if every group obtained their needed supplies. If each group has all their supplies, the group was successful in their negotiations.
  - c. Have each group give a narrative of their bartering experience: was it successful? What problems were encountered? What was the specific negotiation? Did they enjoy bartering for their needs?

### C. Lesson Three

1. Daily Objectives
  - a. Lesson Content
    - (1) An account of the journey and way of life of the Pilgrims in the Massachusetts Bay Colony.
  - b. Concept Objective
    - (1) Understand how religious belief systems affected the colonists' actions, and recognize the need for the sanctity of life and respect for the individual. Learn about the governmental policies of the colonies that disregarded the value of human life or condoned inhuman practices.
  - c. Skill Objectives
    - (1) Writing from the point of view of a Pilgrim, the student will create a journal of his/her experience sailing on the *Mayflower* to the Massachusetts Bay Colony.
    - (2) In the journal, the student will include and describe at least four of the conditions the Pilgrims had to endure on the *Mayflower*.
2. Materials
  - a. Sewall, Marcia. *The Pilgrims of Plimoth*. New York: Simon & Schuster Children's Publishing Division, 1986. ISBN 0-689-31250-4
  - b. journal page – Appendix C
3. Key Vocabulary
  - a. Pilgrims – English settlers founding Plymouth colony in 1620; a person who journeys to foreign lands (pilgrim)
  - b. *Mayflower* – the ship the Pilgrims sailed to the Massachusetts Bay Colony
  - c. compact – an agreement
  - d. Mayflower Compact – written agreement of laws for the Pilgrims
4. Procedure
  - a. Read the book *The Pilgrims of Plimoth* to the class.
  - b. Discuss with the class the aspects of their journey and settlement in the Massachusetts Bay Colony. Some aspects to include are:
    - (1) the Pilgrims left England seeking religious freedom in the colonies
    - (2) the conditions of the journey – 102 on board, 66 days, no fresh air, no room, little food, etc.
    - (3) the Mayflower Compact
    - (4) Gov. William Bradford
    - (5) a hard winter with little food
    - (6) Thanksgiving celebration
  - c. Each student uses the journal page to write a journal entry as if he/she were a Pilgrim (use first person). The entry should be at least two paragraphs and

should include a description of at least four of the conditions endured on the journey.

5. Evaluation/Assessment
  - a. Review each entry for length, correct content, and the minimum number of conditions required to be described.

#### **D. Lesson Four**

1. Daily Objectives
  - a. Lesson Content
    - (1) An explanation of the Puritan way of life in the New England colonies
  - b. Concept Objectives
    - (1) Understand how religious belief systems affected the colonists' actions, and recognize the need for the sanctity of life and respect for the individual. Learn about the governmental policies of the colonies that disregarded the value of human life or condoned inhuman practices.
    - (2) Understand the nature of the New England colonies' cultures: their architecture, medical practices, education, social structure, and recreation
  - c. Skill Objectives
    - (1) The student will compose a play that summarizes the life of the Puritans in the New England colonies
    - (2) The students will develop their own *New England Primer*.
2. Materials
  - a. a long piece of bulletin board paper (white or light-colored)
  - b. markers
  - c. tape
3. Key Vocabulary
  - a. Puritans – a group of English settlers who wanted to purify and simplify the Church of England
  - b. purify – to return to original state
4. Procedure
  - a. Activity One
    - (1) Read the following excerpt to the students:

“The Puritans were an English group who disagreed with the philosophies and teachings of the Church of England. They wanted to “purify” and simplify the ways of worship. However, they also wanted to remain members of the Church of England. In 1628, John Endicott, a Puritan minister from England, received permission to start a Puritan colony in Massachusetts Bay. Endicott started his colony with fifty settlers. As more Puritans arrived in Massachusetts Bay Colony, their settlements expanded. By 1640, more than twenty thousand settlers had come to the Puritan colonies in North America. Boston, the largest of the Puritan settlements, became the capital. The church was the center of the Puritan village. Puritan homes were built around a village green or common which belongs to all the people. People who were not Puritans could live in the colony but they had to live by Puritan laws. Puritan laws were very strict; everyone had to attend all church services, taxes must be paid to support the church, and only true Puritans could vote or be elected to office. Daily living was also governed by Puritan laws. It was against the law to wear colorful clothing or jewelry. Dancing, gambling, and playing games were forbidden and Sundays were for rest and worship, not travel or work.

”

Punishment was often severe: an offender might be set in the stocks or even banished for the colony. Adapted from Exploring & Colonizing America by Irvin Green and Anne Leschen

- (2) Discuss the above information with the students. Also, discuss the descriptions of the Puritans' (and colonists in general) homes, food, education, family life and duties, medicine, and recreation.
  - (3) Give the students a topic for a play to be performed as part of the unit's culminating activity. A topic suggestion is "A Day in the Life of the Puritans." Discuss with the students the duties and responsibilities of each person in the Puritan life. Then facilitate the class's writing of a play. Ask questions to prompt discussion and ideas and write ideas on the board. Have the students dictate lines of the play, and record them in the script.
  - (4) After the play is written, assign roles (have the class vote on a procedure to assign the roles) and practice the play once a day until the day of presentation.
- b. Activity Two
- (1) Describe or give examples of the *New England Primer*.
  - (2) Have the students create their own updated version of the *New England Primer* by assigning pairs of students two letters (or the appropriate number depending on the number of students) of the alphabet.
  - (3) Have each pair write and illustrate a two-line rhyme for their assigned letter(s). This is due no later than the day of the culminating activity.
  - (4) Post the large bulleting board paper on the wall. Write the alphabet vertically on the paper. The pairs can write their rhymes in their respective space as they complete their assignment.
5. Evaluation/Assessment
- a. Evaluate the script for content. Check for correct content and accurate characteristics of the Puritan way of life.
  - b. Evaluate the *New England Primer* activity according to participation, inclusion of the assigned letter, and completion of the assignment.

## E. Lesson Five

1. Daily Objectives
  - a. Lesson Content
    - (1) A study of the religious beliefs of Roger Williams and Anne Hutchinson, the treatment they received for those beliefs, and the subsequent forming of the Rhode Island colony
  - b. Concept Objective
    - (1) Understand how religious belief systems affected the colonists' actions, and recognize the need for the sanctity of life and respect for the individual. Learn about the governmental policies of the colonies that disregarded the value of human life or condoned inhumane practices.
  - c. Skill Objectives
    - (1) The student will be able to summarize the beliefs of Roger Williams and Anne Hutchinson.
    - (2) The students will use a persuasive technique to defend their position on the given topic.
2. Materials – none
3. Key Vocabulary
  - a. tolerance – respecting beliefs or practices different from one's own
  - b. persecution – to cause to suffer because of beliefs

- c. debate – to discuss or examine a question by presenting and considering arguments on both sides
- d. exile – to banish a person from his or her native place
- 4. Procedure
  - a. Introduce Roger Williams and Anne Hutchinson to the students. Explain their individual religious beliefs and the persecution they suffered because of those beliefs.
  - b. Raise the question of whether or not these two people should have been exiled for their beliefs. Allow a few moments for the students to think about both sides of the argument and gather their thoughts.
  - c. Divide the student into two groups. Assign each group a side of the debate: one group should argue that the Puritans were right in their behavior toward Williams and Hutchinson, and one group should argue that the treatment Williams and Hutchinson received was not fair. Explain to the groups that they do not have to really agree with the side they were assigned, but that the purpose of the activity is to understand both sides of the issue, and develop communication skills.
  - d. Establish rules for the debate. As a class, discuss what procedures will be taken to speak and what behavior will be allowed during the debate. As the teacher, assume the role of moderator for the debate. Note: Make sure all members of each group get an opportunity to state their feelings and thoughts.
- 5. Evaluation/Assessment
  - a. After the debate, have the student write a paragraph describing what skills they found they needed to debate the issue, how they felt during the debate (threatened, attacked, frustrated, etc.), and if they think Williams and Hutchinson could have experienced some of those feelings also.

## **F. Lesson Six**

- 1. Daily Objectives
  - a. Lesson Content
    - (1) The dates and events concerning the establishment and settling of the Connecticut and New Hampshire colonies
  - b. Concept Objective
    - (1) Understand how religious belief systems affected the colonists' actions, and recognize the need for the sanctity of life and respect for the individual. Learn about the governmental policies of the colonies that disregarded the value of human life or condoned inhuman practices.
  - c. Skill Objectives
    - (1) The student will combine and present information in a sequential order.
    - (2) The student will construct a 10 question quiz, including an answer key, from information they have gained from the timeline.
- 2. Materials
  - a. a roll of banner paper
  - b. markers
  - c. rulers
  - d. a list of important dates and information of both colonies – Appendix D
- 3. Key Vocabulary
  - a. charter – an official document from the king granting the settlement of land
- 4. Procedure
  - a. Introduce Connecticut and New Hampshire as the last two New England colonies that were formed.

- b. Divide the student into small groups
  - c. Provide each group with the list of dates and information on both colonies.
  - d. Explain to the student that their groups are to create a timeline of the events on the list, using the supplied materials. Instruct the groups to combine the two lists and place the information on one timeline. Each group should have the opportunity to be creative in the way they construct their timeline. The only guidelines needed are the sequential order of the combined events and neatness.
  - e. After the groups have constructed their timeline, have each construct a quiz based on information from the timeline. The quiz should be of reasonable length and should contain fair questions. A format can be specified if needed.
  - f. Give each group an opportunity to present their timeline to the rest of the groups.
5. Evaluation/Assessment
- a. Have the groups exchange quizzes and answer the questions in their small groups without looking at their timelines. Then allow them to grade the quizzes and discuss the questions that were missed.

## **G. Lesson Seven**

1. Daily Objectives
  - a. Lesson Content
    - (1) A discussion of the crimes and punishments of the colonies
  - b. Concept Objective
    - (1) Understand the nature of the New England colonies' cultures: their architecture, medical practices, education, social structure, and recreation.
  - c. Skill Objectives
    - (1) The students will develop a set of laws and consequences that they would use if they were to settle a colony.
    - (2) The students will analyze the laws and consequences the New England colonists used.
    - (3) The students will examine laws that govern lives and analyze them in the context of their environment.
    - (4) The students will simulate a trial in a colonial court.
2. Materials
  - a. simple costumes or name tags to distinguish roles
  - b. gavel
  - c. row of chairs for the jury (number to be determined by the teacher)
  - d. seat for the judge
  - e. witness seat
  - f. listing of crimes and punishments taken from colonial history – Appendix E
3. Key Vocabulary
  - a. innocent – freedom from blame
  - b. guilty – having committed a crime
  - c. prosecution – in a court of law, the side that seeks legal punishment of another
  - d. defendant – in a court of law, the person charged with a crime
  - e. jury – the group of people who decide guilt or innocence and punishment if needed
  - f. plea – a defendant's answer to charges made against him

- g. stocks – a wooden frame with holes in which the feet and hands can be locked; in colonial days, criminals were placed in stocks for public disgrace as punishment for their crime
- 4. Procedure
  - a. Have students develop laws for their settlement if they were to join a colony. They should also agree upon punishment for crimes committed.
  - b. Share with the student some of the crimes and punishments from colonial history. Then compare and contrast their list with the colonial list.
  - c. Next, hold a mock colonial trial. Have the students decide on a crime and punishment from the colonial list. (It is suggested that the students be required to choose from some of the less violent crimes.)
  - d. Assign or vote on roles in the trial: judge, jury, prosecution, and defendant.
  - e. Hold a mock trial: have the formal charges read against the defendant, allow the prosecution to argue, the defendant to plea, the jury to decide on a punishment, and the judge to sentence the criminal. (The trial should stop here without carrying out the punishment.)
- 5. Evaluation/Assessment:
  - a. Monitor the students' procedures in the mock trial. Make sure they follow the correct steps. Discuss their thoughts and impressions of colonial law and punishment.

## VI. CULMINATING ACTIVITY

- A. Colonial Day
  - 1. Puritan Play (Lesson 4)
  - 2. Butter Churning
  - 3. Ink Making
  - 4. Candle Making
  - 5. Colonial Museum
  - 6. Wood Cutting
  - 7. Colonial Games
  - 8. Colonial Dress
  - 9. Make Model Colonial Houses
  - 10. Colonial Feast

\*Note: It is recommended that the culminating activity take place after completing a study of all thirteen colonies. Otherwise, the unit is interrupted. This activity is designed to be a colonial fair for students and their families to attend, but can be modified for use as part of the school day

## VII. BIBLIOGRAPHY

- A. Fredricks, A. D. (1991). *Social Studies through Children's Literature*. Teacher ideas Press.
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## **APPENDIX B**

### **Ship builders**

lumber  
nails  
cloth for sails  
hammers  
saws  
wood sealant  
ropes

### **Fishermen**

hooks  
bait  
string  
wood  
nets  
knives  
fresh water containers

### **Slave traders**

food  
water  
boats  
chains/shackles  
clothes  
wagons  
blankets  
nails

### **Lumberjacks**

axes  
ropes  
wagons  
oxen/horses  
saws  
planing tools  
chisels

## APPENDIX D

### **Connecticut Dates:**

**1636** – Thomas Hooker, a Puritan minister, and 100 followers move west of the Massachusetts Bay Colony to start the colony of Connecticut.

**1650** – Settlements in Connecticut set educational standards similar to those in Massachusetts.

**1675** – King Philip's War, between English colonists and Native American tribes, causes damage and destruction of some of Connecticut's colonial towns.

**1687** – To assert royal authority, Royal Governor Sir Edmund Andros demands Connecticut's original charter; according to some accounts, colonists hide the charter in a hollow oak tree in Hartford to frustrate Andros.

**1701** – The Rev. John Pierpont, a Congregationalist, charts the Collegiate school at Saybrook, Connecticut. The school later becomes Yale University.

### **New Hampshire Dates:**

**1693** – A new postal service links Portsmouth, New Hampshire with Boston.

**1761** – New Hampshire gets its first public transport when Englishman John Stavers opens a stagecoach line between Portsmouth and Boston.

**1769** – Dartmouth College is founded in New Hampshire to train ministers for the Congregational Church.

## APPENDIX E

The following cases are taken from colonial history.

- ☞ A soldier was found guilty of killing a man during a riot in Boston. It was decided that the killing could have been avoided. This was part of what became known as the Boston Massacre. Punishment: The man was allowed to enter a plea of clergy. He was branded on the thumb and released.
  
- ☞ In January, a woman was found guilty of continually scolding her husband in public and embarrassing him. Punishment: Four dunks in the pond, which was amended to one after the first dunk because of the weather.
  
- ☞ In Virginia, two men were found guilty of being Quakers and preaching publicly and creating a nuisance after being told to desist. Punishment: Given 32 lashes with a corded whip, pilloried, and banished.
  
- ☞ A man was found guilty of stealing. He was unable to return the stolen goods and he had no property to give the man from whom he stole. Punishment: He was forced to act as the victim's servant for a period of two years.
  
- ☞ A man was found drunk leaving a tavern and disturbing the peace. This was his third offense. He had already been forced to see a minister and had been once reprovved publicly in court. Punishment: Twelve hours in the stocks.
  
- ☞ In Virginia, a man was found guilty of severely criticizing the governor in explicit terms. Punishment: He had his arms broken, his tongue bored through with an awl, was forced to walk a gauntlet of 40 soldiers, and then was banished from the fort. He was also expected to pay 200 pounds.
  
- ☞ Massachusetts Bay, 1642: Three men were found guilty of raping a nine-year-old girl. Punishment: One man was forced to pay a fine and had his nostril slit and seared. He was forced to wear a rope around his neck for 10 years. The other two were fined and whipped.
  
- ☞ Two ministers' sons, students at Harvard, were found guilty of burglary. They were caught in the act. Punishment: Whipping.
  
- ☞ In Boston, a man was found guilty of kissing his wife in public on the Sabbath Day. He had returned home after being gone on a sailing voyage for the past three years. Punishment: Two hours in the stocks.

Adapted from Life as a Colonist by Bob Rybak