

Expert Pack: Growing Up in the Early Colonies

Submitted by: LearnZillion

Grade: 5

Date: March 2015

Topic/Subject

Life of kids in Jamestown and Plymouth settlements

Texts/Resources

Sets may include a number of different types of resources. Include up to 12 – 15 resources total.

Book(s)

1. Giles and Metacom
2. Molly Bannaky
3. The Thirteen Colonies
4. Who's Saying What in Jamestown, Thomas Savage?

Article(s)

5. "Education in the 13 Colonies"
6. "Jamestown Kids: Life Was Harsh, but There Were Some Fun Times."
7. "Parks in the 13 American Colonies"

Other Media

10. <http://ngm.nationalgeographic.com/2007/05/jamestown/jamestown-standalone>
11. www.plimoth.org/learn/just-kids/talk-pilgrim
12. http://www.scholastic.com/scholastic_thanksgiving/letters/Mayflower_letter1.htm

Each expert pack contains a variety of selections grouped to create as coherent and gradual a learning process for students as possible, generally beginning with lower levels as measured by quantitative and qualitative measures, and moving to more complex levels in the latter selections. This graded approach helps support students' ability to read the next selection and to become 'experts' on the topic they are reading about.

Refer to annotated bibliography on the following pages for the suggested sequence of readings.

Rationale and suggested sequence for reading:

What were the childhood challenges of kids in early colonial America?

The Expert Pack (EP) starts with a letter a girl writes home to her aunt in England about the first winter in Plimoth and how difficult life is there because of the cold, lack of food and disease. The heartfelt letter from a child's perspective paints a vivid picture of life's hardships in the colonies and hooks students' interest in learning more about a kid's life at the beginning of American history. The reading demands are manageable and offer a solid introduction to some of the vocabulary and knowledge that will offer access to subsequent materials in the Pack. To build on this initial image of life in the early colonies for children, students read *Who's Saying What in Jamestown, Thomas Savage?* (biography of the interpreter for Jamestown and the surrounding native Americans, Chapter 1). Through the eyes of a 13 year-old orphan, students grow their knowledge about life in the early colonies and the dynamic with the surrounding indigenous Native American communities. Next, students read two sections from *The Thirteen Colonies*, pgs.9-21 as rich background on how and why Jamestown and Plimoth colonies were established. From here students read an informational article by an expert on Jamestown, "Jamestown Kids: life was harsh . . ." in which general living conditions for early young

colonists is described in sections including roles, chores, and play growing students' knowledge of life in the early colonies for kids before doing a deeper dive.

The middle chunk of the EP's trajectory is a deeper dive into the experiences of young colonists as well as layering in more knowledge about life in the early colonies through a variety of modalities:

- *Giles & Metacom* (excerpt pg. 18-28 last full paragraph, narrative about a Plimoth boy who is saved by Metacom, the son of the Native American sachem)
- "Education in the 13 Colonies" (short informational article that describes the education options for boys; girls were not educated)
- "Parks in the 13 American Colonies" (short informational article that describes the purposes of commons in colonies)
- Colonial speech-auditory available "Talk Like a Pilgrim" website with auditory recordings of old English used in the colonies)
- Segments from the Jamestown portion of the website, America in 1607: Jamestown and the Powhatan

To cap off the EP unit, students read the nonfiction picture book *Molly Bannaky* with historically accurate illustrations that portrays the life of Molly Walsh, a British girl who arrives in the colonies as an indentured servant, claims her own tobacco farm, frees and marries her slave Bannaky and are the grandparents of Benjamin Banneker.

The Common Core Shifts for ELA/Literacy:

1. Regular practice with complex text and its academic language
2. Reading, writing and speaking grounded in evidence from text, both literary and informational
3. *Building knowledge through content-rich nonfiction*

Though use of these expert packs will enhance student proficiency with most or all of the Common Core Standards, they focus primarily on Shift 3, and the highlighted portions of the standards below.

College and Career Readiness Anchor Standards for Reading Literary and/or Informational Texts (*the darkened sections of the standards are the focus of the Expert Pack learning for students*):

1. ***Read closely to determine what the text says explicitly and to make logical inferences from it;*** cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. ***Determine central ideas or themes of a text and analyze their development;*** summarize the key supporting details and ideas.
10. **Read and comprehend complex literary and informational texts independently and proficiently**

Annotated Bibliography
and suggested sequence for reading

1060L Letters from a Pilgrim Child Autumn 1620

Author: Unknown

Genre: Historical Fiction

Length: Word count 381

Synopsis: A Pilgrim girl writes home to England about the first winter in Plimoth and how difficult life is there from the cold, lack of food and disease.

Citation: Letters from the New World: Teaching Tips | Scholastic.com. (n.d.). Retrieved from https://www.scholastic.com/scholastic_thanksgiving/letters/Mayflower_letter1.htm

Cost/Access: \$0.00 Recommended Student Activities: Wonderings

810L Who's Saying What in Jamestown, Thomas Savage?

Author: Jean Fritz

Genre: Nonfiction

Length: Chapter 1 (pg.6-18)

Synopsis: The chapter allows the reader to meet Thomas Savage, a 13 year old orphan who came to Jamestown in 1607 as a captain's boy to Christopher Newport. Thomas would be sent to live with the Powhatan to learn their language and serve as an interpreter.

Citation: Fritz, J., & Comport, S. (2007). *Who's Saying What in Jamestown, Thomas Savage?* G. P. Putnam's Sons: New York, NY.

Cost/Access: \$3.80 <http://www.amazon.com/Whos-Saying-Jamestown-Thomas-Savage/dp/0142414018>

Recommended Student Activities: Quiz Maker

940L The Thirteen Colonies

Author: Marc Tyler Nobleman

Genre: Nonfiction

Length: pg. 4, 5 and 9-21

Synopsis: The introduction on pages 4 and 5 sets the stage for how and why Europeans chose to come to the New World to establish colonies and the hardships involved. Then Jamestown and Plymouth are spotlighted as early colonies, along with the prominent leaders and people who settled there.

Citation: Nobleman, M. (2002). *The Thirteen Colonies*. Minneapolis: Compass Point Books.

Cost/Access: \$7.95 <<http://www.goodreads.com/book/show/4177242-the-thirteen-colonies>>

Recommended Student Activities: Quiz Maker

1000L Website: America in 1607: Jamestown and the Powhatan

Author: National Geographic

Genre: Nonfiction

Length: NA

Synopsis: This is an interactive website where students can explore the Jamestown settlement. Appropriate tabs and chapters have been selected for this expert pack: Explore the Fort, What's Cooking: Hunt, Fish, Cook, Chapter 4 (2:56), Chapter 5 (3:11), The Colonists' Diet 2:45, Cooking at Jamestown (1:50), Rat Jawbone (text only), Exploring the New World: Mapping, Virginia Before and After Jamestown

Citation: Jamestown - Interactive - National Geographic Magazine. (n.d.). Retrieved February 24, 2015, from <http://ngm.nationalgeographic.com/2007/05/jamestown/jamestown-standalone>

Cost/Access: \$0.00 Jamestown - Interactive - National Geographic Magazine. (n.d.). Retrieved February 24, 2015, from <http://ngm.nationalgeographic.com/2007/05/jamestown/jamestown-standalone>

Recommended Student Activities: Picture of Knowledge

1120L "Jamestown Kids: Life was Harsh but There Were Some Fun Times"

Author: Catherine Correll-Walls

Genre: Nonfiction

Length: Word count 767

Synopsis: This is a description by a research historian of what life was like for kids in Jamestown. The author includes anecdotes from the lives of actual Jamestown European children as well as Powhatan.

Citation: Correll-Walls, C. (2005, October 1). Jamestown Kids: Life was Harsh but There Were Some Fun Times. Retrieved February 23, 2015.

Cost/Access: \$0.00 If you do not have local access, this article can be found in many online databases; ask your school or public librarian for assistance.%%

Recommended Student Activities: Pop Quiz

590L Giles and Metacom: A Story of Plimoth and the Wampanoag

Author: Pamela Dell

Genre: Historical Fiction

Length: pg. 18-28

Synopsis: This is a description of the friendship between a Plimoth boy and a Wampanoag boy told through the voice of the Pilgrim boy, Giles; he learns much from and appreciates Metacom's way of life.

Citation: Dell, P. (2003). *Giles and Metacom: A story of Plimoth and the Wampanoag*. Excelsior, Minn.: Tradition Book.

Cost/Access: \$22.95 http://www.goodreads.com/book/show/1575801.Giles_And_Metacom

Recommended Student Activities: Students should create a list of things Giles learned from Metacom

950L Education in the 13 American Colonies

Author: NA

Genre: Nonfiction

Length: Word count 280

Synopsis: This is a description of how kids were educated in the colonies; boys went to school while girls did not. Schooling occurred at home or in small schools and began so children could read the Bible.

Citation: *Social Studies for Kids*. (2015). Retrieved January 23, 2015, from <http://www.socialstudiesforkids.com/articles/ushistory/13colonieschool.htm>

Cost/Access: \$0.00

Recommended Student Activities: Wonderings

970L Parks in the 13 American Colonies

Author: NA

Genre: Nonfiction

Length: Word count 189

Synopsis: This is a description of how villages had open areas or parks in the center of the town called a common, where children played games familiar to kids today (e.g., tag, hopscotch), adults met, and livestock grazed.

Citation: *Social Studies for Kids*. (2015). Retrieved January 23, 2015, from <http://www.socialstudiesforkids.com/articles/ushistory/13coloniespark.htm>

Cost/Access: \$0.00 Recommended Student Activities: Wonderings

NA Talk like a Pilgrim

Author: NA

Genre: Nonfiction

Length: NA

Synopsis: This website provides many examples of common phrases used today and how they would have sounded in 17th century English. Children can listen to someone speak the phrases.

Citation: Talk like a Pilgrim. (n.d.). Retrieved February 24, 2015, from <http://www.plimoth.org/learn/just-kids/talk-pilgrim>

Cost/Access: \$0.00

Recommended Student Activities: Listen to recordings on the website. Students could then try to make their own recordings for others to decipher.

AD720L Molly Bannaky

Author: Alice McGill

Genre: Historical Fiction

Length: unpagged

Synopsis: This is a historically correct story of Molly Walsh who is banished to Maryland as an indentured servant in 1683. She completes her servitude, stakes a claim of land and eventually marries a slave she freed. They are the grandparents of Benjamin Banneker.

Citation: McGill, A., & Soentpiet, C. (1999). *Molly Bannaky*. Boston, Mass.: Houghton Mifflin.

Cost/Access: \$8.99 <http://www.amazon.com/Molly-Bannaky-Chris-K-Soentpiet/dp/0547076762>

Recommended Student Activities: Quiz Maker

Supports for Struggling Students

By design, the **gradation of complexity** within each Expert Pack is a technique that provides struggling readers the opportunity to read more complex texts. Listed below are other measures of support that can be used when necessary.

- Provide a brief **student-friendly glossary** of some of the academic vocabulary (tier 2) and domain vocabulary (tier 3) essential to understanding the text
- Download the Wordsmyth widget to classroom computers/tablets for students to access student-friendly definitions for unknown words. <http://www.wordsmyth.net/?mode=widget>
- Provide brief **student friendly explanations** of necessary background knowledge
- Include **pictures or videos** related to the topic within and in addition to the set of resources in the pack
- Select a small number of texts to **read aloud** with some discussion about vocabulary work and background knowledge
- Provide **audio recordings** of the texts being read by a strong reader (teacher, parent, etc.)
- **Chunk the text** and provide brief questions for each chunk of text to be answered *before* students go on to the next chunk of text
- Pre-reading activities that focus on the **structure and graphic elements** of the text
- Provide **volunteer helpers** from the school community during independent reading time.

Why Text Sets Support English Language Learners

Those acquiring English as a second language have to learn many words in English to catch up with their English-only peers. Vocabulary builds at a much quicker pace when reading a set of connected texts. Text sets are an adaptable resource perfect for building knowledge and vocabulary. Student use of text sets can vary in terms of independence or teacher supports based on the individual needs of the students in the room. Activities found within the text set resources reflect several best practices for English Language Learner instruction including:

- Providing brief, engaging texts that provide a high volume of reading on a topic.
- Providing web-based resources and/or videos that are tied to the content of the texts students are reading.
- Providing opportunities for students to learn new vocabulary through the use of student-friendly definitions in resource-specific glossaries.
- Allowing for options to reinforce newly learned vocabulary and/or content through graphic organizers.
- Providing opportunities for students to reinforce new vocabulary through multi-modal activities including written work, group discussion, viewing visual content, and reading texts that feature the vocabulary.

Teachers of ELLs may use the protocols on the following pages to provide additional support to students who are struggling to access the content within text sets because they are new to English.

ELL Text Set Protocol Grades 3-12

The goal of text sets is to help students build knowledge through a volume of independent reading, and it is important that educators provide scaffolds to allow English Language Learners to be successful in engaging meaningfully with the texts, even as students are still developing English language skills. The protocol below can be used for teaching with text set resources as a full class. Students can also be trained on the protocol so that they can utilize text sets in small groups or partnerships as a resource for independent or reciprocal reading and study.

Please note that this protocol includes options for teachers. Individual decisions should be made considering the needs of the students and the demands of the content, keeping in mind that the goal of each scaffold is to allow students to meaningfully access the text and move toward independent, knowledge-building reading.

Step one: Build knowledge and vocabulary.

Introduce students to the overall topic/content of the text set, including knowledge demands needed to engage in the content, and domain-specific vocabulary necessary for comprehension. This should be done prior to engaging with the texts themselves; time allotted to this activity should reflect student needs (anywhere from 5 minutes prior to reading, to a full day's lesson is appropriate).

Options for this step include:

- Engage students in reading and discussing auxiliary texts (of lesser complexity) and resources (illustrations, photographs, video clips) on the topic of the text set.
- Pre-teach a few key content-specific terms prior to students engaging with a text set. (Ideas for text-focused vocabulary instruction can be found [here](#).)
- Provide the student-friendly glossary included in the text set prior to reading each text.
- When possible, allow students to read texts in their home language about the topic under study.

Step two: Read text orally.

Focusing on one resource at a time, allow students to listen to a fluent read of the resource, while following along with their own copy of the text.

Options for this step include:

- Have a fluent reader model the first read of a text or resource.
- Have students engage in a buddy/partner read.
- Use recordings of the text to provide additional opportunities to hear expert reading.

Step three: Engage in group discussion about the content.

Allow students time in partnerships or small groups to discuss the content of the resource.

Options for this step include:

- Allow for discussion/conversation (in the students' home language if possible) with a small group of students reading the same text set prior to writing or provide heterogeneous language groupings to talk about content and discuss what students are learning.
- Have students refer to the student-friendly glossary included with each text set to identify meanings for new vocabulary necessary for comprehension.

Step four: Write about what was read.

Options for this step include:

- Use the "Rolling Knowledge Journal" and/or "Rolling Vocabulary Journal" as a shared writing routine/graphic organizer to help to scaffold the writing process and capture student knowledge over time.

- Provide students with several supports to help students engage in writing/drawing about what they read:
 - Use mentor texts about which students can pattern their writing.
 - Allow them to write collaboratively.
 - Show students visual resources as prompts, etc.
 - Provide language supports such as strategically chosen sentence starters.

Repeat steps one through four with each resource in the text set as appropriate.

Text Complexity Guide

Title, by Author

1. Quantitative Measure

Go to <http://www.lexile.com/> and enter the title of the text in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database. You can also copy and paste a selection of text using the Lexile analyzer.

<u>720-narrative</u>
<u>1140-note</u>

2-3 band 420 -820L
 4-5 band 740 -1010L
 6-8 band 925 - 1185L
 9 -10 band 1050 – 1335L
 11 – CCR1185 - 1385

2. Qualitative Features

Consider the four dimensions of text complexity below. For each dimension*, note specific examples from the text that make it more or less complex.

Meaning/Purpose	Structure
<p>The idea that Molly Bannaky’s life is a result of historical context, hard work and fearlessness is revealed through connecting the details and inference. The connection to the famous scientist Ben Banneker can only be grasped through the Historic Note, which is critical to linking the story to subsequent US history. <i>moderately complex</i></p>	<p>The historical narrative structure is chronological and supportive of comprehension. However, the Historic Note at the end is non-narrative and critical to a full understanding and is more complex than the rest of the text. <i>very complex</i></p>
<p>Both academic vocabulary (seep, penalty, bondage, callused, juted, etc) and language of the era as well as farming terms (lord, gallows, indentured servant, etc.) make the narrative more complex. The Historic Note contains even more challenging vocabulary (exile, retribution, ephemerides, almanac, duration, etc.). <i>very complex</i></p>	<p>A knowledge of slavery at this time in colonial history and a basic knowledge of farming will be needed to support comprehension. The end of the story and the Note jump ahead in time and must be linked by the reader in order to grow a deep understanding of the text. <i>moderately complex</i></p>
Language	Knowledge Demands

3. Reader and Task Considerations

What will challenge students most in this text? What supports can be provided?

- The world knowledge demands are greatest around slavery and its introduction in early colonial America when the culture was more accepting and less punitive. A short explanation of this history and dynamic will support students.

*For more information on the qualitative dimensions of text complexity, visit http://www.achievethecore.org/content/upload/Companion_to_Qualitative_Scale_Features_Explained.pdf

- A basic understanding of the struggle required to start and sustain a farm and the vocabulary associated with farms. Words defined in a glossary will support students.
- Linking the narrative to the Historic Note to grow deeper meaning of the text is critical. A glossary of challenging words and a note that warns the text is shifting structures from narrative to informational will help students shift their thinking and connect the two for a much deeper understanding.

Expert Pack: Growing Up in the Early Colonies

Submitted by: LearnZillion

Grade: 5

Date: March 2015

Learning Worth Remembering

Cumulative Activities – The following activities should be completed and updated after reading each resource in the set. The purpose of these activities is to capture knowledge building from one resource to the next, and to provide a holistic snapshot of central ideas of the content covered in the expert pack. *It is recommended that students are **required** to complete one of the Cumulative Activities (Rolling Knowledge Journal or Rolling Vocabulary) for this Expert Pack.*

1. Rolling Knowledge Journal

1. Read each selection in the set, one at a time.
2. After you read *each* resource, stop and think what the big learning was. What did you learn that was new *and important* about the topic from *this* resource? Write, draw, or list what you learned from the text about (topic).
3. Then write, draw, or list how this new resource added to what you learned from the last resource(s).

Sample Student Response

Title	Write, Draw, or List	
	New and important learning about the topic	How does this resource add to what I learned already?
1. “Letters from a Pilgrim Child Autumn 1620”	<ul style="list-style-type: none">• The girl’s father was punished for worshipping the Separatist Church• Life was so hard and dangerous for the Pilgrims in America; much harder than in Europe• Until new homes were built on land, Pilgrims lived onboard the ship until they were ready• They suffered from the cold, disease, Indian attacks and starvation	<ul style="list-style-type: none">• The letter (read through the voice of a girl at the time in Old English) helped me understand how Pilgrims spoke.• I knew that life was difficult for the Pilgrims, but did not realize how difficult. The letter provides many examples of their hardships.
2. <u>Who’s Saying What in Jamestown, Thomas Savage?</u>	<ul style="list-style-type: none">• Thomas Savage was an actual ship captain’s boy to Christopher Newport aboard the <i>John and Francis</i> to Jamestown in 1607• Captain Newport sent Thomas to live with the Powhatan to learn their language and serve as an interpreter	<ul style="list-style-type: none">• Orphans were sent alone to the new world to fend for themselves• Children (particularly boys) played important roles in developing relationships between Europeans and natives
3. <u>The Thirteen Colonies</u>	<ul style="list-style-type: none">• Europeans thought gold, silver & other riches would be found in the New World	<ul style="list-style-type: none">• Europeans had unrealistic expectations about what life in the New World would be like

	<ul style="list-style-type: none"> • Most people came to the New World for political & religious freedom • Jamestown (first successful settlement 1607) probably would not have survived without John Smith • The successful farming of tobacco established: plantations, indentured servants, slavery • Plymouth (second successful settlement 1620) established by those seeking religious freedom, Pilgrims 	<ul style="list-style-type: none"> • Each colony had natives who helped them through hard winters and taught them how to survive
4. Website: <i>America in 1607: Jamestown and the Powhatan</i>	<ul style="list-style-type: none"> • The colonists built a triangular fort for their settlement as protection from the Indians • Colonists learned to seine fish, hunt and cook all sorts of wildlife • Before the colonists arrived in 1607, there were 15,000 Indians in the Chesapeake area; by 1670, settlers needing land to grow tobacco, had pushed Indians away from fertile waterfront, only 2,000 Indians remained 	<ul style="list-style-type: none"> • The first structure the settlers built was a fort • Settlers ate snapping turtle, snake and sturgeon • There were four boys in the original Jamestown settlement, the youngest age 9 • Colonists took most of the fertile land from the Indians to grow tobacco
5. "Jamestown Kids: Life Was Harsh but There Were Some Fun Times"	<ul style="list-style-type: none"> • Jamestown kids were often orphans who worked hard • Many Jamestown boys became interpreters between the Europeans and the Powhatan and served as ambassadors in maintaining friendly relations between the two groups 	<ul style="list-style-type: none"> • Young boys had a very important role as interpreters between the two peoples; they must have felt torn in their loyalties • As hard as things were, kids still enjoyed games and sports with the Indians
6. <u>Giles and Metacom: A Story of Plimouth and the Wampanoag</u>	<ul style="list-style-type: none"> • Giles (the Pilgrim boy) learns Metacom (the Wampanoag boy) is much like himself • Giles learns many practical and helpful things about surviving in his new land from Metacom 	<ul style="list-style-type: none"> • Although from different cultures and languages, these boys became friends • The Wampanoag viewed the English as a threat • Pilgrims brought disease with them to Plimouth which killed many Indians
7. "Education in the 13 American Colonies"	<ul style="list-style-type: none"> • In New England, kids learned about Christianity before 	<ul style="list-style-type: none"> • The reason for learning to read was

	<p>anything else, starting with learning to read the Bible</p> <ul style="list-style-type: none"> • Middle Colonies schools were also religious but Southern Colonies kids were taught at home • Girls were not allowed to attend school • Kids learned a trade to take over the family business 	<p>so children could read the Bible</p> <ul style="list-style-type: none"> • Nowhere in the colonies were girls ever allowed to attend school
8. "Parks in the 13 American Colonies"	<ul style="list-style-type: none"> • The common area in the center of the village was where everyone gathered • Children played outdoor games here, as they had few toys 	<ul style="list-style-type: none"> • The common areas that were established by colonists long ago still exist in most towns. • These commons are still used as places for people to gather for entertainment (fairs, concerts, etc.)
9. <i>Talk Like a Pilgrim</i>	<ul style="list-style-type: none"> • Website provides examples of sayings today and how they would have sounded in 17th century English 	<ul style="list-style-type: none"> • The English we speak today is rooted in 17th century English, some of which sounds to have a religious base
10. <u>Molly Bannaky</u>	<ul style="list-style-type: none"> • Molly, age 17 and alone, banished from England in 1683, travels to Maryland as an indentured servant • Molly stakes claim, establishes thriving tobacco farm with her African slave husband, who she bought and freed. • Molly & her husband are the grandparents of Benjamin Banneker, scientist and surveyor 	<ul style="list-style-type: none"> • An indentured servant could complete her service, own her own prosperous farm and marry a slave in the late 1600's • This couple became the grandparents of Benjamin Banneker, famous black scientist and mathematician

2. Rolling Vocabulary: "Sensational Six"

- Read each resource then determine the 6 words from each text that most exemplify the central idea of the text.
- Next use your 6 words to write about the most important idea of the text. You should have as many sentences as you do words.
- Continue this activity with EACH selection in the Expert Pack.
- After reading all the selections in the Expert Pack, go back and review your words.
- Now select the "Sensational Six" words from ALL the word lists.
- Use the "Sensational Six" words to summarize the most important learning from this Expert Pack.

Title	Six Vocabulary Words & Sentences
<p>“Letters from a Pilgrim Child Autumn 1620”</p>	<p>Words: worshipping blessed Indians diseases grim survive</p> <p>Sentences:</p> <ol style="list-style-type: none"> 1. The father was punished in England for <u>worshipping</u> in the Separatist Church. 2. The family felt <u>blessed</u> to be in a new land where they could make a new home. 3. The Pilgrims had a fight with the <u>Indians</u> the first time they met, although no one was injured. 4. Scurvy and other <u>diseases</u> were the cause of many of the Pilgrims’ deaths. 5. The tone of Lizzy’s letter to her aunt was <u>grim</u>, although she admitted they could get far worse. 6. They were fearful they would not <u>survive</u> the first winter in Plimouth.
<p><u>Who’s Saying What in Jamestown, Thomas Savage?</u></p>	<p>Words: orphan captain’s boy son gentlemen Powhatan interpreter</p> <p>Sentences:</p> <ol style="list-style-type: none"> 1. Thomas Savage was thirteen and an <u>orphan</u> when he sailed from England to Jamestown. 2. Thomas became the <u>captain’s boy</u> to Christopher Newport of the ship John Francis. 3. Captain Newport became fond of Thomas and called him “<u>son</u>”. 4. Most of the men who sailed to Jamestown were <u>gentlemen</u>, not laborers or tradesmen; they had few survival skills. 5. The native Algonquian tribe of <u>Powhatan</u> lived in the area where the settlers established Jamestown. 6. Captains Smith and Newport knew the importance of having an <u>interpreter</u>, so they sent Thomas to live with the Powhatan.
<p><u>The Thirteen Colonies</u></p>	<p>Words: freedom James Smith starvation tobacco Pilgrim Thanksgiving</p> <p>Sentences:</p> <ol style="list-style-type: none"> 1. Europeans came to the New World looking for <u>freedom</u>, political and religious. 2. <u>James Smith</u> single-handedly led the Jamestown settlement through its first year. 3. The winter of 1609-1610 was so harsh, most Jamestown settlers died of <u>starvation</u>. 4. The colony began to prosper again and John Rolfe taught the colonists how to grow <u>tobacco</u>, a cash crop.

	<p>5. The Plymouth colony was settled by <u>Pilgrims</u>; people wanting to worship as they wished.</p> <p>6. After learning how to plant and grow crops from Squanto, the harvest celebration that year became known as the first <u>Thanksgiving</u>.</p>
<p>Website: <i>America in 1607: Jamestown and the Powhatan</i></p>	<p>Words: pottage cauldron wildlife seine lean-tos brackish</p> <p>Sentences:</p> <ol style="list-style-type: none"> 1. Early American colonists made and ate <u>pottage</u> daily, which was like a stew of what they had on hand to eat. 2. Colonists used a <u>cauldron</u> to make the pottage in by hanging the big iron pot over a fire. 3. For meat, colonists used whatever <u>wildlife</u> they could catch or kill in the surrounding woods like rabbits, squirrels and deer. 4. Since the early colonies were close to water, many used a large net called a <u>seine</u> to catch fish in shallow water. 5. Jamestown did not have houses, but instead people lived in <u>lean-tos</u> made from timber cut down in the woods. 6. Although Jamestown was located on a river, the colony was close to the sea, so the water was <u>brackish</u>.
<p>“Jamestown Kids: Life Was Harsh but There Were Some Fun Times”</p>	<p>Words: ambassadors interpreters unaccompanied communicator cultural identity chores</p> <p>Sentences:</p> <ol style="list-style-type: none"> 1. Both European and Indian children served as <u>ambassadors</u> between the colonists and the Powhatan. 2. Colonists boys would be sent to live in the Powhatan village, learn the language and become <u>interpreters</u>. 3. During the Jamestown’s first 17 years, hundreds of children made the transatlantic voyage <u>unaccompanied</u> to the New World. 4. Sam Collier, Smith’s page, became a trusted <u>communicator</u> between the two groups. 5. Many of the children sent to live with the Indians became confused about their <u>cultural identity</u>, as they were forced to live in two worlds. 6. Both boys and girls had many <u>chores</u>, such as household tasks, after which they could play football with the Indian children.
<p>Giles and Metacom: <u>A Story of Plimouth and the Wampanoag</u></p>	<p>Words: Massasoit Wampanoag nature destroy plague Squanto</p>

	<p>Sentences:</p> <ol style="list-style-type: none"> 1. <u>Massasoit</u>, Metacom’s father, was the leader or sachem of the Pokanoket, part of the Wampanoag people. 2. At age eleven, <u>Wampanoag</u> boys were taken into the woods and left to survive on their own for several months. 3. Children of the Wamponoag were taught to respect <u>nature</u> and live in the wilderness. 4. Metacom felt that white people “<u>destroy</u> with musket fire”, killing animals and Indians. 5. Europeans brought the <u>plague</u> to the New World; the disease killed many. 6. <u>Squanto</u> was a Wampanoag who spoke English and taught the English how to plant and fish.
<p>“Education in the 13 American Colonies”</p>	<p>Words: Christianity Bible grammar schools girls hornbooks trade</p> <p>Sentences:</p> <ol style="list-style-type: none"> 1. In the colonies, parents believed their children should learn about <u>Christianity</u>. 2. Parents taught their children to read so they could read the <u>Bible</u>. 3. Boys learned Latin and other subjects in schools organized by families called <u>grammar schools</u>. 4. <u>Girls</u> could learn to read, but they were not allowed to attend grammar school or college. 5. Children learned to read from special books called <u>hornbooks</u>. 6. Kids usually learned a trade, usually the one their fathers did, so they could take over the business when the father retired.
<p>“Parks in the 13 American Colonies”</p>	<p>Words: common gather graze meetinghouse families games</p> <p>Sentences:</p> <ol style="list-style-type: none"> 1. The <u>common</u> (common area) is a large open area in the center of a town or village. 2. People would <u>gather</u> in the common to discuss news of the day and meet one another. 3. New Englanders would let their cattle <u>graze</u> in the common. 4. Often there would be a <u>meetinghouse</u> built on the common. 5. <u>Families</u> would meet on the common to discuss news while the children played. 6. Children played <u>games</u> such as tag, marbles and hide-and-seek in the wide open common.
<p><i>Talk Like a Pilgrim</i></p> <p>Note: There are only 4 words for this resource</p>	<p>Words: speak differently greetings 17th-century English</p>

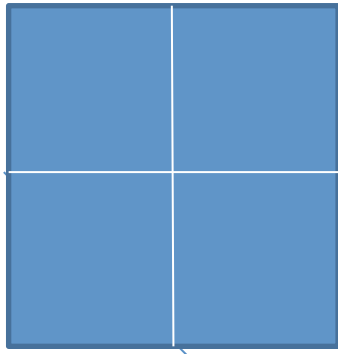
	<p>Sentences:</p> <ol style="list-style-type: none"> 1. If you were to hear how Pilgrim townspeople <u>speak</u> to one another, you would be surprised. 2. The phrases and words the Pilgrims used sound <u>differently</u> than how we speak today. 3. Pilgrims had ways of addressing each other, or <u>greetings</u>, which sound almost like another language to us now. 4. You will notice that <u>17th-century English</u> sounds quite strange compared to modern English.
<u>Molly Bannaky</u>	<p>Words:</p> <p>exiled indentured servant claim slave prosperous read</p> <p>Sentences:</p> <ol style="list-style-type: none"> 1. Molly was <u>exiled</u> from England and sent to the New World. 2. As an <u>indentured servant</u>, she worked seven years to earn her freedom. 3. Once free, Molly staked a <u>claim</u> and began to farm the land. 4. Molly bought and later freed a <u>slave</u> to help her on the farm. 5. Molly, her husband and family worked together to make a <u>prosperous</u> tobacco farm. 6. The ability to <u>read</u> the Bible spared Molly's life and she later taught her grandson to read from that same Bible.
Sensational Six	freedom, survive, diseases, starvation, chores, Indians
<p>Summary:</p> <p>For many, growing up in early colonial America was the result of seeking <u>freedom</u> to worship freely and pursue prosperity. For those who arrived as children, it was difficult to <u>survive</u>. Many colonists died of <u>diseases</u> because they were not used to the new area and the hardships of life. Many others died of <u>starvation</u> due to droughts and an inability to trade for food. Still others died while fighting the <u>Indians</u> that lived in the areas of the early colonies. If the children did survive, their days were mostly filled with <u>chores</u> to support the colony, like gathering food, cleaning, and helping the adults.</p>	

Learning Worth Remembering

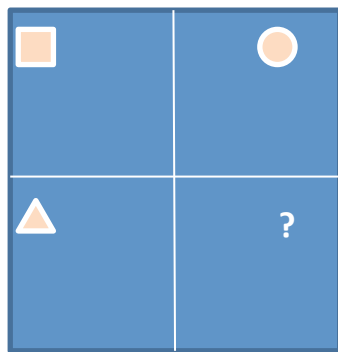
Singular Activities – the following activities can be assigned for each resource in the set. The purpose of these activities is to check for understanding, capture knowledge gained, and provide variety of ways for students to interact with each individual resource. Students may complete some or none of the suggested singular activities for each text. Singular activities should be assigned at the discretion of the teacher.

A Picture of Knowledge (Recommended for *Website: America in 1607: Jamestown and the Powhatan*)

- Take a piece of paper and fold it two times: once across and once top to bottom so that it is divided into 4 quadrants.



- Draw these shapes in the corner of each quadrant.



1. Square
2. Triangle
3. Circle
4. Question Mark

- Write!

Square:

What one thing did you read that was interesting to you?

- *Students might think it was interesting that men slept in manholes in the ground, that they brought cannons from the ship and positioned them in the corners of the fort and that the fort was the first thing they constructed in Jamestown.*

Triangle:

What one thing did you read that taught you something new?

- *Students may not know that seine fishing was a technique brought from Europe that they used in Jamestown; colonists ate snapping turtle and snake.*

Circle:

What did you read that made you want to learn more?

- *Scientists study food remains and refuse to learn more about how the colonists lived; there were so many more Indians until the Europeans arrived*

Question Mark:

What is still confusing to you? What do you still wonder about?

- *Students may wonder why the Europeans drank brackish water- why they did not realize the water would not be clean; why the Europeans*

*ultimately took the fertile land from the Indians;
why the first ships were filled with men who had
no skills*

- Find at least one classmate who has read visited the website *America in 1607: Jamestown and the Powhatan* and talk to each other about what you put in each quadrant.

Quiz Maker (Recommended for Who's Saying What in Jamestown, Thomas Savage?)

- Make a list of # questions that would make sure another student understood the information.
- Your classmates should be able to find the answer to the question from the resource.
- Include answers for each question.
- Include the where you can find the answer in the resource.

Question	Answer
1. Why did Thomas Savage sail to Jamestown in 1607?	He was 13, orphaned and wanted a new place to live, a fresh start. p.6
2. What was Thomas's job on the ship <i>John and Francis</i> ?	He was a captain's boy to Christopher Newport. p.7
3. Where were all the men that had been left in Jamestown with Captain Smith?	They had died from dirty water or starvation. p.11
4. What was the tragedy that occurred soon after Thomas arrived in Jamestown?	Most of Jamestown was destroyed by fire. p.13
5. What was the advice or caution Captain Smith gave Thomas about becoming an interpreter?	You must not take sides; report the messages as they have been given to you. p.15
6. What did Powhatan give Captain Newport in exchange for Thomas?	Powhatan sent a young brave for Captain Newport to take to England. p.17
7. What was there in Powhatan's village that Thomas did not have the chance to enjoy in Jamestown?	Dozens of children his own age. p.18

Quiz Maker (Recommended for The Thirteen Colonies)

- Make a list of # questions that would make sure another student understood the information.
- Your classmates should be able to find the answer to the question from the resource.
- Include answers for each question.
- Include the where you can find the answer in the resource.

Question	Answer
1. Why did Europeans want colonies in the New World?	Spanish - gold & silver, French - animal furs, English - fortune, freedom of religion & government p.4
2. What were some of the disadvantages of where the colonists established Jamestown?	Indian attacks, wilderness they were unfamiliar with, swampy, mosquitoes, hot humid summers, cold winters, did not know how to farm – starved p.9
3. Why was John Smith so important to the success of the Jamestown colony?	He was a hard worker and expected everyone else to work. He understood the importance of

	establishing relations with the Indians and learning from them. p.10,11
4. What was the “starving time”?	The winter of 1609-1610, most of the Jamestown settlement starved to death; 60 out of 500 survived. p.12
5. What cash crop became the savior of Jamestown but also caused negatives?	Tobacco’s success led to large plantations. Land was taken from the Indians. Cheap labor was needed for working in the tobacco fields, which led to indentured servants and slavery. p..12,13
6. What governmental event occurred in Jamestown?	House of Burgesses formed in 1619. Elected representatives to voice wishes of people. p.14,15
7. Who established the second permanent settlement and why?	Pilgrims (“homeless wanderer”) wanted a place to worship as they wished, outside of the Church of England. p.16
8. What was the ship that sailed to America and was their written agreement by the same name?	The Pilgrims sailed aboard the Mayflower in 1620. They penned a document called the Mayflower Compact, which detailed how they would make and live by laws and work together in peace and freedom. p.18,19
9. In what way was the Plymouth settlement like Jamestown in the first winter?	Nearly half the settlers died from starvation. As in Jamestown, Indians (Samoset) helped teach the English how to fish and plant corn. p.19
10. How was the first Thanksgiving established?	The Indians had taught the settlers how to farm and they had a great harvest in 1621, which they shared with the Indians. p.20

Quiz Maker (Recommended for Molly Bannaky)

- Make a list of # questions that would make sure another student understood the information.
- Your classmates should be able to find the answer to the question from the resource.
- Include answers for each question.
- Include the where you can find the answer in the resource.

Question	Answer
1. Why was Molly sent to the American colonies from England?	She was convicted of stealing milk that was spilled, but could read the Bible, so sent to America as an indentured servant rather than killed in the gallows. P.1-6
2. What did Molly do as an indentured servant?	She worked on a tobacco farm. P. 10
3. How was Molly able to start her own farm?	When she was freed, the farmer gave her an ox, cart, a plow, two hoes, a bag of tobacco seeds, a bag of corn seeds, clothing and a gun as required by law. She claimed fertile land and others helped her build a one-room cabin. P. 11-13
4. How did Molly meet her husband, Bannaky?	She bought a slave brought from Africa to help her with her farm. She freed him and he taught her about farming and irrigation. They eventually

	married. P. 15-19
5. How did the community feel about their marriage?	Although the marriage broke colonial law because Molly married a black man, the community accepted them overtime. P. 22
6. How did Molly help her grandson, Benjamin Banneker?	Molly taught Benjamin to read and write. p. 28
7. What became of Benjamin Banneker?	Benjamin Banneker became a famous scientist and mathematician who figured out how to use the sun, moon and stars to measure time. He wanted to prove that blacks were just as smart as whites.
8. What did Benjamin Banneker do to highlight the injustice of slavery?	Benjamin Banneker sent the Secretary of State, Thomas Jefferson, a letter explaining the injustice of slavery and enclosed one of his impressive almanacs to prove blacks are just as smart as whites. Jefferson responded in agreement and sent Banneker's Almanac to the Academy of Sciences in France.

Wonderings (Recommended for *Letters from a Pilgrim Child Autumn 1620*)

On the left, track things you don't understand from the article as you read.

On the right side, list some things you still wonder (or wonder now) about this *topic*.

I'm a little confused about:	This made me wonder:
<ul style="list-style-type: none"> When I listened to the audio of the letter, I was surprised how differently the words were pronounced, although they were spelled the same as our English. Why people chose to be Separatist Church members when they were punished and suffered a hard life. Over and over, Europeans starve when they came to the New World. 	<ul style="list-style-type: none"> 17th century English looks like our English but was spoken very differently then. If your parents worshipped an unpopular faith, you (as a kid) suffered too, because of their religious choice. Why weren't the settlers better prepared to survive in the New World?

Wonderings (Recommended for "Education in the 13 American Colonies")

On the left, track things you don't understand from the article as you read.

On the right side, list some things you still wonder (or wonder now) about this *topic*.

I'm a little confused about:	This made me wonder:
<ul style="list-style-type: none"> Why were grammar schools formed by families? Why were girls not allowed to attend school? What are hornbooks? 	<ul style="list-style-type: none"> Were schools run by families rather than towns? What about colleges? It seemed like schools were a little different in the New England, Middle and Southern colonies,

	but all did not allow girls to attend. If girls could read, why were they not allowed to attend?
--	--

Wonderings (Recommended for “Parks in the 13 American Colonies”)

On the left, track things you don’t understand from the article as you read.

On the right side, list some things you still wonder (or wonder now) about this *topic*.

I’m a little confused about:	This made me wonder:
<ul style="list-style-type: none"> • Why were commons found more in New England than the other colonies? • Why would New Englanders let their animals graze on the commons while this was not done in the Middle or Southern colonies? 	<ul style="list-style-type: none"> • Are playgrounds today what commons were long ago? • Were commons long ago like a coffee shop today where people go to catch up on news and see people?

Pop Quiz (Recommended for “Jamestown Kids: Life Was Harsh but There Were Some Fun Times”)

Answer the following questions.

Question	Possible Answer
1. Who was Samuel Collier and what was his job?	He was one of the first boys to come to Jamestown Captain John Smith’s page.
2. Why did Captain Smith send Samuel to live with the Powhatan?	Smith saw Samuel as young and easily able to adapt to new surroundings. He sent Samuel to live with the Powhatan and learn their language.
3. How were Powhatan children used as liaisons?	Powhatan children were sent to James Fort with messages and food. The Indian boy Namontack was sent to England with Captain Newport in exchange for Thomas Savage.
4. What were some of the chores of colonial children?	Girls were trained in hand knitting, lace making and stocking knitting. Both boys & girls helped with household chores like fetching water, milking, washing, finding firewood, food preparation.
5. What did European and Indian children do for fun?	They played bowling games and football together.

Organized List (Recommended for Giles and Metacom: A Story of Plimouth and the Wampanoag)

Make a list of all the things Giles learned from Metacom while overnight in the woods.

Sleep in the forest
Dried fish to eat
Edible dark berries
Move soundlessly through forest
Roasting meat on a fire
Drinking vessel from a gourd
How to saw "Wampanoag"
How Wampanoag viewed whites as grave robbers, carriers of plague and death by musket

Audio Conversation (Recommended for *Talk like a Pilgrim*)

Use the examples from the resource to write a conversation between yourself and a partner. Practice reading the conversation aloud in 17th century English voices. After practicing several times, record your conversation.

Speaker #1: Good morrow! What cheer?
Speaker #2: How do you fare?
Speaker #1: Come sit by the hearth and talk with me while whilst I do my handwork.
Speaker #2: Are those breeches or a petticoat you are mending?
Speaker #1: Neither! 'Tis a pillowbere!
Speaker #2: Huzzah! It is quite fare!
Speaker #1: God bye to you!
Speaker #2: Pray remember me! See you on the morrow.

Expert Pack: Growing Up in the Early Colonies

Submitted by: LearnZillion

Grade: 5

Date: March 2015

Expert Pack Glossary

Letters From a Pilgrim Child Autumn 1620

<i>Word</i>	<i>Student-Friendly Definition</i>
conscience	The sense that allows a person to decide between right and wrong actions. When you follow your conscience, you try to do the right thing.
Separatist Church	Those who advocate or participate in the separation of a religious group from a larger group to which it has belonged to and form their own church. Pilgrims were Separatists because they did not want to belong to the Church of England.
fair brook	Pleasing to the eye; lovely. The brook was described as fair because it offered protection as well as clean water for drinking. Fair can also mean proper or correct, as in a fair test. A person who has light hair and skin can be described as fair. The weather can be said to be fair when there is no rain, snow or storms.
naturals of this place	The people who were born there. The Indians were the naturals of Plimouth (now spelled Plymouth).
encountered	To meet with, or come up against. I encountered a friendly dog while on a walk in the park. When the Europeans encountered the Indians, it was not always peaceful.
thatch	Straw, palm leaves, or other dried plant material used as a roof covering. Pilgrims grew the thatch or grass, cut it and used it for their roofs.
frightful	Terrible or frightening. You can make a frightful or terrible mistake. At first, colonists found the New World to be a strange and frightful place.
succumb	To give in or give way to a fatal illness, superior force, overwhelming desire, or the like; to yield. You can succumb to desserts if you are on a diet. Many colonists succumbed to deadly illness.
scurvy	A disease caused by not having enough vitamin C in the diet. A person with scurvy is usually very weak and has bleeding gums. People could get scurvy from being on a ship for months with no fresh fruits or vegetables.
grim	Lacking cheerfulness or hope; gloomy. The situation was grim when the tornado struck the small town unexpectedly. When faced with so many hardships, the colonists could be grim.
fortune	Luck, whether good or bad. The men had little fortune in hunting, so they did not catch anything. Fortune can also mean a great deal of wealth. A person's destiny can also be called his or her fortune. It was her fortune to become a dancer.

Step 6 on Checklist for Creating an Expert Pack

Who's Saying What in Jamestown, Thomas Savage?

<i>Word</i>	<i>Student-Friendly Definition</i>
noblemen	A man of high rank or title. You might learn about noblemen when studying about England and monarchies. Many of the men on the first voyage to Jamestown were noblemen, and not used to doing work.
crest	A decoration displayed above the shield on a coat of arms. You might see a crest on a flag representing a family name. Thomas's family had a crest that represented his family name and showed they were noblemen.
gentlemen	A man of noble birth or high social position. The Jamestown gentlemen were landowners in England who had servants to do work for them. A polite way to address a man is to call him a gentleman. If a man behaves in a polite, respectful way, he is considered a gentleman.
laborer	A person engaged in unskilled manual labor. Few of the men who came to Jamestown were laborers; most were gentlemen. Laborers were expected to complete most of the work at Jamestown.
quarters	(Plural) a place to stay for a limited time. Where you sleep on a boat is called your quarters. All the men aboard the ships to the New World shared very close quarters.
cussing	(Informal) to exhibit strong disapproval of, especially by swearing. Cussing is swearing or cursing. The men aboard the ship were cranky about everything and complained, including "cussing out" the weather.
convert	To cause to accept different beliefs or ideas. People who have converted to Christianity are often baptized in a ceremony. Jamestown settlers hoped to convert the Indians to Christianity.
"the little ensign"	The lowest rank of an officer in the U.S. Coast Guard or Navy is an ensign, usually the flag bearer. The men on the ship showed their affection for Thomas by calling his "the little ensign".
proclaimed	To say or state for the public to know. Usually when something is proclaimed, it is spoken or written. Thomas said the land proclaimed itself before he could see it; this meant he knew it was near by smelling cedar and hearing birds.
perched	A small place to sit or rest up high. A bird sitting on a branch has perched. Jamestown was located on a peninsula, sitting up the James River, so the colonists would easily be able to see ships coming.
"cocky bantam-rooster way"	A phrase used to describe someone who is very sure of himself and readily defends his actions. A bantam rooster is a type of chicken known to be unafraid. This term is used to describe Captain Smith as he dealt with gentlemen of the Jamestown settlement.
councilor	One of a group of persons gathered together to discuss or make decisions about public matters. For example, a city council may make laws for or give advice on how to run a city. In Jamestown, the Virginia Company appointed the councilors before they left England. An attorney is also known as a councilor.
"tufftaffety men"	John Smith used this phrase to describe the gentlemen settlers from the upper class of British society. He thought they looked ridiculous in their

Step 6 on Checklist for Creating an Expert Pack

	clothes of silken fabric called taffeta.
Algonquian	A family of North American Indian people and/or languages spoken by tribes from Labrador to the Carolinas and from the Atlantic coast to the Rocky Mountains. The Powhatan was a smaller Algonquian tribe.
struck	The past tense of the word, strike. Most often, struck means hit by something. It can also mean to have an idea occur to a person or to be surprised by something. It struck me that I would miss the bus to school because I overslept. Thomas was struck by how different their language was.
interpreter	A person who can change or translate from one language into another. Often schools have interpreters who can explain things to non-English speaking parents. Young boys like Thomas were interpreters between the settlers and the Indians.
resolved	To decide firmly or reach a conclusion. When a problem has reached a solution, it has been resolved. Thomas made up his mind or resolved not to anticipate what his new life might be like.
debarked	To put or go ashore, as from a ship; disembark. If the bark of a log has been removed, the log has been debarked. If a passenger has debarked a ship, he has left the ship and gone ashore.

The Thirteen Colonies

<i>Word</i>	<i>Student-Friendly Definition</i>
Jamestown	First permanent colony established in New World by English in what is now Virginia. The settlement was named after the English king, James I. The colony was sited up a peninsula with a river that lead to the ocean. This offered protection from Spanish ships. The river was named the James River.
wilderness	A region in its natural state where there are trees and wild animals, but no people living there. We have few areas of wilderness left near big cities. The colonists were unaccustomed to the wilderness; they had lived in cities in England and had not spent much time in the woods.
swampy	Of or like a swamp; marshy; spongy land. Saltwater marshes tend to be swampy areas with interesting plant life. The colonists settled upstream on the swampy James River, where the water was brackish, had tall grass on its banks and lots of insects.
swarming	To be covered or crowded; teem. The location of the Jamestown colony on a marsh attracted huge numbers of swarming mosquitoes; they seemed to be everywhere around them. Animals can move together in a swarm or large group.
starvation	The act of going without food which results in a life threatening condition. Although starvation is not a large problem in our country, it is in others.

	Since the colonists had no idea how to farm, many died from starvation.
cautious	Taking care to avoid danger or trouble; careful. You need to be cautious when traveling alone in unfamiliar places. The Indians had never seen people like the colonists and were cautious about these strangers.
accidental	Happening by chance; not planned or expected. The accidental explosion of gunpowder while on a hunting trip injured Captain Smith. His injury from the accident caused his return to England.
venture	An activity or undertaking in which there is risk or the result is not certain. A venture can mean to move forward while taking a risk. Each passage to the New World was a venture for colonists, as they never knew what they might encounter.
desperate	Not caring about danger because of great need. A situation can seem desperate if you see no solution. During the “starving time”, some colonists were so desperate to survive, they chose to live in with the Indians.
abandoned	Left forever; deserted. Some colonists went to live with the Indians, while others left or abandoned the settlement to sail on the next ship back to England.
plantations	A large farm or estate used for growing rubber, cotton, or other crops to sell. As the settlers discovered the value of tobacco farming, large plantations were built.
damaged	Having sustained harm or injury. When you betray someone’s trust in you, the relationship can be damaged. Captain Smith worked hard to establish a good relationship with the Indians. This was damaged when the colonists took much of the Indian land for tobacco farming.
indentured servants	A person who is bound to work without pay in the service of another for a specified length of time, especially in exchange for the cost of travel, food, and lodging. Indentured servants from Europe provided new cheap labor for tobacco plantations in the new colonies.
shameful	Immoral, unjust, or indecent; wrongful. People can feel shameful when disgraced or humiliated. The kidnapping of Africans as slaves in the New World is a shameful part of American history.
representative	Having to do with government by representatives. A person who speaks for another is a representative. A representative can be a model or an example. The establishment of the House of Burgesses was the first representative government in North America where the wishes of the people were addressed by the people who ruled.
Plymouth/Plimouth	A U.S. town in southeastern Massachusetts. In 1620, English colonists known as the Pilgrims established a settlement called Plymouth Colony in this location, which later became the town of Plymouth. “Plimouth” is the spelling originally used by English colonists.
established	To bring into being; to found. You can establish, prove or show that something is true by presenting facts. The Pilgrims established or founded the second English settlement.
wanderer	A person who moves about with no purpose, aim, or plan; roam. Some people who are wanderers, drift from one place to another. The term Pilgrim means “homeless wanderer”, however, they had a plan. They were willing to go anywhere to have religious freedom.

worship	Love and devotion shown to a being or an object considered sacred. A person can deeply love or worship another. The Pilgrims left England so they could be free to practice or worship how they wished.
Netherlands	A country in northern Europe on the North Sea. Many Pilgrims left England for the Netherlands, where they hoped to be free to worship their religion.
agreement	An understanding between people or groups that states what kind of action is to be taken and what each person's responsibility will be. The document that describes this understanding is also called an agreement. The judge made each person sign an agreement to stop fighting.

Website: America in 1607: Jamestown and the Powhatan

<i>Word</i>	<i>Student-Friendly Definition</i>
Explore the Fort	
prospering	To be successful or have good luck. The Powhatan were prospering along the Chesapeake; they had plenty of food, had established villages and friendships with other tribes for protection. Prospering can also be used to describe when a business is doing well.
fertile	Producing or able to produce farm crops or other plant life. The land at Jamestown was fertile for growing corn and later, tobacco. Fertile can also mean to be able to give birth, as in most fertile cows give birth to one calf each year.
staked by investors	One's share or interest in something. The settlers staked their claim to land that would belong to them. The Virginia Company gave money or staked the expedition to Jamestown. A claim can be staked; four corners can be marked to identify the land being claimed.
profit	A benefit or advantage that comes from doing something. The colonists hoped to profit or improve their lives by coming to the New World. Profit can be the amount of money earned by a business after all expenses are paid.
ecological transformation	Major change that occurs from the relationships between living things and their environments. The colonists would have an ecological transformation on the New World; they would clear forests for wood, heavily fish the waters, and kill game for food.
perished	To die or be destroyed by violence or in some other way that is not natural. The plants in my garden perished because of the drought. The colonists were so poorly prepared for the new land, they nearly perished from lack of food and fresh water.
palisades	A tall strong fence of pointed stakes. The James Fort was surrounded by palisades.
archaeological	Having to do with the study of past human life. An archaeological dig is when scientists excavate an area to study found objects such as pottery, tools, and buildings.
bulwarks	A wall or wall-like structure, often made of earth and used for defense; rampart. The colonists placed a cannon in the corner bulwarks of their fort. Bulwark can also mean anything or anyone that provides strength, support, or protection.

manholes	An opening in a street large enough for a person to climb into to make repairs underneath the street. A manhole is usually covered by a lid. The colonists lived in tent-covered manholes within the fort. Modern manholes allow utility workers to access water pipes.
lean-tos	A shelter that has one side that slopes up and serves as both a wall and a roof. The sloping side is supported by something like logs or posts. A lean-to is often open on the other ends or sides. Some of the men lived in lean-tos within the fort walls.
brackish	Somewhat salty; briny. Water from the sea can mix with fresh water, making it brackish. The colonists drank brackish water from the river and it made them sick.
What's Cooking: Hunt, Fish, Cook	
Chapter 4 (2:56)	
seine	A net used for fishing that is held in the water with weights at the bottom and floats at the top. The colonists used seines to catch fish.
shallows	A place where the water is not deep. The children splashed in the shallows of the lake. A seine could be easily used by two or more men while wading in the shallows.
sturgeon	Any of various large fish with hard, smooth scales, found in fresh and salt waters of the Northern Hemisphere, and valued for their edible flesh and roe, which is a source of caviar. Sturgeon were a fish hunted by the colonists.
pickled	Preserved or steeped in a solution such as brine, vinegar, formaldehyde, or the like. Vegetables could be pickled, so they would not spoil. A pickle is a cucumber that has been soaked in vinegar.
protein	A substance that is made up of nitrogen, carbon, oxygen, hydrogen, and possibly other elements. Proteins are found in all living things and are a necessary part of life processes. Eating chicken or fish is a way to add more protein to your diet. Colonists added protein to their diets by eating meat.
pottage	A thick soup or stew made with vegetables and sometimes meat. Everything would go into the pottage, including snapping turtle.
Chapter 5 (3:11)	
venison hindquarter	The flesh of a deer, used as food, taken from the back upper legs. The venison hindquarter was slow cooked on a spit for hours.
mace	A fragrant spice that is ground from the inner covering of the nutmeg shell. Mace was used to season meat when cooking
quail	A bird related to the chicken that lives on the ground and is often hunted for sport and food. Quail was a bird colonists ate; they would also eat the eggs.
shuck	To remove the protective outer covering from. When my father shucked the clam, he remove its shell. Oysters were shucked before they could be eaten.
The Colonists' Diet 2:45	
food remains	That which is left of food when parts have been taken away or destroyed. Food remains can include bones from all sorts of animals.
butchered	When an animal is killed, the meat cut up to make ready for cooking. A butcher's job is to cut up meat to make it ready for sale. Colonists butchered deer to have meat in their meals.
refuse	Something without any worth; garbage; trash. My mother asked me to take the refuse out to the garbage can. Colonists buried their refuse or garbage in the ground.
assemblages	The things brought together or assembled. Putting something

	together, such as a puzzle, can be an assemblage. Scientists learned about the colonists' diet by studying assemblages of food remains.
wildlife	Wild animals that live free of humans. Turkeys, bears and deer are wildlife that live in the woods behind my house. Wildlife was nearly half of the colonists' diet.
Cooking at Jamestown (1:50)	
glean	To gather or discover (facts, information, or the like) a little at a time. Scientists were able to figure out or glean how colonists ate from records.
cauldron	A round metal pot that is hung or placed over a fire, used for boiling liquids. Much of what the colonists cooked, such as stew or soup would be in a cauldron.
unattended	To not be present at. To be unattended is to be alone. The stew or pottage would be left to cook unattended.
sodden	Soggy and heavy, as food that has been cooked too long or improperly. Vegetables in the soup were sodden, as they had been cooking in liquid a long time.
Rat Jawbone (text only)	
besieged	To surround with soldiers in order to attack or capture. The castle was besieged by the enemy's army. The Powhatan surrounded or besieged the colonists.
reduced	To bring to a low condition (usually followed by "to"). I was reduced to tears when my mother yelled at me. Because they were starving, the colonists were reduced to eating rats.
unwittingly	Not aware; unknowing. I unwittingly let the dog out of the house when I opened the door. The colonists unwittingly brought rats with them to the New World, as they were on the boats; they did not know rats would be on their boats.
foul	Very dirty or muddy. The colonists became sick by drinking foul water.
contaminated	Made dirty, polluted, or not usable by touching or by adding something to. Chemicals can contaminate water. The water from contaminated wells made the colonists sick.
scores	A group of twenty. Scores of people died during the "starving time"; this would mean multiple groups of 20.
Exploring the New World: Mapping, Virginia Before and After Jamestown	
paramount	Most important; chief; highest. Powhatan was the most important or paramount chief.

“Jamestown Kids: Life was Harsh but There Were Some Fun Times”

<i>Word</i>	<i>Student-Friendly Definition</i>
ambassadors	Anyone who is sent as a representative or messenger. An ambassador is a person sent by one country to another as an official representative in that country. A class representative is somewhat like an ambassador for your classroom. Children were used as ambassadors or go-betweens by the colonists with the Indians.
interpreters	A person who changes or translates from one language into another. An interpreter translates one language to another, like from Spanish to

	English. Children were sent by the colonists to live with the Indians, learn their language and then serve as interpreters.
coastal	Of, at, or near a coast. The colony of Jamestown was located in coastal Virginia, along the Atlantic Ocean and the James River.
unaccompanied	Single or alone. In music, when someone performs alone, they are said to be unaccompanied. Many children were sent from Europe to the New World without their families or unaccompanied.
transatlantic	Going or reaching across the Atlantic Ocean. Large companies might hold transatlantic meetings via the internet. The trip from England to Virginia was transatlantic, taking months to complete.
voyage	A long journey by air, land, sea, or outer space. Scientists voyage to the South Pole to study life there. The voyage to America by ship was long and difficult.
malaria	A serious disease carried by mosquitoes that causes chills, fever, and sweating. Many colonists died from malaria in swampy Jamestown.
orphaned	A child whose parents have died. Orphaned children were available to be sent to the colonies as cheap labor. Diseases orphaned many children.
pages	A young person who worked as a servant for a person such as a king or captain. A young person can work as a page to carry messages and do other errands for a senator. Thomas Savage and other boys served as pages to ship captains.
masters	A person who owns a slave or animal. Young people worked for their master in the colonies. A captain can be the master of his ship.
mistresses	A woman in charge of something. You might hear your mother referred to as the “mistress” of the house. The wife of a master is a mistress. She is the head of the house, its work and the children.
necessity	The state or condition of being needed. If something is done out of necessity, there is no way around it. A necessity can be something that is needed, such as water or sleep. In Jamestown, clean water was a necessity for people to get well.
apprentice	Someone who works for somebody else to learn that person's skill or trade. Young people at school can be apprenticed to a chef, to work and learn from the chef. A boy could work as an apprentice to a sea captain, hoping to learn everything he could from the captain and eventually command his own boat.
commander	A person who leads and controls. A commander is a rank in the military. John Smith was the commander of the Jamestown settlement.
Powhatan	Powhatan was the name of the leader of the Indian tribe that traded with the Jamestown settlers. Powhatan was also the name of the leader of the Powhatan people.
cultural identity	The feeling of belonging to or a part of a social group that has its own distinct characteristics. When boys were asked to go live with the Indians, learn their language and ways, they might be confused about their cultural identity when they came back to live with the settlers.
torn	Disturbed. When you are involved in an argument with friends, you can be torn about whose story you believe. When boys lived between the two cultures, they were torn about the interests of each group.

exchange	To give in return for something else; trade. If a pair of shoes does not fit, you can exchange them for another size. The settlers sent Thomas Savage to live with Powhatan in exchange for Namontack, who came to live at James Fort.
proper	According to ideas or rules that have been accepted as correct. Young girls were sent to wealthy homes to receive a proper education, which might include sewing and knitting. Proper can mean appropriate, as in wearing the proper clothes to a wedding.
fetching	To go for (something) and bring back, or cause (a person) to come; get. Boy chores included fetching water for drinking.
instrumental	Serving as an agent or partial cause. Weather can be instrumental in the cancellation of school. Children were instrumental in the success of the colony; they served a crucial role in communication with the Indians.
sustaining	To support. The children played a role in sustaining or supporting the colony in both work and play. Sustaining can also mean to keep something going or existing. Sustaining can also mean to endure something, such as injuries in an accident.
interaction	Action of one upon another or others; action in response to others; influence, or effect. Children helped to ease the interaction between Indians and the colonists.
symbolized	To be a symbol of. Valentine’s Day is often symbolized by the color red, sweets and hearts. Children symbolized the future hopes of the colonists. They hoped the colony would prosper and thrive.
endure	To continue through time; last. The colonists hoped that cooperation between the Indians would endure or last.

Miles and Metacom: A Story of Plimouth and the Wampanoag (pg. 18-28)

<i>Word</i>	<i>Student-Friendly Definition</i>
storehouse	A building or space where goods are stored; warehouse. Corn was harvested and put away in a storehouse to be used in winter.
sachem	In some North American Indian cultures such as the Iroquois, the chief of a tribe or a member of the governing body of a confederation of tribes. Metacom was the son of Massasoit, the leader or sachem of the Pokanoket.
smirked	To smile in a self-satisfied, offensively knowing, or self-conscious way. A smirk is a smile with no teeth showing. Metacom was amused by Giles’ fear of the dark woods and smirked when he spoke to him about it.
bolt	A sudden movement away from or toward something; dash. Many dogs will bolt once let off the leash. Giles wanted to run away or bolt from the woods.
confident	Sure about one's own abilities. You can be very sure of or confident in your ability to do something. Giles was hoping his strong voice would sound confident as he spoke to Metacom.
	Wide; large; full of space. When you smile broadly, you are showing teeth

broadly	and are amused. Broad can mean clear or open, such as “broad daylight”.
Pokanoket people	Native American tribe in Massachusetts, part of the Wampanoag people. Massasoit was the leader of the Pokanoket tribe.
swift	Moving or able to move very rapidly. A bird with long wings and a short tail is a swift. Metacom’s movements were quick or swift.
thumping	To make the sound of a thump. Heavy beating or striking is also thumping, like hitting someone on the back. Giles could hear his heart beating or thumping in his chest.
hissing	To make a sound as if holding an "s" for a long time. Insects can make a noise like a buzzing or hissing. A snake can hiss. People can hiss to show they are unhappy or disapprove of something.
snuffling	To breathe in a noisy way. Giles was afraid in the dark woods and imagined he could hear the noisy or snuffling breathing of creatures. Snuffling can mean to make a noise like whining.
prey	An animal being hunted, caught, and eaten by another animal. Giles could hear an owl attack some prey in the night.
shuddered	To tremble or give a sudden shiver. Someone can shudder from fright or from tasting something sour like a lemon. A house can shudder in a windy storm. Giles shuddered from the cold while sleeping in the forest.
blot out	To remove or cancel. Sometimes people try to blot out things that are too frightening or disturbing to think about. A disease can blot out an entire group or tribe of people.
hearth	The floor of a fireplace, or the stone or brick area in front of it. If you put wet clothes on the hearth, the fire will dry them.
bedclothes	Bedcoverings such as blankets and sheets. Lots of bedclothes keep you warm.
surge	A rise, increase, or rush of something. You might feel of surge of energy after eating some candy. There can be a surge from the ocean, pushing water to flood.
roasting	To cook or bake with dry heat in an oven or over an open fire. Kids love roasting marshmallows over a fire. If you are too hot, you can be roasting. Something was roasting in the flames of the fire and it smelled delicious!
solemnly	Serious in appearance, sound, or mood. You can smile solemnly, which means you are serious. Metacom smiled solemnly and told Giles to eat.
gourd	The rounded fruit of a plant related to the squash. Certain kinds of gourds are dried and then used to make containers or decorations. Gourds were used as vessels to hold water when drinking.
Wampanoag	A tribe of North American Indians living in the northeastern United States in what is now eastern Rhode Island and southeastern Massachusetts. Wampanoag can refer to the people as well as the Algonquian language they spoke.
glancing	To hit something at a slant and move off at an angle. The sun can hit something and reflect glancing light. Glancing can also mean to look at quickly.
	A loud, rough sound produced by forcing air violently through the nose.

snorted	You can make a snorting sound when you disagree with someone. Horses snort in their breathing.
musket	A heavy gun with a long barrel. Muskets were carried on the shoulder. They were used over three hundred years ago, before rifles were invented.
famished	To cause to suffer from severe hunger. When you are hungry, you might say you are famished. The first winter was the worst for the Pilgrims, as they were famished; they did not know how to grow their own food.
diseases	A condition that causes harm to the health of a person, animal, or plant; illness; sickness. White men brought diseases with them to the New World, which were deadly to the natives.
coastal lands	Land along the shore or coast of a sea. Europeans settled on coastal lands along the Atlantic.
hurl	To throw with force. The pitcher might hurl the ball to the first baseman to get the runner out. Metacom could hurl stones further than Giles.

Education in the 13 American Colonies

<i>Word</i>	<i>Student-Friendly Definition</i>
Christianity	The Christian religion, including its many separate branches. Parents thought colonial children should be taught about their religion, which was Christianity.
Bible	The main sacred writings of Judaism and Christianity. The writings of Judaism are made up of the Old Testament, while those of Christianity are made up of both the Old and New Testaments. Children were taught to read the Bible first, then other subjects.
grammar schools	In colonial times, schools were set up by families to teach boys Latin, math and other subjects to prepare for college. This term now means a school for the first six to eight years of a child's education.
Quakers	Members of a Christian religious group founded in England about 1650, called the Society of Friends. Quakers also settled in America. Only Quaker girls were allowed to attend school in colonial times.
hornbooks	Formerly, a child's primer for reading or math, consisting of a page of material covered by a transparent sheet of horn and framed. In colonial times, the books kids learned to read from were known as hornbooks.
trade	A job that involves a particular skill. Children in colonial times learned a trade, such as carpentry.
retired	To give up a job or career. My teacher retired last year and is no longer a teacher. When the father retired, the son would take over the family business.

Parks in the 13 American Colonies

<i>Word</i>	<i>Student-Friendly Definition</i>
common	(Often plural) an area of land that can be used by everybody. People gathered on land in the center of the village, known as the common.
commonly	Ordinarily; usually. Children commonly play sports after school. The voyage from Europe to the New World commonly took months.
meetinghouse	A building, assembly hall, or house used for public meetings or worship, especially by Quakers. Meetinghouses were often located on the commons.
require	To need. People are required to have a license to drive. Colonial children did not need or require toys when they played.
opportunity	A good chance or favorable situation. An opportunity can be a chance, such as an opportunity for a better job. The common gave the villagers an opportunity to gather in one place.

Molly Bannaky

<i>Word</i>	<i>Student-Friendly Definition</i>
udder	A large organ with two or more glands, each with its own nipple. Udders are the organs in mammals such as cows and goats from which the offspring drink milk.
obstinate	Not willing to change one's ideas; stubborn. Someone unwilling to do what is asked of them can be described as obstinate. Molly often had trouble with the obstinate cow when milking her.
scullery maid	A woman who works in a room adjoining a kitchen, or a part of a pantry, where dishes and utensils are cleaned and stored, or preliminary food preparation is done. A scullery maid's job today might be a dishwasher in a restaurant. One of the people who worked in the manor kitchen was the scullery maid.
jittery	Having or showing nervousness or apprehensiveness; shaky. Animals as well as people can be jittery from being nervous. A person can be jittery from drinking too much coffee.
frothy	Of, covered with, or like foam. My chocolate milkshake was frothy. The milk came out under pressure and was frothy or foamy at the top.
seeped	To spread or flow through gradually. Water seeped through the ground and into the cellar. The skunk smell seeped into all the rooms downstairs.
penalty	A punishment given for breaking a law, rule, or agreement. When you break a rule, there is usually some penalty. In sports, if a rule is broken, a penalty can be awarded to the offending team.
gallows	A high wooden frame to which one or more ropes for hanging criminals are attached. Death by the gallows are no longer used for punishment.
executed	To put to death by law. In colonial times, a person could not be executed

	if he/she could read the Bible.
spared	To keep from hurting or destroying. Molly's life was spared; she was not put to death.
justice	The giving out of something that is deserved; reward or punishment. Justice is determined by a judge and jury in our court system. Molly's justice was seven years as an indentured servant
sentenced	Punishment for a particular crime decided and declared in a court of law. Criminals are sentenced by a judge for their crimes
bondage	The condition of being forced to serve another; slavery. Most indentured servants had a bondage of seven years.
served	To complete a period of service. After a criminal has served his time, he is released. Molly's sentence was to be served in the New World.
callused	A thickened, toughened area of skin or other tissue, such as bone or bark. Often people who do hard manual labor have callused hands.
plow	A heavy farm tool that has a wide blade and is pulled by a tractor or strong animal. Plows are used for turning over and cutting through soil. Plows are used to move snow.
hoes	A garden tool with a thin, flat blade at the end of a long handle. It is used for breaking up the soil and removing weeds. Hoes can also mean to weed a garden.
claim	A demand for something as one's right. In colonial times, people could plot a section of land as their own; this was called staking a claim
jutted	To project or stick out sharply (often followed by "out"). A jutted out chin usually means the person is determined. Rocks can jut out from a cliff.
cure	To preserve by salting, smoking, or drying. Tobacco needs to dry or cure before it can be sold.
announcement	A public or formal statement. At school, you might hear an announcement come over the intercom. In colonial times, written announcements would be posted for people to learn news.
file by	A line of things or people standing in order walking. The students filed by the principal as they walked to the gym. The slaves were chained as they filed by Molly.
misery	A state of need and suffering caused by being poor, sick, or in trouble. When you are sad and nothing is going right, your life is misery. Slaves had a life on misery; they suffered terribly.
mount	To climb. A rider mounts a horse to ride it. The slaves mounted the steps to the auction block.
regal	Of, pertaining to, or suitable for royalty; royal. A regal ceremony would include the queen and her subjects. Bannaky has a regal way about him; he stood tall and proud.
furrows	A long narrow ditch made in the ground for planting seeds. The tobacco seeds were dropped into the furrows and covered with soil.
drought	A long period with little or no rain. Plants need water to grow, so all farmers worry about drought
irrigation	The supplying of water to land by man-made means. Modern farms today all have irrigation systems to insure the crops are watered.

crop rotation	A method of renewing the fertility of the soil by planting a succession of different crops on the same piece of land. Bannaky learned about crop rotation in his native country and brought it to Molly's farm.
Historical Note	
legal loophole	A way of avoiding or escaping a requirement, regulation, in the written text of a legal document. Some times, guilty suspects may be released if their lawyer can find a legal loophole in the arrest process. Molly's avoidance of the death penalty by being able to read the Bible was a legal loophole.
responsibility	Something for which a person is responsible; duty. It is the homeowner's responsibility to clear snow from the sidewalk. If you take responsibility for something, you own it.
grueling	Very tiring or difficult. The voyage from Europe to the New World was extremely difficult or grueling.
unsanitary	Not free of contaminants or sources of infection; unclean. The living conditions on the ships were unsanitary and led to disease.
bonded servants	Subject to a binding promise to pay, as monetary debt. Indentured servants were known as bonded, as they were committed to their masters for a period of time.
duration	The length of time during which something goes on. Once an African was enslaved, he/she was unable to free themselves; they were enslaved for the duration or rest of their lives.
prosecuted	To begin or carry on a court action against in order to enforce the law. Molly could have been prosecuted for the "crime" of marrying a slave.
retribution	Repayment for one's actions, especially punishment for evil. Molly feared her neighbors might turn her in for retribution of her "crime" of marrying Bannaky.
disapproving	To have a low opinion of someone or something; not approve (often followed by "of"). When you do something wrong, you may get a disapproving look from your mother. Molly feared disapproving neighbors; people who did not approve of her marriage.
converted	To cause to accept different beliefs or ideas. People who have converted to Christianity are often baptized in a ceremony.
cherished	To value with great love and care. Something that is greatly loved or valued is cherished, such as your family.
regarded	Respected; esteemed. The principal of your school is highly respected or regarded. Benjamin Banneky became a highly regarded scientist.
astronomy	The branch of science that studies the universe beyond the earth. Many people like to study astronomy with a telescope. Benjamin Banneky used astronomy to develop his theories.
surveying	The act, profession, or scientific study of making land surveys. Surveying is required in most construction preplanning to determine boundaries and wetlands.
appointed	To name to a particular office or duty. To be appointed to a job is often an honor. Benjamin Banneky was appointed to a position of honor by Thomas Jefferson.
calculating	To find out by using arithmetic; compute. Tide tables are calculated using

	movements of the moon and currents.
“ephemerides”	A table or a collection of tables giving the projected positions of celestial bodies for every day of a certain period. An almanac includes astronomical tables, based on ephemerides.
almanac	A book published every year that predicts the weather for each day and gives facts about the tides, the time the sun will rise and set, and other useful information. The Farmer’s Almanac is published each year with tides and weather predictions for the year. An almanac is a book of interesting facts on many subjects.
disprove	To prove to be not true or valid. Mathematical formulas can disprove an answer. Banneker wanted to disprove the popular opinion that blacks were inferior through his successes.
inferior	Of less value, importance, or quality. Some people might think others are inferior or less important than themselves. A product can be less well-made or inferior in quality.
injustice	An act that is not just, not legal or not moral; a wrong. Despite the injustice of slavery, it took many years and a civil war to reverse it. Injustice is everywhere; people are mistreated and taken advantage of all the time.