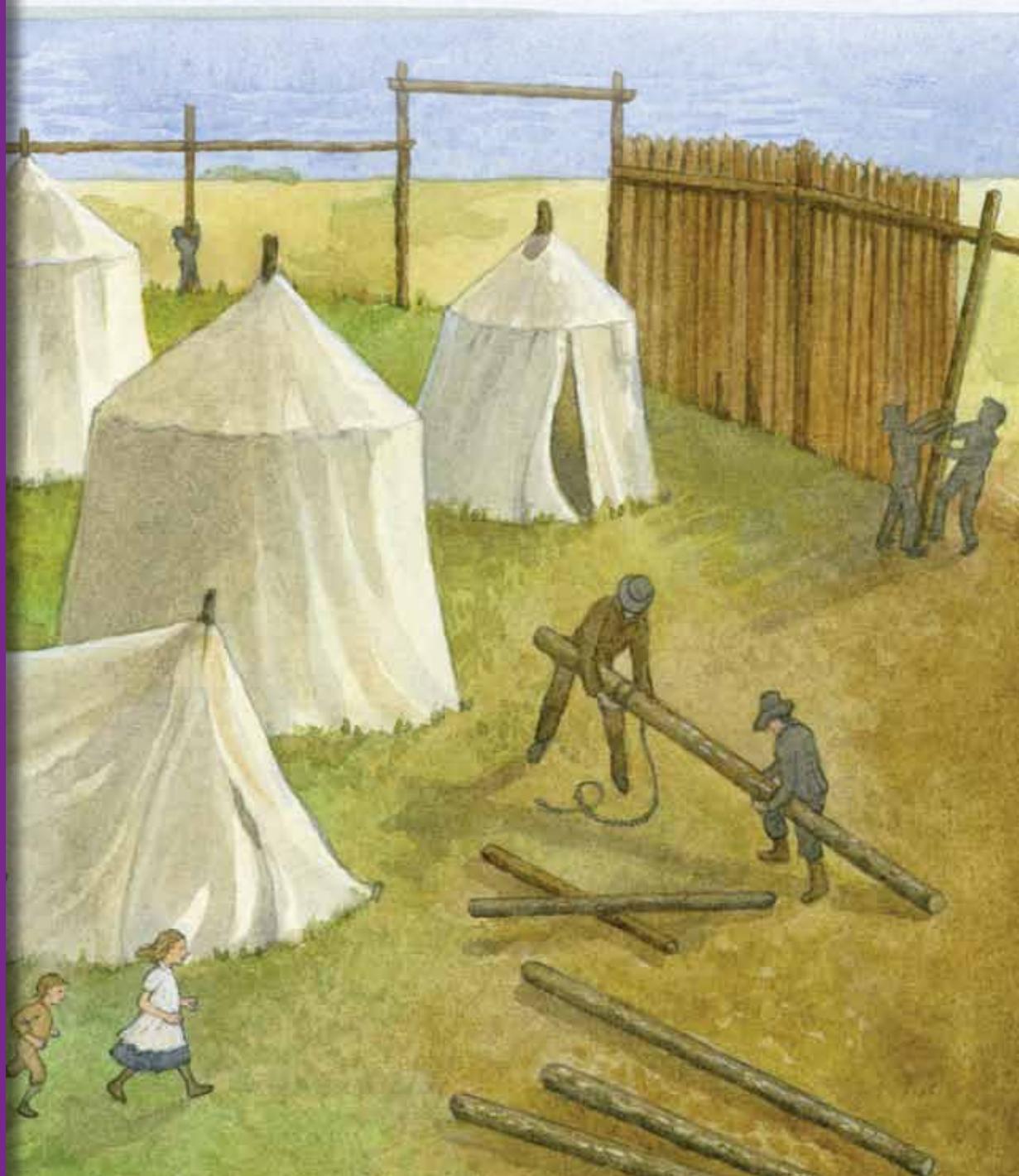


# Living in Colonial America

## Unit 10 Reader



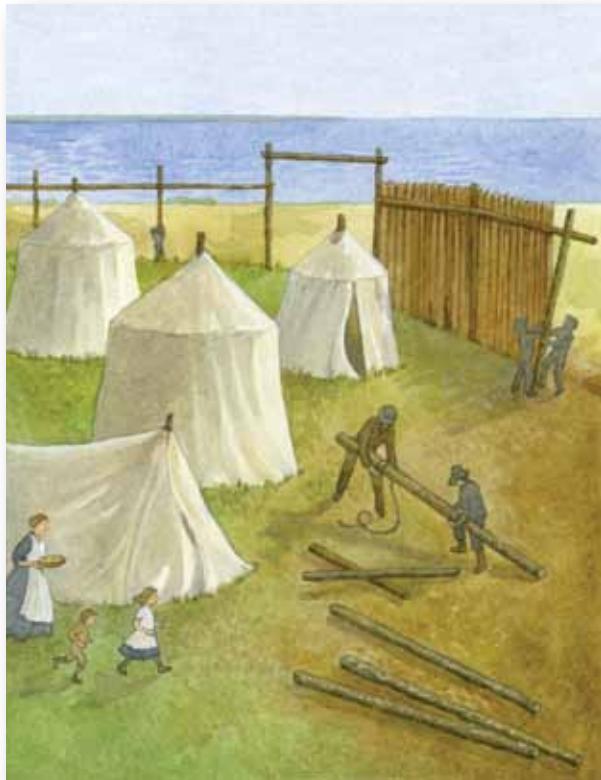
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# Living in Colonial America

## Unit 10 Reader

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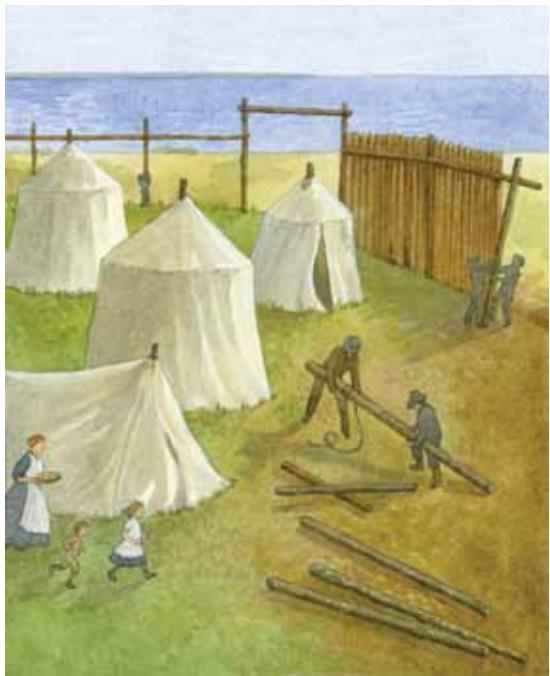
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# Introduction to *Living in Colonial America*

---

Are you ready to go on an adventure? Are you ready to become a **time traveler**? I think I heard you say, “Yes!” Good, because you are about to travel back in time to meet some of the first Europeans who came to settle in America. You are going to learn about the **creation** of the thirteen English **colonies**.

You already know about the explorers who helped make this happen. Now, you will learn about the brave men, women, and children who came to live in a new land. Some of the characters in the stories you are about to read are not much older than you.

You will also discover that these **colonies** were divided up into three **distinct** regions. These regions are called the Southern, New England, and Middle Atlantic regions. English people, and other Europeans, came to these regions at different times and for different reasons. You will journey to one region at a time. Pay attention to which region you are in.



*Are you ready to become a **time traveler**?*

Be very careful though: Your mission requires you to move back and forth in time as you travel from one region to another. In each region, you will meet children who lived a long time ago. You will discover how different their lives were in comparison to yours. You might even wonder if you would have liked to live in America hundreds of years ago, when Europeans first began to settle here.

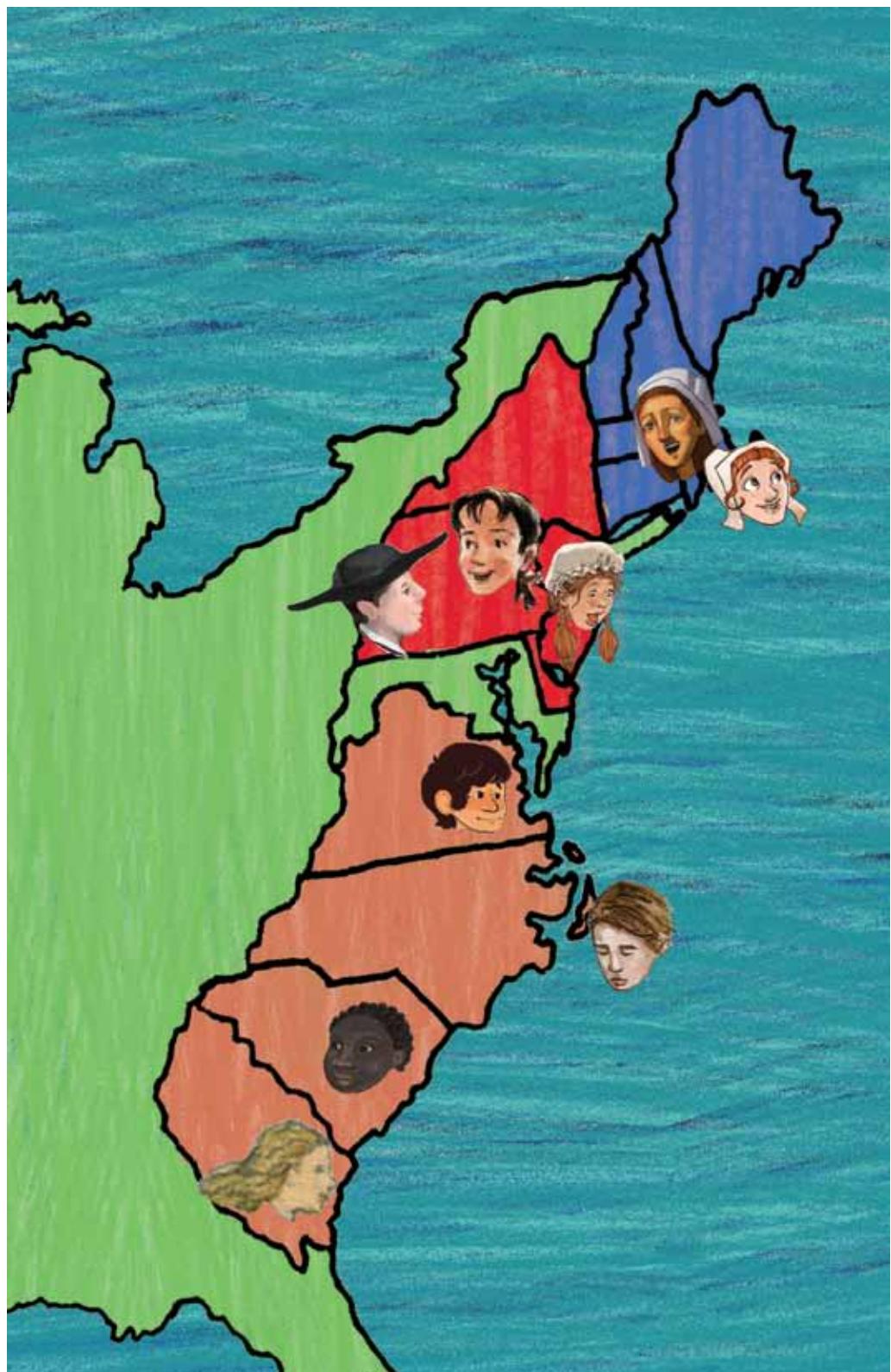
For your journey, you will be given special **time traveling** tools to help you along the way. You will have maps. **Time travelers** always need good maps. You will also have a timeline.

As you **time travel**, you will find out where these European settlers **originally** came from, as well as how they journeyed to America. You will discover the reasons why they chose to travel so far away from their **homelands**.

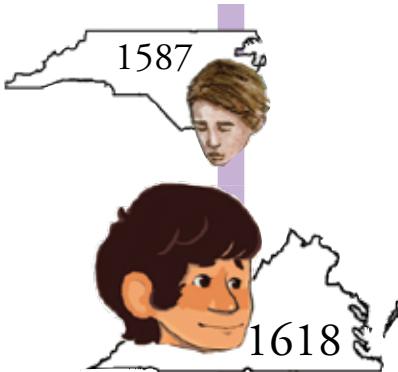
Are you ready to **time travel**? Good! Your adventure is about to begin.



***Time travelers use maps.***



**Robert**  
Chapter 1



**Tom**  
Chapters 2, 3



**Mary**  
Chapters 6, 7



**Lizzie**  
Chapter 8



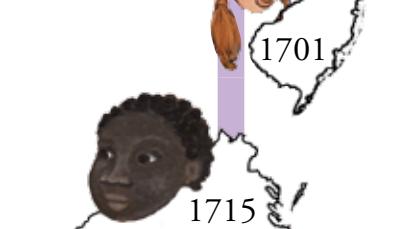
**Charles**  
Chapter 11



**Patience**  
Chapters 9, 10



**Seth**  
Chapter 4



**Sarah**  
Chapter 5



**Matthew**  
Chapter 12



Chapter

# 1

# The First English Colony

Robert and George ran along the long stretch of sandy beach on Roanoke Island. From time to time, they splashed in the warm waters and collected shells. It was late August in the year 1587, and, if all went well, they and the other travelers would be the first **successful** English colonists in North America. They and others had watched as their leader, John White, sailed away. He was returning to England to get the supplies they needed to survive on this island. However, the reason why the boys were playing on this beach began many years earlier.

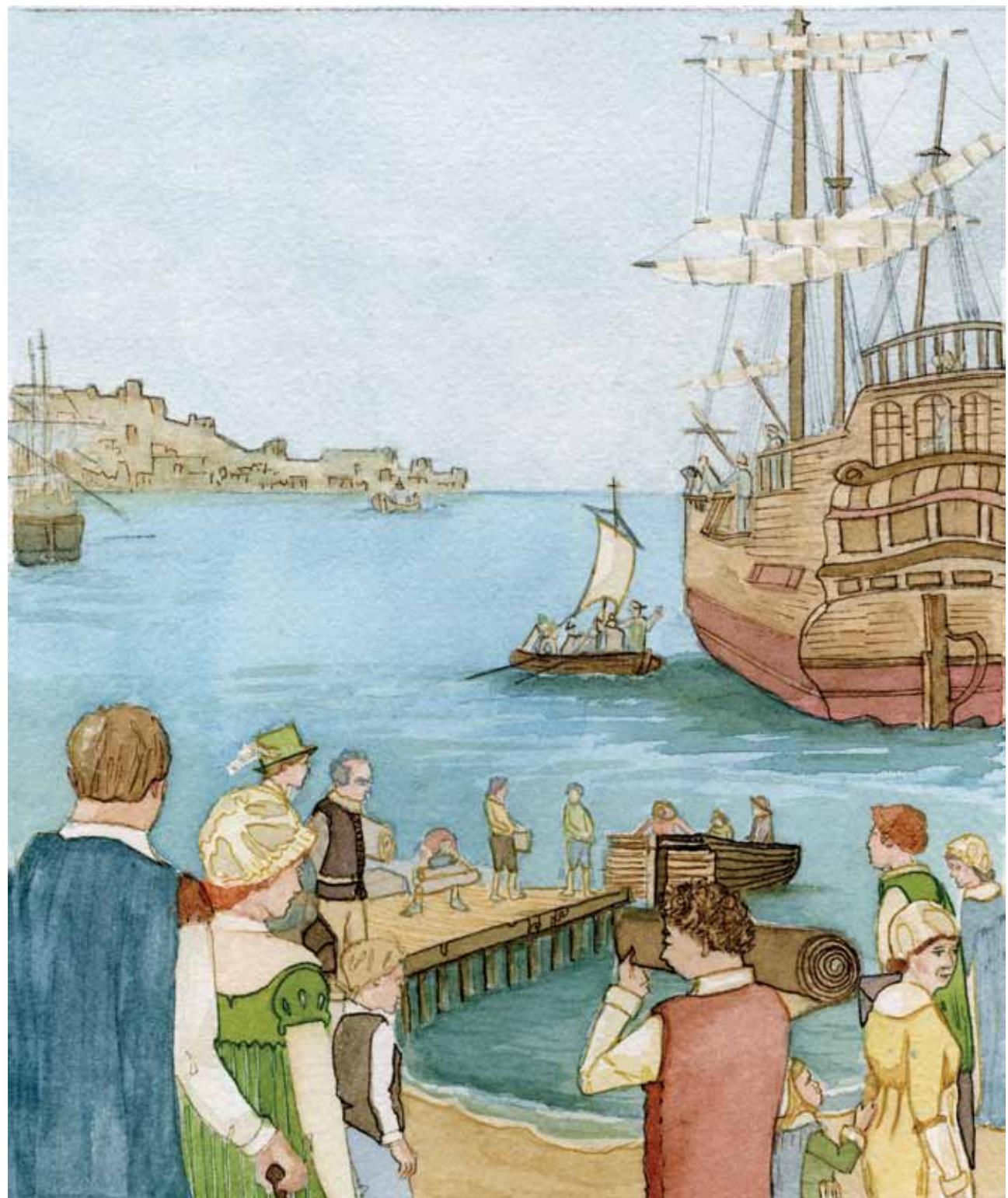




*Robert and George played on the beach on Roanoke Island.*

In the 1500s, Spain conquered large areas of Central and South America. The Spanish built towns and cities there. Spanish **galleons** sailed across the Atlantic Ocean laden with gold and other natural resources taken from these regions. Spain was becoming very rich. The Queen of England, Elizabeth I, and her favorite knight, Sir Walter Raleigh, wanted England to become as rich and powerful as Spain. They wanted English people to go to this new world too.

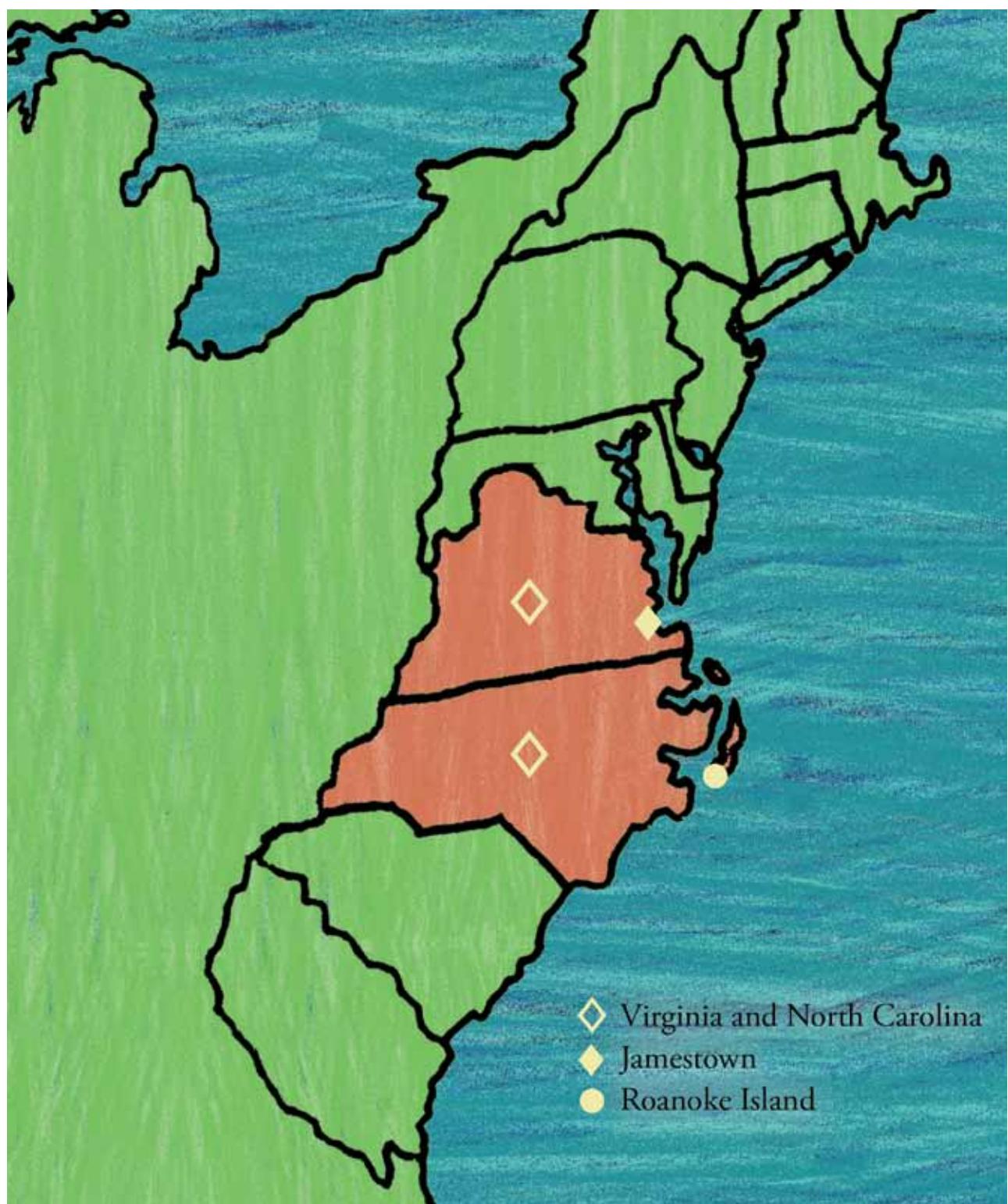
In 1584, Sir Walter **persuaded** Queen Elizabeth to let him try to create an English colony in the Americas. It was decided that the English would stay away from the powerful Spanish conquistadors. Instead of sailing to Central or South America, they would sail north, to North America. With that decided, a group of explorers set off to find a suitable place to settle.



*A group of English explorers prepared to sail to North America.*

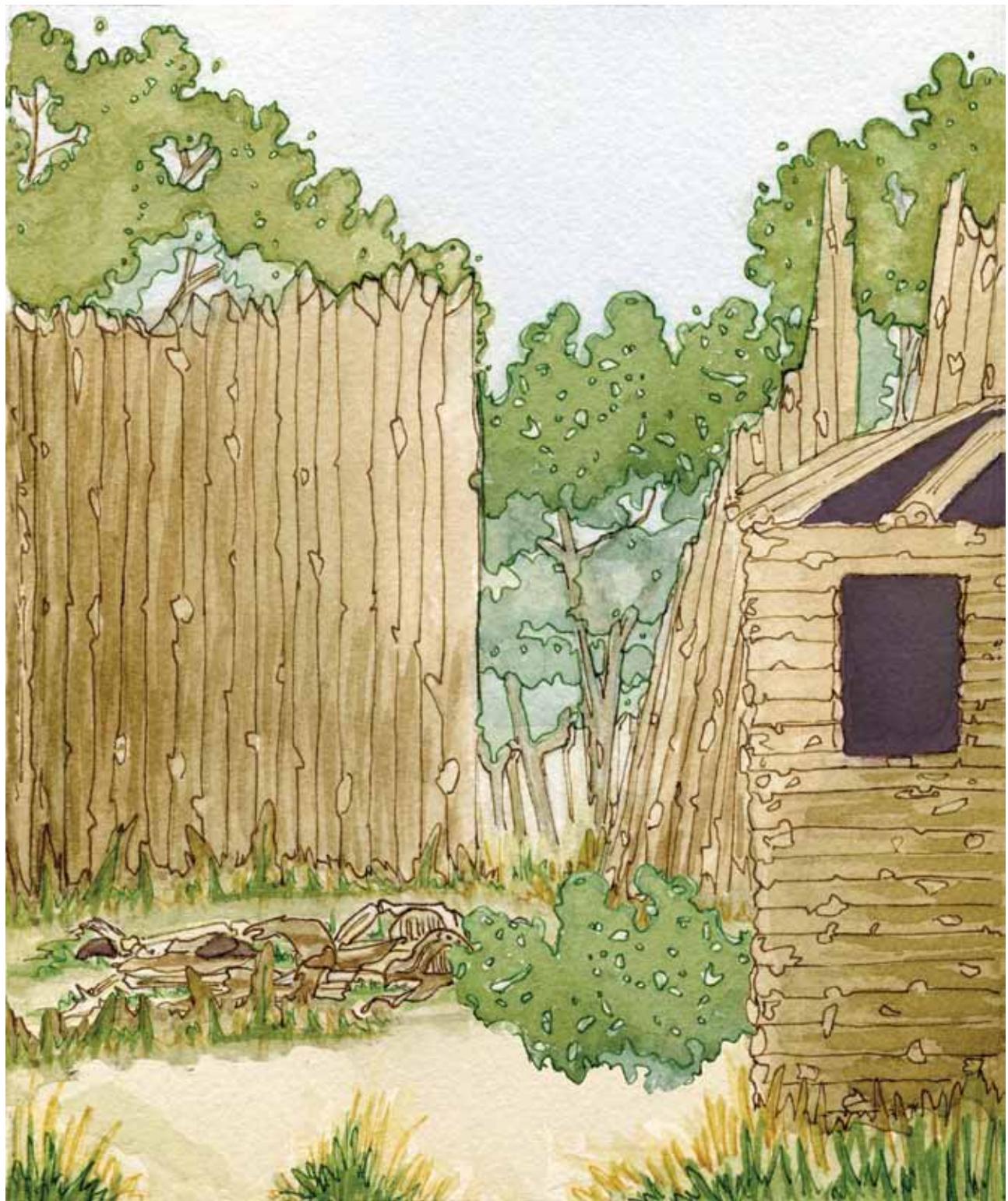
The explorers who went on this expedition in 1584 reported back to Sir Walter and told him about Roanoke Island. They believed this island was a perfect place for the first English colony. Sir Walter's explorers managed to build a fort on the island, but they failed to create a colony. They abandoned their mission, leaving only fifteen men behind to guard the fort. However, Sir Walter was determined to **succeed**. In 1587, more ships set out for the New World.

Robert and George were members of this second group of **would-be** English colonists. They had been very excited to set off on this great adventure. This time, the colonists planned to land north of Roanoke Island, in the Chesapeake Bay area. There, they hoped to establish the first **successful** English colony.



Unfortunately, during the trip, there was a disagreement between their leader John White and members of the ship's crew. As a result, members of the ship's crew refused to take the English travelers to the Chesapeake Bay area. So, Robert, George, and the other passengers were forced to land on Roanoke Island in late July. Robert and George had not minded this change of plan. They had simply been happy to be on solid ground once more.

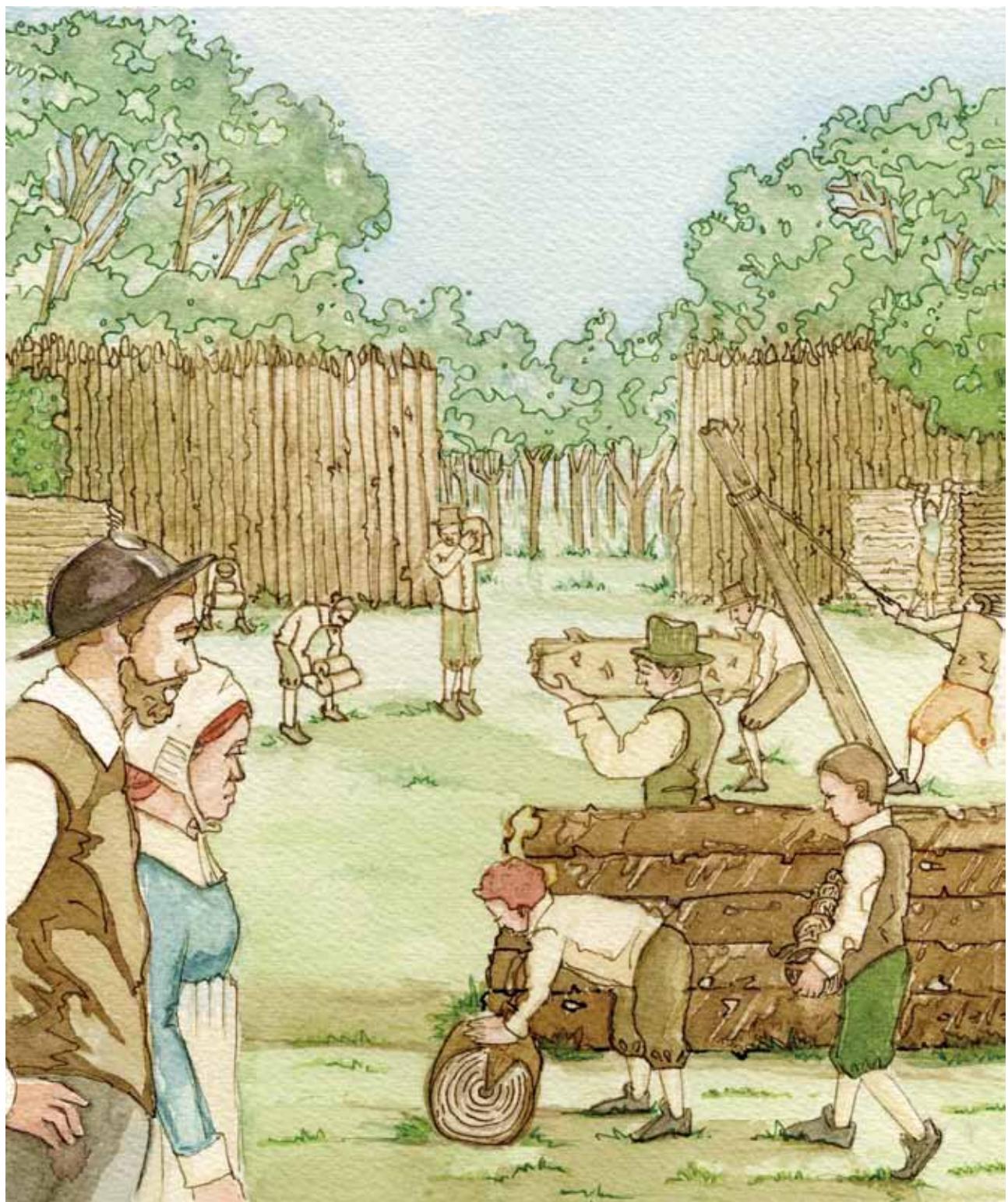
However, this was not the end of the travelers' troubles. After landing, John White led a group of men to Fort Raleigh, the fort that had been built by the previous group. Robert and George had not been allowed to go with the men. At the fort, John White and the other men expected to find the fifteen English soldiers who had been left behind to guard it. When they arrived at the fort, the soldiers were nowhere to be found. The fort was **overgrown** with weeds. The skeleton of one soldier was discovered.



*John White and his group found the fort **overgrown** with weeds and the skeleton of one soldier.*

When John White and the men returned to the beach with this news, Robert and George had felt scared. The boys were especially concerned when the adults suggested that the Roanoke Native Americans were responsible for the death of the soldiers. The only good news was that it was possible to repair the homes in Fort Raleigh.

The settlers got to work. Robert, George, and more than one hundred men, women, and children worked from sunrise to sunset to reconstruct these homes. However, no one spoke of the most **alarming** thing of all: When winter came, they did not have enough food to survive until spring. They had arrived at a time when it was too late to plant crops.

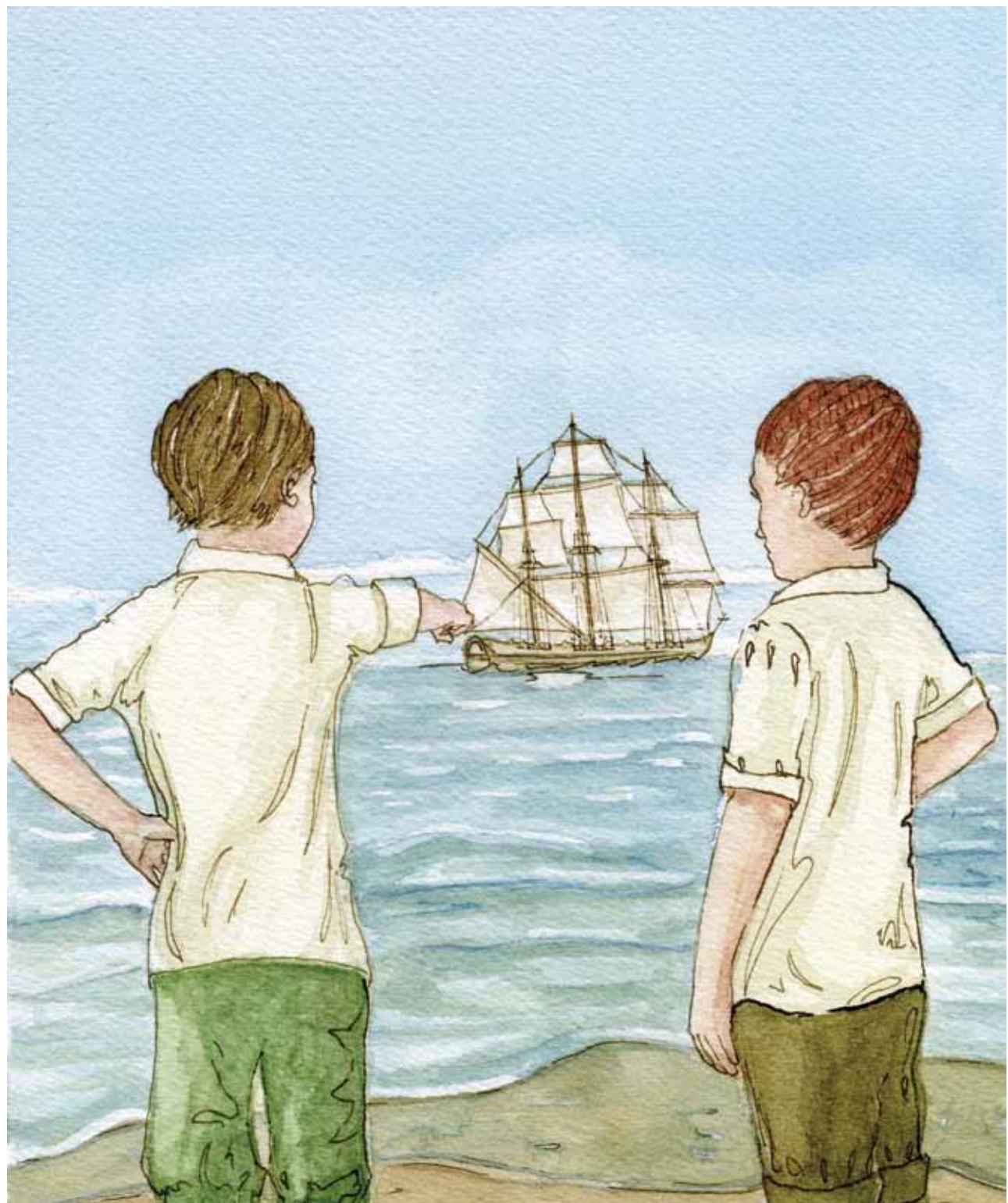


*Men, women, and children reconstructed the fort.*

Robert, George, and the others did not want to return to England starving and exhausted. They wanted to **succeed**. They wanted Queen Elizabeth and Sir Walter to be proud of them. But they needed a plan. One month after they arrived, it was decided that John White would take one of the two remaining ships and return to England to get supplies. If all went well, he would be back before the **harshest** days of winter arrived.

So Robert and George had watched and played as John White's ship sailed out of sight. The two boys remained on the sandy shore and enjoyed the freedom this new land offered. Neither of the boys missed the busy, crowded streets of Portsmouth, England. They did not miss the rain or the sight of the poor people who **begged** on the streets. This was to be their new home and they were thankful to be there. The question was, would they survive?

Do you think the settlers survived? Does the colony survive? Does Roanoke Island become the first **successful** English colony in North America?



*John White's ship sailed away.*

## Chapter 2 Jamestown, Part I: A New Life

---

“Tom, hurry up and eat your breakfast. You should have been out in the tobacco fields at least an hour ago,” urged Mrs. Ann Tucker.



“I’m coming,” Tom replied as he **gulped** down his milk and bread. “I’ve been helping Jane collect the eggs.”

“Well, hurry up,” Mrs. Tucker commanded. “The sun will have set before you have lifted a finger to help Mr. Tucker.”

Tom swallowed the last mouthful of bread and raced out of the small house. He could tell that Mrs. Tucker was angry. The bright sunshine made him **squint** as he ran toward the tobacco fields. It was harvest time and almost everyone was working in the fields.

Mrs. Tucker, the **mistress** of the house, glanced at Tom as he ran off. She sighed deeply.



*Tom hurried to the tobacco field to work with Mr. Tucker.*

She and her husband Daniel Tucker were now in charge of Tom and his sister, Jane. They were good children but they had arrived with very few skills. Fortunately, Tom was proving to be a good hunter.

Like the Tuckers, Tom and Jane were from London, England. Both children had arrived in Jamestown, Virginia, five months earlier, in April, 1618. When they first arrived, it was clear that they didn't want to be there. For days, they refused to speak. Jane cried all the time. Their clothes were **tattered** and **grimy** and they were very thin.

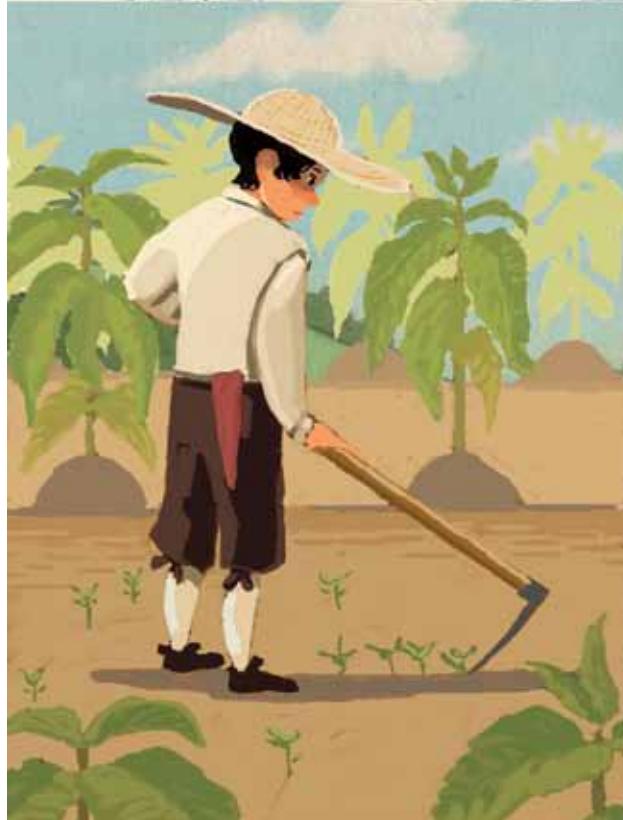
Tom, Jane, and one hundred other children had sailed to Jamestown on an English trading ship. Sailing across the ocean is never a good experience. But that was not the only reason why they looked so **raggedy** when they first arrived. Tom and Jane had been **street children**. In England, their parents had died and they had been found trying to survive on the streets of London. In fact, all of the children who were sent to Jamestown had been living that way.



*Tom and Jane's arrival at the Tuckers' home*

Times were hard in England. There were hundreds of children begging on the streets of London. The king of England, James I, thought that so many homeless children would lead to trouble. He had the children rounded up and shipped 3,000 miles across the Atlantic Ocean to Jamestown.

Families in the colony had agreed to take the children in and put them to work. After all, there was certainly a lot to be done. Boys were needed to work in the fields. The colonists grew corn, squash, pumpkins, and tobacco. They had to hunt and fish as well. Girls were needed to cook, sew, make candles, and make soap. Boys and girls were needed to look after the cattle, goats, horses, and pigs that the colonists had brought with them. Children also cared for fruit trees and berry bushes.



*Colonial children working*

The English colonists had first arrived in Jamestown, Virginia, in 1607. Some of the first English colonists had died of hunger and sickness. Others had not survived the freezing cold temperatures or the attacks on them by the **Powhatan**. However, none of these things had stopped more colonists from coming to Jamestown to start a new life.

One of the first colonists, a man named John Smith, had helped to save the colony from collapse. Another colonist named John Rolfe had introduced a new kind of tobacco into this area. This crop was important because the colonists earned money selling it. Smoking tobacco had become popular in Europe. With John Rolfe's help, the colonists learned how to grow lots of tobacco. By 1618, they were able to send more than two thousand pounds of tobacco to England each year. Tobacco made lots of money for the colony.



*Top: John Smith*

*Bottom: John Rolfe (in center, facing left)*

“Where have you been, boy?” said a tall man with brown hair. “I’ve harvested several pounds of tobacco leaves already.”

Tom did not reply. Instead, he grabbed a basket and got to work. He had already figured out that the **well-being** of the colonists depended upon this plant. Much care and attention was paid to it. When he first arrived, Tom saw that the colonists had already planted tobacco seeds in tiny beds. They had covered the seeds with branches to protect them from the snow. When the seeds became seedlings, they were then **transplanted** into the fields. Moving the seedlings happened in April and was the hardest job of all. Finally, the colonists had to harvest the crop before the first frost.



*Tobacco plants*

Tom worked silently beside Mr. Tucker. The bottom leaves were the first to be cut off, collected, and hung up to dry. Tom **plucked** at the tobacco leaves and tried to ignore the sweat already dripping from his **brow**. He had been told that when all of the crops were harvested, the colonists would celebrate. “That’s something to look forward to,” Tom thought to himself. He knew, however, that between now and then there would be many more days of working in the hot sun.

Do you think Tom, and his sister Jane, will have a better life in Jamestown? If you do, explain why. If you do not, explain why not.

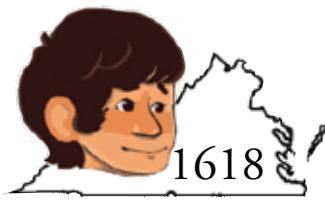


*Mr. Tucker and Tom harvested tobacco.*

# Chapter 3 Jamestown, Part II: Hunting the Powhatan Way

---

Do you remember that in the last chapter, you met the **orphan** boy Tom and his sister Jane? Today, you will find out more about Tom and his life in Jamestown.



Tom was glad it was Sunday. This was the only day of the week that many people didn't work in the fields or in their workshops. This made Tom very happy. On Sunday, Tom was also allowed to hunt or fish. Before **chapel**, Tom and his friend William often set off to catch a rabbit or a fish for the pot. Today was no exception, and William had arrived at Tom's house bright and early.

Tom and William had been hunting and fishing together ever since Tom first arrived in Jamestown. Like Tom, William was an **orphan** now living in this English colony. William had taught Tom how to use a bow and arrow and how to catch fish.

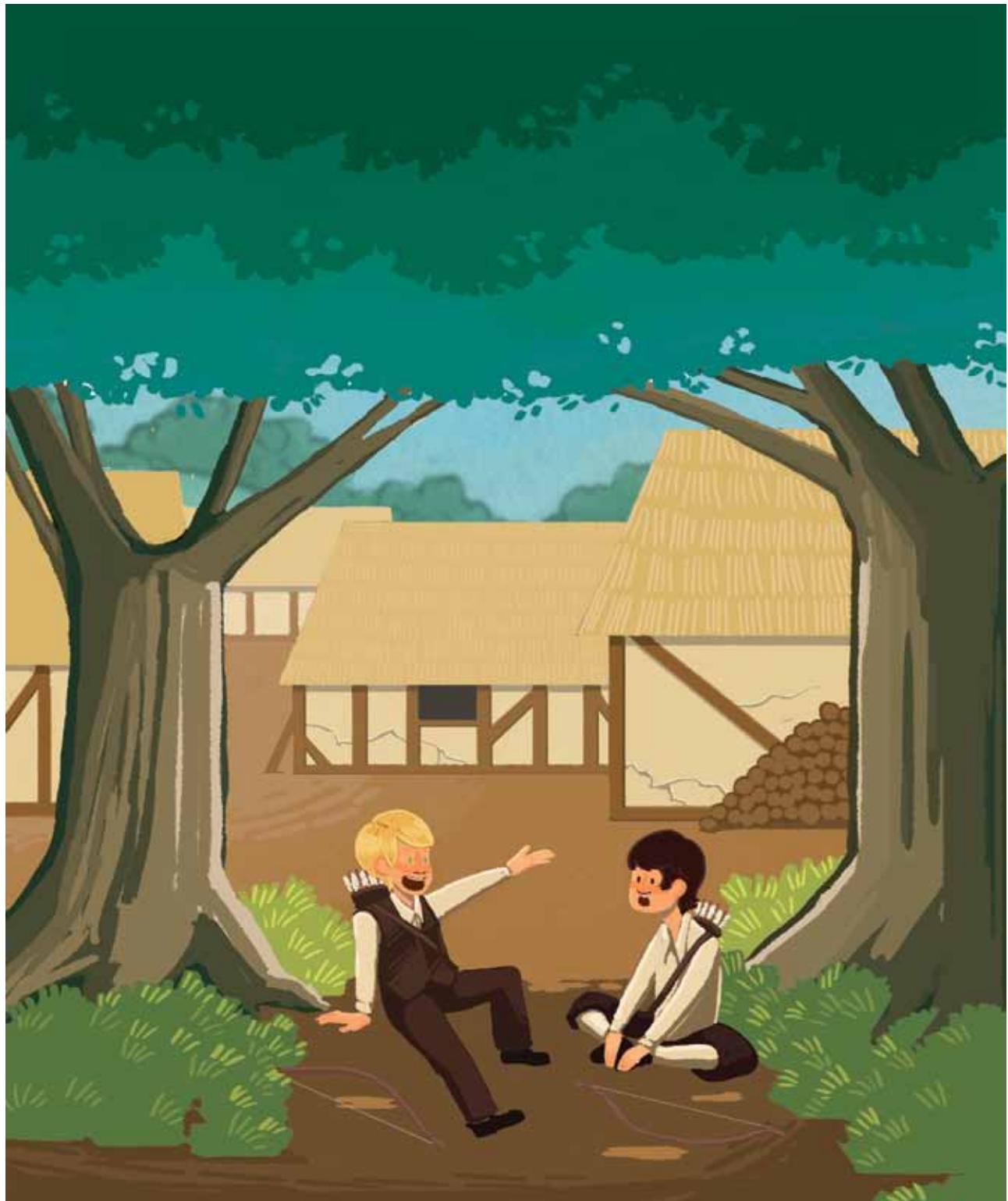


*William taught Tom how to use a bow and arrow.*

Although Tom had been a city boy, he had taken to hunting and fishing right away, or, as Mrs. Tucker had said, “like a duck to water.”

William had learned his hunting and fishing skills from a group of Powhatan boys. These boys had made friends with some of the English children. The Powhatan boys didn’t visit Jamestown too much anymore. The Powhatan were no longer good friends with the colonists. The colonists were taking more and more land away from the Powhatan to farm tobacco. The Powhatan wanted the colonists to leave their land. However, the colonists weren’t going away. Quite the opposite was happening. More and more colonists were arriving.

William greatly respected the Powhatan and their knowledge of the land. He often talked to Tom about this.

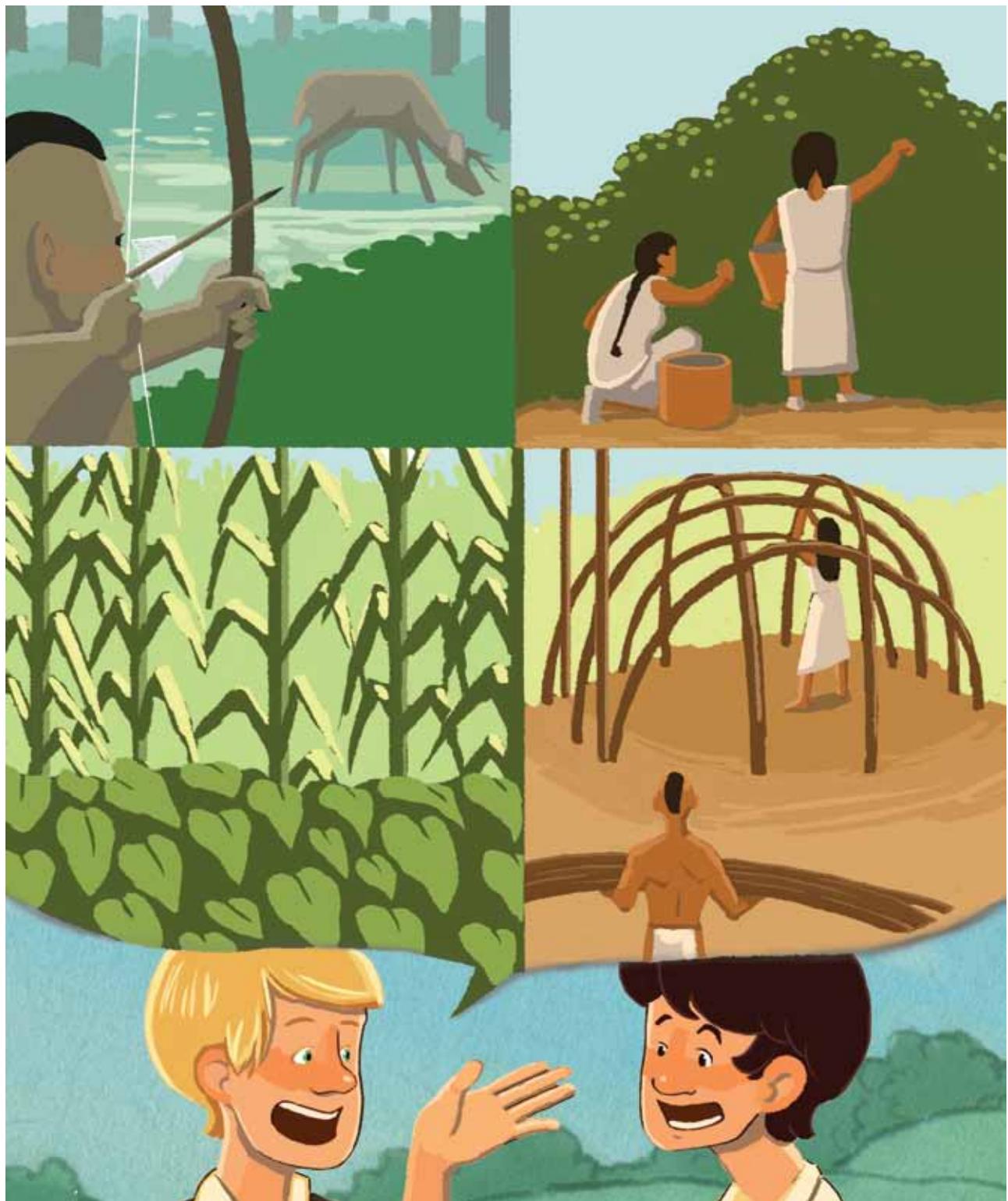


*William often talked to Tom about his respect for the Powhatan.*

“Everything they need, they get from the forest and the land around them,” William often pointed out. “The men are expert hunters. They are able to catch more fish in one day than we catch in a whole week. The women grow corn, beans, and squash, and they make their own homes out of saplings, reeds, and bark. They use the fur and hide from the animals they hunt to make their clothes. They know what berries and nuts are safe to eat, and what plants can be used to make medicines. Without their help, we would never have survived here.”

“Well, we grow our own food too,” Tom had once offered softly, while listening intently to William.

“Yes, but they taught us how to do that when we first arrived,” William had reminded Tom, clearly unimpressed.



*William told Tom how the Powhatan got all they needed from the forest and the land around them.*

On this particularly beautiful day, however, William was in a good mood. The boys were going hunting.

“Come on, Tom. Let’s go and catch our dinner,” he yelled as he stood in the Tuckers’ open doorway.

“Don’t be out there all day,” exclaimed Mrs. Tucker.

“We won’t be,” Tom replied. With that, the two boys ran off toward the woodland some distance away.

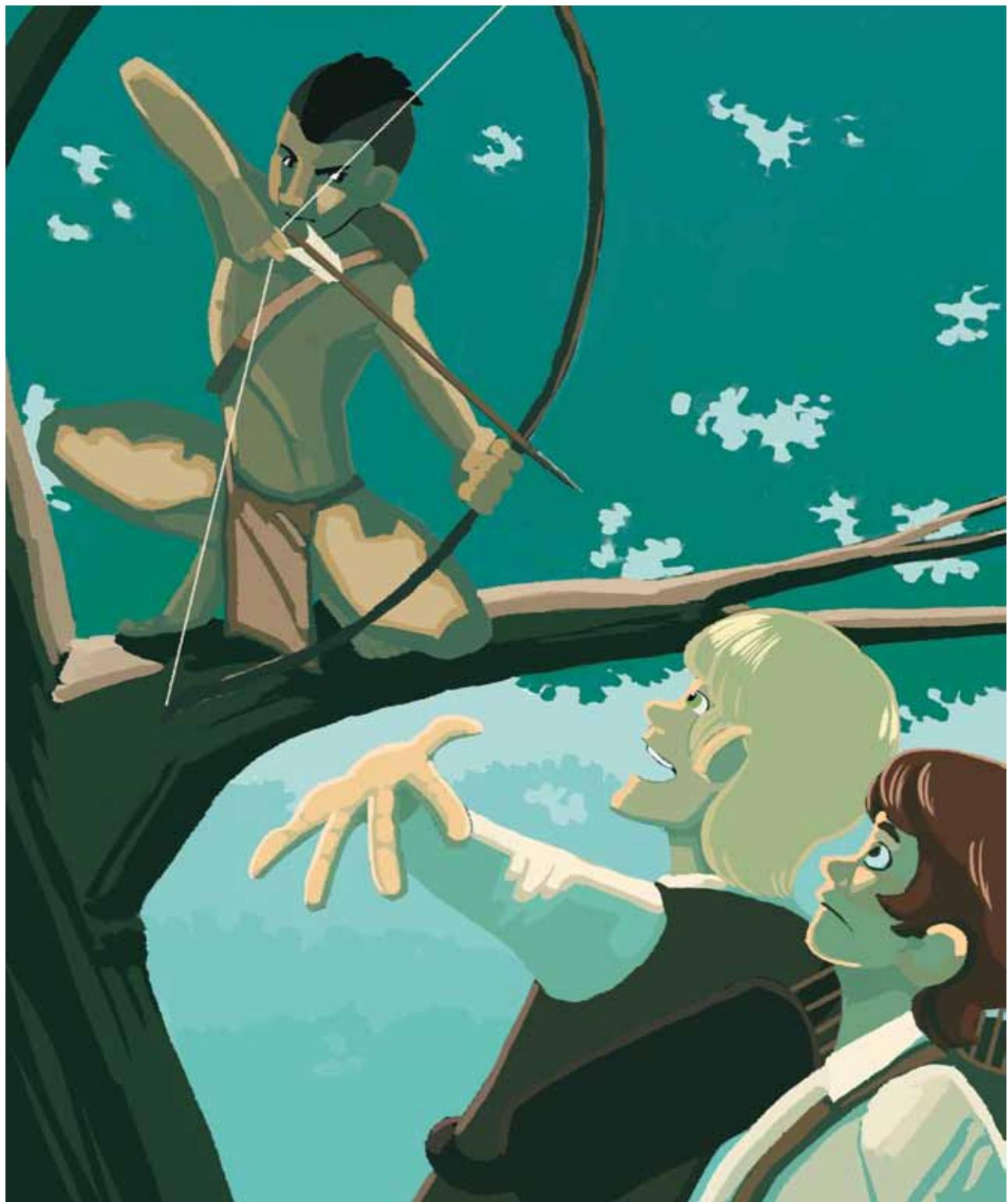
The boys loved to be in the forest. At this time of the year, the sights, smells, and sounds were almost magical. As they crept forward, they **trod** upon a carpet of pine needles. The sunlight broke through the tall treetops and **shafts** of light **illuminated** their path. All around them they could hear the **scurrying** of forest creatures. They walked for a while, enjoying the gift of freedom. They crossed a stream and bent down to drink the water from their cupped hands. As they did, they both heard the sudden, sharp sound of a branch breaking.



*William and Tom loved to be in the forest.*

The branch fell to the ground a few feet away from them. Both boys looked up instantly. High up in a tree, about twenty feet above the ground, was a Powhatan boy about the same age as William and Tom. He was sitting on a wide branch and staring at them. His bow and arrow were pointed directly at Tom.

William began to speak in a language that Tom did not recognize. The Powhatan boy replied using words that Tom did not understand. Then, the Powhatan boy smiled and scampered down the tree, landing right beside the boys.



*The Powhatan boy with his arrow pointed at Tom*

Seconds later, the Powhatan boy motioned for them to follow him. William pushed Tom forward.

“What are we doing?” whispered Tom.

“We’re hunting,” William replied.

“Are we hunting with him?” Tom asked.

“Yes,” William said. “He’s a friend of mine. He’s going to teach us how to hunt for deer.”

“I thought we were hunting for rabbits,” said Tom nervously.

“Well, now we are hunting for deer,” said William, smiling at this friend. “Come on, you’ve survived the streets of London haven’t you?”

With that, William and Tom followed the Powhatan boy deeper into the forest.

Why do you think William admires the Powhatan so much and why does he worry about their well-being?



*The boys set off to hunt for deer.*

## Chapter

# 4

# Plantation Life

“Seth, it’s your turn to hide,” said Laura, Helen, and Joseph.



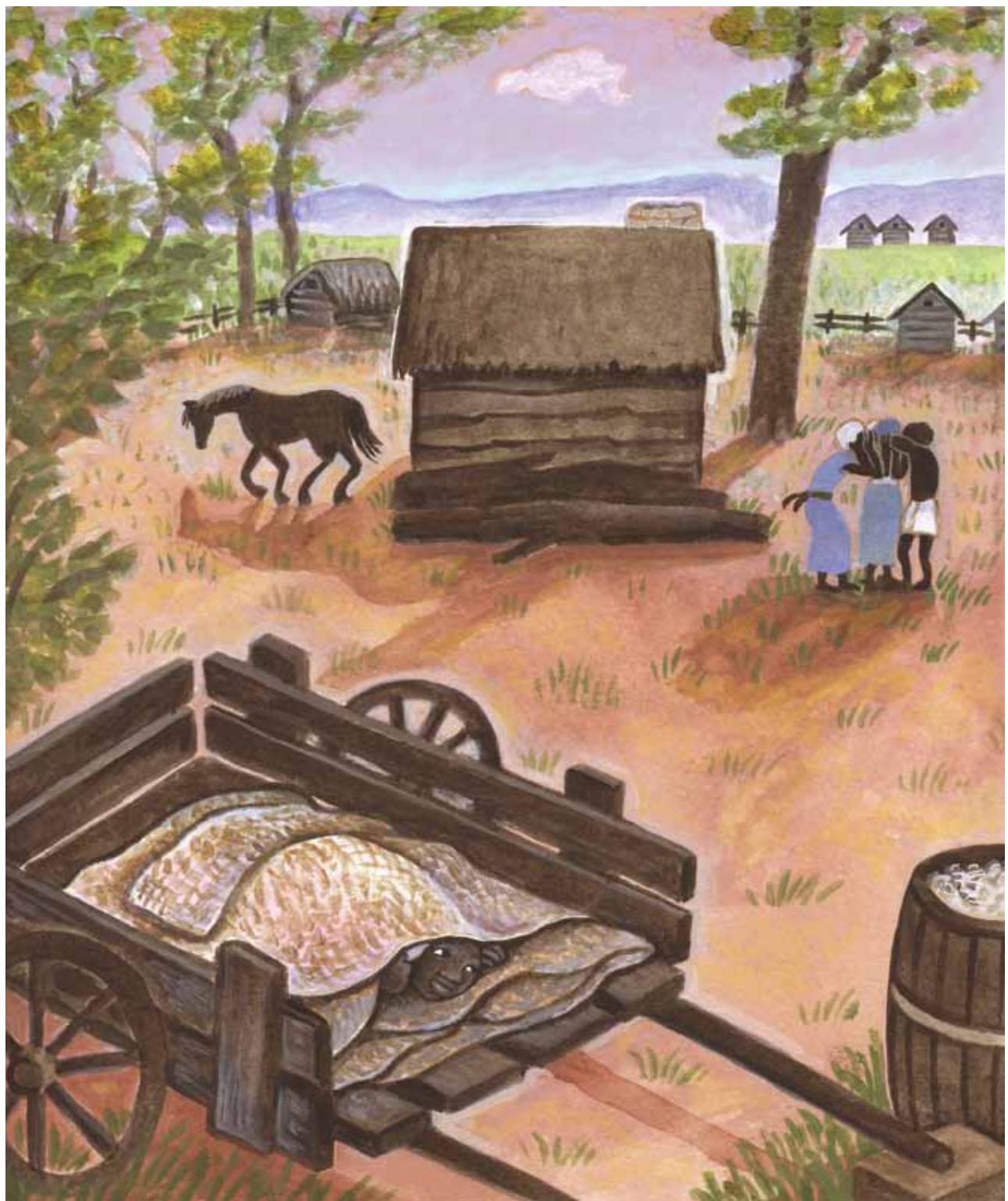
“We’ll count to thirty-three and then we’ll add on five more seconds,” the oldest child, Laura, added confidently.

“Okay. Turn around now. Don’t peek,” said Seth.

Laura, Helen, and Joseph turned their backs while Seth ran to hide.

So far, none of the children had hidden in the wagon. Seth ran to the wagon near the barn and hid under a giant piece of **sack cloth**. Seconds later, the three children yelled, “Ready or not, here we come!”

Seth lay perfectly still in the wagon that was used to **transport** sacks of rice to town. He could hear the three children running here, there, and everywhere searching for him. This was fun. Slave children rarely had time to play.



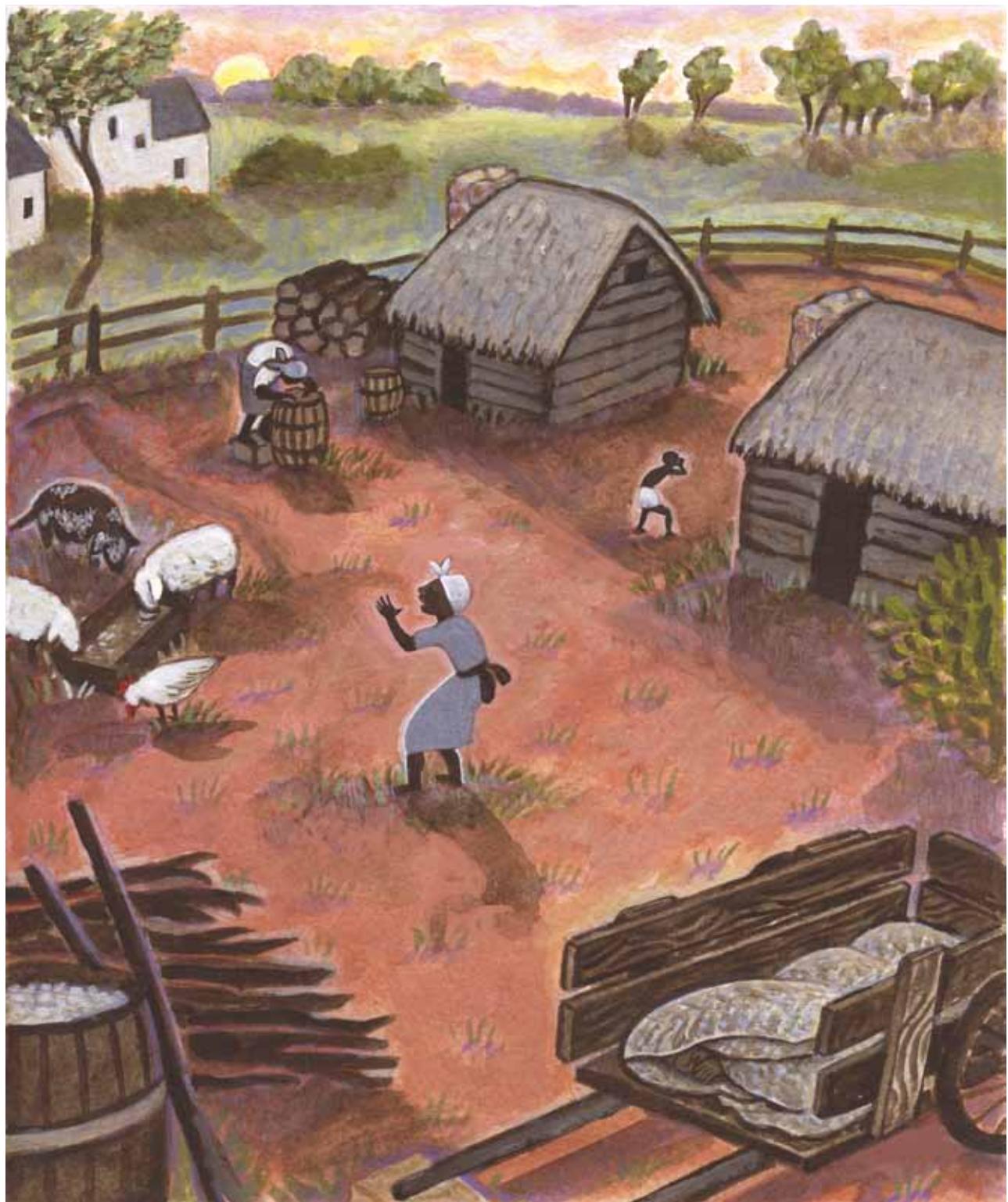
*Seth hid in the wagon.*

The children looked in the barn, in the cook's kitchen, and in the chicken coop, but they did not think to look in the wagon. After a while, the three children gave up and began to call to Seth.

"Seth, we can't find you. You can come out now," they called together. But Seth did not come out. Seth was so snug and warm lying underneath the **sack cloth** that he had fallen asleep.

When Seth did not appear, the three children ran off together to do their **chores**. They all knew that if Seth did not come out soon, he would get into a whole **heap** of trouble.

All four children were slaves who lived on a large **plantation** in South Carolina in the year 1715. It was called the Walker **Plantation** and Mr. Walker was the **plantation** owner. The main crop grown on this **plantation** was rice. Rice is a type of grass. It is a very important food crop. Many African slaves had grown rice in Africa and had brought this knowledge with them to the English colonies.

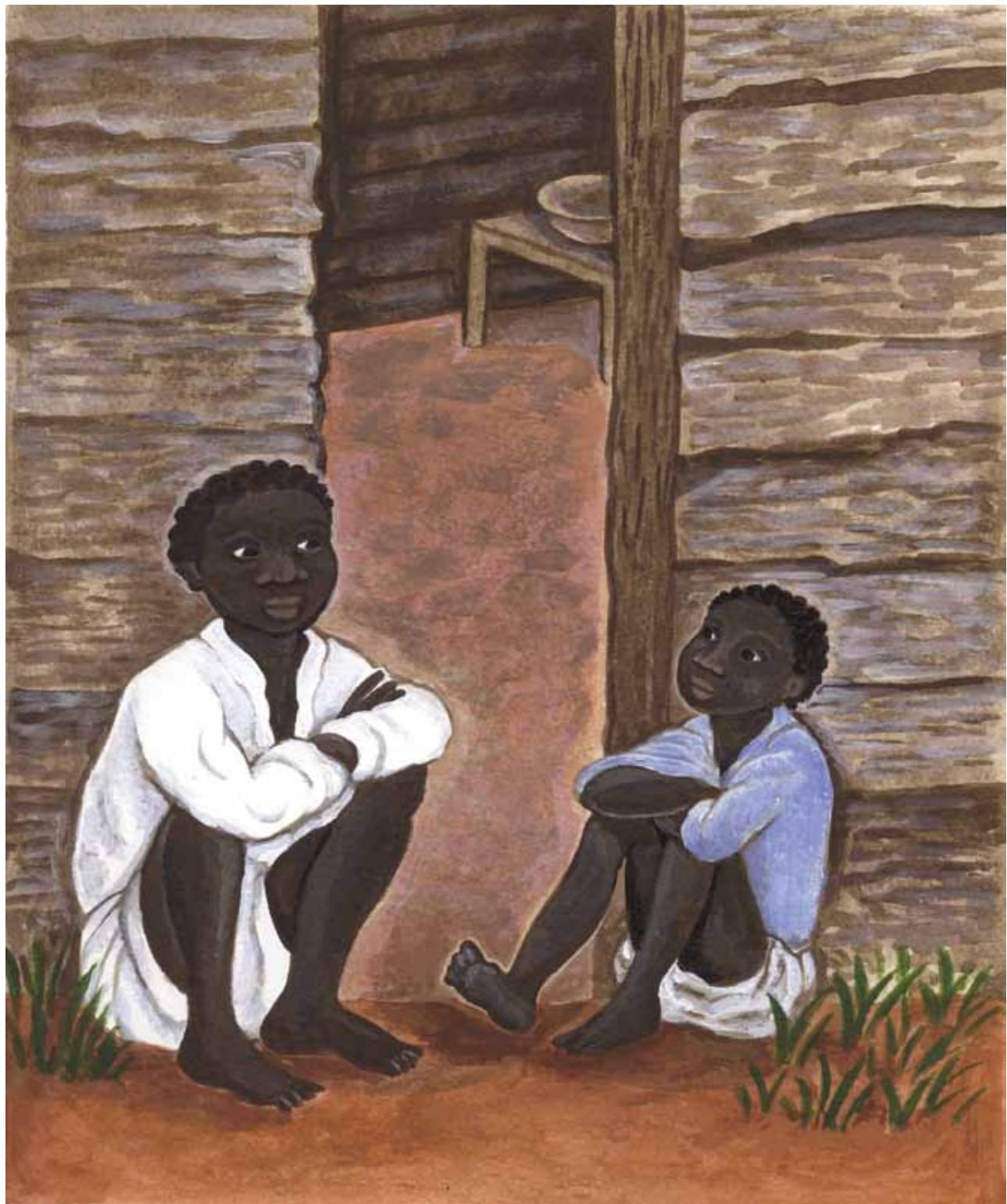


*The children called to Seth.*

Life on the **plantation** was hard. Slaves worked long hours. They had to obey the **plantation** owner. Even though he was a child, Seth also had many chores.

Seth had fallen asleep thinking about his two older brothers. They did not work on the Walker **Plantation** any more. Both of them went to work for a neighbor who had a tobacco **plantation**. George, the older of the two brothers, had been allowed to visit when their mother became sick with **swamp fever**. Because they had gone to work on a different **plantation**, it was difficult to visit. Seth and his parents had been so happy to see George. Even though she was sick, their mother had made cornbread to celebrate.

During that visit, George had told Seth that working on a tobacco **plantation** was not the same as working on a rice **plantation**.

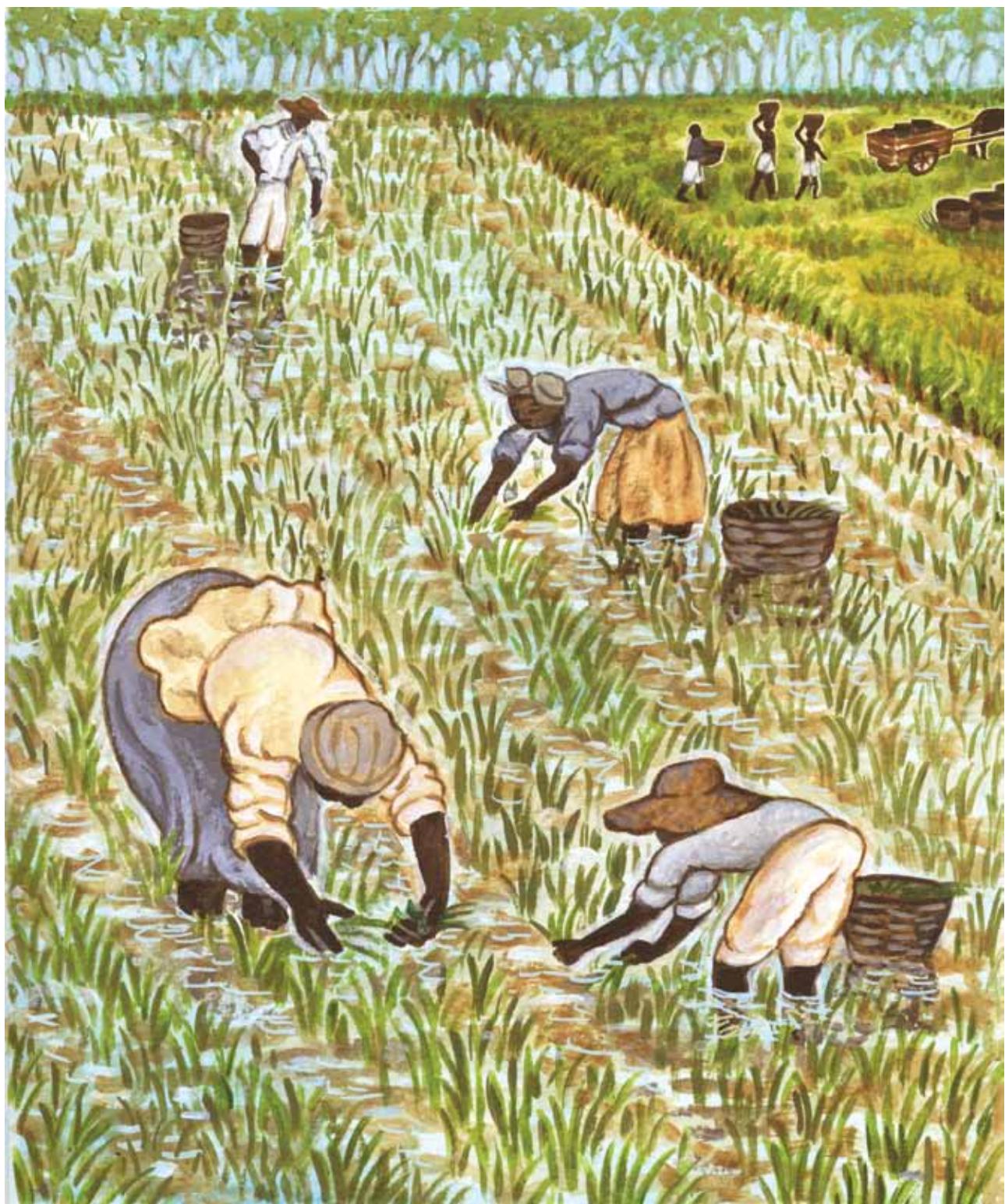


*George told Seth about working on a tobacco plantation.*

“On a tobacco **plantation**, slaves work from sunup to sundown,” George had said. “You have no time off. You have to **tend** to those tobacco leaves all the time. When one job is done, another one comes along before you know it.”

Seth didn’t like the sound of that one bit and he hoped he didn’t end up growing tobacco. On a rice **plantation**, the slaves had certain jobs to do. When they were finished, they could do the **chores** that they needed to do for themselves. Although slaves on a rice **plantation** spent less time in the fields, it wasn’t true that life on a rice **plantation** was easier than life on a tobacco **plantation**. Growing rice was a dangerous business.

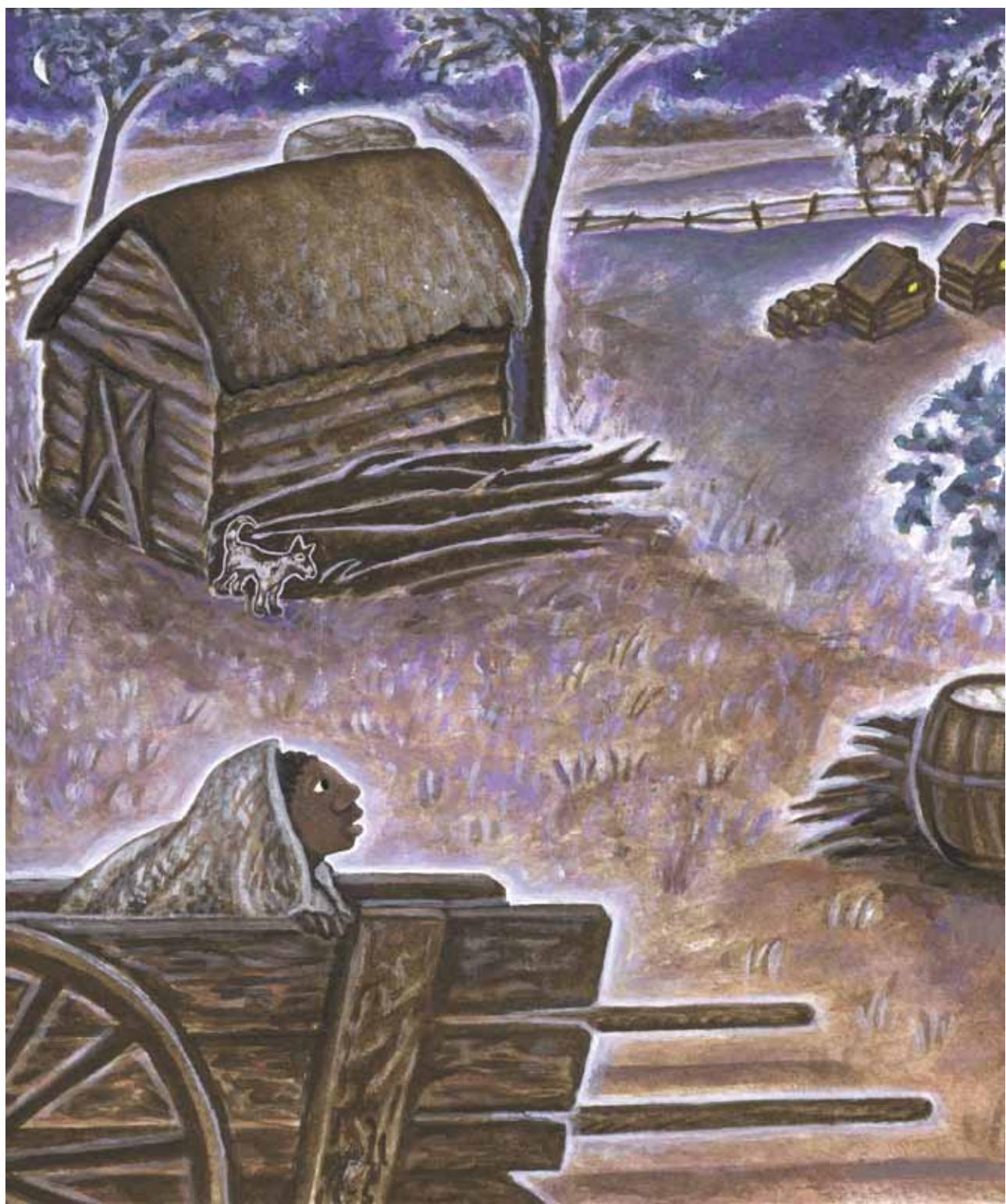
Rice grows in water. Slaves had to spend hours in **swamp**-like fields tending to the rice crops. The rice crops and the slaves weren’t the only things in the water. There were snakes, alligators, and disease-carrying insects too. That’s how Seth’s mother had become sick with **swamp fever**.



*Slaves working on a rice plantation*

The sound of a dog barking woke Seth. He had been asleep in the wagon for several hours. When he peeked out from under the **sack cloth**, he saw that the stars were **twinkling** in the night sky. He could smell wood burning in the cook's kitchen. He could hear the sound of bullfrogs calling to each other in the night air.

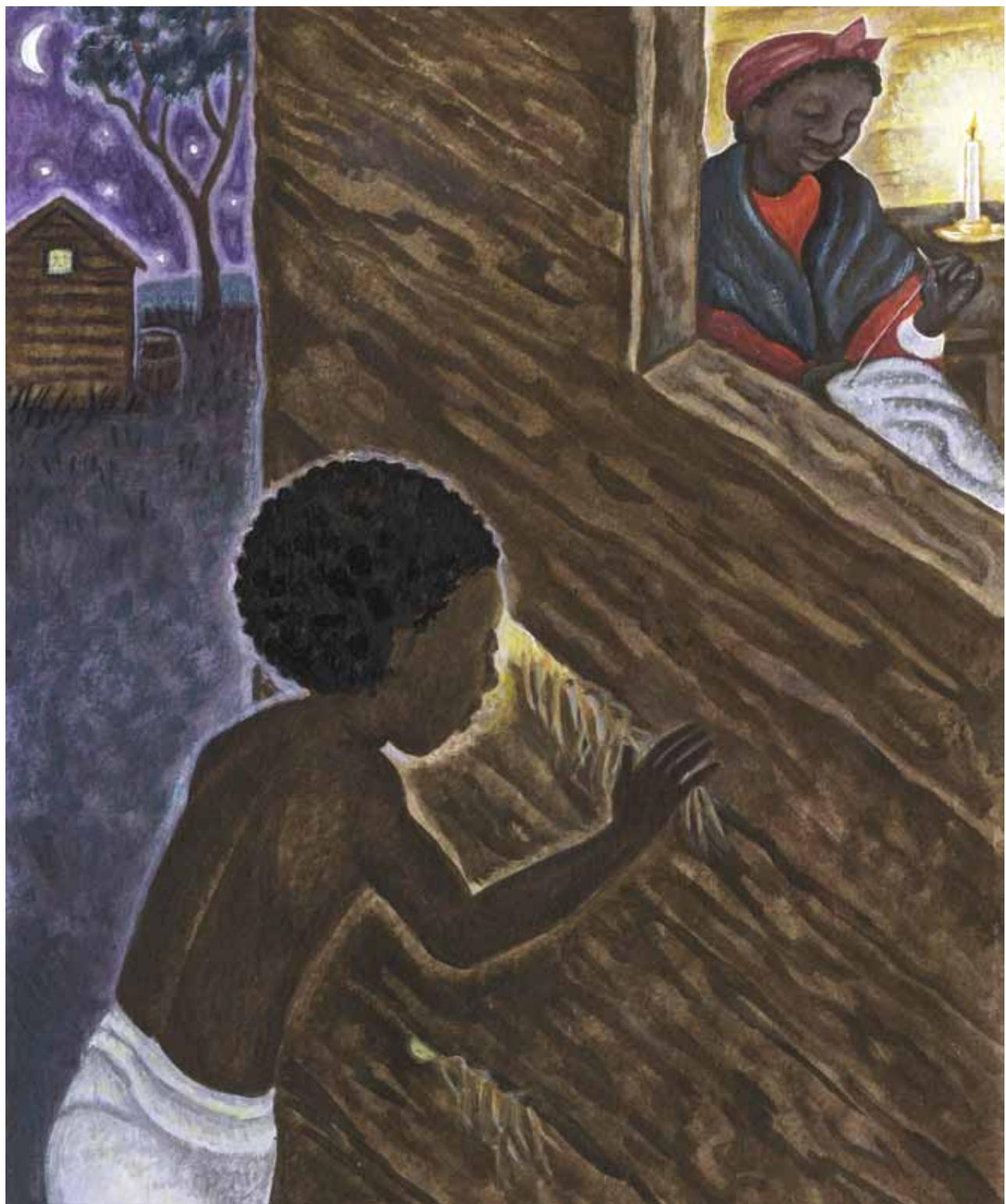
“Boy am I in trouble!” said Seth out loud as he jumped down from the wagon. He crept through the darkness toward the small, wooden slave house that he lived in with his mother and father. First, he would get a **talking to** from his parents. Then, if the field manager had noticed that he had not shown up to work in the rice fields, he might be in big trouble.



*Seth awoke to see stars in the sky.*

Seth peeked through the cracks in the walls of his house, the same cracks that let in cold air during the winter. A candle burned on a **rickety** table and in the candlelight, he could see his mother sewing his torn pants. “Maybe she’ll be too tired to be angry,” Seth thought to himself as he pushed open the door and then closed it behind him. “It will be a long time before I get to play with Laura, Helen and Joseph again,” Seth muttered as he faced his mother.

Do you think Seth’s mother will be angry with him? Do you think the field manager noticed Seth did not show up to work in the rice fields?



*Seth hoped his mother would not be angry.*

Chapter

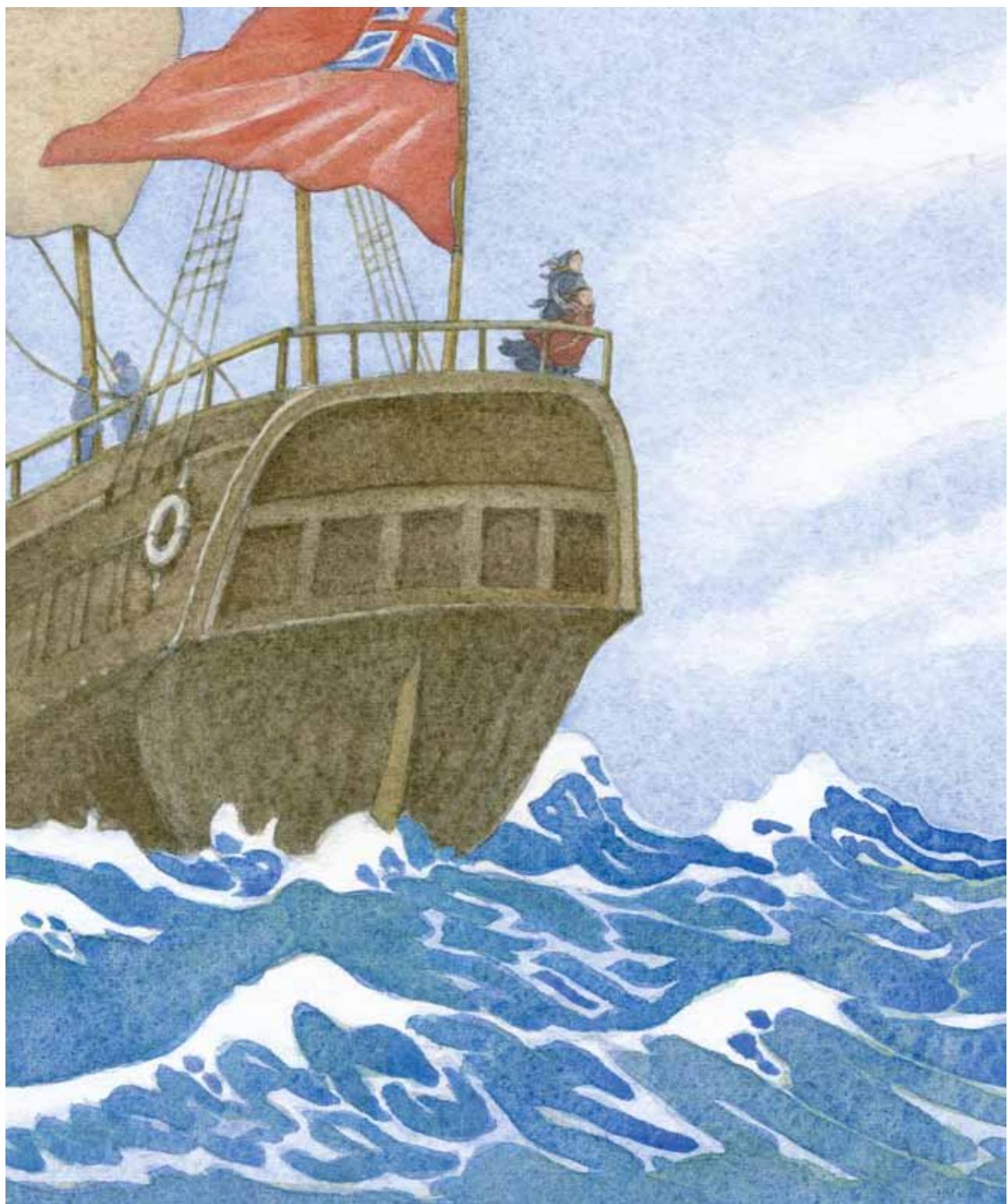
# 5

# Early Days in Georgia

Hello, my name is Sarah. My family and I are from England. We have been in Savannah, Georgia, for five years now. We left England in November, 1737, onboard a sailing ship called the Anne. It took us two months to get to these shores. I will never forget how **bitterly** cold it was on the deck of the ship. The wind felt worse than a stinging insect when it touched my face. The waves were dark, gray, and frightening. They tossed our ship about, here, there, and everywhere. I feared that those giant waves would **devour** us.



Our first stop in North America was Charleston. After that, we made our way to the town I now live in called Savannah. Savannah is in the English colony of Georgia. It's not quite a town yet, like the ones in England, but it will be. When we first arrived in Savannah, my mother called it a wilderness. I was six years old then. Now, I am eleven.



*Sarah on board the sailing ship called the Anne*

Mr. James Oglethorpe and twenty-one other English gentlemen had been granted a charter by King George II of England. The charter gave them permission to create an English colony under English law. The charter states that they are the trustees, or governors, of this colony, meaning they are in charge. However, everyone knows that it is really Mr. Oglethorpe who is in charge because he makes all of the decisions. I have also heard that Mr. Oglethorpe wants this colony to succeed so much that he sold some of his own property in England to earn money for Georgia.

Mr. Oglethorpe is a personal friend of the king and he persuaded his majesty to create this colony. My father said that Mr. Oglethorpe intends to bring **debtors** here, too. When I asked him what **debtors** were, he told me that they are people who owe money to other people. Often they go to jail until they can pay off their **debts**. They can even die in jail. Mr. Oglethorpe wants some of these people to be given a second chance here in Georgia.



*James Oglethorpe (top right) and King George II (bottom left)*

My parents aren't **debtors**. They were chosen by Mr. Oglethorpe for their skills. My father is a carpenter and my mother is a **seamstress**. Mr. Oglethorpe wanted mostly skilled people to come to Savannah. He said that would be the only way we would survive here. I have heard the grownups talk about what happened to the first settlers in Virginia. Some of them died because they were not skilled enough to make their way. Many others died because of cold and hunger though. So Mr. Oglethorpe and the other trustees chose mostly farmers, merchants, bakers, carpenters, and blacksmiths to be the first English colonists here.

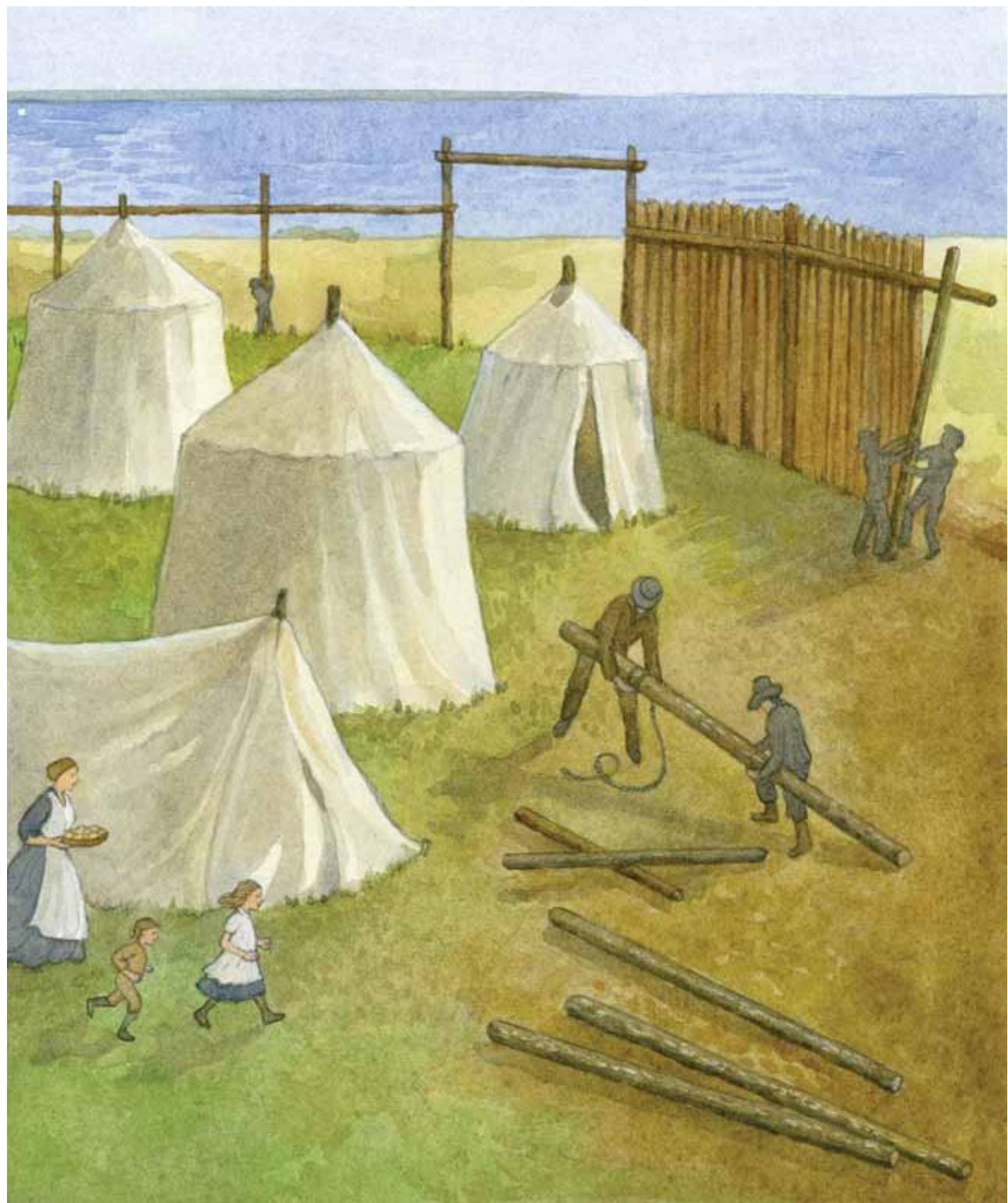


*A baker, a carpenter, a farmer, and a blacksmith*

When we first arrived in Savannah, we lived in tents. Altogether there were forty families. We worked very hard to build the wall that now surrounds us. Inside the wall, we built our homes. Everyone worked, even the children. Slowly, our town began to take shape. There is still a lot of work to be done, though. It does not yet look like the busy city of London that we left behind.

Mr. Oglethorpe had hoped to avoid the use of slaves. But there was so much work to be done that eventually some came to help us clear the forests so that we could build our houses and plant our crops. Here in Savannah, families have pieces of land where they grow their own crops. Mr. Oglethorpe has **banned** the drinking of rum in this colony. My father says that some people are unhappy about how strict Mr. Oglethorpe is being.

My parents say that Mr. Oglethorpe is a wise man. When we first arrived, he made friends with the chief of a local tribe called the Yamacraw. The chief's name is Tomochichi. Tomochichi even traveled back to England with Mr. Oglethorpe when he went to get more supplies for us.

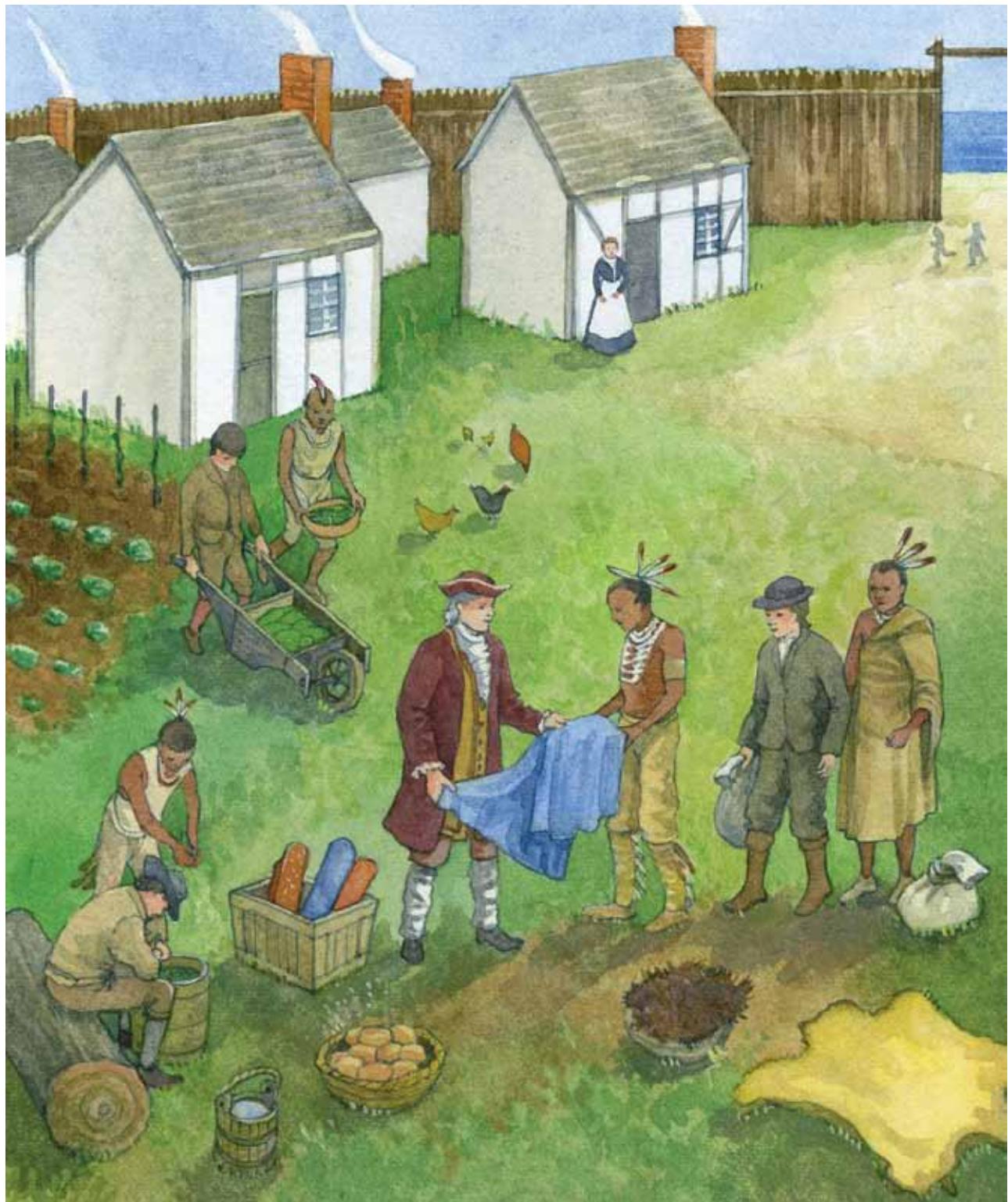


*Families lived in tents until they built their homes.*

Tomochichi and his people trust us—at least for now. In fact, I have heard some of the boys saying that the Spanish to the south of us are our main enemy. They want this land. The Spanish have a large fort called St. Augustine in Spanish Florida. They could attack us at any time. Because of this **threat**, Mr. Oglethorpe has once again returned to England to ask King George II for soldiers to help protect us. My father says that it is only a matter of time before we will have to fight the Spanish for this land. These words scare me.

I must go now. I hear my mother calling me. I have to help her prepare the evening meal. I hope we get a chance to talk again.

How do you think it felt to know that you could be attacked at any time? Do you think King George II sent soldiers to protect the colonists?



*Mr. Oglethorpe traded wth the Yamacraw.*

## Chapter

# 6

# The Pilgrims, Part I: Arrival

Mary and Remember Allerton ran as fast as they could towards their house. Their stepmother, Mrs. Fear Allerton, was waiting for them. As their father had pointed out many times, it was not a good idea to keep a woman whose name was Fear waiting.

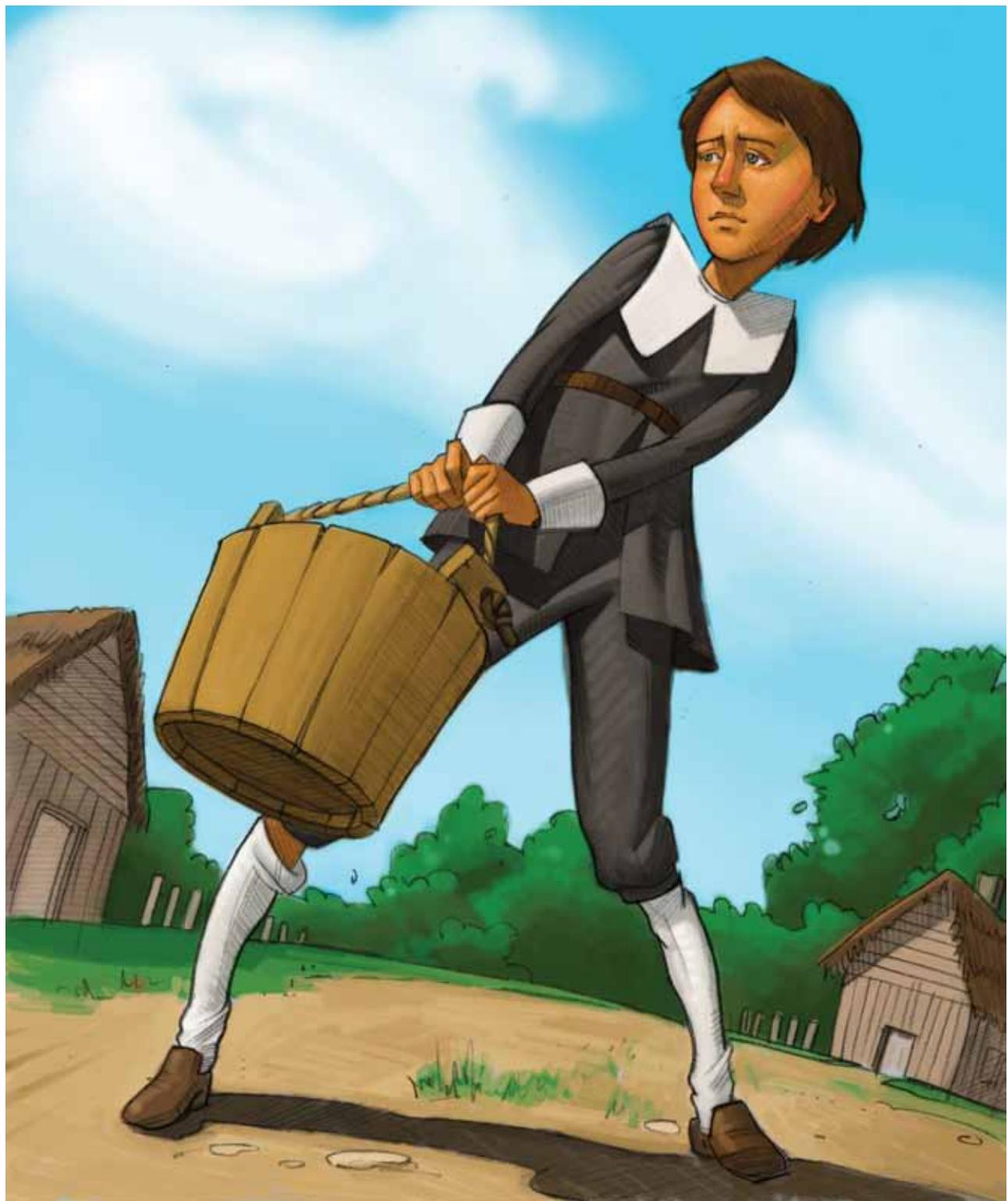


In the late afternoon, the children had gone out to collect firewood. After gathering the wood, they had stopped to play in the forest with their friends, Love and **Wrestling** Brewster. Love and **Wrestling** Brewster were Pilgrim brothers. They had also gone into the forest to collect firewood. Like many of the **Pilgrim** children, these children had been given special names at birth. Their names often **indicated** what kind of person their parents hoped they would become. Sometimes their names **revealed** something that had happened at the time of their birth.



*Mary and Remember hurried home.*

Remember had been given her name because her mother had said that she would always remember, and never forget, her birth. **Wrestling** wasn't happy with his name. He didn't feel much like a **wrestler**. **Wrestling** planned to change his name when he was older. He was going to change it to John. He had been a weak baby and his father had given him the name hoping that it would make him strong.



*Wrestling Brewster*

When the children had gathered as much firewood as they could carry, they dropped it into a large pile and played a game of hide and seek. Then, they climbed trees and collected sweet berries to eat. They pretended to be English pirates capturing Spanish galleons laden with gold. It wasn't until the sun had begun to set that they realized they had been gone for quite some time. The children **anxiously** gathered up their firewood and made their way home.



*Pilgrim children pretended to be English pirates.*

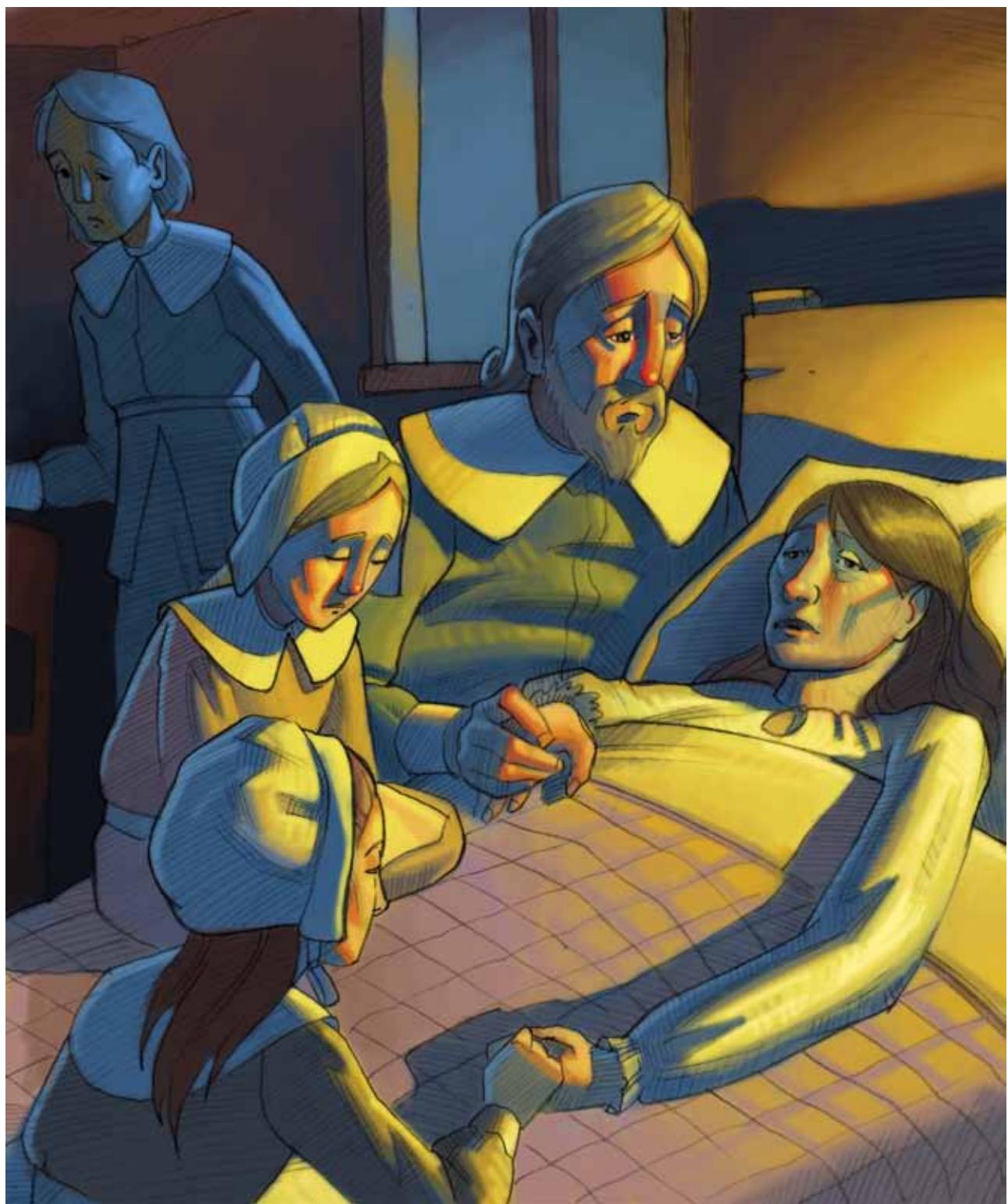
Four years earlier, all four of these children had survived the journey onboard the *Mayflower* from England. They had arrived in Plymouth, Massachusetts, in 1621. Their parents were **English Separatists**. **English Separatists** were people who were unhappy with the Church of England and wanted to start their own church. They wanted to be free to **worship** God in their own way.

The king of England, James I, was the head of the Church of England. He **harassed** anyone who did not obey the rules of the church. As a result, many **English Separatists** left England. The children's families had first tried living in the Netherlands, but they were not happy there. Finally, they and others set out across the Atlantic Ocean to establish their own colony in North America. Because they were willing to travel to a faraway place for their religious beliefs, they began calling themselves **Pilgrims**.



*The Mayflower (left) and King James I (right)*

The journey across the ocean, and the first winter in the colony, was now just a terrible memory. So many people had died either on the ship or within the first months of being in Plymouth. They had died from disease, hunger, and the extremely cold weather. Mary, Remember, Love, and **Wrestling** had **witnessed** the death of many **Pilgrims**. Worst of all was the death of the girls' **beloved** mother. After she had died, their father had tried to comfort them as best he could. The girls had felt that their hearts had been broken. Their brother Bartholomew had hidden in the forest for several days. He had refused to come back no matter how often they called his name. He finally came back though. When spring arrived, Bartholomew had helped their father build a house and plant crops.

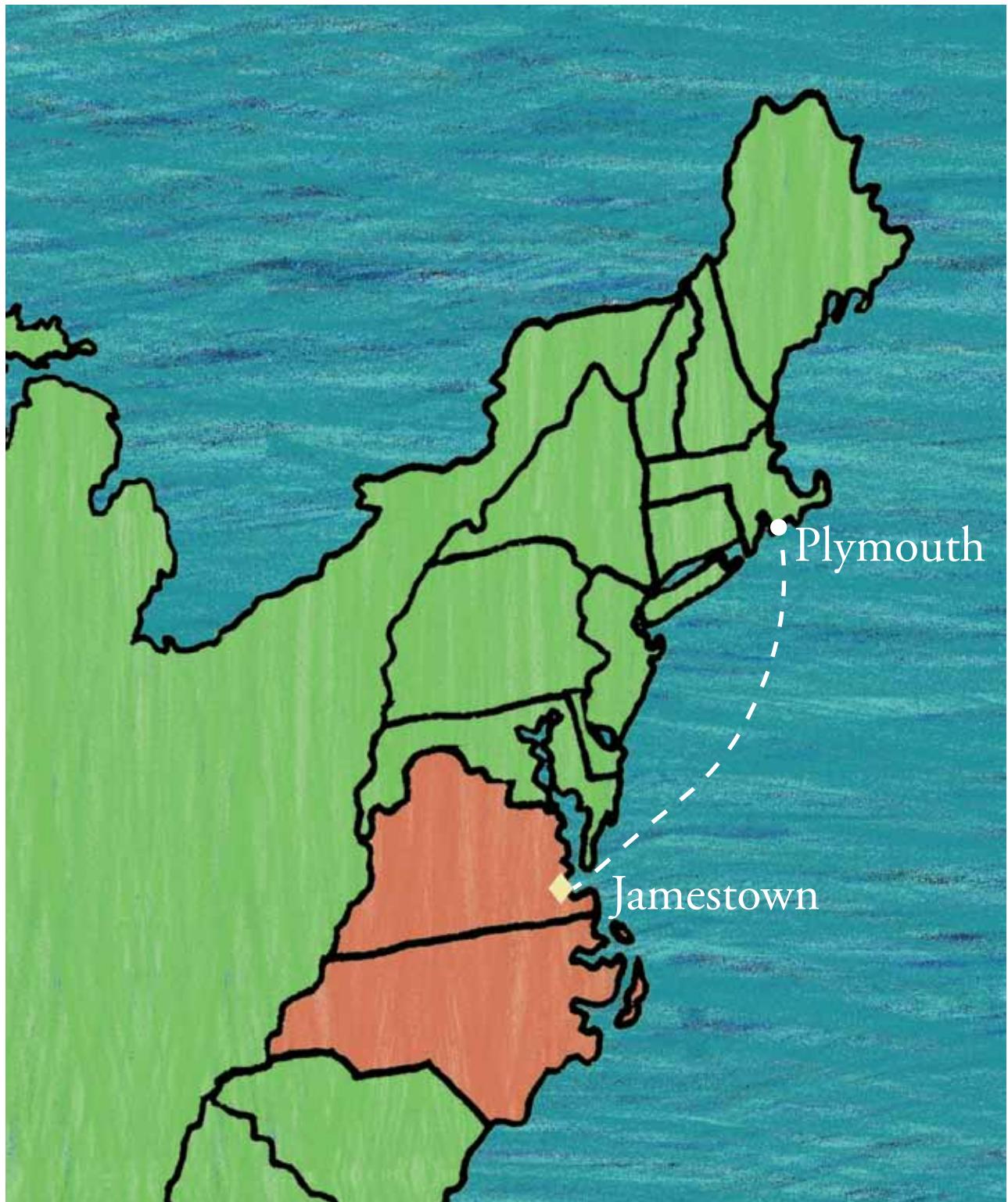


*Mary, Remember, and their father tended to their mother.*

The **Pilgrims** had not **intended** to settle in Plymouth. They had been planning to go to Virginia, but their ship had been blown **off course**. It had taken them two months to cross the ocean. Mary, Remember, **Wrestling**, and Love had wondered if they would ever see dry land again.

When they finally arrived, it was wintertime and they were in an unknown land hundreds of miles north of their **intended destination**. This place was much colder than Virginia. Even more alarming was that many of the **Pilgrims** had noticed that the soil was not very good for farming. If they could not farm, they would have no chance of surviving in this new land. The children's new home was not at all what they had imagined it to be.

Now that the children are no longer living in England or the Netherlands, in what ways do you think their lives have changed?



*Plymouth was hundreds of miles north of their intended destination, which was Jamestown.*

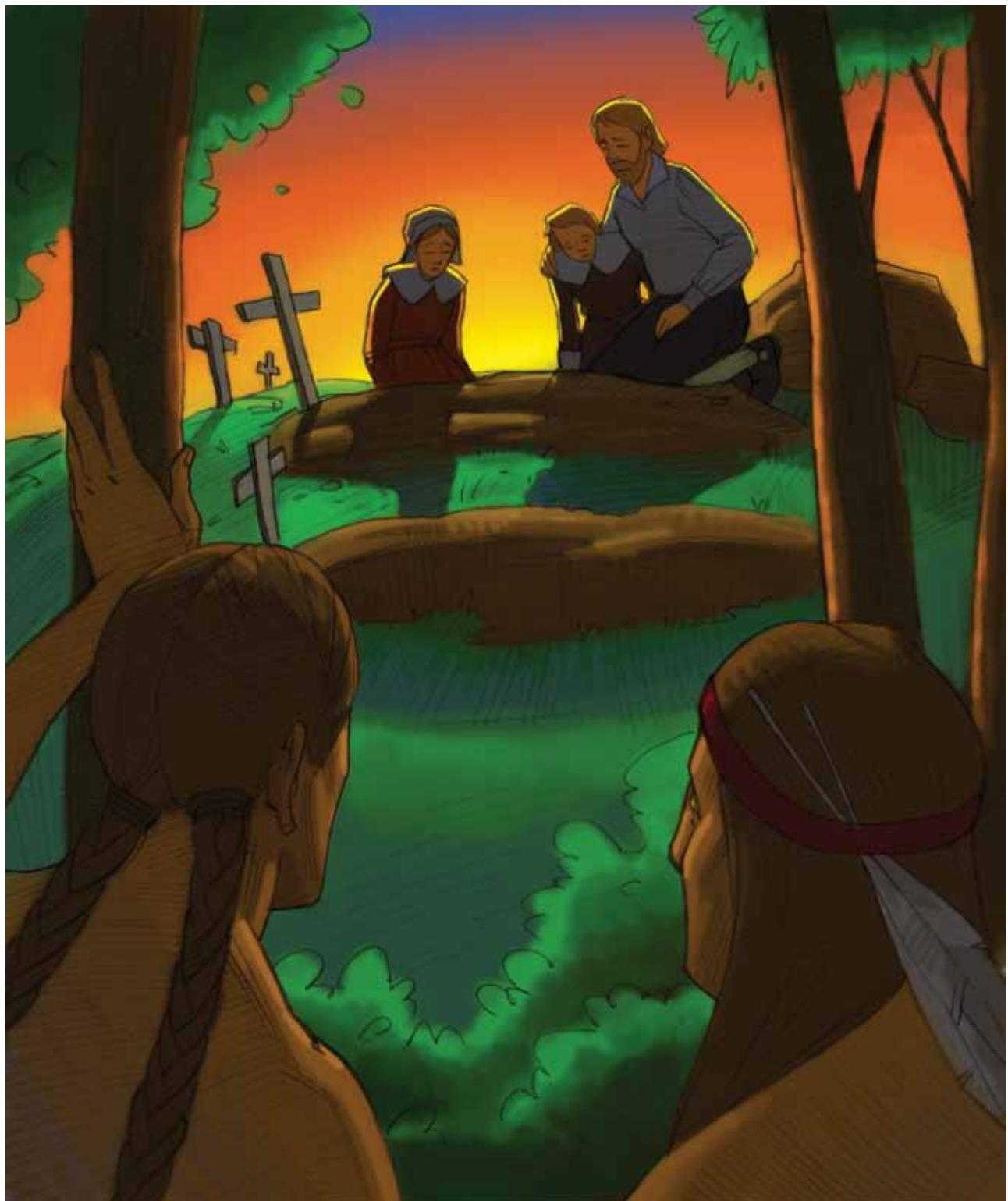
Chapter  
**7**

# The Pilgrims, Part II: Thanksgiving Celebration

Do you remember that in the previous chapter, you met the Pilgrim children Mary and Remember Allerton and Love and Wrestling Brewster? In the beginning of the story, they were collecting firewood and playing in the forest. Then, you traveled back in time and learned how they had arrived in Plymouth, Massachusetts. In this chapter, we will continue to find out more about their early experiences in Plymouth.



Years earlier, the arrival of the children and the other Pilgrims in Plymouth in 1621 had not gone unnoticed. Native Americans had watched them from the safety of the forest. They had watched as these **foreigners** worked to build shelters by day and returned to their ship by night to sleep.

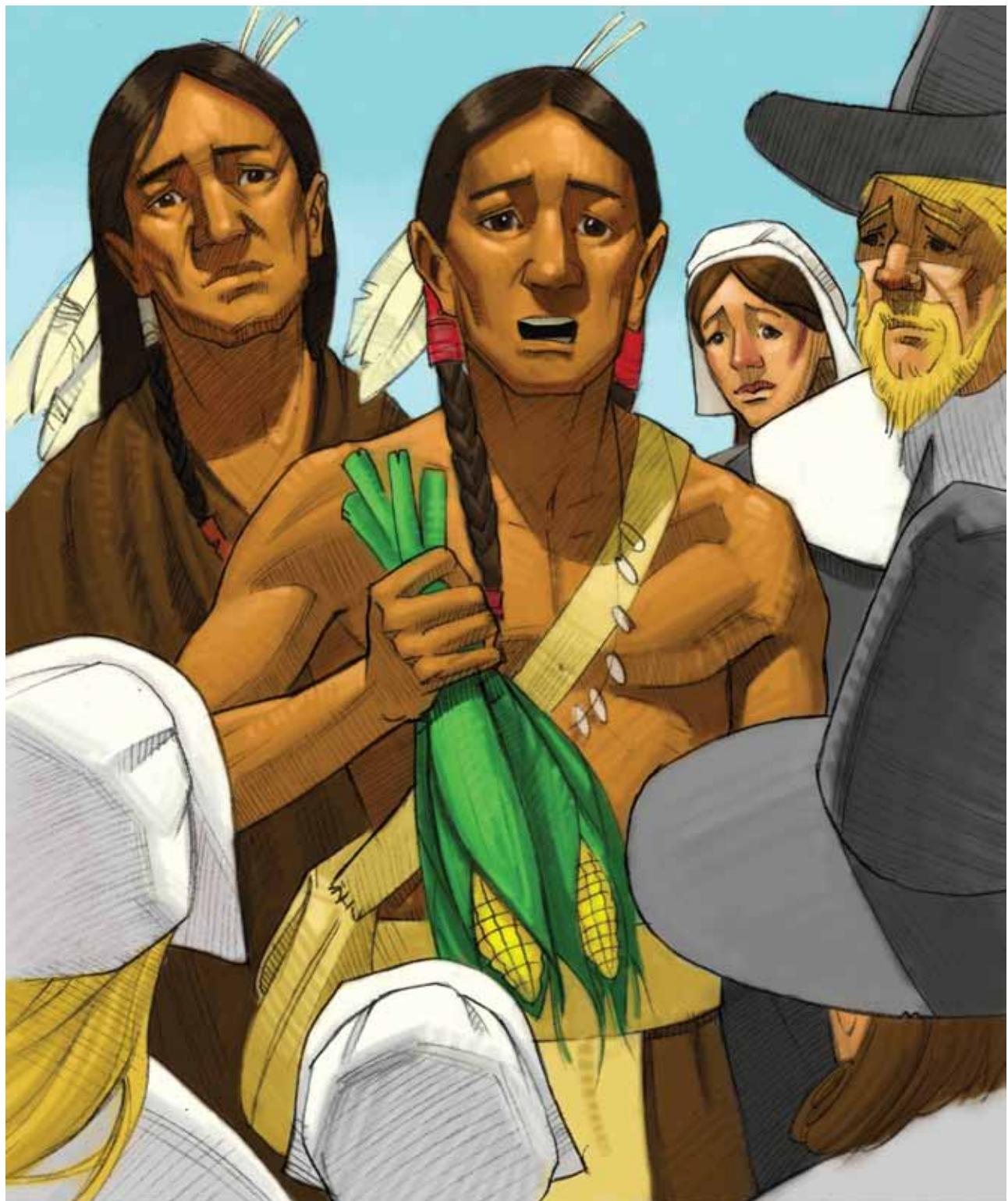


*Native Americans watched Mary, Remember, and their father bury their mother.*

They had watched as they shivered in the cold. They had watched as they buried their dead in the still of the night. Mary, Remember, Love, and Wrestling had watched, too, and had wondered if they would survive.

Although there were many hardships, there were two things that enabled them to survive. A native **tribe** called the **Patuxet**, who had lived in the area, had created fields for planting. Sadly, many members of this tribe had died because they had caught diseases from European explorers. Because of this, their fields were not in use. This meant that the hungry and weary English colonists did not have to clear the forests before planting time.

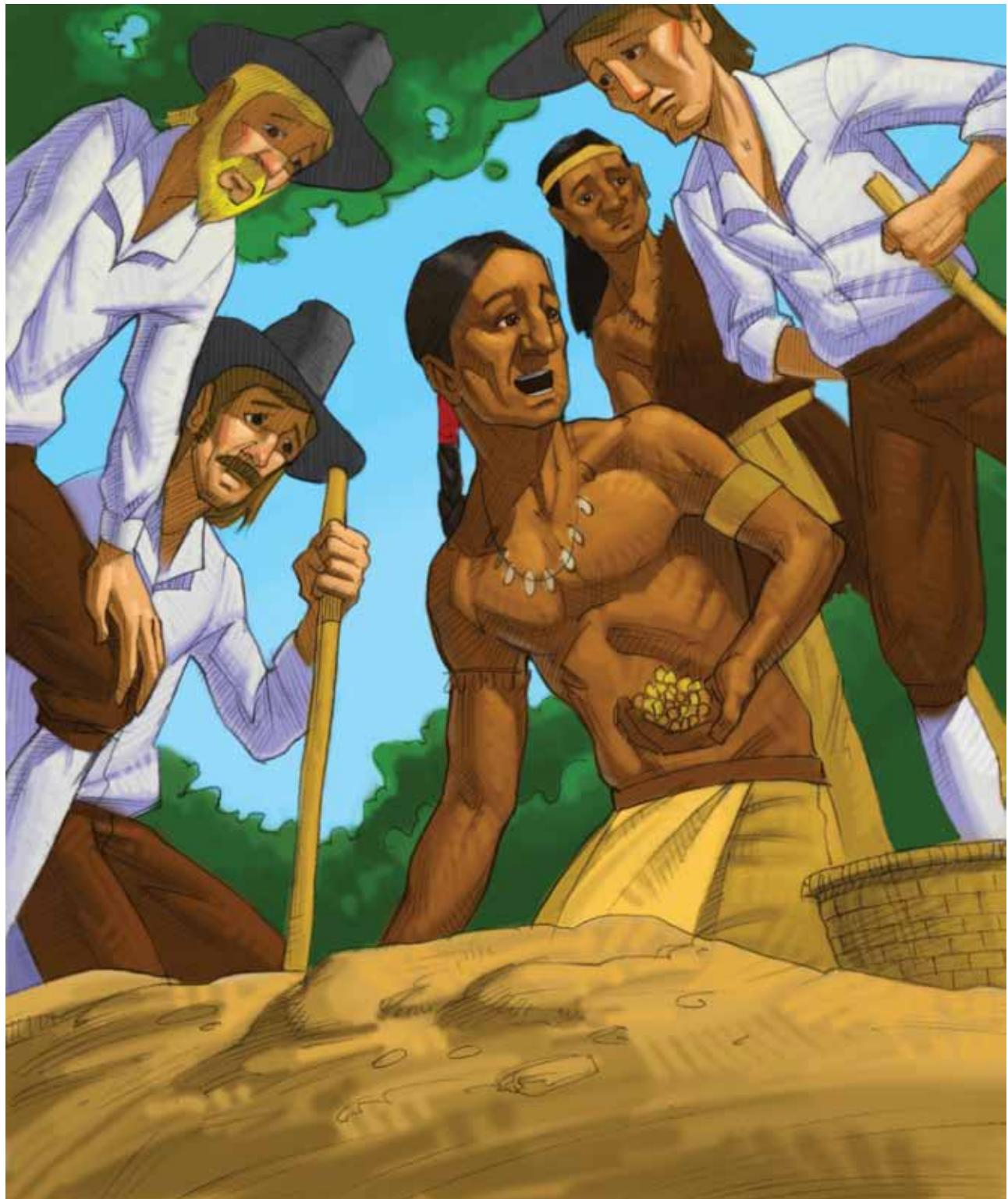
Having experienced the loss of his own people, a Native American called Squanto came to the aid of the Pilgrims. Squanto's friend Samoset agreed to help too. Both of these Native Americans spoke English. Squanto spoke very good English. In 1605, he had been taken to England by an English explorer.



*Squanto and Samoset helped the Pilgrims.*

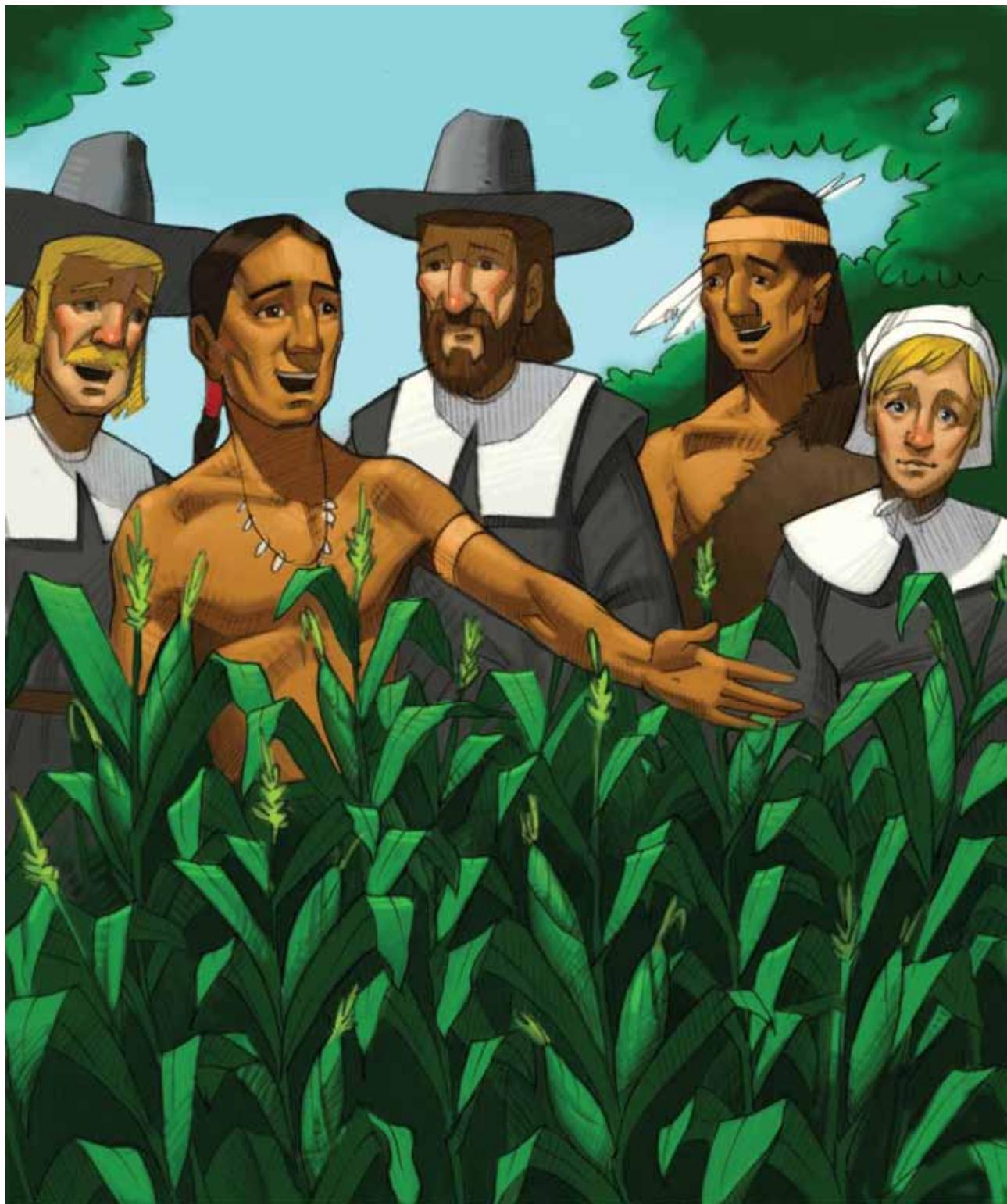
Squanto and Samoset showed the Pilgrims how to plant corn, squash, and beans and how to make these crops grow in the poor soil. Squanto also taught people to recognize berries and fruits that could be eaten and where the best places to fish were. Wrestling Brewster often talked of how he had feared these people at first. But when they helped the settlers, Wrestling had changed his mind. Love and Wrestling had gone fishing with Squanto. Squanto gave the Pilgrims hope.

The colonists had also made peace with a local **tribe** called the Wampanoag. Both sides agreed to help and protect each other. They agreed to trade with each other, too. This meant that the colonists could work on building their homes without the fear of attack.



*Squanto and Samoset showed the Pilgrims how to make crops grow in poor soil.*

Slowly, the days grew warmer and the Pilgrims became happier. They were no longer cold and hungry. The first fall was one of the most precious memories Mary, Remember, Love, and Wrestling had. The crops had grown well and their harvest was abundant. Besides farming, the colonists had also learned how to hunt and fish in this new land. As a result, they had produced more than enough food to get them through the next winter. They had also been able to build homes that would protect them from the cold weather when it came again. While they mourned the loss of so many, the surviving colonists were thankful for what they now had. That is why they decided to give thanks to God and the native people who had helped them.

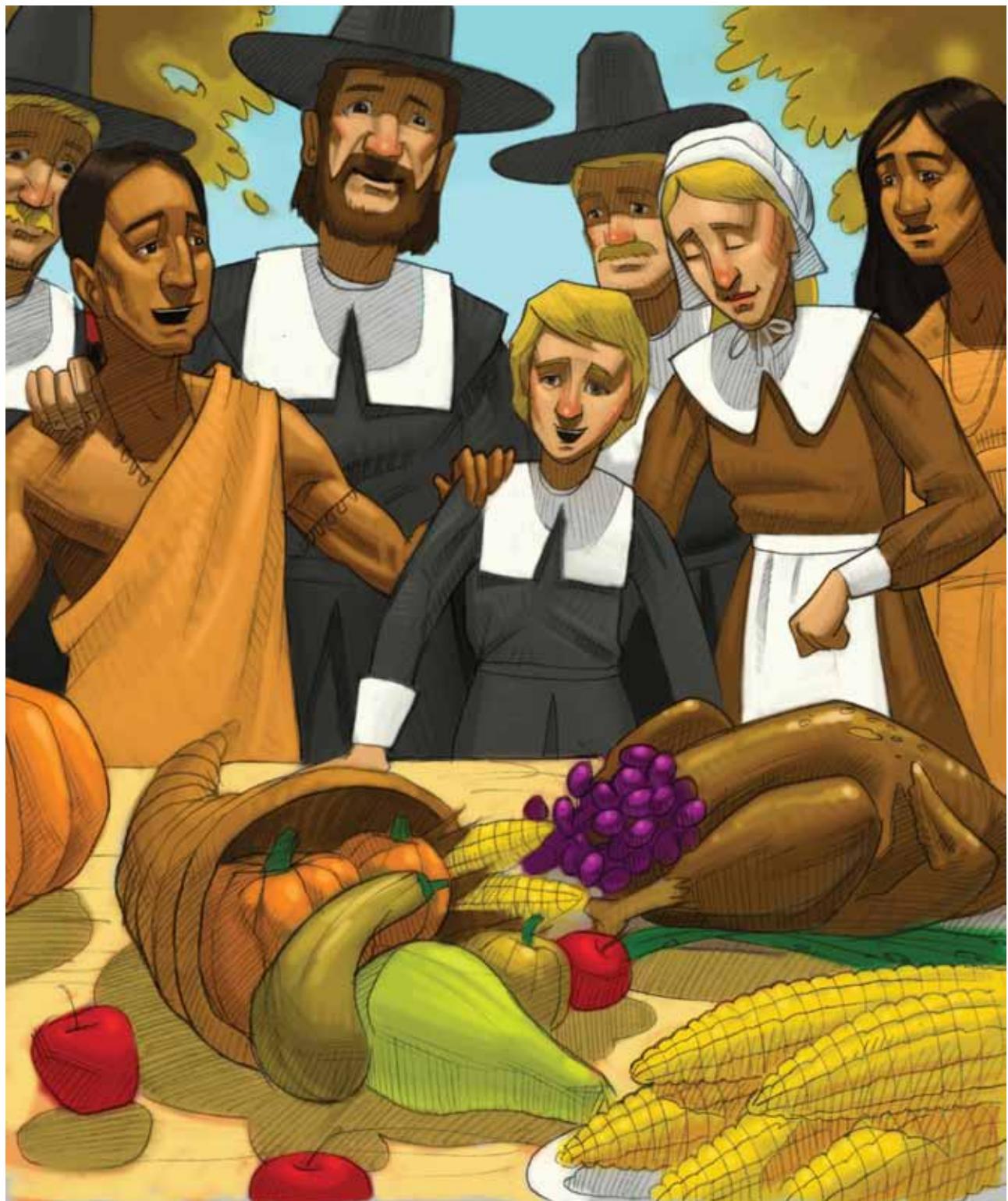


*An abundant harvest*

A great celebration of thanksgiving was organized. The local Wampanoag were invited to the thanksgiving celebration. Squanto and Samoset were invited, too. The Wampanoag chief, Massasoit (MAS-ə-soyt), was the guest of honor.

Everyone there had dined on deer, duck, lobster, fish, cornbread, pumpkin, squash, and berries. They had eaten until they were fuller than they had ever been before. They had played games and they had run races. The Wampanoag had stayed in the colony for several days. It was probably the happiest time the children could ever remember. They often spoke of it. Since then, more and more Pilgrims had arrived. More homes had been built. Their father had married Mistress Fear.

All these early experiences of the children happened four years ago. Now, here the children were, playing in a forest in a new world.



*A celebration of thanksgiving*

As Mary and Remember hurried out of the forest, they said their goodbyes to Love and Wrestling. Minutes later they arrived at the door to their house. Their arrival had not gone unnoticed. The door to their house was flung open and Mistress Fear appeared in the doorway. She stood there with her hands on her hips.

“It’s a good thing I had already collected firewood earlier in the day or the fire would have gone out long ago,” exclaimed Mistress Fear. “Anyone would think you had to grow the tree before cutting it down. Now, go wash your hands and help me set the table.”

Mary and Remember looked at each other as they inched past Mistress Fear. They both knew she was not done scolding them.

Why do you think Squanto and Samoset had decided to help the struggling Pilgrims? Do you think the Pilgrims would have survived if they had not helped?



*Mistress Fear scolded the girls.*

## Chapter

# 8

# Puritan Life

Hello, my name is Lizzie. My mother and father are once again displeased with me. I smiled too much during the morning **sermon**, and then fell asleep during the afternoon **sermon**. They both said that it is a great sin for a Puritan child to fall asleep while listening to the word of God.



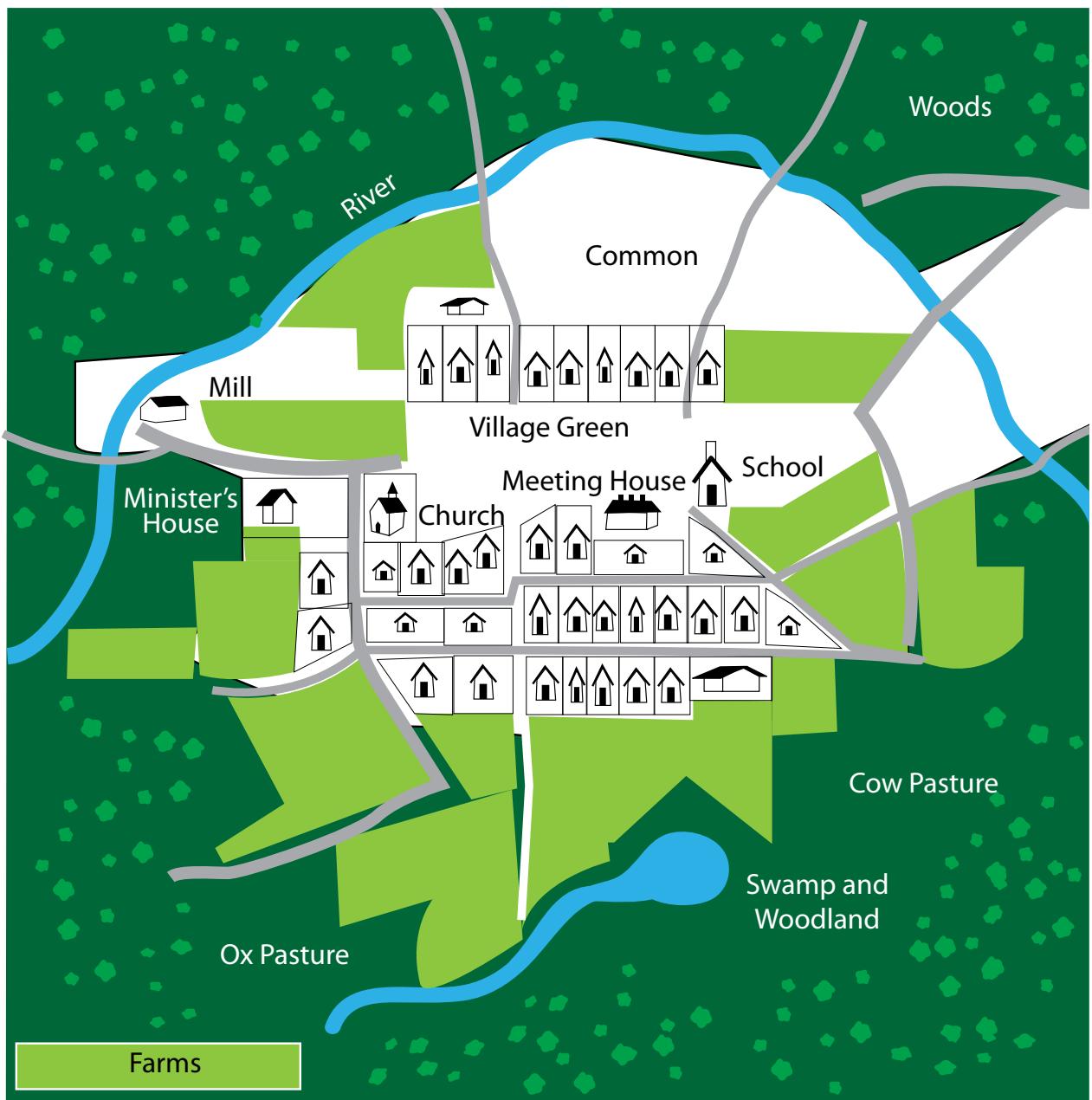
During the morning **sermon**, I had smiled at the sight of **Elder** Jones's new wig. I could not understand why a **minister** of the church would care to wear such a thing on his head. But seemingly he does. Not only is it a strange looking sight, it does not appear to sit straight on his head. When I smiled and pointed at him, my mother pinched me so hard that my leg has not yet recovered.



*Lizzie smiled at the sight of Elder Jones's new wig.*

As you may or may not know, the most important place for any **Puritan** is the meeting house. Every **Puritan** meeting house is placed in the center of a town or village. That is because the meeting house is the center of our lives. Our church services take place there and so do all important meetings.

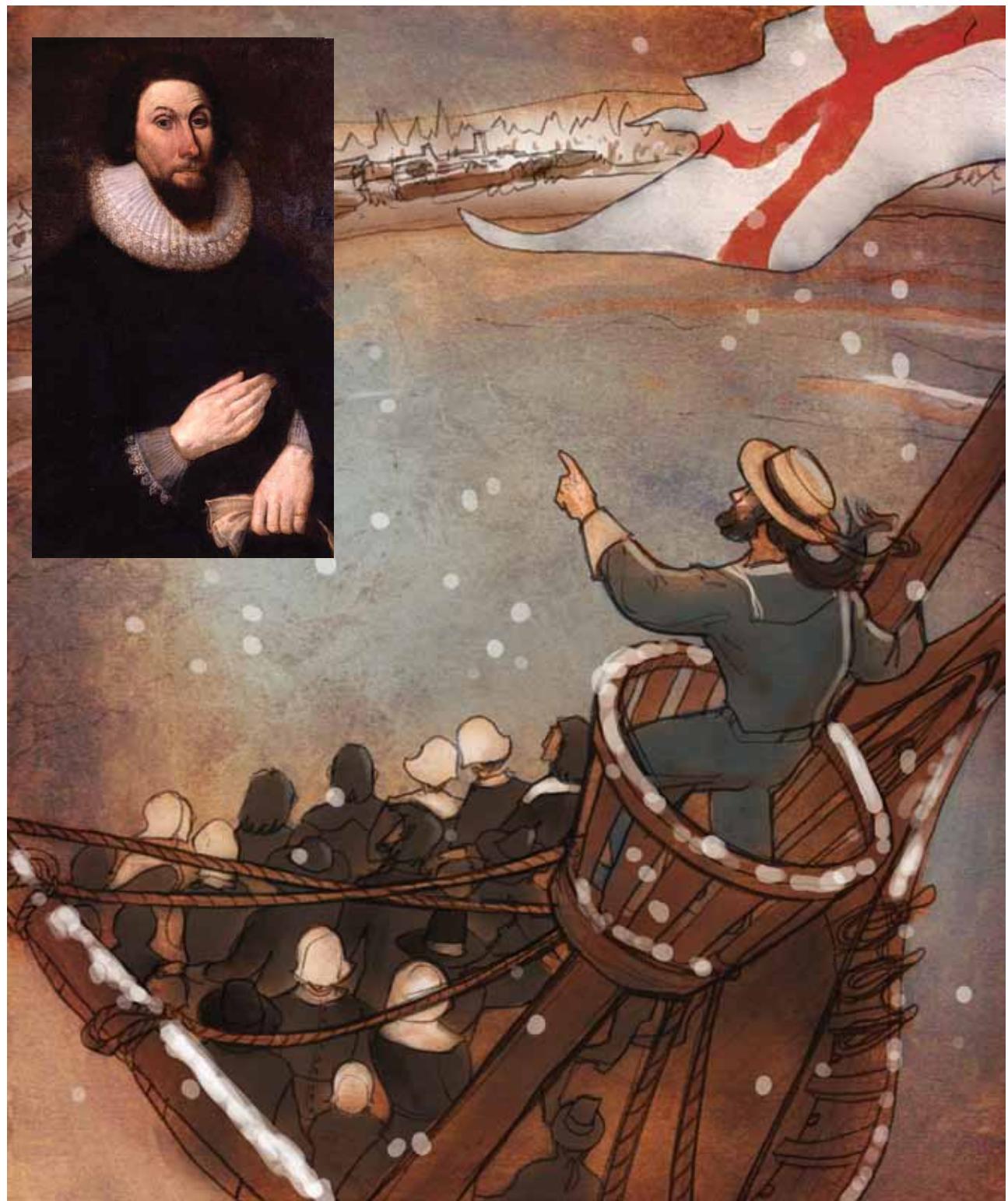
We **Puritans** live in the Massachusetts Bay Colony. Our colony was created in partnership with a **Puritan** company called the Massachusetts Bay Company. The Massachusetts Bay Company sells the fur we get from hunting and the fish we catch. Our colony is becoming wealthy because of this trading agreement.



*A Puritan town*

We came here from England in the year 1630. I was just a baby. Now, I am almost eleven years old. Unlike the Pilgrims, we did not want to break away from the Church of England. We wanted the church to be **purer** and stronger. However, neither King James I nor his son King Charles I would listen to our **requests** for change. In the end, we had no choice but to leave our homeland and start a new life somewhere else.

We chose to create our own **Puritan** Colony on land north of the Pilgrim colony of Plymouth. Guided by our leader John Winthrop, we sent men ahead to prepare the way for us. They began the construction of houses in an area we call Salem. They cleared the land for planting. We now have four settlements within our colony. Apart from Salem, we have Boston, Charlestown, and Cambridge. The population within our colony is growing rapidly. Each year, hundreds of people come to live their lives with us. I have heard the grownups say that even King Charles I cannot believe how successful and strong we are becoming.



*Puritans arrived at the Massachusetts Bay Colony in 1630.  
Inset: John Winthrop*

Trade ships frequently move in and out of our **harbors**. I love to watch the men unload items that have been sent across the ocean from our former homeland. We need guns, tools, and cloth. We hear news from home by talking to the sailors and newly arrived colonists. It makes our hearts **flutter** when the sailors and passengers talk of life in England. Just two months ago, I sat on the snow-covered **dock** and listened to stories from home. The sailors spoke of the **glorious** sound of the London church bells ringing out on Christmas Day. They also reminded us of the smell of roasting **pheasant** and sweet plum pudding. As you can tell, some of us are sometimes **homesick** but we know our cause is **just** and good and worth the **sacrifice**.

People are welcome here, but all who come to live with us must live according to the rules of the **Bible**. That is the **Puritan** way. Thus, I must surely **mend my ways**. I must not smile during **Elder** Jones's **sermon**, no matter how long it is. I can tell you, **Elder** Jones does like to do a lot of **preaching**.

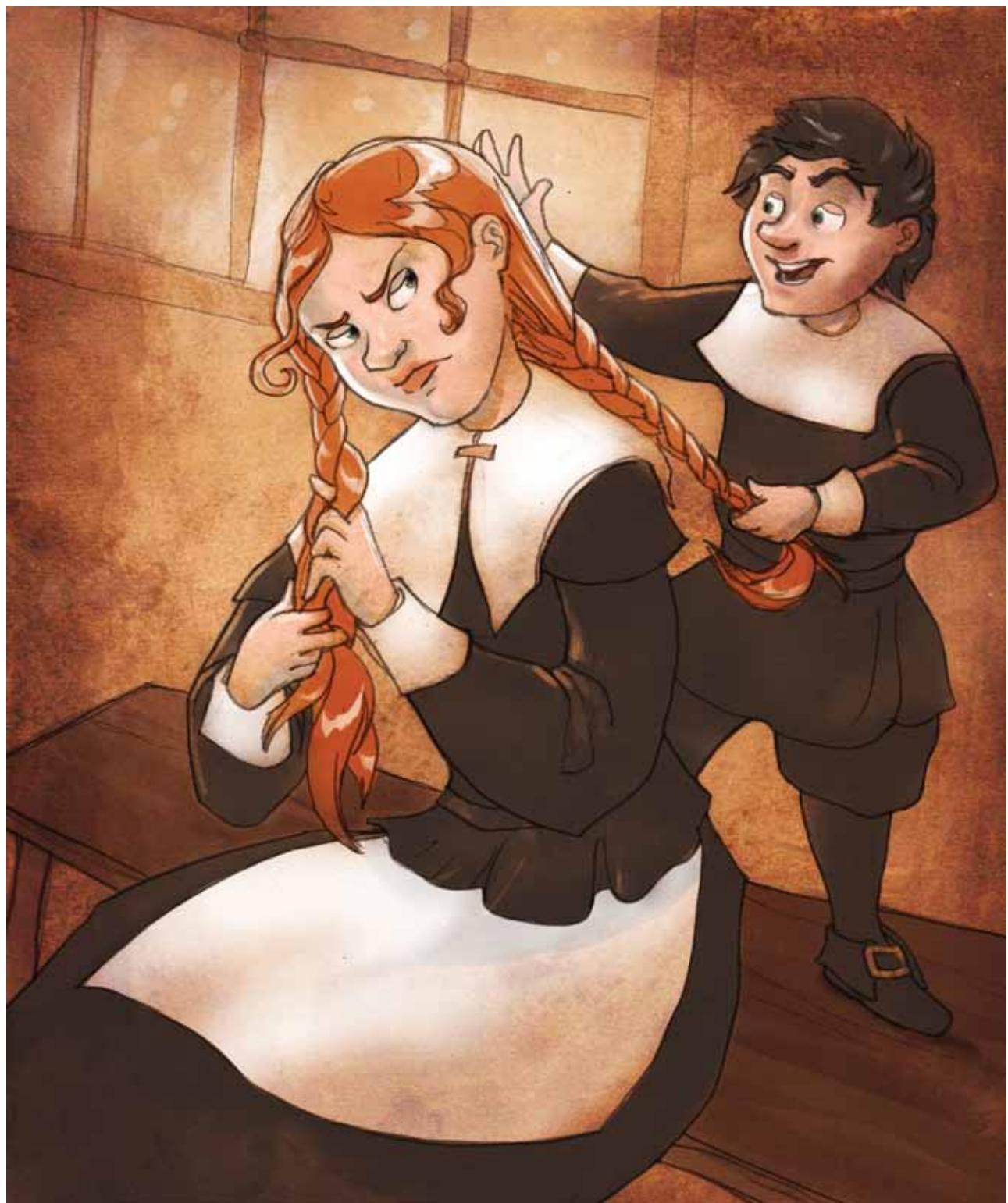


*A sailor delivered supplies and news from home.*

My brother George keeps pulling my hair and running away. I have asked him nicely to stop. I have frowned at him like Mother frowns at me. But still he continues to do it. I must also make sure that I don't wag my finger at him. I must not scold him either. I have done it twice now, though my mother has not seen me do it. George is the baby in our family. He is no longer a real baby as he is four years old. My mother and father had seven children, but we are the only two children still alive. Mother and Father make excuses for George's behavior, but not for mine. I must be "responsible Lizzie."

Well, it seems that **Elder** Jones is not done **preaching**. He has called us back to the meeting house for one more **sermon** before sunset. I hope he is not wearing that wig again.

Why do you think the **Puritans** made the meeting house the center of their lives?



*George pulled Lizzie's hair.*

# Life on a Farm in the Middle Atlantic Colonies, Part I

“Primrose, come see the kittens that have just been born,” yelled Patience, Primrose’s sister.

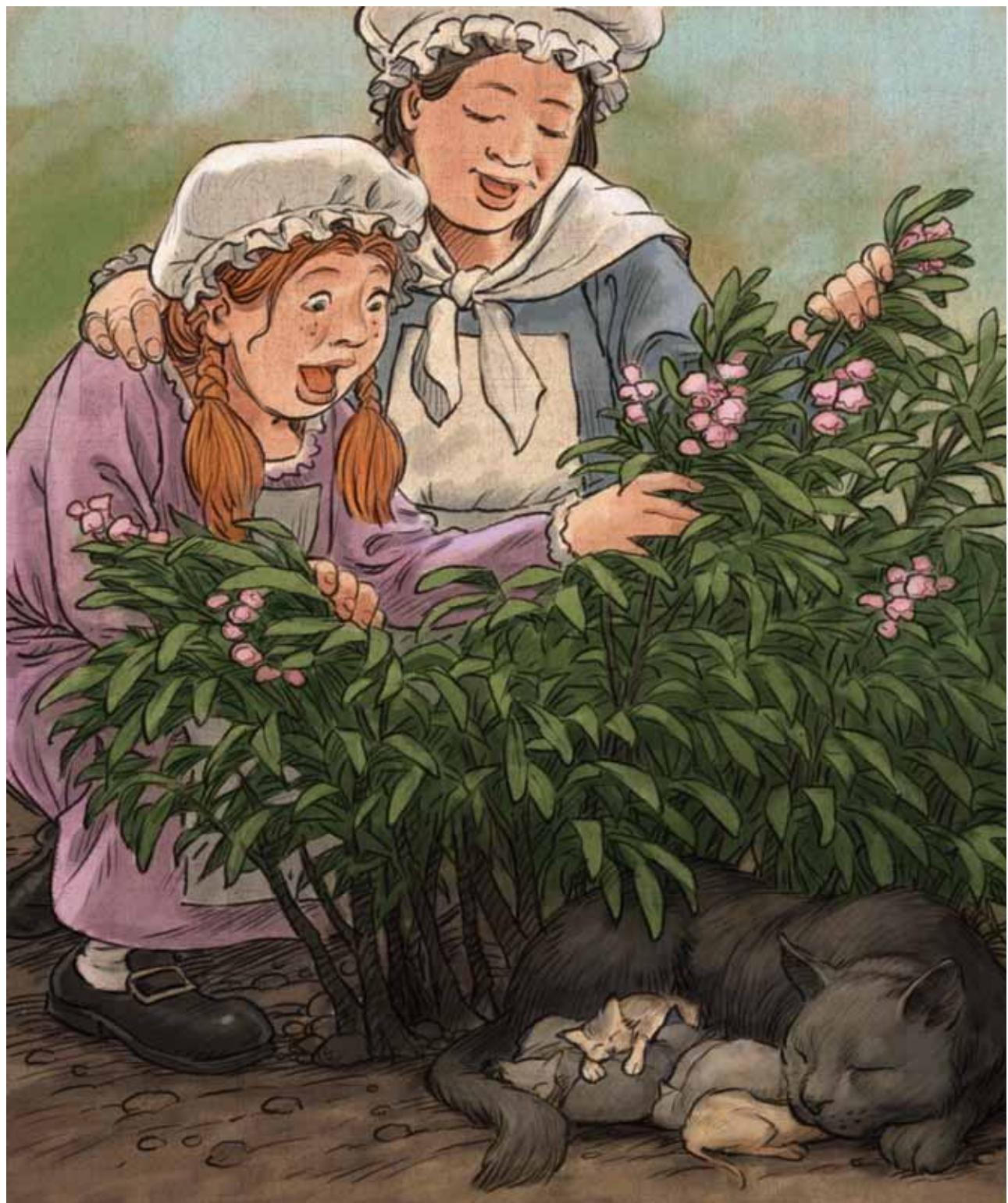


“See, there are six of them,” Patience continued as her sister appeared at her side. Primrose sat down next to Patience as she pointed to a spot beneath a large shrub, where the mother cat and her kittens lay.

The two girls stared long and hard at the tiny creatures that looked more like little rats than kittens. There were six kittens in all. Their eyes were closed and they could not walk. They lay in a heap together beside their mother.

“I want to keep one as my own,” said Patience.

“Well, you can’t yet,” Primrose replied. “They have to stay with their mother for at least ten or eleven weeks. Then, you’ll have to ask Mama and Papa.”



*Patience found a litter of kittens.*

They'll say no though. They don't like us keeping animals inside the house."

"I'll hide it in a safe place," said Patience firmly.

"Where?" asked Primrose quite seriously. "Where will you hide it? I can't think of one place that Mama and Papa wouldn't find it."

"In a bucket," announced Patience confidently.

"Do you think that a kitten will stay in a bucket all day, waiting for you to finish your chores?" laughed Primrose. "Do you think Mama and Papa won't notice you carrying a bucket around everywhere?"

Patience thought about this for a while before she replied. Then she said, "The kitten will stay in the bucket if I train her to." Patience chose to ignore the second part of Primrose's question.

The two girls continued to debate about whether or not it was possible to hide a kitten in their small log house without anyone noticing. Like many colonial **cabins**, theirs consisted of two small rooms downstairs and three very small bedrooms upstairs. Primrose and Patience shared a bedroom, as did their three brothers.

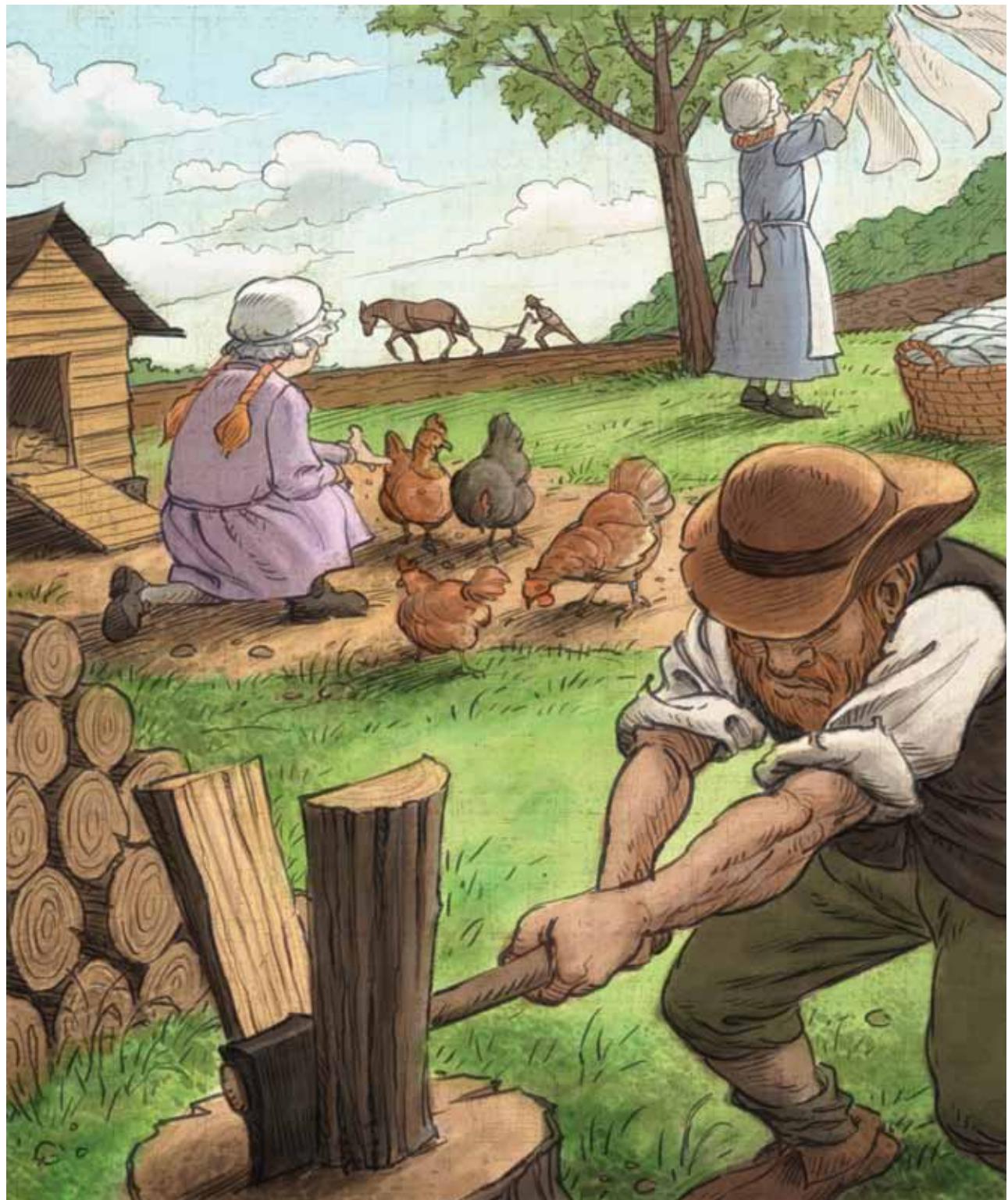


*Primrose tried to talk Patience out of her idea to keep a kitten for herself.*

Primrose and Patience lived on a farm in southern New Jersey. They and the rest of their family were originally from Sweden. They had moved to this English colony because of their Uncle Sven. He had written to their father and told him about the wonderful life they could have there.

Uncle Sven had traveled to New Jersey from Sweden in 1699. That was exactly thirty years after the English had taken control of this region from the Dutch. Uncle Sven was now a successful wheat farmer.

The girls and their family had arrived in New Jersey in 1701. Primrose and Patience lived with their father, mother, and three brothers on a one hundred **acre** farm. On their farm, they grew wheat, **rye**, and **barley**. They kept cows, pigs, and chickens, too. Most people in the Middle Atlantic colonies lived on small farms that ranged from fifty **acres** to one hundred fifty **acres**. These farms were quite spread apart and neighbors didn't see much of each other except at church on Sunday. Sometimes they got together for special **occasions** or if someone needed help.

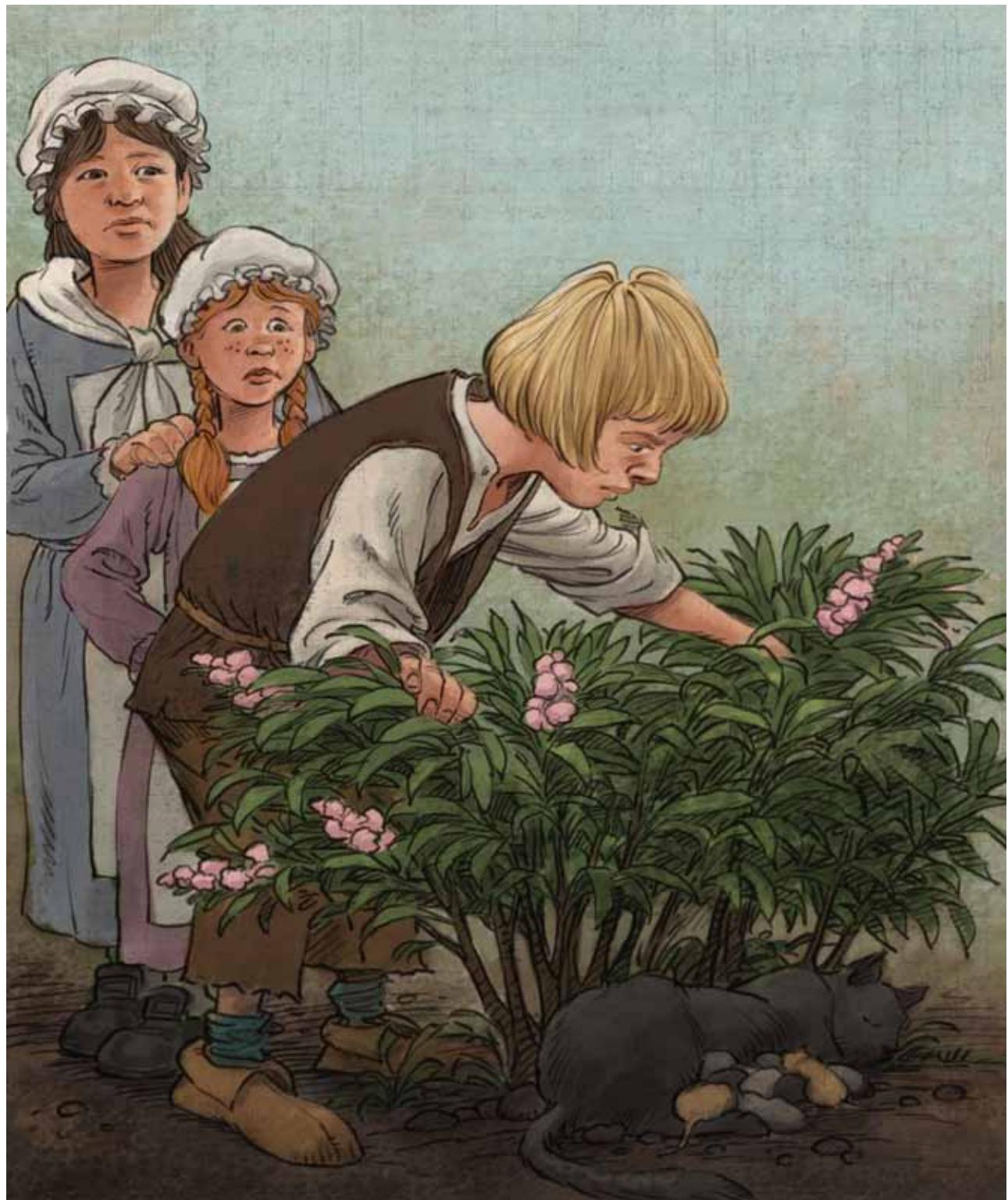


*Patience and her family doing chores*

The farm that the girls lived on had a house and a large barn. They had a garden where they grew vegetables, berries, and fruits. They had a small **orchard**, too. Their garden was fenced, as was the area where they kept their pigs. Their cows were sent out to **graze** in the pasture each morning and brought back into the barn each night for milking. Their farm animals were valuable and they kept a close eye on them.

After a while, the girls' older brother Lars found them by the shrub. Lars had been sent to look for them by their father. He sat down beside the girls and peeked at the kittens. Finally, he spoke.

“You two are needed in the barn. Papa wants you to lead the cows out into the pasture. Then, Mama wants you to weed and water the garden. After that, she wants you to go inside and help her with the new quilt she is making.”



*Lars found the kittens.*

Primrose and Patience sighed. They knew they had several hours of chores ahead of them. Next week would be even busier. It was spring cleaning week. They would have to help Mama make soap before they cleaned and swept out the whole house.

Before scampering off, Patience knelt down and kissed the small pile of newborn kittens. “I’ll be back later,” she whispered.

Do you think Patience could really keep her kitten in a bucket?



*Patience kissed the kittens.*

Chapter

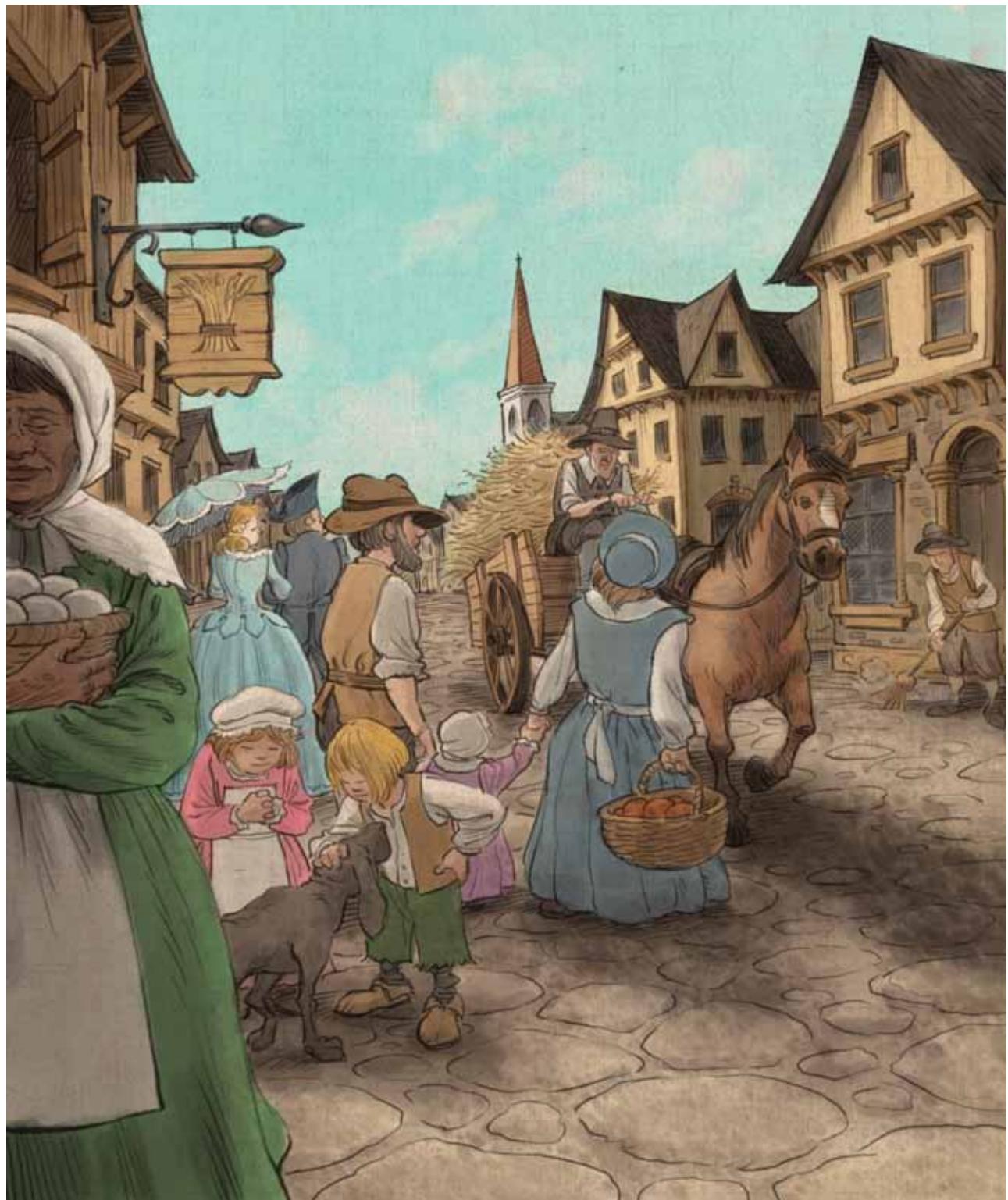
# 10

# Life on a Farm in the Middle Atlantic Colonies, Part II

Do you remember that in the last chapter, you read a story about Patience and Primrose? They found something very special under a shrub. Who can remember what it was? When you left them, they had set off to do their chores. Let's find out what's happened to them.



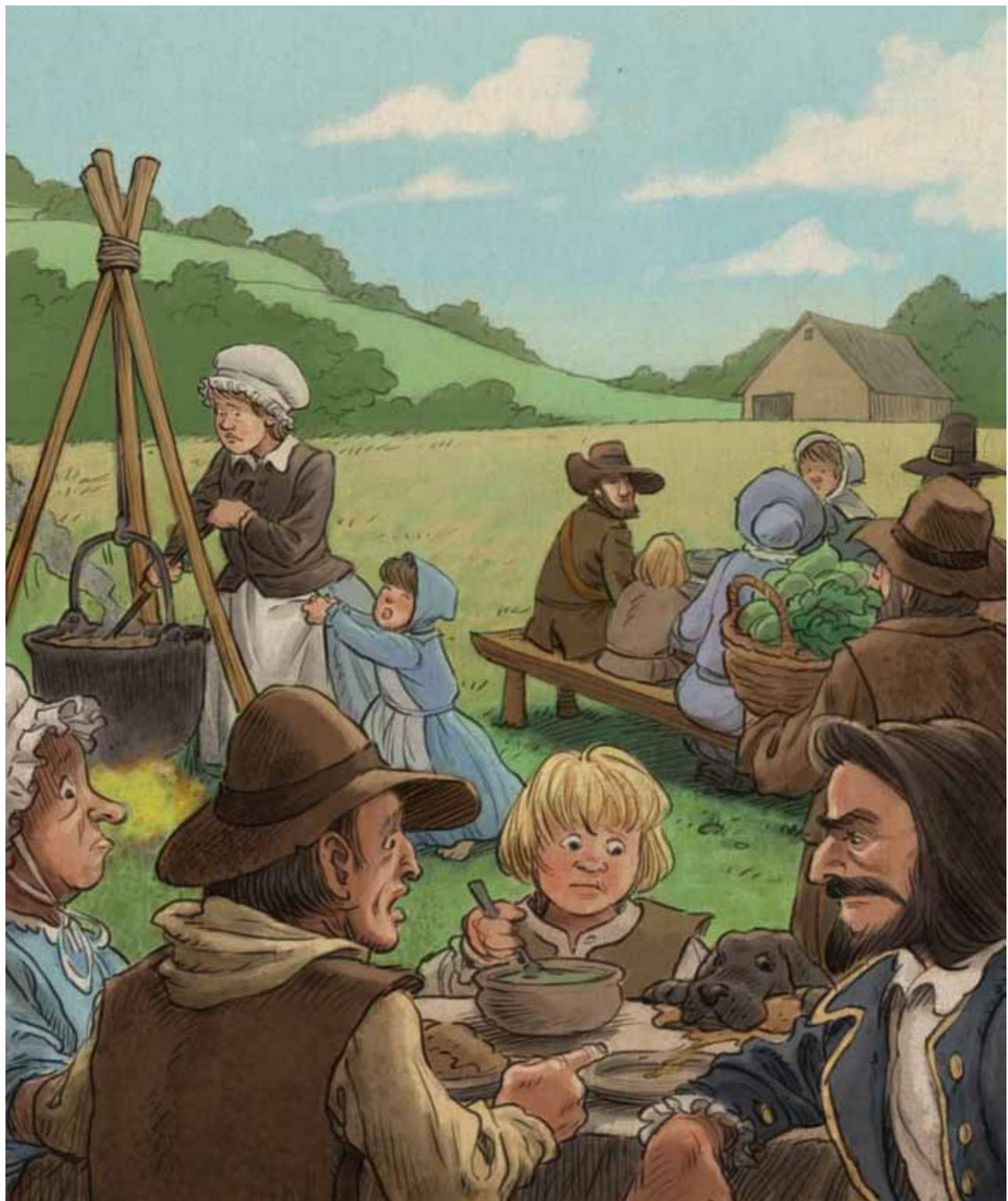
The girls' uncle had given them good **advice** about the Middle Atlantic colonies. These colonies offered people from Europe new **opportunities** as well as religious freedom. Although these were English colonies, Germans, Dutch, French, Swedish, and Irish people came to live in New York, New Jersey, Delaware, and Pennsylvania. Every day, more and more people arrived to start a new life.



*Colonists arrived from many different European countries.*

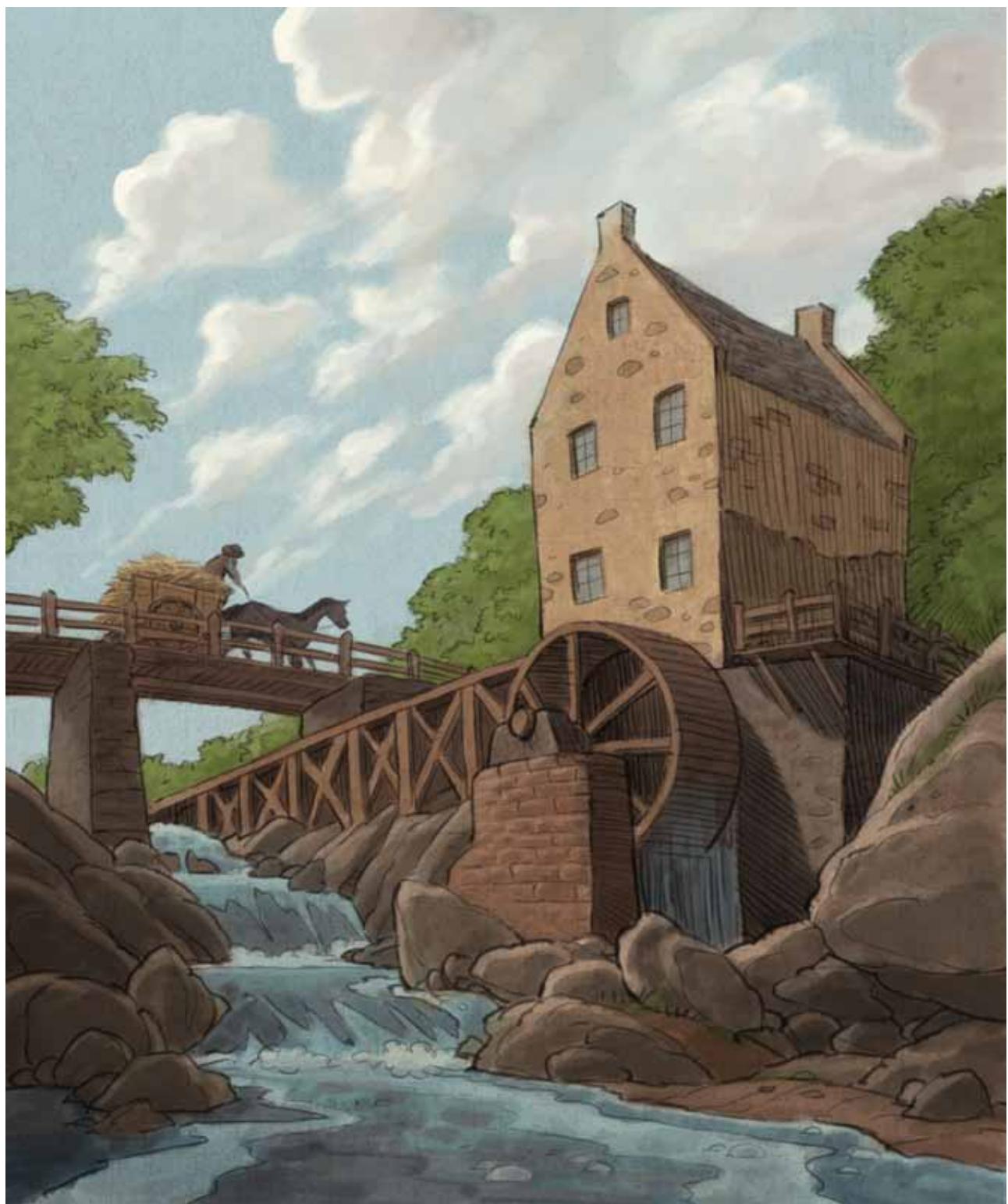
Papa often told the children stories about his trips into town. He would tell them of all the different languages he heard being spoken there. He would describe the people who came from many different parts of Europe. He would **occasionally** bring home strange and unusual foods he had bought from the market or the **street vendors**. One of their favorites was English ‘pop robbins’. The girls looked forward to the delicious balls of batter made from flour and eggs boiled in milk. Papa would describe the styles of clothes people wore and the different **customs** he had heard about.

Almost all of their neighbors were from different parts of Europe. Their closest neighbor was a family from Germany. In the first years of the 18th century, German families had begun to arrive in this colony. At harvest thanksgiving time, their German neighbors had cooked scrapple and brought it to their home. The boys had loved this pudding dish of meat and grain. The girls were less thrilled, but they had loved the apple **strudel** that followed. The girls and their family had also been invited to visit with an Irish family who lived about a mile away. Mama had been amazed by how much the Irish family liked to eat butter and cream.



*Families from different countries ate together.*

It was a well-known fact that the Middle Atlantic colonies produced more food than the New England colonies. The soil in the Middle Atlantic colonies was so much better for farming. For this reason, these colonies had earned the name ‘the breadbasket of the colonies’. They produced huge amounts of rye, barley, and wheat, their most important crop. Farmers sent their grain harvest to the water-powered **mills** across the region. At the **mills**, the grain was turned into flour. The flour was sold to other colonies and to people in the West Indies. It was even sold to English merchants, who shipped it to England. The girls’ mother often joked that they were helping to feed the King of England himself.



*A water-powered mill*

The Middle Atlantic colonies were not only known for farming. Along the coast, fisherman fished and skilled craftsmen built boats and ships. Men cut down trees from the forests and turned them into **lumber** to be used to make boats as well as to be shipped to towns and cities in England.

Because people of different faiths were free to worship as they wished, different kinds of churches were springing up throughout the Middle Atlantic colonies. There were various Christian churches, including the **Lutheran** church that the girls' family attended. Like the children's family, most of the Swedish settlers were **Lutheran**. There were **Jewish** temples, too. Small, one-roomed schoolhouses were also beginning to appear. Only boys could attend them. The girls' two older brothers went to school to learn reading, writing, and manners. When they weren't at school, Papa taught the boys how to hunt, farm, build fences, and make tools.



*The girls' family attended a **Lutheran** church.*

Primrose and Patience went about doing their chores. They led the cows into the pasture. The cows followed them **obediently** along the familiar track. After that, they weeded and watered the newly planted vegetable garden, stopping only once to drink water from the well and to put on their sun **bonnets**. They did not speak much as they worked. Primrose hummed to herself as she worked though. As they neared the end of their task, Patience looked up and exclaimed, “I know! I will hide my kitten in my pocket. That way, she can come with me everywhere I go. Her name will be Midnight.”

Primrose glanced at her sister and sighed. There was no point disagreeing with her or even pointing out the fact that her kitten would grow into a cat. It was clear that Patience was determined to have a pet kitten.



*Patience and Primrose weeded the vegetable garden.*

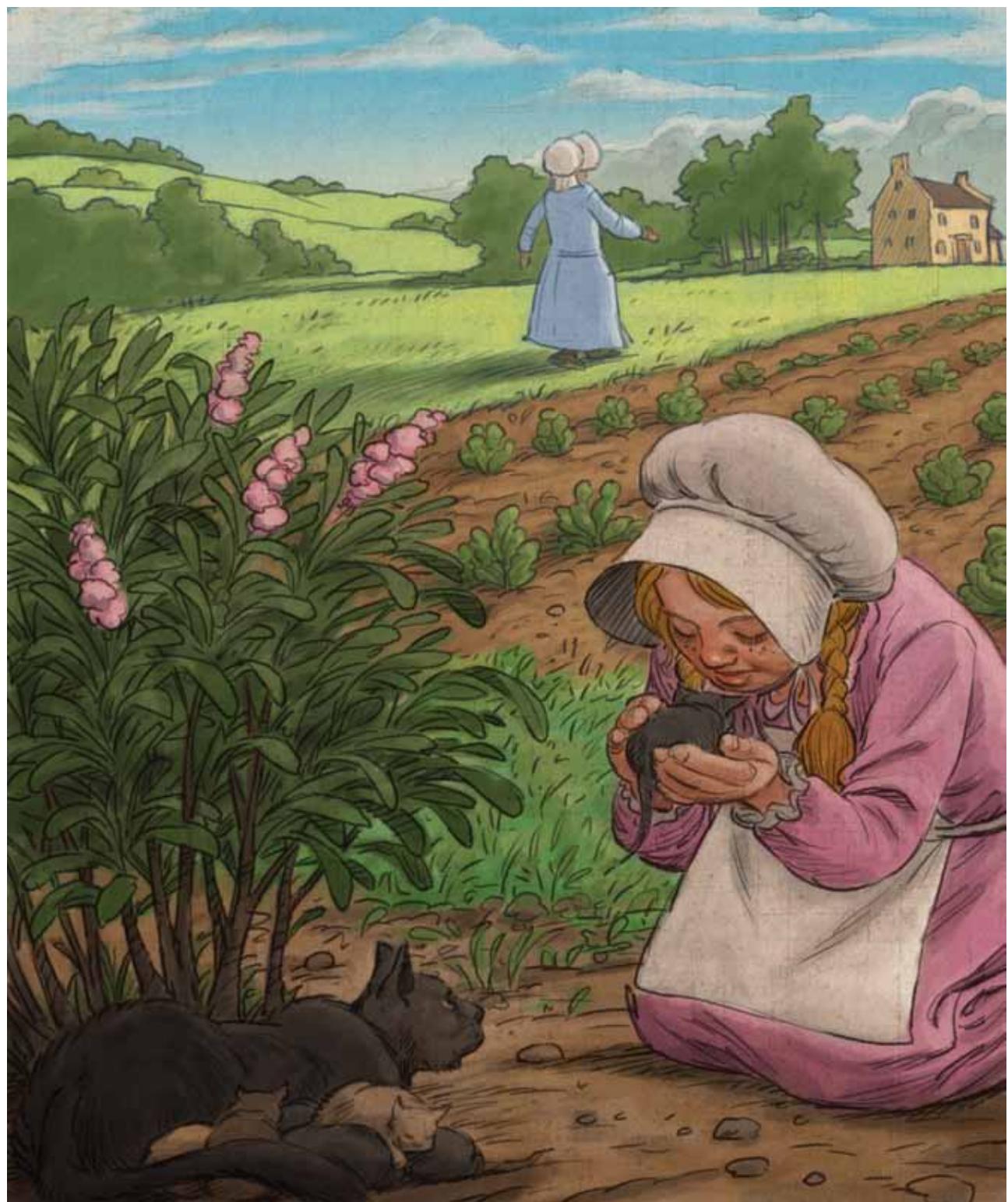
When they were done with the weeding, Primrose stood up and looked toward their cabin.

“We had better go help Mama with the quilt. Now that it is springtime, maybe she will make each of us a new dress,” she said hopefully. “I would also like some new ribbon for my hair.”

Patience’s eyes lit up. “I want a blue dress with a very large pocket,” she said excitedly. “And some yarn for Midnight to play with.”

With that, the two girls ran off to find their mother.

How would you feel if you had to do so many chores each day?



*Patience will name her kitten Midnight.*

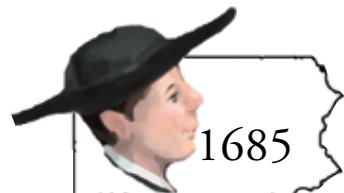
## Chapter

# 11

# The Quakers and the Lenni Lenape

Charles, Hester, and their father, Micah, walked slowly toward the **Lenni Lenape** (Le-NO-pae) village.

They were delivering gifts from some of the families who lived in their small Quaker colony. Just one year earlier, in 1685, some of the young **Lenni Lenape** men had helped several newly-arrived English and **Welsh Quakers** clear land for farming.



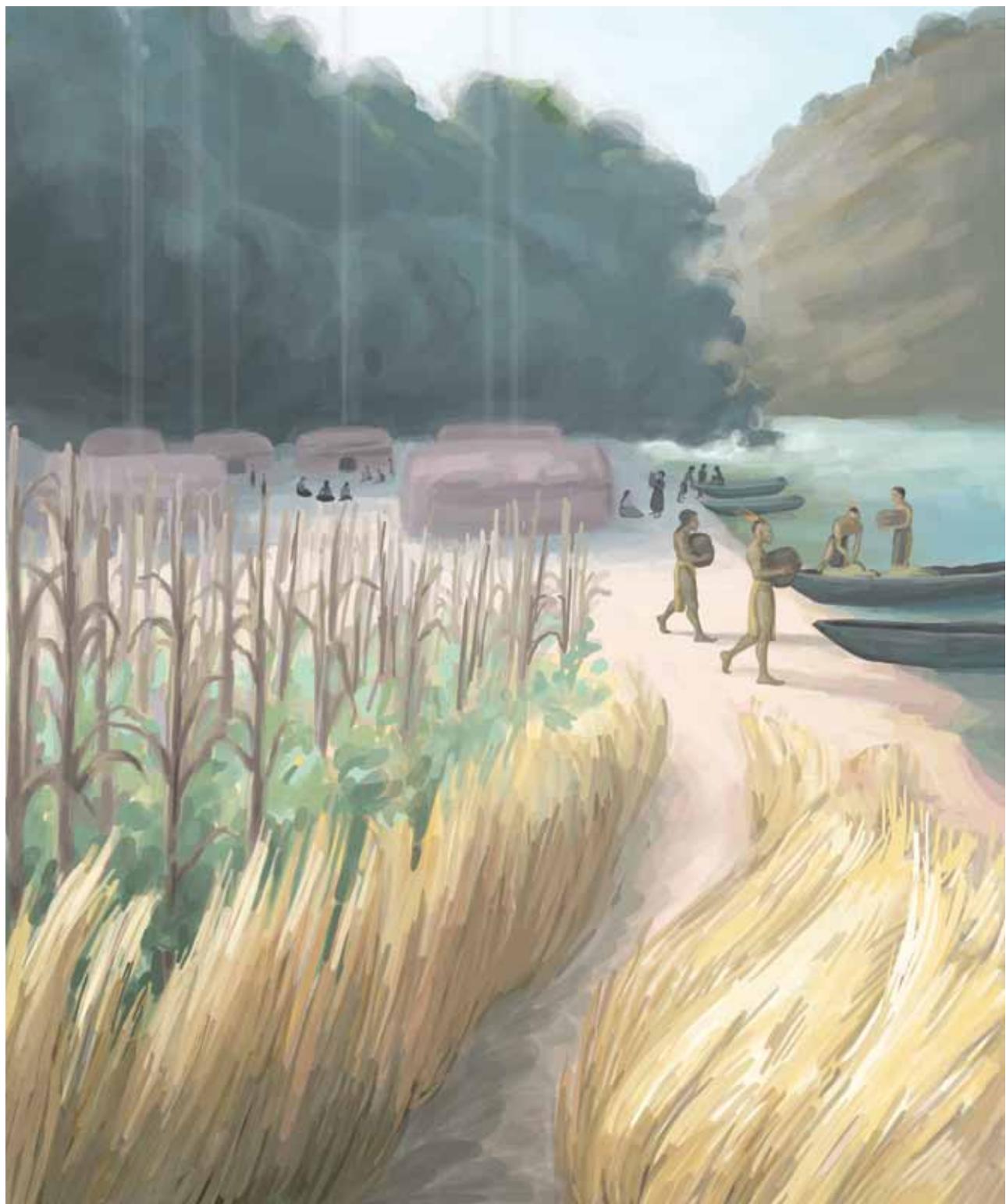
The gifts they carried were in three straw baskets. The baskets were heavy and Charles and Hester struggled to carry theirs. The baskets held **dumplings**, cheese, bread, apple butter, and ham.

Neither Charles nor Hester were nervous about visiting the village. They had been there several times before with their father. They had even been inside some of the homes, called wigwams. In fact, both children had been **astonished** by how warm and dry these homes made of bark were.



*Charles, Hester, and Micah delivered gifts to the Lenni Lenape.*

The village was on the bank of a long, winding river. In the village, there were about thirty wigwams and four longhouses. Like the wigwams, the longhouses were made from a wooden frame covered in bark. Unlike the wigwams, though, several families lived together in one longhouse. On the **outskirts** of the village, the children could see the **Lenni Lenape's** fields full of corn, squash, and beans. In the river near the bank, four dugout canoes were bobbing up and down in the water. Two of the canoes held piles of raccoon, beaver, and fox fur. This fur was a sign that some of the **Lenni Lenape** men would soon be setting off to trade with either Europeans or other Native Americans.



*Lenni Lenape* men loaded fur into their canoes.

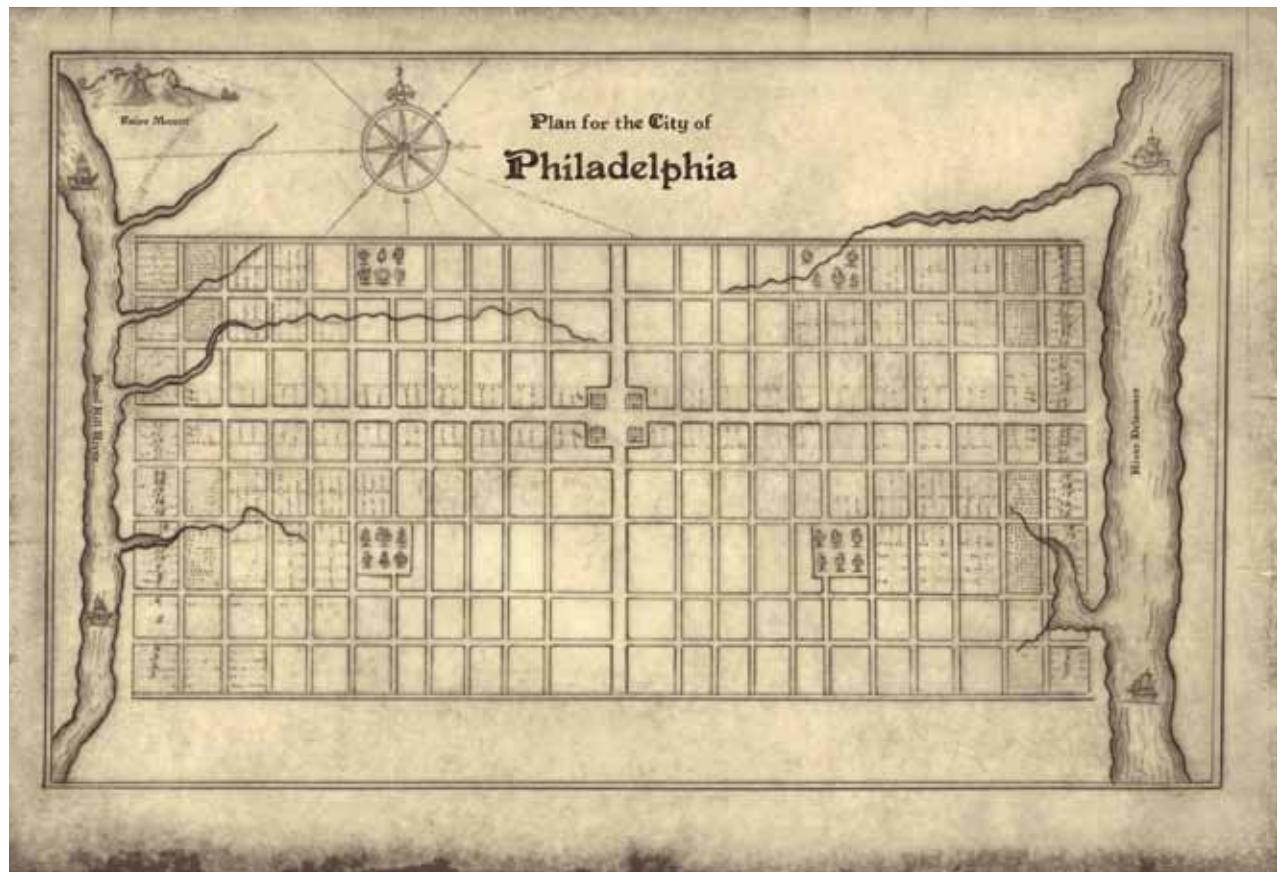
Charles and Hester were **Quakers** from a part of England called the Midlands. They had arrived in Philadelphia, Pennsylvania, the previous year with their parents. Philadelphia was a growing town in the English colony known as Pennsylvania. In 1681, William Penn, a **Quaker** and the leader of this colony, had received the land now known as Pennsylvania from King Charles II of England. The king had given him the land to settle a debt he owed to William's father. William Penn was grateful to the king because he wanted this land to be a place where **Quakers** could live without fear. **Quakers** were **persecuted** in England. They were often arrested and some were killed because of their beliefs.



*William Penn's father (left) and William Penn (right)*

**Quakers** were unpopular because they did not believe in war, and therefore, refused to fight. Also, they did not think that there was only one way to worship God. They did not think that it was necessary to go to church to worship, either. They also believed that everyone in the world was equal, which meant that Native Americans and African slaves were equal, too. These views made members of the king's government very angry. The king himself was not pleased with them. William Penn decided that it was time to find a safe place for **Quakers** to live.

Before leaving England in 1681, William Penn drew up a plan for the city of Philadelphia. He wanted it to have wide, tree-lined streets and public parks. He wanted Philadelphia to be a magnificent city within the colony of Pennsylvania. He wanted it to be a place where people lived in such a way that they were an example to the rest of the world. People of all faiths, not only **Quakers**, would be welcome.



*William Penn's plan for the city of Philadelphia*

As the children neared the village, a **Lenni Lenape** boy ran toward them. He had clearly been waiting for them.

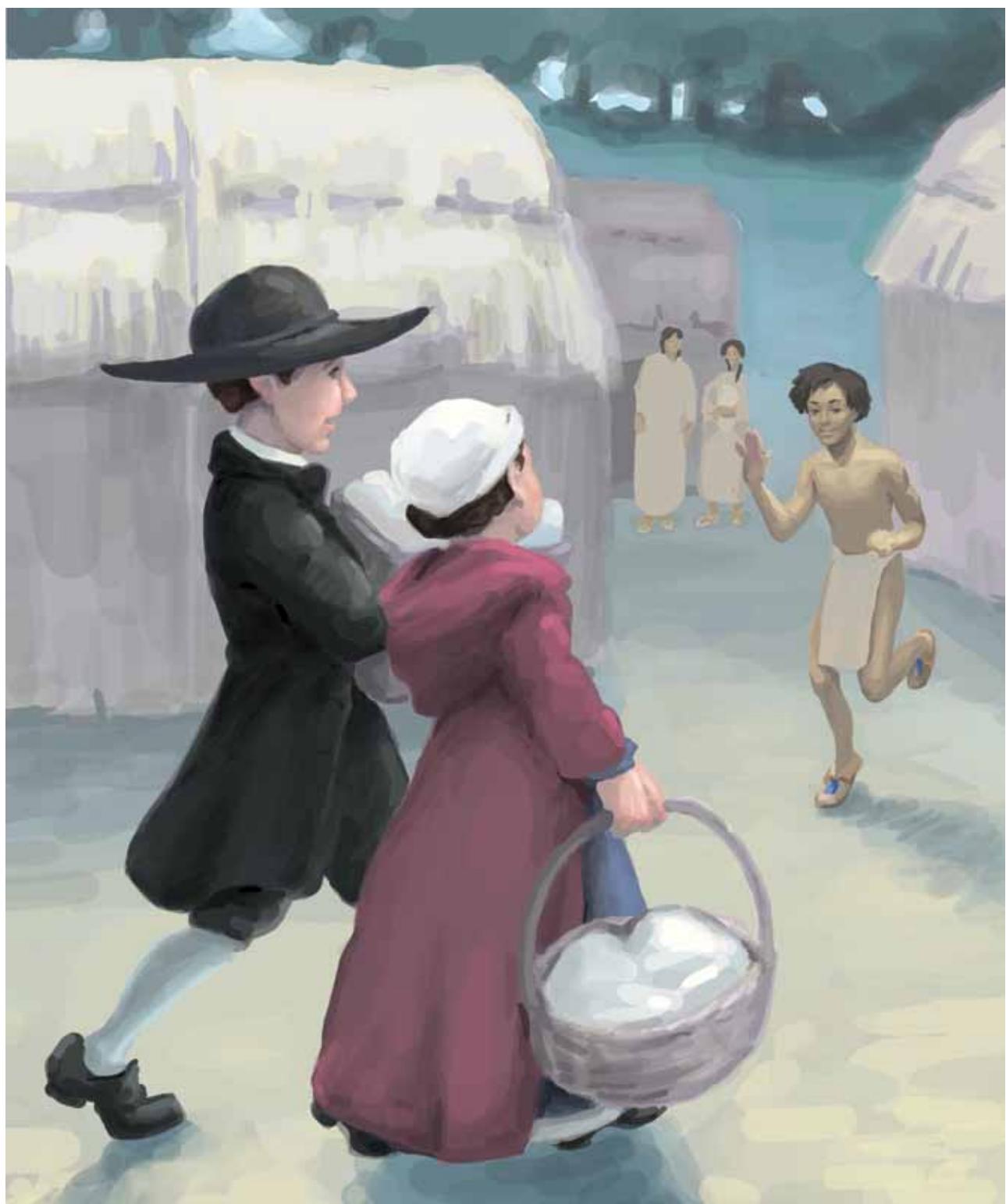
“Hello, Lapowinsa,” said Charles to the boy.

“Hey,” replied Lapowinsa. “What do you have in the baskets?”

Both Charles and Hester had taught Lapowinsa to speak English. He was their friend and they enjoyed spending time with him.

“We have gifts,” Hester replied. Lapowinsa joined the children as they marched behind their father into the **Lenni Lenape** village.

The people in the village smiled at the children’s father. They came to greet him. Charles always **admired** the **breechcloths** and leggings that the men wore. The women wore dresses and their long, dark hair was braided. The men, women, and children wore **moccasins** on their feet.



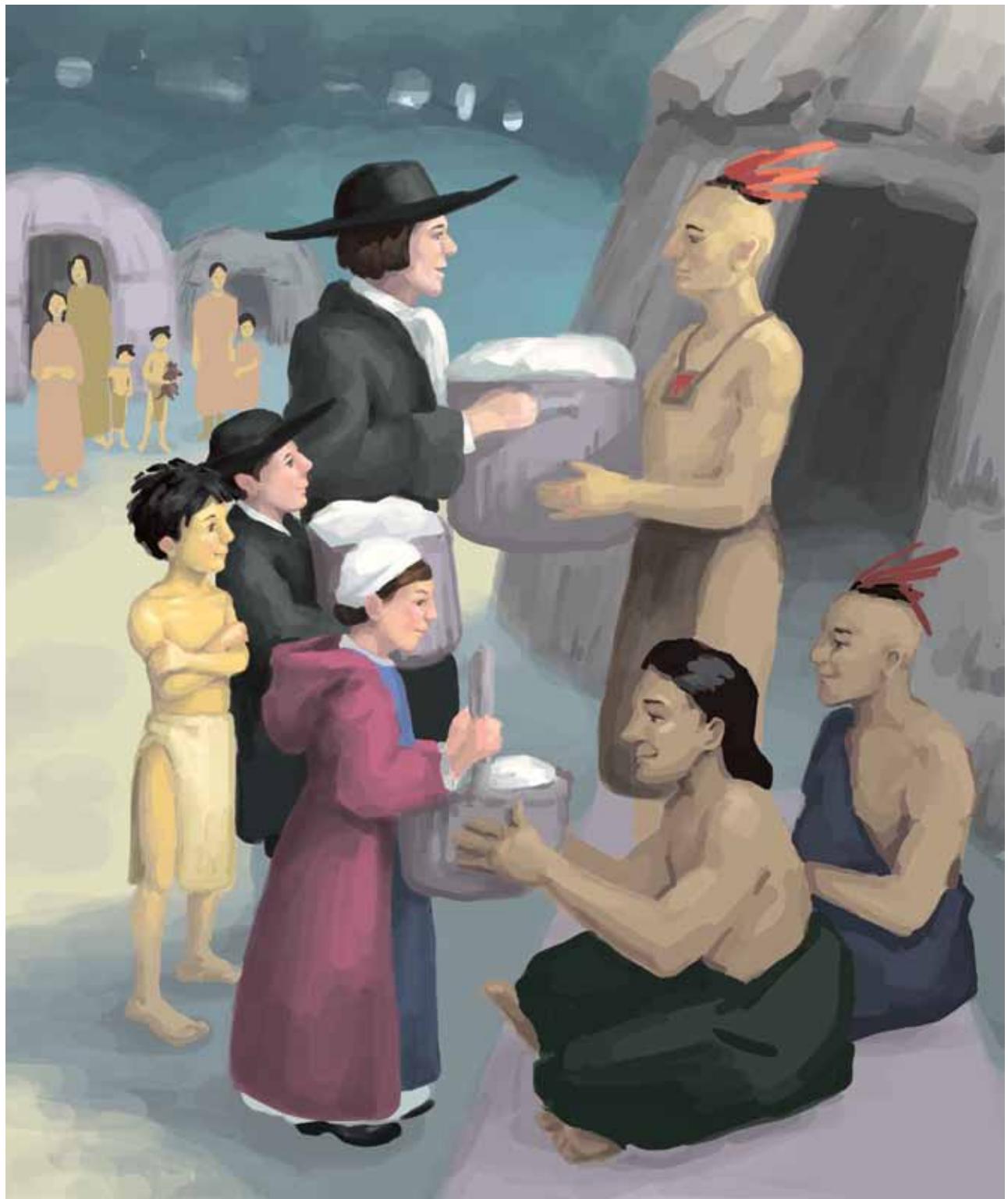
*Lapowinsa greeted Charles and Hester.*

The children's father had learned to speak a little of the **Lenni Lenape** language. With William Penn, he had been involved in the purchase of the land they lived on from the **Lenni Lenape**.

After handing over the gifts, their father was invited to smoke tobacco with some of the **Lenni Lenape** men. This meant that Charles, Hester, and Lapowinsa would get a chance to play. The children and Lapowinsa began to walk toward the river. Lapowinsa had promised to take them out in a canoe to search for turtles.

“Be back before sunset,” their father called. The children nodded and then with Lapowinsa leading the way, they ran like the wind across the open land.

In your opinion, how might Lapowinsa be different from Charles and Hester’s friends in England?



*Charles, Hester, and Micah handed over their gifts to the **Lenni Lenape** men.*

Chapter

# 12 Matthew, the Apprentice

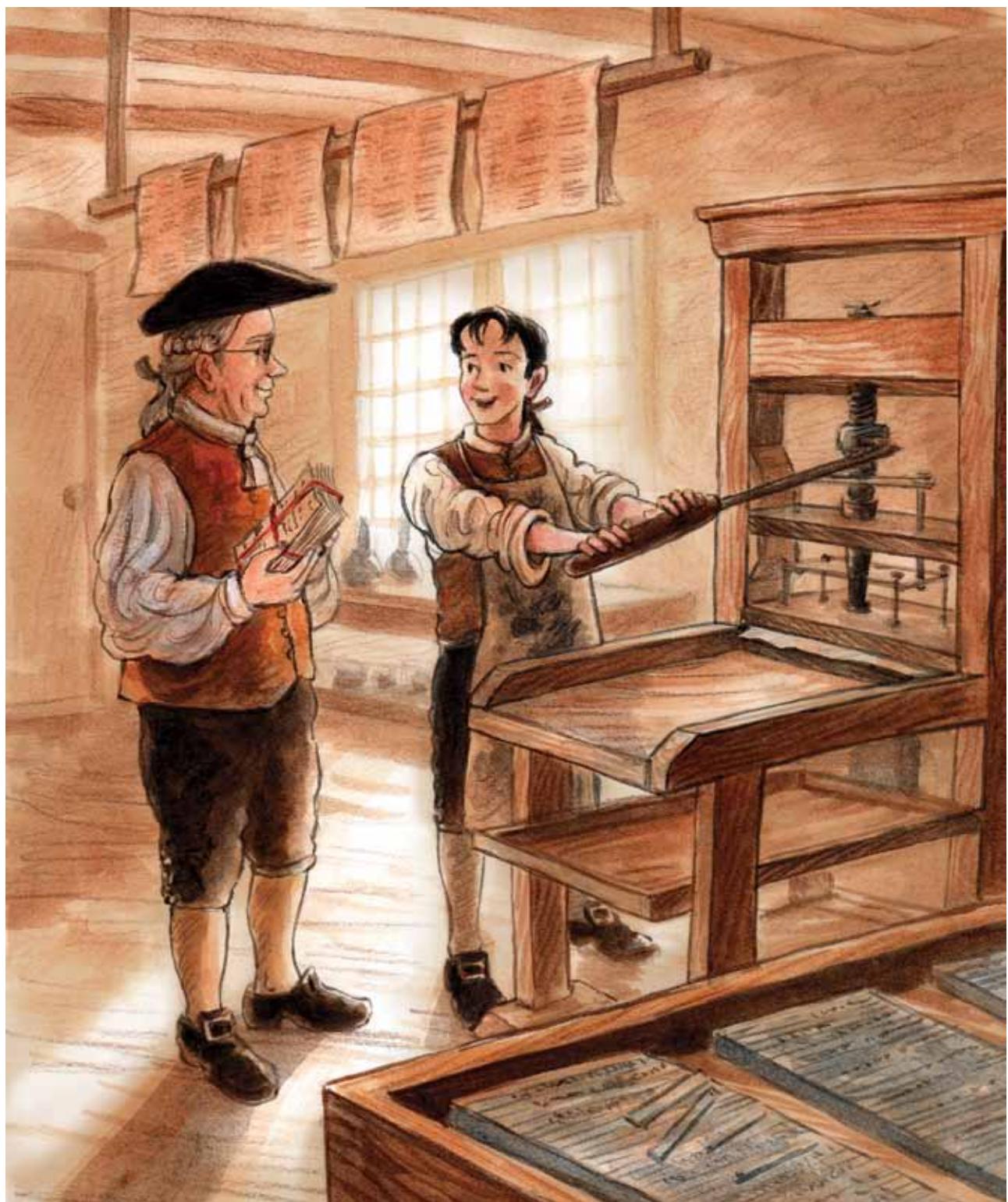
“Matthew, have you finished printing those newspapers?” Uncle Abraham asked.



“Almost,” Matthew replied.

“Well, when you are done, I need you to deliver these sermons to **Pastor** Keller. He’s waiting for them,” continued Uncle Abraham. “Oh, and when you get back from delivering the sermons, you will need to make more ink.”

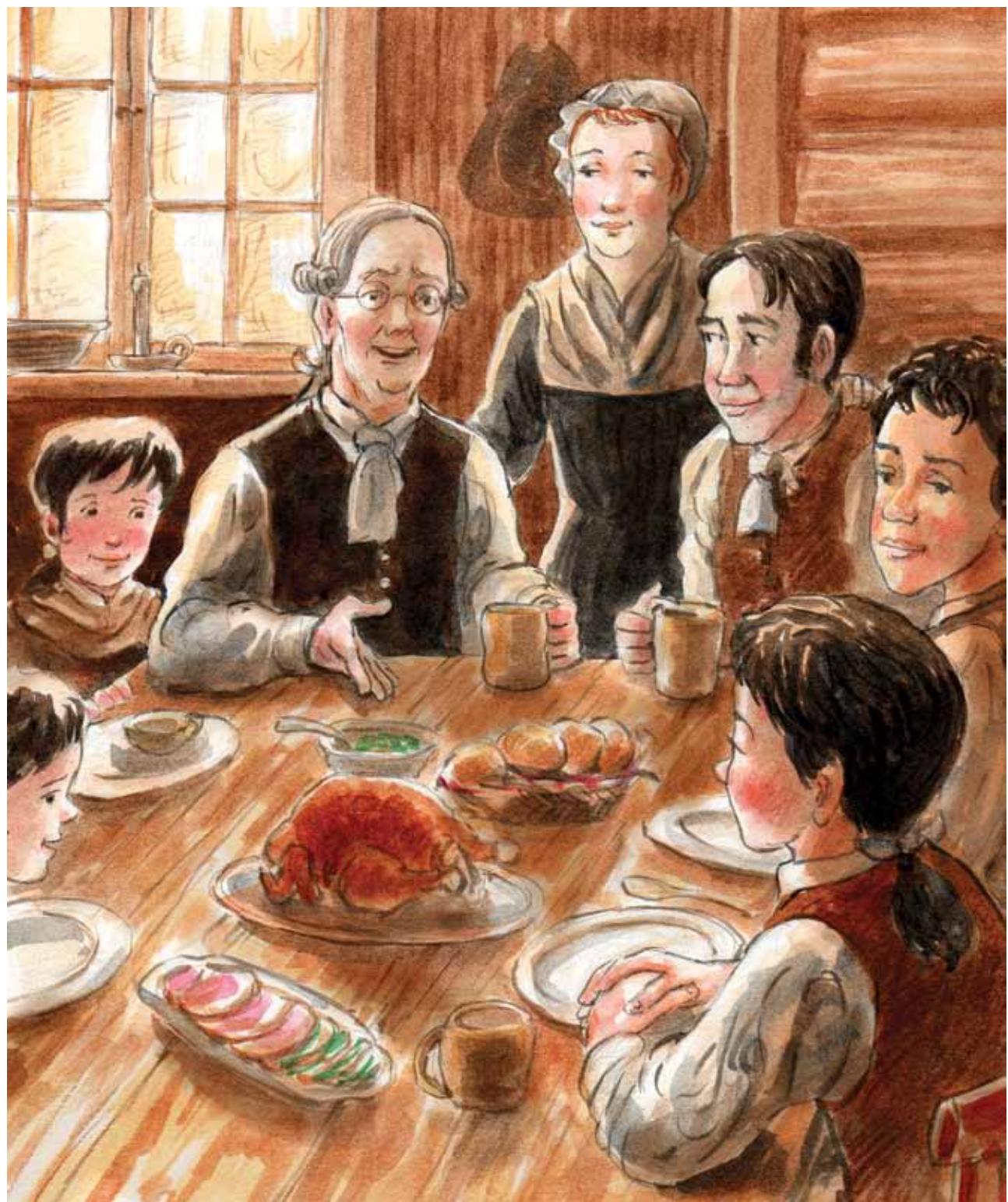
Matthew nodded his head to let his uncle know that he had heard his instructions. In 1755, Matthew was a printer’s **apprentice**. He was originally from a small village thirty miles north of Philadelphia. Matthew’s father was a cooper there. A cooper is a skilled **craftsman** who knows how to make **casks**, buckets, barrels, and containers of all shapes and sizes. In the colonies, almost every kind of food and drink was stored in the kinds of containers his father made.



*Matthew printing newspapers*

When Matthew was little, he had thought that he would one day work with his father. However, his older brother Jonah had become their father's **apprentice**. From the age of seven until he was ten, Matthew had attended a one-room schoolhouse where he was fortunate enough to have been taught how to read and write.

Four days after his eleventh birthday, Matthew's Uncle Abraham had come to visit. During his visit, he had offered Matthew the opportunity to move to Philadelphia and become his **apprentice**. At first, Matthew had not wanted to leave his family. He had three younger sisters he loved dearly, along with his brother Jonah. However, Matthew's parents had explained to him that he would have to learn a skill so that when he grew up he too could support a family.



*Uncle Abraham offered Matthew the opportunity to become his **apprentice**.*

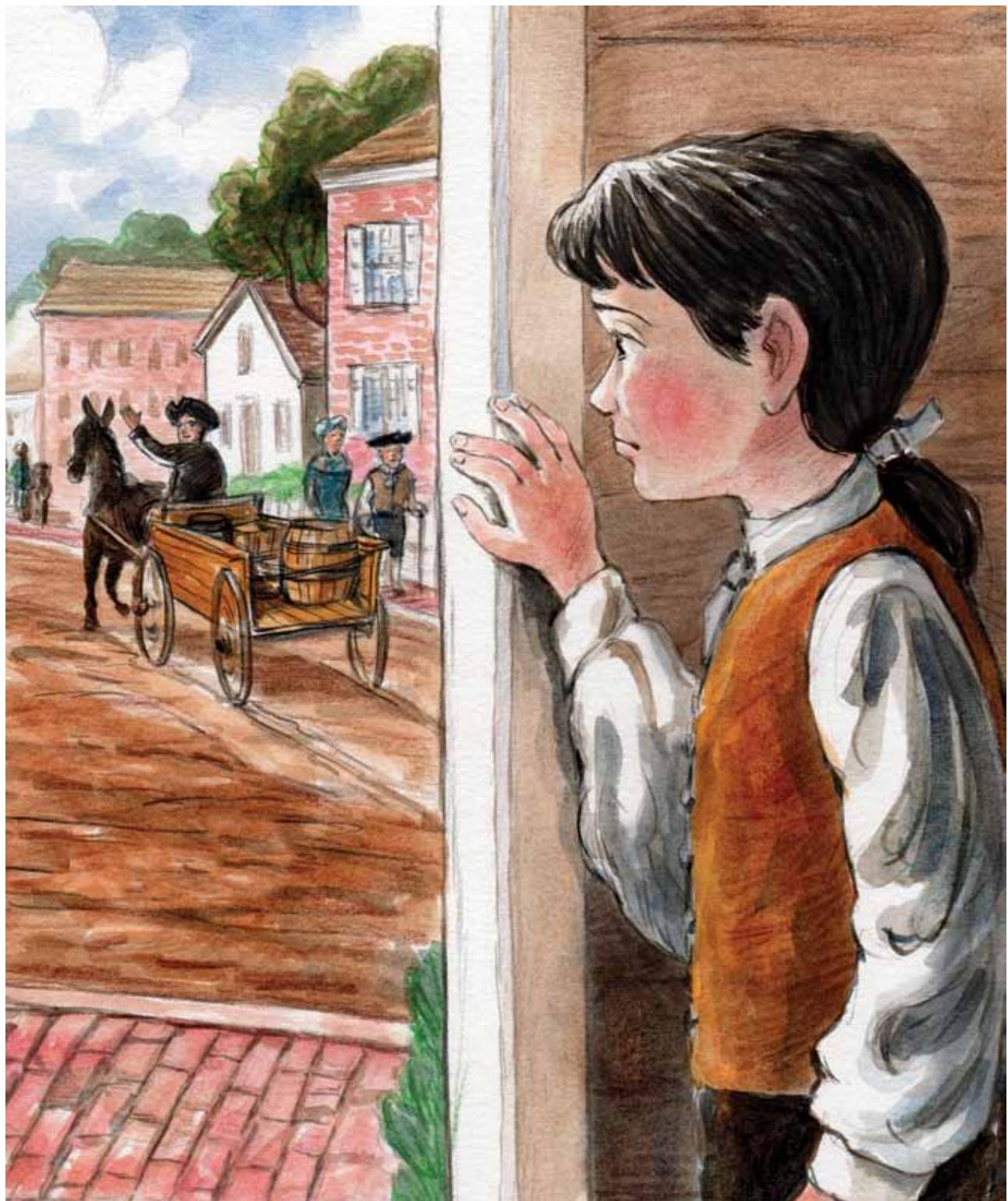
Before Uncle Abraham left, Matthew had signed an **apprenticeship** agreement that stated that he “would **faithfully** serve his uncle, keep his secrets, and obey all of his lawful commands.” For his part, Uncle Abraham had agreed to spend seven years teaching him the skills he needed to be a successful printer. During that time, he would house, feed, and clothe Matthew. Four weeks after his uncle’s visit, Matthew’s father had loaded up their wagon and they had set off for Philadelphia.



*Matthew signed the **apprenticeship** agreement.*

In Philadelphia, Matthew and his father had spent two days exploring the city with Uncle Abraham. Then on the third day, his father had bought supplies for his workshop and said goodbye. Matthew had watched his father go until he was out of sight. Though his eyes filled with tears, Matthew willed them not to fall.

Four years had passed since that day. Now, Matthew was fifteen years old. Matthew had three more years to serve as an **apprentice**. When his seven years of training were finished, Matthew would become a journeyman. A journeyman was a skilled printer, though not yet a master **craftsman**. Matthew would spend three more years working alongside his uncle and he would receive payment for his work. When he turned twenty-one years of age, Matthew hoped to become a master **craftsman** and open up his own business.



*Matthew watched his father leave.*

Matthew finished printing the last newspaper. Printing newspapers was one of the hardest jobs of all. It could take more than twenty hours to print one page. All of the work was done by hand. This included organizing tiny pieces of metal with individual letters or punctuation marks on them into the order in which they had to appear on the printed page. This task was called setting the type. The type was then held firmly in place as an inking pad spread ink over the type. The **printing press** transferred the carefully arranged words and sentences onto paper.

Matthew picked up the bundle of printed sermons and quickly checked to see if he had all of the **ingredients** needed to make the ink when he returned. Ink was made from **tannin, iron sulfate**, gum, and water. He was happy to see that Uncle Abraham had stocked up on these supplies.



*Matthew and a freshly printed newspaper*

Out on the street, Matthew made his way towards the small wooden church at the end of the avenue.

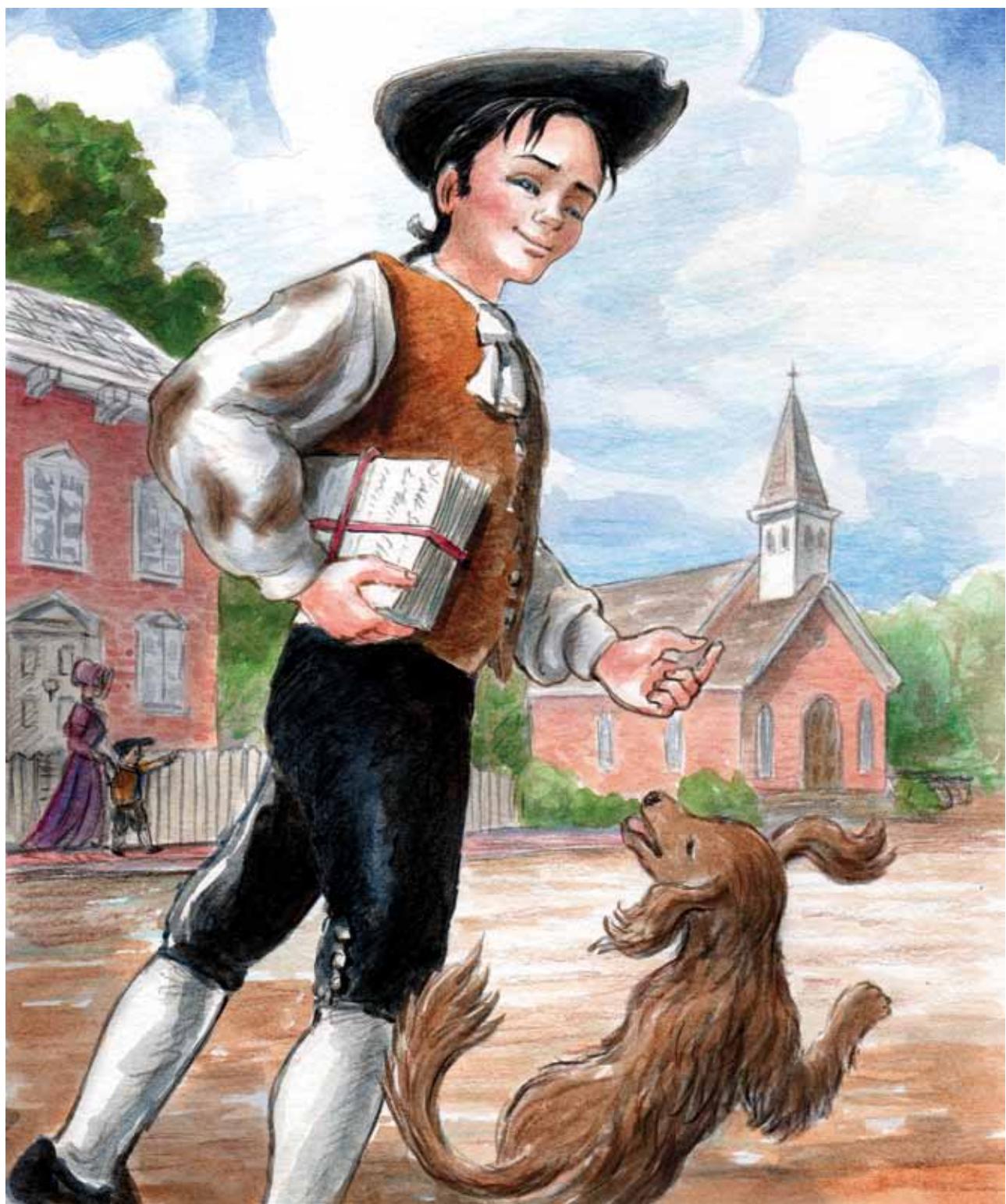
**Pastor** Keller was the Lutheran minister in charge of this church. As Matthew walked, a small, **shaggy**, brown dog came to keep him company. The dog had appeared several times earlier in the week near the door to their kitchen. Matthew had thrown it some scraps and now it appeared whenever Matthew did.

“Hey, you want to come with me?” Matthew asked as he clicked his fingers.

The small dog looked up at Matthew and wagged its tail.

“Okay then,” said Matthew. “Let’s go.” Matthew began to run down the avenue, taking care to hold on tight to his **delivery**. The small white dog scampered happily after him.

Do you think being a printer’s **apprentice** is a good opportunity for Matthew?



*Matthew and his shaggy friend*



# Glossary for *Living in Colonial America*

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## A

---

**acre**—a measurement of an area of land that is almost the size of a football field (**acres**)

**admire**—to look at with enjoyment (**admired**)

**advice**—a suggestion about what someone should do

**alarming**—disturbing or causing fear

**anxiously**—acting nervous or worried

**apprentice**—someone who learns a skill by working with an expert for a set amount of time  
(**apprenticeship**)

**astonished**—suddenly surprised

## B

---

**ban**—to forbid, not allow (**banned**)

**barley**—a grain that is used for making food

**beg**—to ask for money or food (**begged**)

**beloved**—greatly loved

**Bible**—the book of holy, religious writings in the Christian religion

**bitterly**—extremely

**bonnet**—a hat worn by women and babies that ties under the chin (**bonnets**)

**breechcloth**—a cloth worn by men to cover the lower body (**breechcloths**)

**brow**—forehead

## C

---

**cabin**—a small house, usually made of wood (**cabins**)

**cask**—a large, wooden barrel (**casks**)

**chapel**—Christian religious services

**chore**—a small job done regularly (**chores**)

**colony**—an area in another country settled by a group of people that is still governed by the native country  
(**colonial, colonies**)

**craftsman**—a person who makes things by hand

**creation**—the act of making something new

**custom**—tradition (**customs**)

# D

---

**debt**—money or something else owed (**debts**)

**debtor**—a person who owes money (**debtors**)

**delivery**—something taken to a person or place

**destination**—the place someone is traveling to

**devour**—to completely destroy

**distinct**—clearly different from other things

**dock**—a platform that sticks out in water so boats and ships can stop next to it to load and unload things

**dumpling**—a small ball of dough that has been steamed or boiled and has food wrapped inside

(**dumplings**)

# E

---

**Elder**—a formal name for addressing a minister or religious leader

**English Separatist**—a person who was unhappy with the Church of England and wanted to start a new church with others who felt the same way (**English Separatists**)

# F

---

**faithfully**—showing true and constant support and deserving trust

**flutter**—to become excited or nervous

**foreigner**—a person who is living in a country that is not his/her homeland (**foreigners**)

# G

---

**galleon**—a large sailing ship (**galleons**)

**glorious**—wonderful

**graze**—to feed on grass growing in a field

**grimy**—dirty

**gulp**—to swallow quickly or in large amounts  
(**gulped**)

# H

---

**harass**—to continuously annoy or bother (**harassed**)

**harbor**—an area of calm, deep water next to land where ships can safely put down their anchors  
(**harbors**)

**harshest**—most difficult and unpleasant

**heap**—a lot of

**homeland**—the country where someone was born or grew up (**homelands**)

**homesick**—sad because you are away from your home, homeland, or family and friends

## I

---

**illuminate**—to light up (**illuminated**)

**indicate**—to make a sign of (**indicated**)

**ingredient**—an item needed to make something (**ingredients**)

**intend**—to plan (**intended**)

**iron sulfate**—a bluish-green salt used to make inks

## J

---

**Jewish**—people whose ancestors are from ancient Hebrew tribes of Israel; Jewish people believe that God has chosen them to have a special relationship with him.

**just**—fair

# L

---

**Lenni Lenape**—a Native American group from what is now the Delaware River valley; The Lenni Lenape lived in clans according to the mother's line of ancestors, grew corn, beans, and squash, and hunted and fished, which many still do today.

**lumber**—wood that has been sawed into boards

**Lutheran**—a branch of Christianity that follows the teachings of Martin Luther, who taught that the Bible is the only reliable guide for faith and religious practice and each passage in the Bible can only be interpreted in one way

# M

---

**mend my ways**—change behavior to be a better person

**mill**—a building with machines that grind grains into flour (**mills**)

**minister**—a religious leader or pastor

**mistress**—the female head of the household

**moccasin**—a soft, flat leather shoe (**moccasins**)

# O

---

**obediently**—behaving in a way that follows what you have been told to do

**occasionally**—sometimes but not often

**occasion**—an event or celebration (**occasions**)

**off course**—not following the intended plan

**opportunity**—a chance to do something  
(**opportunities**)

**orchard**—an area of land where fruit trees grow

**originally**—at first

**orphan**—a child whose parents are no longer alive

**outskirts**—the outer edges of a town or city

**overgrown**—covered with plants that have grown in an uncontrolled way

# P

---

**pastor**—a religious leader or minister

**Patuxet**—a Native American group from the area around Plymouth and what is now southeastern Massachusetts; The Patuxet grew corn, fished, hunted, and helped the Pilgrims when they first arrived at Plymouth.

**persecute**—to continually treat in a harsh and unfair way due to a person’s beliefs (**persecuted**)

**persuade**—to convince (**persuaded**)

**pheasant**—a large bird with a long tail that is hunted for fun and for food

**Pilgrim**—a person who left England to find a new place to practice religion in his/her own way; Pilgrims started a colony in Plymouth, Massachusetts in 1621.  
**(Pilgrims)**

**plantation**—a large farm, usually found in warm climates, where crops such as cotton, rice, and tobacco are grown

**pluck**—to pull something quickly to remove it  
**(plucked)**

**Powhatan**—a Native American group from what is now eastern and southeastern Virginia; The Powhatan lived in longhouses, grew crops like beans, squash, and corn, and hunted and fished.

**preach**—to talk about a religious subject (**preaching**)

**printing press**—a large machine that presses sheets of paper against a surface with ink on it to print words and designs

**pure**—free from evil (**purer**)

**Puritan**—a member of a group of people who wanted the Church of England to be purer and thus left England to find a new place to practice religion. Some Puritans were Pilgrims, like some English Separatists were. (**Puritans**)

## Q

---

**Quaker**—a person who is part of a Christian group who believes that all people have something of God in them and are, therefore, equal, believes in simple religious services, and is against war (**Quakers**)

## R

---

**raggedy**—tired from stress and wearing tattered clothes

**request**—an act of politely asking for something (**requests**)

**reveal**—to make known (**revealed**)

**rickety**—poorly made and could break at any moment

**rye**—a grain that looks like wheat and is used to make flour

# S

---

**sack cloth**—rough cloth used to make sacks or bags for carrying things

**sacrifice**—the act of giving up something you like for something that is more important

**scurry**—hurried movement (**scurrying**)

**seamstress**—a woman who sews as a job

**sermon**—a message delivered orally by a religious leader, usually during a religious service, that is designed to teach

**shaft**—ray or beam (**shafts**)

**shaggy**—covered with long, tangled, or rough hair

**squint**—to look at something through partially closed eyes

**street children**—children whose parents had died so they lived on their own on the streets of London

**street vendor**—a person who sells things, such as food, on the street (**street vendors**)

**strudel**—a German pastry made with thin dough rolled up, filled with fruit, and baked

**successful**—reaching a goal you had (**succeed**)

**swamp fever**—malaria; a sickness stemming from being bitten by infected mosquitos found in warm climates

**swamp**—wet, spongy land that is often partially covered with water

## T

---

**talking to**—the act of scolding or a serious conversation during which you tell someone why his/her behavior is wrong

**tannin**—a red substance that comes from plants, is used to make ink, and is in a variety of food and drinks

**tattered**—old and torn

**tend**—to take care of

**threat**—the possibility that something harmful and bad might happen

**time traveler**—someone who travels back and forth to different points in time (**time travelers, time traveling, time travel**)

**transplant**—to dig up a plant and plant it somewhere else (**transplanted**)

**transport**—to carry from one place to another

**tribe**—a large group of people who live in the same area and have the same language, customs, and beliefs

**trod**—walked on or over

**twinkling**—sparkling

## W

---

**well-being**—a feeling of happiness and good health

**Welsh**—from the country of Wales

**witness**—to see something happen (**witnessed**)

**worship**—to show love and devotion to God or a god by praying or going to a religious service

**would-be**—hoping to be a particular type of person

**wrestler**—a person who fights by holding and pushing (**Wrestling**)

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# Living in Colonial America

## Unit 10 Reader

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