

**Grade 5 Unit Lesson Plan:  
The Lives of Colonial Children from 1700-1800  
Kim Franklin and Teri Kostic**

**Concepts being taught:**

**Lesson 1: Trade Jobs**

**Goals:** Understand the different roles that each trade plays in the daily lives and how they are connected.

**Lesson 2: Home-life**

**Goals:** For students to review location of the 13 colonies, listen to and visualize middle class home life of a Colonial Child, express that visualization through drawings, and discuss comparisons of lifestyles then and now.

**Lesson 3: School**

**Goals:**

**Lesson 4: Recreation**

**Goals:** For students to understand how colonial children and families entertained themselves.

**Lesson 5: Culminating Activity- ABC Book: Colonial Children's Lives**

**Goals:**

## **Unit: The Lives of Colonial Children from 1700-1800**

**Kim Franklin and Teri Kostic**

### **Lesson 1: Trade Jobs**

**Time:** 2 day lesson, 1 hour each day

#### **Standards/Objectives:**

SS.5.A.5.2: Identify significant individuals and groups who played a role in the American Revolution.

SS.5.E.1.2: Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.

**Hook:** Begin with asking the students, "When you need to buy something, like food or clothing, where do you go to get those things?" They should name places like Wal-Mart, grocery stores, etc. Explain that today people can buy lots of different things in the same place, but that it wasn't always that way.

**Prior Knowledge:** Knowledge of how things are purchased today.

**Synopsis of Discussion:** Hook and Activities

#### **Materials Needed:**

- Informational books on colonial trade
- Internet resources for kids to search, yarn, and signs with different trade names.

Some of the books used will include:

Stevens, B. (1993). *Colonial American craftspeople*. New York. Franklin Watts.

Fisher, L. (1966). *The cabinetmakers*. New York: Franklin Watts.

Also, <http://www.history.org> gives a great synopsis of each trade that is found at Colonial Williamsburg.

#### **Activities:**

##### **Day One of Activity:**

Students will be put into pairs and choose one trade from Colonial America. Students will get to choose from a list of trades including an apothecary, basket maker, blacksmith, brick maker, cabinet maker,

carpenter, cooper, founder, gunsmith, miller, milliner, printer & binder, saddler, shoemaker, silversmith, wheelwright, and wigmaker.

Each group will use books and the internet to research their chosen trade. Each group needs to look specifically for information about what their trade does, the tools and materials needed to work, what they may like or dislike about the job, and what other trades must be depended upon in order to do their trade correctly.

**Day Two of Activity:**

Once the research is completed, each group will give a 5-7 minute presentation about their trade, sharing what they found with the research. Then, each group will stand holding their trade sign. Using yarn, a piece is used to link each interdependent relationship so the students can see how much everyone depends on each other. Discussion follows of why there is this dependence and what could happen if one trade was struggling.

**Independent Reading Assignment:** N/A

**Closure/Reflection:** Whole group discussion, ask students to think about and tell of ways that jobs today are interrelated.

**Assessment:**

- Completion of trade summary.
- Participation in group presentation.
- Observation of whole group participation for both the Hook and Lesson.

**Adaptations:**

- Will pair ESE students with students who work well with others.

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**Lesson 2: Home-life**

**Time:** 2 day lesson, 1 hour each day

**Standards/Objectives:**

SS.5.A.1.2: Utilize timelines to identify and discuss American History time periods.

SS.5.A.4.1: Identify the economic, political and socio-cultural motivation for colonial settlement.

SS.5.A.4.2: Compare characteristics of New England, Middle, and Southern colonies.

SS.5.A.4.3: Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies.

SS.5.A.4.4: Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies.

SS.5.A.5.3: Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence.

SS.5.E.1.2: Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.

**Hook:** Students will review "Population timeline for the American Colonists." Dates are from 1700 to 1801. Students will discuss the population growth of the 13 colonies. Key points: Growth of English colonists in comparison to Africans. Use maps to compare where the growth patterns were the greatest and the least, as well as a review of early western expansion. (Timeline attached) (Time needed: 30 min.)

**Prior Knowledge:**

1. Prior to Hook- Ask students, "What is the purpose of a timeline, and/or its uses?" (Time: included in 30 min. stated in Hook)
2. After the Hook- Ask students, "Use what you learned from Lesson 1: Trade jobs and the timeline to discuss what differences you might find in the home lives of the Colonist children in the north and south." "How about the differences in the home life of Colonist children who were poor, in

comparison to those that were from wealthier families?" (Time needed: 15 min.)

**Synopsis of Discussion:** Hook and Prior Knowledge

**Materials Needed:**

- Student copies: "Population Timeline for the American Colonists, 1700-1801." (Internet Source)
- Large classroom pull down Map of the United States.
- Large white construction paper.
- Class set of colored pencils
- Book: If You Lived in Colonial Times by Ann McGovern. (Additional copies)

**Activities:** (Time needed: 60 min.)

1. Review location of the 13 colonies using the Large classroom pull down map of the United States.
2. Pass out and have students fold white construction paper into four sections.
3. Have students number both sides of the paper 1 through 8.
4. Have students label title #1. 13 Colonies. Have students draw the United States and label the 13 colonies using the larger classroom map as a guide.
5. Introduce the book, If You Lived in Colonial Times. Tell students that we will be spending the next two days reading about and drawing our visualizations from the text on children in the colonies. Ask students to try and visualize themselves living in the time.
6. Have students label title #2. Clothing, and just listen as I read pages 8-11. After a brief discussion of what students ideas about what the book stated for the clothing of the time, give students 3-5 minutes to make a drawing of themselves dressed for the day.
7. Continue step 6 for the following topics:
  - Title #3.- Hair read page 12
  - Title #4.- Food read pages 13 through 17
  - Title #5.- Sickness and Medicines read pages 27 through 30
  - Title #6.- Sundays read pages 32 through 35
  - Title #7.- Houses read pages 42 through 47
  - Title #8.- Work read pages 48 through 50
8. Partner students: give students an additional 5 minutes to look over each section and add items if necessary, using their partners works as guides.

**Independent Reading Assignment:** N/A

**Closure/Reflection:** Whole group discussion, ask students to think about the differences and similarities in children's lives during this period compared to today. Teacher creates a large Venn diagram on the board using the discussion material from the class. (Time needed 15 min.)

**Assessment:**

- Completion of the Home Life Guide with the 8 separate titles and drawings from the reading.
- Observation of whole group participation for both the Hook and Lesson Closure.

**Adaptations:**

- I will provide students with copies of the book, If You Lived in Colonial Times for my ESE, Visual Learners.
- Will pair ESE students with students who work well with others. I will allow them to sit together and discuss the book as it is being read, and discuss drawings as they are being made.
- Gifted Students- I will have students research during computer lab the topic: Life of Colonial Children, and allow them time to share with the class.

## Population Timeline for the American Colonists, 1700-1801:

1700 - The Anglo population in the English colonies in America reaches 275,000, with Boston (pop. 7000) as the largest city, followed by New York (pop.

1706 - January 17, Benjamin Franklin is born in Boston.5000).

1716 - The first group of black slaves is brought to the Louisiana territory.

1720 - The population of American colonists reaches 475,000. Boston (pop. 12,000) is the largest city, followed by Philadelphia (pop. 10,000) and New York (pop. 7000).

1725 - The population of black slaves in the American colonies reaches 75,000.

1731 - The first American public library is founded in Philadelphia by Benjamin Franklin.

1732 - February 22, George Washington is born in Virginia.

1760 - The population of colonists in America reaches 1,500,000.

1765 - In May, the first medical school in America is founded, in Philadelphia.

1770 - The population of the American colonies reaches 2,210,000 persons.

May 8, 1785 - Congress passes the Land Ordinance of 1785 which divides the northwest territories into townships, each set at 36 square miles, subdivided into 36 lots of 640 acres each, with each lot selling for no less than \$640.

July 13, 1787 - Congress enacts the [Northwest Ordinance](#) which establishes formal procedures for transforming territories into states. It provides for the eventual establishment of three to five states in the area north of the Ohio River, to be considered equal with the original 13. The Ordinance includes a Bill of Rights that guarantees freedom of religion, the right to trial by jury, public education [and a ban on slavery in the Northwest](#).

1790- The largest American city is Philadelphia, with 42,000 persons, followed by New York (33,000) Boston (18,000) Charleston (16,000) and Baltimore (13,000). The majority of Americans are involved in agricultural pursuits, with little industrial activity occurring at this time.

March 1, 1790 - A Census Act is passed by Congress. The first census, finished on Aug. 1, indicates a total population of nearly 4 million persons in the U.S. and western territories. African Americans make up 19 percent of the population, with 90 percent living in the South. Native Americans were not counted, although there were likely over 80 tribes with 150,000 persons. For white Americans, the average age is

under 16. Most white families are large, with an average of eight children born. The white population will double every 22 years.

The largest American city is Philadelphia, with 42,000 persons, followed by New York (33,000) Boston (18,000) Charleston (16,000) and Baltimore (13,000). The majority of Americans are involved in agricultural pursuits, with little industrial activity occurring at this time.

1801-Population 5.3 million (1 million of African decent)

\* All timeline information is taken directly from the website created by Dr. Quintard Taylor, Jr., Scott and Dorothy Bullitt, Professor of American History, University of Washington, Dept. of History, Seattle, WA, 98195.  
[http://faculty.washington.edu/qtaylor/a\\_us\\_history/1700\\_1800\\_timeline.htm](http://faculty.washington.edu/qtaylor/a_us_history/1700_1800_timeline.htm)

**Unit: The Lives of Colonial Children from 1700-1800**

**Kim Franklin and Teri Kostic**

**Lesson 3: School**

**Time:** 2 day lesson, 1 hour each day

**Standards/Objectives:**

SS.5.A.1.1: Use primary and secondary sources to understand history.

SS.5.A.4.1: Identify the economic, political and socio-cultural motivation for colonial settlement.

SS.5.A.4.2: Compare characteristics of New England, Middle, and Southern colonies.

SS.5.A.4.4: Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies.

SS.5.A.5.3: Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence.

SS.5.E.1.2: Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.

**Hook:** Ask students to brainstorm a list of rules for appropriate behavior from parents and school. List student rules on the board. Students will review copies of School of Manners or Rules for Children Behavior. Class discussion on differences and similarities of rules from today and those of the time. Together create a Venn Diagram.

**Prior Knowledge:** Prior to hook, ask students to review learned material from Lesson 2: Home-life. Check student understanding of economic status: upper class, middle class, and lower class.

**Synopsis of Discussion:** Hook and Prior Knowledge

**Materials:**

- Student copies of School of Manners or Rules for Children Behaviour, by John Garretson, chapter V only. (Both Primary Source and Internet Source)
- Student copies of Venn Diagram.
- Copy of If You Lived in Colonial Times, by Ann McGovern.
- Student copies of the Hornbook pattern.

- Cardboard
- Glue.
- Yarn.
- Scissors
- List of colonial-related words for Spelling Bee. (page 34 of Daily Life)
- Student copies of Aesop's Fables and Robinson Crusoe.

**Activity:**

1. Explain to students that the primary source was written primarily as a way for whoever was reading to identify different classes: upper, middle, or lower (based on economics). This was a self help book used to improve status of parents and children.

2. Read, If You Lived In Colonial Times, by Ann McGovern pages 18 through 26. Main question focus:

- A. Did children go to school?
- B. Did they have schoolbooks?
- C. Who learned more--- girls or boys?
- D. What were the schools like?
- E. What happened if you didn't behave in school?
- F. What books did children read?

3. Make Hornbooks:

Directions:

- A. Cut out the hornbook pattern.
- B. Trace the pattern onto cardboard.
- C. Cut out the cardboard pattern.
- D. Print the alphabet, numbers, Roman numerals, and the Lord's Prayer on the paper hornbook. (Discuss what was learned in yesterdays lesson about the importance of Sundays. Ask students why they think the Lord's Prayer was used as a source for learning to read at school.)
- E. Glue the paper pattern to the cardboard.
- F. Punch a hole in the handle and tie with yarn to fit around your neck. (Explain to students, hornbooks were worn around your neck or waist.)

**Independent Reading Assignment:** Gifted: Aesop's Fables and/or Robinson Crusoe.

**Closure/Reflection:** Pass out and read page 34 of Daily Life: "Spelling Bee". This describes some of the differences in education of the upper and middle class educations. One of the items included in both, as well as today is the practice of having Spelling Bees. Allow students a few days to study words, and hold a Spelling Bee from the words that would have been common for Colonial children.

**Assessment:**

- Observation of whole class discussion of Manners and Rules for Colonial children in comparison to today. Completion of Venn diagram.
- Completion of the Horn book.

**Adaptations:**

- ESE: Allow students to work with pairs and ask questions of their partner if necessary.
- Gifted: Give students other common children reading sources of the time, such as Aesop's Fables and Robinson Crusoe. Although considered adult books at the time, reading material for children were not common. So children often read adult books.

**The School of Manners. Or Rules for Childrens Behaviour: At Church, at Home, at Table, in Company, in Discourse, at School, abroad, and among Boys** by John Garretson

**Rules for Behaviour in Company**

Chapter V

Enter not into the Company of Superiors without command of calling; nor without a bow.

Sit not down in presence of Superiors without bidding.

Put not thy hand in the presence of others to any part of thy body, not ordinarily discovered.

Sing not nor hum in thy mouth while thou art in company.

Play not wantonly like a Mimick with thy Fingers or Feet.

Stand not wriggling with thy body hither and thither, but stedly and upright.

In coughing or sneezing make as little noise as possible.

If thou cannot avoid yawning, shut thy Mouth with thine Hand or Handkerchief before it, turning thy Face aside.

When thou blowest thy Nose, let thy Handkerchief be used, and make not a noise in so doing.

Gnaw not thy Nails, pick them not, nor bite them with thy teeth.

Spit not in the Room, but in a corner, and rub it out with thy Foot, or rather go out and do it abroad.

Lean not upon the Chair of a Superior, standing behind him.

Spit not upon the fire, nor sit too wide with thy Knees at it.

Sit not with thy legs crossed, but keep them firm and settled, and thy Feet even.

Turn not thy back to any, but place thyself conveniently, that none be behind thee.

Read not Letters, Books, nor other Writings in Company, unless there be necessity, and thou ask leave.

Touch not nor look upon the Books or Writings of any one, unless the Owner invite or desire thee.

Come not near when another reads a Letter or Paper.

Let thy Countenance be moderately chearful, neither laughing nor frowning.

Laugh not aloud, but silently Smile upon occasion.

Walking with thy Superior in the house or Garden, give him the upper or righthand, and walk not just even with him cheek be joll, but a little behind him, yet not so distant as that it shall be troublesome to him to speak to thee, or hard for thee to hear.

Look not boldly or willfully in the Face of thy Superior.

To look upon one in company and immediately whisper to another is unmannerly.

Stand not before Superiors with thine hands in thy pockets, scratch not thy Head, wink not with thine Eyes, but thine Eyes modestly looking straight before thee, and thine Hands behind thee.

Be not among Equals froward and fretful, but gentle and affable.

Whisper not in company.

## **Unit: The Lives of Colonial Children from 1700-1800**

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**Lesson 4: Recreation**

**Time:** 1 day lesson, 1 hour and 30 minutes

### **Objectives:**

To teach the students how colonial families entertained themselves and others.

**Hook:** Begin with asking the students, "What do you do when you're bored or are looking for something to do for fun?" Explain that colonial families had to be creative in what they did for fun because they did not have all of the resources that are available today.

**Prior Knowledge:** N/A

**Synopsis of Discussion:** Hook and Activities

### **Materials Needed:**

- string
- 2 or 4 hole buttons
- Stiff cardboard
- scarf
- sidewalk chalk
- cornhusks
- heavy string or yarn
- scissors
- permanent marker
- glue

### **Activites:**

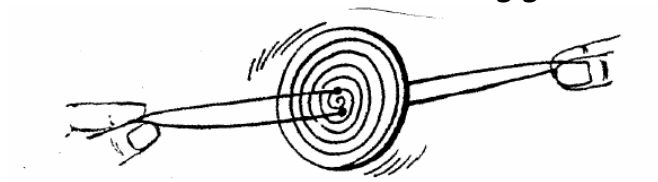
Begin a discussion explaining that in Colonial times, children didn't have electronic toys, or factories to make their toys. Many children or their parents made their toys out of scraps and things that were not needed. Children enjoyed spinning tops made of leftover wood and string. Children were often left without supervision and were left to play in the field or house.

Have stations set up with a game at each one. Students will move from station to station with a small group. Each station will last 15 minutes each for a total of 1 hour. The remaining 30 minutes is used to class discussion and transition time.

Stations of games will include the following:

- How to make a whirligig.
- Blindman's Bluff
- Hopscotch
- Cornhusk Dolly

**Have each student make their own whirligig.**



**To make a Whirligig,** Cut out a 4 inch (10 cm) circle on a piece of stiff cardboard or use a large 2 or 4 hole button. Make two holes in the cardboard approximately 3/8 inch (9 mm) from the center as shown above. Thread a piece of string about 2-1/2 feet long through the holes and tie the ends together. Proceed by twirling the circle until the string is tangled and then pull. Continue the pulling and relaxing method and enjoy the Whirligig.

### **Blindman's Bluff**

1. One player ties a blindfold securely around the person who is "It." The other players form a circle around him/her.
2. The blindfolded player is spun around two or three times.
3. The players join hands and walk in a circle around the blindfolded player. The player who is "It" claps 3 times and the circle stops.
4. "It" points at one player who steps to the middle of the circle. The blindfolded person has one guess to see who the person is. If the guess is right, that person takes the blindfold. If the guess is wrong, they have to try to catch the person by touching them on the head, clothing, or feet.

### **Hopscotch**

Students draw a hopscotch pattern on the ground outside and take turns jumping through the game.

### **Cornhusk Dolly**

Lay about 4 large corn husks on top of each other. Fold together in the center. Use a piece of string to tie a neck about 1-inch below the fold. That will make the head. Roll another husk, lengthwise, to make a long tube. This will be the arms. Tie the ends, about  $\frac{1}{2}$  inch from the edges. That will make wrists and hands.

**Independent Reading Assignment:** N/A

**Closure/Reflection:** Whole group discussion, Have students reflect on the games that were taught and what they think it would be like to have these games to play today.

**Assessment:** N/A

**Unit: The Lives of Colonial Children from 1700-1800**

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**Lesson 5: ABC Book, Colonial Children's Lives**

**Time:**

**Standards/Objectives:**

SS.5.A.1.1: Use primary and secondary sources to understand history.

SS.5.A.4.1: Identify the economic, political and socio-cultural motivation for colonial settlement.

SS.5.A.4.2: Compare characteristics of New England, Middle, and Southern colonies.

SS.5.A.4.4: Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies.

SS.5.A.5.3: Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence.

SS.5.E.1.2: Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.

**Hook:** Introduce class to method of writing ABC books using the book Yankee Doodle America: The Spirit of 1776 from A to Z.

**Prior Knowledge:** Quick review of topics covered in Lessons 1-4.

**Synopsis of Discussion:** Hook and Prior Knowledge

**Materials:**

- Copy of books listed on bibliography
- Paper listing the letters A-Z
- Construction paper
- Glue
- Markers
- Computers/Internet

**Activity:** Discuss format of ABC Book writing the letters A-Z on the board. Ask students to review topics discussed over the last few lessons. As students come up with ideas for topics, list them on the board under the corresponding letter. Provide students with ABC sheets. Introduce

additional resource books in the room for research. Explain that students are to come up with 1 topic per letter and that they will be creating an ABC book on the lives of Colonial children. Give independent work time for brainstorming using the resources followed by small group work/sharing time. Provide students with the grading rubric and book pages for final composition. Students will be provided with four days of 30 minutes per day to collect pictures and data for each letter topic. Whatever pictures cannot be found online will be hand drawn by the student.

**Independent Reading Assignment:** Bibliography books provided for classroom research for each letter topic.

**Closure/Reflection:** Each student presents their ABC book and shares one idea they learned while researching information for ABC topics.

**Assessment:**

- Rubric for ABC book
- Observation of student work in group and independent research

**Adaptations:**

- ESE: Allow students to work with pairs and ask questions of their partner if necessary.

### ABC Book Rubric

CATEGORY	3 Exemplar	2 Developed	1 Limited	Score/Comments
Preparation Process	Student has clear purpose with extensive note taking.	Student has implied purpose with adequate note taking.	Student has unclear purpose with weak note taking.	
Content Knowledge	Exceptional idea development with supporting details, written in author's own words.	Satisfactory idea development with some supporting details, written in author's own words.	Unclear or limited idea development with lack of detail, not written in author's own words.	
Format and Structure	Logically sequenced and flows easily.	Logically sequenced.	Sequence lacks any logic.	
Text Communication	Vivid, specific word choice with minor or no mechanical errors.	Word choice is acceptable with few mechanical errors that do not interfere with message.	Word choice is dull or inappropriate with many mechanical errors that detract from the message.	
Image Communication	Images are highly engaging for content and audience.	Images are appropriate to content and audience.	Images detract from or are inappropriate for content and audience.	

Rubric was taken from the following website:  
<http://rubistar.4teachers.org/index>.

Unit Plan Bibliography:  
The Lives of American Children from 1700-1800

Hasket, J. N. (1997). Colonial national historical park: The story behind the scenery. Jamestown, VA: KC Publications.

This book showcases what travelers will experience when visiting Jamestown and Yorktown. The history behind Jamestown includes the fort, relations between the English and Native Americans, and hardships of the colonists. Included is the feel for the townships and jobs conducted by the inhabitants. The history behind Yorktown includes the battlefields and monuments constructed to honor those who began our heritage.

Kalman, B. (1993). Historic communities: 18<sup>th</sup> Century Clothing. New York, NY: Crabtree Publishing Co.

From the wealthy to the poor, this book shares the clothing worn during colonial times. Also included are the techniques in which clothing was made. If wealthy, the colors were bright and vivid, and the materials were silk and brocade. If middle class, the clothing was stylish, yet suited to the profession of the main bread winner. If lower class, the colors of clothing were usually brown or grey. The cloth was wool or linen. From the hats to the wigs, and talk of the local hygiene, this book is full of clothing facts of the time.

Kalman, B. (1992). Historic communities: A colonial town Williamsburg. New York, NY: Crabtree Publishing Co.

Historic Williamsburg is an active town of tradesmen, reenactments, public buildings, a church and pubs. The town introduces you to the daily activities of local slaves, apprentices, shop keepers, wealthy, prisoners and the lawyers. The public reenactments may include speeches by public officials, marches, firing of the cannons, and trials. Explanations of the

daily work of a cooper, gunsmith, carpenter, and/or apothecary can be read about.

Kalman, B. (1992). Historic communities: Tools and gadgets. New York, NY: Crabtree Publishing Co.

This book is full of the tools and gadgets used during the time. It includes a description of how some of these tools were made. Also, children can view several pictures of gadgets, and try to decide what they were used for. Tools for everyday, specifically the kitchen, the farm, or the mill can be seen. As well as, a description of what and how they were used. Lastly included are the tools for metalworking, woodworking, printing, and medical purposes.

Krebs, L. (2004). The library of living and working in colonial times: A day in the life of a colonial sailmaker. New York, NY: PowerKid's Press.

I am concluding that these books are based on real people who lived during Colonial time. This is a description of James Forten's life as a sailmaker. He was a young African American man, who had been saved from the hardships of slavery. Instead, he became an apprentice of a sailmaker. There he learned the trade and became an expert at the skill. The book includes how the sails were made and the working conditions of those who chose the profession.

Krebs, L. (2004). The library of living and working in colonial times: A day in the life of a colonial doctor. New York, NY: PowerKid's Press.

This book is about a doctor named Benjamin Rush. He was one of the signers of the Declaration of Independence. This book describes the steps men had to take to become a physician during the time. It includes the diseases that were spread primarily due to poor hygiene. Lastly, students can read about the practices, such as surgeries performed, and the medicines. Several strange remedies are included, that will most certainly catch the interest of children.

Krebs, L. (2004). The library of living and working in colonial times: A day in the life of a colonial lighthouse keeper. New York, NY: PowerKid's Press.

This book is about a lighthouse keeper named Thomas Knox, and what his days were like. He was the keeper of the Boston Harbor Light. Each day, he carried large quantities of whale oil up to fuel the lights. He knew how important his job was. Boats depended on the lights from the lighthouse when the weather was foggy or stormy. Without them, boats would have crashed and sailors would have perished. The book also includes the different lighthouse designs, and interesting facts about the keeper's job.

Krebs, L. (2004). The library of living and working in colonial times: A day in the life of a colonial shipwright. New York, NY: PowerKid's Press.

This book is about a shipwright named Benjamin Tuthill. At age of 16, he became an apprentice at a shipyard. There he learned to build ships. This book describes how the ship is born. It begins with just the drawings and cutting of trees. Then a description of the skeleton of the ship is provided. It also includes putting the details on each ship, and the experience of the launch. Lastly, this book includes facts about a captain and his challenges.

Masoff, J. (2000). Chronicle of America: Colonial times. New York, NY: Scholastic.

The author of this book has created a display of history through pictures of colonial reenactments. The first Americans struggled to survive. They began with long voyages on the sea. Included are the reasons why colonists chose to leave their original roots in Europe. Descriptions of long and hungry winters, food for the time, clothing, and the daily life of the children are included. Medicines were made from the local plant life. Church life was the driving force for most colonists. It was not exactly like today. It had an extremist feel. Many more facts of the time are provided in this book.

McGovern, A. (1992). If you lived in colonial times. New York, NY: Scholastic.

All the questions a student might think to ask are answered in this book: When were colonial times?, What books did children read?, What did people eat?, etc. The language is very kid friendly. The book includes maps and

timelines. After a brief description of each answered question, a picture is included for visual purposes.

Kalman, B. & Everts, T. (1994). A child's day. New York, NY: Crabtree Publishing Company.

This book explains what an ordinary day would be like for a colonial child. From sunrise to sunset, there was always work to be completed. A couple different aspects discussed are chores, dinnertime, going to school, and why Sunday was a special day.

Kalman, B. (1995). Games from long ago. New York, NY: Crabtree Publishing Company.

This book is full of games that were played by colonial children. There are pages describing guessing games, word games, board games, holiday games, outdoor games, etc. A full explanation of what is needed to play is included.

Warner, J. (1993). Colonial American home life. New York, NY: Franklin Watts.

This book "presents a detailed, colorful survey of home and family life, paying full attention to the different groups who made up the colonial world - settlers from England, Sweden, Spain, and other countries; Native Americans whose civilization had been flourishing in the region for at least 8,000 years; people who came to work as indentured servants; and the men, women, and children living in forced slavery. Drawing from a many different sources such as books, periodicals, diaries, journals, and unpublished papers."

Lizon, K. (1993). Colonial American Holidays and Entertainment. New York, NY: Franklin Watts.

Author Karen Lizon gives a glimpse of nearly forgotten ways that were based on the customs, traditions, and religious beliefs unique to each cultural group. Seasonal holidays, as well as sports, games, toys, social customs, town meetings, court days, births, weddings, and even deaths are described as to what each of their rituals and customs were.

Stevens, B. (1993). Colonial American craftspeople. New York, NY: Franklin Watts.

The book explores the full range of craftwork performed in the early years of the nation, showing the tools, and techniques of coopers, joiners, woodworkers, masons, sawyers, bricklayers, metalworkers, farriers, papermakers, printers, bookbinders, and more.

Cobb, M. (1999). A sampler view of colonial life. Connecticut. The Millbrook press.

Describes the samplers stitched by girls in colonial America and explains what these samplers tell about the lives of their makers. Includes simple projects.

Fisher, L. (1966). The cabinetmakers. New York, NY: Franklin Watts.

Full explanation and description of the cabinetmakers job from start to finish. Includes a diagram of tools used and designs of furniture used during the time period.

Corwin, J. (1989). Colonial American crafts, the home. New York, NY: Franklin Watts.

A collection of thirteen projects and recipes which relate to the colonial American home and the way of life there.

Carlson, L. (1997). Colonial kids: an activity guide to life in the new world. Chicago, IL: Chicago Review Press.

Gives instruction for preparing foods, making clothes, and creating other items used by European settlers in America, providing a description on daily life of the colonists.

King, D. (1998). American kids in history: Colonial days. New York, NY: John Wiley & Sons, Inc.

Discusses colonial life in America, depicts a year in the life of a fictional colonial family and presents projects and activities, such as butter churning, candle dipping, baking bread, and playing colonial games.

Minor, W. (1998). Yankee doodle america: the spirit of 1776 from a to z. New York, NY: G.P Putnam's Sons.

From Publishers Weekly

In his introduction to this inventive look at Revolutionary America, Minor (*Reaching for the Moon*) explains the importance of public houses—marked by graphically striking wooden signs. Colonists would gather in these small roadside inns and taverns to share news of the patriots' efforts and of the war's progress. Inviting readers to "follow the signs along a colonial road during the years 1765 to 1783," Minor presents an alphabetically arranged series of handsome, period oil paintings on wood, shaped like the public house signs, which spotlight people, events and places pivotal to the creation of the nation. Accompanying the signs, he offers succinct nuggets of information about influential individuals (e.g., Benjamin Franklin, Patrick Henry, Henry Knox, Molly Pitcher, George Washington), key sites (Independence Hall, Old North Church), vital symbols (the Liberty Bell, the Stars and Stripes) and locations of crucial events in the war (Trenton, Valley Forge, Yorktown). Minor cleverly incorporates into his meticulously crafted renderings several relevant references to taverns, noting that Paul Revere and the Sons of Liberty met to plot against George III at the Green Dragon tavern in Boston, Jefferson drafted the Declaration of Independence at Philadelphia's Indian Queen tavern, and Washington delivered his farewell speech to his officers at Fraunces Tavern in New York. Though the volume's A to Z format requires a sequence that is not necessarily chronological, a concise timeline of significant dates sets the contents of this creative compendium in the proper context. All ages. (Apr.)