**Life in Colonial New York**

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**Heading:** The topic for this unit is on life in colonial New York and it will be directed to the fourth grade and will take approximately 3 weeks. The unit will integrate social studies with language arts and also the visual arts. Students will be learning how people came to New York, who came to New York, and why they came and paid their way. They will also explore the everyday lives of people who lived during this time period as well as drawing parallels to modern life. Students will take this topic in history and relate it to language arts and visual arts through the multiple activities throughout the unit.

**Description of the School and Students**: The students are from a public school that is located on Riverdale Ave They live in a middle class neighborhood and the neighborhood is very safe. The students in the class all speak English as their primary language and can read at a fourth and fifth grade level. The students are in an accelerated class, and are expected to draw deeper parallels than the average fourth grade class. Due to the area that these students live in, they will have access to an abundance of resources and materials in the classroom.

**Brainstorm Cognitive Map:**

Black smiths

Ship builders

Brick Makers

Farmers

Manors

Slaves

Trades

Indentured Servants

Math, Reading, Writing

German Settlers

Huguenots

Apprentice

Goods

Services

Merchant

Colonial New York

**Content Overview**:

Many people came to New York from Great Britain. Some came with the dreams of buying land, others with the dream of working for a better life. Another reason people migrated to the New York colony was for religious freedom. Huguenots from France found their religious freedom in New York. They settled north in New Paltz in 1678. German settlers arrived in 1710 in Dutchess County, what is now known as Rhinebeck. People who wanted to travel to the colonies from Europe but did not have enough money would come to the colonies as indentured servants.

 When England took over New York in 1664, there were about 700 African Americans living in the colony. Some were free and owned land while others were enslaved. Within a 100 years, the number of slaves went to 20,000. This was mostly because of the slave trade. Some enslaved men became artisans. Jupiter Hammon was an enslaved worker that was allowed to read and write He began to write poetry and in 1761 Hammon became the first African American to publish a poem. Some slaves tried to escape while others revolted against their enslavement. In 1712 a group of slaves set fire to a building in New York City in attempt to gain freedom. Twenty-one slaves were caught and executed.

 A service is a job that helps people. Many people also were merchants. New York made more of goods that were given to merchants to sell. Merchants sold the goods to people in the colony, Great Britain, and the West Indies, as well as the other colonies. Merchants needed ships to transport the goods. In 1788 Willam Walton opened a shipyard on the East River. Soon trading ships did not only carry New York’s goods to other places, but they also brought back goods New Yorkers wanted like: books, sugar, tea, spices, and paint.

 Colonial New York had two major cities: New York City, and Albany. There were many different ways to make a living in these cities. Merchants also opened stores. At a store owned by Elizabeth Van Es is New York City, colonists could also buy goods (tea, sugar, furniture, and furs). Some colonists opened inns, where people could eat dinner or sleep for the night. Inns were often crowded and travelers often shared beds. There were also jobs such as blacksmiths, printers and hatters. Many people made their own clothes and grew their own fruits and vegetables.

 Some families lived on small farms of their own. Others lived on manors. A manor was a large piece of land owned by one landowner. Manor owners rented small pieces of their land to farmers. As payment for the land, the farmers gave the landowner a part of the crops they raised.

 Robert Livingston was not just a landowner in New York. He was also a member of the New York Assembly. An assembly is a group of people who make decisions. The assembly was part of the government of New York. A government is made up of the people and laws that run a place such as a country. Voters elected people to represent them in the Assembly. Only white men who owned property were allowed to vote in New York.

 Children usually went to school for only about three months a year. Most girls spent even less time in school. In New York, English leaders wanted children to speak English. This was hard for students who had grown up speaking Dutch at home. There were no free public schools in colonial New York, as there are in our state today. Each student’s family had to pay the teacher. Writing and math cost more than reading. A penny was worth more than it is today. Most teachers had to find extra work after school. Some students were able to go to a school that was run by the church. Religious groups set up many free schools in colonial New York. Very few students went to college in colonial New York. In fact, New York did not have any colleges until 1654. In this year, King’s College was founded in New York City. In present day New York, it is called Columbia University.

Since children went to school for only three months a year, they would work during the rest of the time. Many of these children are apprentices. An apprentice works with a more experienced person to learn a skill. In exchange for work, the apprentice got food, clothing, and a place to live. They were also taught to read and write. Some types of apprentices were sailors, carpenters, farmers, doctors, lawyers, as well as many others. Girls also worked as apprentices. Girls could be carpenters, tailors, glove makers, etc. They learned skills that helped them earn a living as adults.

Life in colonial New York was different from life today. For example, there were no showers. People took baths once a week. You had to carry the buckets of water inside. Then you had to heart the water in the fireplace. Next you poured the hot water into a wooden tub. Colonists also had to make their own soap. They used the ashes from the fire and animal fat to make soap.

**Rationale:** The purpose of this unit is to teach the students every aspect of colonial New York. They have briefly learned, in previous grades, what slavery is but at this level they will gain a better grasp of the concept as well as manor life, and the everyday life of children their age that lived in colonial New York. They will develop a deeper understanding of how settlers lived, where the settlers left impacts on present day New York City, and the history behind it. Students will be able to learn about the colonial life through many classroom activities and through discussions. All learning styles will be accounted for throughout this lesson to make sure the students fully grasp the concepts.

**Goals:**

* Students will identify groups of people that came to colonial New York
* Students will identify the difference between slaves and indentured servants.
* Students will identify the roles of people who lived on a manor in comparison to a merchant.
* Students will identify the everyday life experiences of children their age that lived in colonial New York.
* Students will identify the impacts colonial New York settlers had on present day New York City.

**Standards:**

* + History of the United States and New York: use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.
	+ The role of geography in the establishment of colonies 3.1a, 3.1b, 3.1c, 3.2a
	+ Colonists come to the Americas for a variety of economic, political, and religious reasons 1.1a, 3.2a, 4.1e, 5.1d
	+ The New England, Middle, and Southern colonies have distinct characteristics (social/cultural, political, economic, scientiﬁc/technological, religious) 1.1a,1.1c, 1.2a, 1.2b, 1.3a, 1.3b, 1.4b, 1.4c
	+ Colonies furnish England with raw materials 4.1a, 4.1c, 4.1e, 4.1
	+ Reasons for European exploration of the western hemisphere (gold, alternate route to China, spices)
	+ Case study of early New Amsterdam/New York: Dutch, English and French inﬂuences in New York State 1.1a, 2.1c, 2.3a, 3.1a, 3.1e
	+ Life in the New York Colony: Diversity in early New York (ethnic and religious, e.g., Jewish, Swedish, Scottish, German) 1.1a,1.1c, 1.3a
	+ Role of enslaved Africans in growth and development of New York 1.1a, 1.3a,1.4a, 2.4a
	+ Colonial life in New York before the Revolutionary War 1.1a, 1.3b, 2.2b
	+ Social, economic, and political conditions of diverse New York communities (Africans, Native Americans, and women) before the war 1.3a, 1.4a, 1.4b, 1.4c, 2.3a, 4.1a, 4.1d, 5.1d
	+ Important accomplishments of individuals and groups living in New York.

**Refined Cognitive Map:**

Manors

Farmers, Fur Trappers, Brick makers, Ship builders, Blacksmiths

Slaves

Trades

Indentured Servants

Math, Reading, Writing

German Settlers

Huguenots

Apprentice

Goods

Services

Merchant

Colonial New York

**Content Outline:**

1. Settlers come from Europe
	1. Huguenots
	2. German Settlers
2. Indentured Servants
	1. Slaves
	2. Apprentice
	3. Trades
		1. Farmers
			1. Manor Life
		2. Fur Trappers
		3. Brick Makers
		4. Ship Builders
		5. Blacksmiths
		6. Merchants
			1. Goods
			2. Services
3. School Life
	1. Math, Reading, Writing

**Activities:**

Activity 1: The students will have had a lesson on the cultures of people who were coming to New York. They will learn about indentured servants, and slaves. In this activity they will write a prompt from the point of view of either a slave or indentured servant or a slave. They will show how well they understand the material by using information from the lesson and the notes they took. The students will be given parchment paper. Their prompt will be to write a letter home to their “mother country”. They will explain to their friends who are still in the mother country that even though they may not have the money, they may become an indentured servant and work off their passage over. They will also include that the manor they live on also has slaves, and explain the slave’s role and how it would differ from being an indentured servant. Their letters will be hung on a bulletin board and decorated as coming to the New York Colony.

* + Materials: Parchment paper, textbooks, notes, worksheet, writing partners

Activity 2: The students will have been taught a lesson on the various lifestyles in Colonial New York. They will learn about manor life versus the city life and merchants. In this activity they will explore the different trades of people in Colonial New York and what chores go with manor life. The students will be given cue cards for one or two trades. The students will be in groups and they will have to prepare a short presentation to the class about their trades or manor life. They will use the cards and worksheets to make a poster to go along with their presentation. After they prepare their posters, they will report back (or present) their findings to the class. The class in turn will record the information to their missing slots on the worksheets.

* + Materials: Cue cards, poster paper, markers, notebooks, worksheets, trade books, leveled groups

Activity 3: The students will have been taught a lesson on the various roles of the children in Colonial New York. They will have made a schedule of a “day in the life” of a Colonial child. They will have a writing prompt that is in the voice of the child living in colonial New York. The students will go on to explain and show off their knowledge about everyday life of the children in Colonial New York.

* + Materials: Trade books, textbook, paper, prompt, poster paper, markers

Grade 4 Lesson 1

Introduction to Colonial New York: Indentured Servants vs. Slaves

1. Purpose & Essential Question: Who came to colonial New York, how did they contribute? What was the slave trade?
2. Vocabulary and Key Terms: Indentured servant, slave trade, artisan
3. Skills: Reading, Writing, Speaking, Listening
4. Objectives: The student will identify groups of people that came to colonial New York,
5. Common Core Standards for grade 4:
	* History of the United States and New York: use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.
6. Pre-Assessment: Students will have completed a writing prompt about New Amsterdam.
7. Lesson Presentation
	* Set-Induction: Begin to call the students to the carpet after they finish the do-now. They will be given a graphic organizer to complete throughout the lesson. To start the lesson I will ask the students what the reasons were that settlers came to New York?
	* Procedure: I will have them fill out the first organizer related to why settlers came to New York, and the areas they settled in. Next, I will explain that the settlers were not all fortunate enough to have money to come to the colonies so they became indentured servants. I will explain the roles of an indentured servant. I will also explain that people also came to the colonies as slaves in the slave trade. Also, I will go over what was traded within the colonies. Once I am done explaining both, I will explain what an artisan is and what their jobs may be to better the colony.
	* Closure: The students will help me make a t-chart comparing an indentured servant’s role versus a slave’s role.
8. Materials and Resources Needed:
	* Worksheets, dry erase board, markers, parchment paper, textbooks, construction paper.
9. Assignment: The students will be given parchment paper. Their prompt will be to write a letter home to their “mother country”. They will explain to their friends who are still in the mother country that even though they may not have the money, they may become an indentured servant and work off their passage over. They will also include that the manor they live on also has slaves, and explain the slave’s role and how it would differ from being an indentured servant. Their letters will be hung on a bulletin board and decorated as coming to the New York Colony.
10. Evaluation: The teacher will grade the worksheets. Then the students will also get a review sheet for homework. This worksheet builds a foundation for a later project in the unit. It starts with the students making a map of the classroom. They will eventually have a choice of a colonial project they will be completing by the end of the unit.
11. Differentiated: The students will use a spectrum of organizers to keep their notes organized. They will also have a writing prompt to help explain their thoughts and work through the task. Lower level students will be graded if they know they basic understanding of the context, while higher level students will be graded for context, and depth.
12. Resources:

Colonial Times from A to Z by Bobbie Kalman. 1998.

Grade 4 Lesson 2

Colonial New York: Lifestyles and Trades in Colonial New York

1. Purpose & Essential Question: What are the various trades that existed in Colonial New York?
2. Vocabulary and Key Terms: Merchant, Artisan
3. Skills: Reading, Writing, Speaking, Listening
4. Objectives: The student will identify the various lifestyles that were in Colonial New York.
5. Common Core Standards for grade 4:
	* History of the United States and New York: use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.
6. Pre-Assessment: Students will have completed a writing prompt about New Amsterdam.
7. Lesson Presentation
	* Set-Induction: Begin to call the students to the carpet after they finish the do-now. They will be given a graphic organizer to complete throughout the lesson. To start the lesson I will ask the students what were some jobs that were needed in Colonial New York?
	* Procedure: They will learn about manor life versus the city life and merchants. We will make a list in the front of the class of the different kinds of trades that were in Colonial New York and discuss why each one was important.
	* Closure: The students will help me make a t-chart comparing manor life to that of someone in a trade.
8. Materials and Resources Needed:
	* Worksheets, dry erase board, markers, parchment paper, textbooks, construction paper.
9. Assignment: The students will have been taught a lesson on the various lifestyles in Colonial New York. They will learn about manor life versus the city life and merchants. In this activity they will explore the different trades of people in Colonial New York and what chores go with manor life. The students will be given cue cards for one or two trades. The students will be in groups and they will have to prepare a short presentation to the class about their trades or manor life. They will use the cards and worksheets to make a poster to go along with their presentation. After they prepare their posters, they will report back (or present) their findings to the class. The class in turn will record the information to their missing slots on the worksheets.
10. Evaluation: The teacher will grade the posters. Then the students will also get a review sheet for homework. This poster continues to build up to the project at the end of the unit.
11. Differentiated: The students will use a spectrum of organizers to keep their notes organized. They will also have a poster as a prompt to help explain their thoughts and work through the task. They can include full sentences and pictures to explain the understanding of the material. Lower level students will be graded if they know they basic understanding of the context, while higher level students will be graded for context, and depth.
12. Resources: *Various trade books.*

Grade 4 Lesson 3

Colonial New York: Children in Colonial New York

1. Purpose & Essential Question: What are the various roles and schooling for children in Colonial New York?
2. Vocabulary and Key Terms: Apprentice
3. Skills: Reading, Writing, Speaking, Listening
4. Objectives: The student will identify the schooling opportunities of children in Colonial New York, as well as their chores.
5. Common Core Standards for grade 4:
	* History of the United States and New York: use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.
6. Pre-Assessment: Students will have completed a writing prompt about New Amsterdam.
7. Lesson Presentation
	* Set-Induction: Have an example of our “flow of the day” on the board. Ask students to write down their schedules of their day in their social studies notebooks. Ask the students to write down a list of their chores and then call them to the carpet.
	* Procedure: I will tell the students about the daily chores that some of the children in Colonial New York did, and how they did them. I will ask them questions to help draw “self-connections”. I will also introduce the apprenticeships that the children often had in Colonial New York.
	* Closure: The students will help me make a “day in the life schedule” of a child growing up in Colonial New York.
8. Materials and Resources Needed:
	* Worksheets, dry erase board, markers, parchment paper, textbooks, construction paper.
9. Assignment: The students will have been taught a lesson on the various roles of the children in Colonial New York. They will have made a schedule of a “day in the life” of a Colonial child. They will have a writing prompt that is in the voice of the child living in colonial New York. The students will go on to explain and show off their knowledge about everyday life of the children in Colonial New York.
10. Evaluation: The teacher will grade the prompts. Then the students will also get a review sheet for homework. This is the final stage that leads to the project at the end of the unit.
11. Differentiated: The students will use a spectrum of organizers to keep their notes organized. They will also have a writing prompt to help explain their thoughts and work through the task. Lower level students will be graded if they know they basic understanding of the context, while higher level students will be graded for context, and depth.
12. Resources: *Various trade books.*

**Vocabulary:**

Indentured Servant- person who worked in exchange for payment for a boat trip to America.

Artisan- a worker with a special skill.

Service- job that helps people.

Merchant- person who buys and sells good for money.

Apprentice- person who works for an experienced person to learn a skill.

**Resources:**

Smartboard, index cards, poster board, textbooks, worksheets, trade books, markers, white board.