Who were the early Americans?

A Unit for First Grade

Learner Goals:

Students will learn about early American family life including what they ate, what houses they lived in and what social events they participated in.

Students will learn about early America’s economy and work force.

Students will take what they’ve learned about early American life and compare it to that of their own lives.

Sub questions:

What was a typical day like?

How did they get what they needed?

How is our life different from theirs?

How is our life the same as theirs?
### Who were the early Americans?

#### Unit Calendar

<table>
<thead>
<tr>
<th>Day</th>
<th>Objectives</th>
<th>Standards</th>
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</table>
| 1   | ➢ The students will choose an early American job and draw a picture of the chores that those workers would do, after reading about such jobs in literature books.  
➢ The students will use the counting rhyme to remember and recite colonial children’s chores (One, Two, buckle my shoe) as a class. | NCSS Standard VII e: “The learner can describe how we depend upon workers with specialized jobs and the ways in which they contribute to the production and exchange of goods and services.” |
| 2   | ➢ The students will sculpt with clay building miniature replicas of early American homes (Native Americans’ and settlers’) in small groups.  
➢ The students will use the counting rhyme to remember and recite colonial children’s chores as a class. | NCSS Standard III g: “The learner can describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes…” |
| 3   | ➢ The students will participate in a bartering simulation, and trade for five different types of supplies.  
➢ The students will use the counting rhyme to remember and recite colonial children’s chores as a class. | NCSS Standard VII g: “The learner can explain and demonstrate the role of money in everyday life.” |
| 4   | ➢ The students will play a Native American game of Stick-and-Ball in small groups and discuss which current American games it is similar to and why.  
➢ The students will create and/or sample homemade butter with adult supervision.  
➢ The students will use the counting rhyme to remember and recite colonial children’s chores as a class. | NCSS Standard I a: “The learner can explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.”  
MN Standard 1 A: “The student will understand how families live today and in earlier times, recognizing that some aspects change over time while others stay the same.” |
| 5 | The students will use the counting rhyme to remember and recite colonial children’s chores as a class.  
The students will draw a diary from the viewpoint of an early American including at least one important event and three facts they have learned about early American life. | NCSS Standard IV e: “The learner can identify and describe ways family, groups, and community influence the individual’s daily life and personal choices.”  
MN Standard 1 C: “The student will demonstrate knowledge of the people who settled in North America.” |
|---|---|---|
| 6 | The students will use the counting rhyme to remember and recite colonial children’s chores individually.  
The students will match early American household objects to contemporary objects, for instance, a candle to a light bulb.  
The class will create a Venn diagram comparing and contrasting early American life to their own lives. | NCSS Standard I a: “The learner can show how groups and institutions work to meet the individual needs and promote the common good...”  
MN Standard 1 A: “The student will understand how families live today and in earlier times, recognizing that some aspects change over time while others stay the same.” |
Who were the Early Americans?

Day: 1  
Grade: 1st  
Time: 45 minutes

NCSS Standards: Standard VII e: “The learner can describe how we depend upon workers with specialized jobs and the ways in which they contribute to the production and exchange of goods and services.”

Materials:
- Kate Water’s Books:  
  - *Samuel Eaton's Day: A Day in the Life of A Pilgrim Boy.*  
  - *Sarah Morton’s Day: A Day in the Life of A Pilgrim Girl.*  
  - *On The Mayflower.*
- i-movie, laptop and projector
- Markers
- Paper
- Chart with the counting rhyme on it

Objectives:
- The students will choose an early American job and draw a picture of the chores that those workers would do, after reading about such jobs in literature books.
- The students will use the counting rhyme to remember and recite colonial children’s chores (One, Two, buckle my shoe) as a class.

Opening:
- The unit will be introduced by showing an i-movie to the class, highlighting early American life through pictures and music.
- The class will recite together the counting rhyme, using the chart.

Procedure:
- The teacher will read *Sarah Morton's Day: A Day in the Life of A Pilgrim Girl* to the class. We will talk about what surprised us about Sarah’s day.
- Then students will have a chance to explore other books in the library. They will be on the look out for jobs that early Americans had.
- The class will come back together and students will have a chance to share jobs they found the early Americans doing.
- Students will work individually to draw a picture of a job they thought would be interesting.

Closing:
- Students will be asked to share their pictures and explanations with the class.
  After sharing, an adult volunteer will write on the students’ pictures, “This is a
_____ , he/she is ________.” For instance, “This is a candle maker, he is heating the wax.”

♦ The teacher will post these pictures in the hallway for the remainder of the unit as a reminder to the students of early American jobs and as a way to involve other classes in the learning of our unit.
Who were the Early Americans?

Day: 2  
Grade: 1st  
Time: 45 minutes

NCSS Standards: Standard III g: “The learner can describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes…”

Materials:
- Kate Water’s Books:
  - *Samuel Eaton's Day: A Day in the Life of A Pilgrim Boy.*
  - *On The Mayflower.*
- Clay
- Cardboard
- Tools for sculpting
- Chart with the counting rhyme on it

Objectives:
- The students will sculpt with clay building miniature replicas of early American homes (Native Americans’ and settlers’) in small groups.
- The students will use the counting rhyme to remember and recite colonial children’s chores (One, Two, buckle my shoe) as a class.

Opening:
- The class will recite together the counting rhyme, using the chart.

Procedure:
- The teacher will read *Tapenum's Day : A Wampanoag Indian Boy In Pilgrim Times* to the class. We will talk about what surprised us about Tapenum’s day.
- Then students will have a chance to explore other books in the library. They will be on the look out for houses that early Americans had.
- The class will come back together and students will have a chance to share about the houses they found.
- Students will work in small groups to sculpt a house similar to the ones they found.

Closing:
- Students will be asked to share their sculptures and explanations with the class.
  After sharing, an adult volunteer will write on a display card, “This is a ______ home.” For instance, “This is Wampanoag Tribe home.”
- The teacher will display these sculptures on a table for the remainder of the unit as a reminder to the students of early American homes and as a way to involve class visitors in the learning of our unit.
Who were the Early Americans?

Day: 3
Grade: 1st
Time: 45 minutes

NCSS Standards: Standard VII g: “The learner can explain and demonstrate the role of money in everyday life.”

Materials:
- Kate Water’s Books:
  - *Samuel Eaton’s Day: A Day in the Life of A Pilgrim Boy.*
  - *Sarah Morton’s Day: A Day in the Life of A Pilgrim Girl.*
  - *Tapenum’s Day: A Wampanoag Indian Boy In Pilgrim Times.*
  - *On The Mayflower.*
- Supplies for bartering: (fake furs or cloth, plastic fruits and vegetables, children’s tools, stuffed animal cows or chickens, shoes, plastic eggs, plastic horseshoes)
- A dollar
- Chart with the counting rhyme on it

Objectives:
- The students will participate in a bartering simulation, and trade for five different types of supplies.
- The students will use the counting rhyme to remember and recite colonial children’s chores (One, Two, buckle my shoe) as a class.

Opening:
- The class will recite together the counting rhyme, using the chart.

Procedure:
- The teacher will read *Samuel Eaton’s Day: A Day in the Life of A Pilgrim Boy* to the class. We will talk about what surprised us about Samuel’s day.
- The teacher will hold up a dollar and talk about how we use this money to buy what we need. He/She will then pose the question, “How did early Americans buy what they needed?”
- After a short discussion, the teacher will mention bartering or trading for supplies.
- Students will be paired up and each pair will receive a set of a supply item. For instance, one pair will get twelve cases of plastic eggs. Another pair may get six pieces of fabric.
- Students will work mill around and offer to trade with each other until they get five different supplies needed. They will have to compromise on deals, for instance two cases of eggs may be worth one piece of fabric.

Closing:
The class will discuss the simulation and what was hard or easy about it. Was it always fair? Did everyone get what they needed? Students will be asked if they would like a system like that today.
Who were the Early Americans?

Day: 4
Grade: 1st
Time: 45 minutes

NCSS Standards: Standard I a: “The learner can explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.”

MN State Standard: Standard 1 A: “The student will understand how families live today and in earlier times, recognizing that some aspects change over time while others stay the same.”

Materials:
- Kate Water’s Books:
  - *Samuel Eaton's Day: A Day in the Life of A Pilgrim Boy.*
  - *Sarah Morton’s Day: A Day in the Life of A Pilgrim Girl.*
  - *Tapenum’s Day: A Wampanoag Indian Boy In Pilgrim Times.*
  - *On The Mayflower.*
- One baby food jar for each student
- Whipping cream, salt and crackers
- A strainer
- Ten rulers, one tennis ball and two cartons
- Chart with the counting rhyme on it

Objectives:
- The students will use the counting rhyme to remember and recite colonial children’s chores (One, Two, buckle my shoe) as a class.
- The students will play a Native American game of Stick-and-Ball in small groups and discuss which current American games it is similar to and why.
- The students will create and/or sample homemade butter with adult supervision.

Opening:
- The class will recite together the counting rhyme, using the chart.

Procedure:
- The teacher will read *On The Mayflower* to the class. We will talk about what surprised us about the journey.
- The class will be divided into two groups. One group will go with an adult volunteer to play stick-and-ball in the gym. The other group will stay in the classroom and make homemade butter.
- For the butter making: each student will need a small baby food with a tight-fitting lid. Fill each jar half-full with room temperature whipping cream. Replace lid tightly. Students should shake the jar until the curd separates from the whey, To
get the excess liquid off, pour the whey into a strainer. Add salt to taste. Let students sample their butter with bread or crackers.

♦ For stick-and-ball: the group will be divided into two teams. They will face each other at opposite ends of the room in front of a carton “goal.” Each team member will get a ruler. They will try to hit the tennis ball into the “goal.” After one team has scored three goals, they switch sides.

Closing:

♦ Groups will talk about how the butter is the same or different than our butter and how the game was the same or different than our games.
Who were the Early Americans?

Day: 5
Grade: 1st
Time: 45 minutes

NCSS Standards:  Standard IV e: “The learner can identify and describe ways family, groups, and community influence the individual’s daily life and personal choices.”

MN State Standard: Standard 1 C: “The student will demonstrate knowledge of the people who settled in North America.”

Materials:
- Paper
- Crayons

Objectives:
- The students will use the counting rhyme to remember and recite colonial children’s chores (One, Two, buckle my shoe) as a class.
- The students will draw a diary from the viewpoint of an early American including at least one important event and three facts they have learned about early American life.

Opening:
- The class will recite together the counting rhyme, without using the chart.

Procedure:
- Students will review as a class what they have learned about early American life.
- Students will individually draw a diary from the viewpoint of an early American child. They will give their child a name and a family. They will show a typical, day in the life of that child.
- Adult volunteers will help children add text to their picture diary.

Closing:
- Students will come forward and share their diary with the class, telling about the child’s life and what makes their child special.
Who were the Early Americans?

Day: 6  
Grade: 1st  
Time: 45 minutes

NCSS Standards: Standard I a: “The learner can show how groups and institutions work to meet the individual needs and promote the common good...”

MN State Standard: Standard 1 A: “The student will understand how families live today and in earlier times, recognizing that some aspects change over time while others stay the same.”

Materials:  
• Early American household objects and their contemporary match.  
• Dry erase board and markers  
• Marbles  
• Dress up clothes from early American time period  
• Cranberry ink and feathers

Objectives:  
➢ The students will use the counting rhyme to remember and recite colonial children’s chores (One, Two, buckle my shoe) individually.  
➢ The students will match early American household objects to contemporary objects, for instance, a candle to a light bulb.  
➢ The class will create a Venn diagram comparing and contrasting early American life to their own lives.

Opening:  
◆ The students will recite the counting rhyme individually to adult volunteers, without using the chart. Adults will make note of which students could do it without any errors.

Procedure:  
◆ For the first thirty minutes, the students will get to choose which stations they would like to experience: early American clothing, games, or writing.  
◆ At the early American clothing station, students can try on clothes that would be similar to clothing early Americans wore.  
◆ At the early American games station, students will learn to play marbles.  
◆ At the early American writing station, students will practice writing using feathers and homemade cranberry ink.  
◆ While students explore the stations, they will be individually pulled out of the room to match the early American objects with the contemporary ones. The teacher will make a note of how many the students got correct.

Closing:
The class will work together to create a Venn diagram of how their lives are similar to or different from those of the early Americans.
Resources

Websites
http://falcon.jmu.edu/~ramseyil/colonial.htm
Link to primary sources

Colonial Williamsburg
http://www.history.org
Students may explore the site and write for information about the area.

Archiving Early America
http://earlyamerica.com
Many teacher resources, but does display maps, the Declaration of Independence and Constitution, and various papers students could view.

Mayflower
http://members.aol.com/calebj/mayflower.html
Information about the Mayflower includes passenger lists, links to biographical information, and a section on authentic first Thanksgiving recreation.

Virtual tour of Plymouth Plantation, MA
http://www.media3.com/plymouth/vtour
including homes, tools, and people

Books


Corwin, Judith Hoffman. Colonial American Crafts: The School (also The Village and The Home). Franklin Watts, 1989


Primary Sources
https://www.edline.net/pages/Catholic_Central_High_School/Classes/03842501/library
Charter of all the colonies

https://www.edline.net/pages/Catholic_Central_High_School/Classes/03842501/library
Letters of early settlers

https://www.edline.net/pages/Catholic_Central_High_School/Classes/03842501/library
Massachusetts Bay School Law
### Rubric

<table>
<thead>
<tr>
<th>Name</th>
<th>Met Objectives</th>
<th>Completion of work</th>
<th>Grade level work</th>
<th>Independent work</th>
<th>Cooperative work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>The student met all objectives.</td>
<td>All work was completed on time.</td>
<td>The student performs above grade level.</td>
<td>The student worked well independently and followed all directions.</td>
<td>The student works very cooperatively with others at all times.</td>
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<tr>
<td>Good</td>
<td>The student met 90% of the objectives.</td>
<td>90% of work was completed on time.</td>
<td>The student performs at grade level.</td>
<td>The student worked well independently and followed most directions.</td>
<td>The student works cooperatively the majority of the time.</td>
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<tr>
<td>Fair</td>
<td>The student met 75% of the objectives</td>
<td>75% of work was completed on time.</td>
<td>The student performs slightly below grade level.</td>
<td>The student usually worked independently and followed some directions.</td>
<td>The student works cooperatively about half of the time.</td>
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<tr>
<td>Needs Improvement</td>
<td>The student met less than 75% of the objectives.</td>
<td>Less than 75% of work was completed on time.</td>
<td>The student performs considerably below grade level.</td>
<td>The student was unable to work independently.</td>
<td>The student has trouble working cooperatively more than half of the time.</td>
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</tbody>
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**Total Score:** _____ out of 20

**Comments:**

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
<table>
<thead>
<tr>
<th>Who were the Early Americans? Checklist</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Final Scores</th>
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<tbody>
<tr>
<td>* = done but not graded</td>
<td>Clay house (*)</td>
<td>Cooperative work(*)</td>
<td>Bartering (*) simulation</td>
<td>Cooperative work(*)</td>
<td>Game and butter(*)</td>
<td>Diary</td>
<td></td>
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<tr>
<td>4 = above grade level</td>
<td>Individual Counting</td>
<td>Rhyme</td>
<td>Matching Objects</td>
<td>Venn Diagram</td>
<td>Contribution (*)</td>
<td>Total Points (16 top)</td>
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<tr>
<td>3 = at grade level</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>Number of late or missing assignments</td>
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<tr>
<td>2 = below grade level</td>
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<td>Cooperative work</td>
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<td>1 = way below grade level</td>
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<td>O = late</td>
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<td>X = not completed</td>
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