This book was created to culminate our study of America's Early History.

Philip J. Reilly Elementary School
Mrs. George's 5th Grade
2013 - 2014

Part One - The Original 13 Colonies

New England Colonies
Middle Colonies
Southern Colonies

Massachusetts
New Hampshire
Rhode Island
New York
Connecticut
New Jersey
Pennsylvania
Delaware
Maryland
Virginia
North Carolina
South Carolina
Georgia
New England Colonies

<table>
<thead>
<tr>
<th>Colony (Year Founded)</th>
<th>Origin of Name</th>
<th>Chief Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connecticut (1633)</td>
<td>Algonquian Indian words meaning &quot;fox on the long tidal river&quot;</td>
<td>Farming (corn and wheat), fishing</td>
</tr>
<tr>
<td>Massachusetts (1620)</td>
<td>Massachusetts Indian words meaning &quot;near the great hill&quot;</td>
<td>Farming (corn and barley), fishing, lumbering, shipbuilding</td>
</tr>
<tr>
<td>New Hampshire (1623)</td>
<td>County of Hampshire in England</td>
<td>Farming (poppies, fishing, textiles, shipbuilding)</td>
</tr>
<tr>
<td>Rhode Island (1636)</td>
<td>Dutch words for &quot;red island&quot;</td>
<td>Farming (cattle and dairy), fishing, lumbering</td>
</tr>
</tbody>
</table>

Middle Colonies

<table>
<thead>
<tr>
<th>Colony (Year Founded)</th>
<th>Origin of Name</th>
<th>Chief Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delaware (1682)</td>
<td>Delawares and early governor of Virginia, Lord de la Warr</td>
<td>Fishing, lumbering</td>
</tr>
<tr>
<td>New Jersey (1664)</td>
<td>Isle of Jersey in England</td>
<td>Ironworking, lumbering</td>
</tr>
<tr>
<td>New York (1624)</td>
<td>Duke of York</td>
<td>Farming (cattle, rice, indigo, wheat), ironworking, shipbuilding</td>
</tr>
<tr>
<td>Pennsylvania (1682)</td>
<td>William Penn and his friends (Latin for friend)</td>
<td>Farming (corn, wheat, cattle, flax, papermaking, textiles, shipbuilding)</td>
</tr>
</tbody>
</table>

The Middle Colonies were excellent for farming and included many natural harbors and rivers. The soil was more fertile than the New England colonies and was good for growing corn, wheat, and rice. The rivers allowed transportation of goods between the colonies. The Middle colonies were more industrial in nature, producing textiles, iron, and lumber. Fishing was also common. They also traded extensively with the Dutch and other European countries. Unlike the New England colonies, the Middle Colonies were more tolerant of religious and social differences and diversity.
**Southern Colonies**

<table>
<thead>
<tr>
<th>Colony (Year Founded)</th>
<th>Origin of Name</th>
<th>Chief Products</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carolina (1663)</td>
<td>Carolus (Latin for Charles), Charles I of England</td>
<td>Farming (indigo, rice, tobacco)</td>
</tr>
<tr>
<td>North Carolina (1711)</td>
<td>King George II of England</td>
<td>Farming (indigo, rice, sugar)</td>
</tr>
<tr>
<td>South Carolina (1712)</td>
<td>Queen Henrietta Maria of England</td>
<td>Farming (corn, indigo, rice, wheat, brickmaking, shipbuilding)</td>
</tr>
<tr>
<td>Virginia (1607)</td>
<td>Elizabeth I of England</td>
<td>Farming (corn, tobacco, wheat)</td>
</tr>
</tbody>
</table>

The colonies in the Southern Colonies came to establish a trade with England. Many came to seek freedom from England's control over them. The colonies were divided into northern and southern colonies. The northern colonies focused on agriculture and trade, while the southern colonies were more interested in the production of raw materials and cash crops.

**Part Two - Daily Life**

The Southern Colonies: These colonies were known for their agriculture, particularly tobacco and rice. Lives were centered around the plantation system, which involved a high degree of dependency on slave labor. The daily life of the colonists reflected the economic and social structure of the time, with a strict hierarchy and a focus on productivity.

The established church was the Church of England. This church was very important in the Southern Colonies. The Church played a significant role in the daily lives of the colonists, influencing education, social norms, and even the legal system.

The daily life of the colonists was hard and demanding, but it was also adventurous and full of opportunity. The Southern Colonies were a place of great promise and potential, and their history is a testament to the resilience and ingenuity of the people who called it home.
DAILY LIFE

- The colonists' main meal of the day was eaten between noon and 3 p.m. Sounds like lunch? They called it dinner. So what did they call dinner? Supper.
- Only wealthy families could afford to eat with forks. Most families ate with their fingers.
- In Puritan families, children had to stand at the table to eat. It was considered impolite for children to talk while eating.
- To show respect, colonial children had to bow and curtsey to adults, including their parents.
- Both boys and girls in colonial New England wore dresses until they were about seven years old.
- Beginning in the late 1600s, wigs were fashionable for colonial men. In the 1700s it became fashionable to cover wigs with white powder.
- Most colonists thought bathing was unhealthy and did it only a few times a year!
- Fun was mixed with work. Before a barn dance began, kernels of corn were thrown on the floor. While people danced, the feet of the dancers pressed the oil from the kernels into the raw wood, helping to make it smooth and polished.

Colonial Child’s Daily Schedule

<table>
<thead>
<tr>
<th>AM</th>
<th>PM</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:00</td>
<td>12:00</td>
</tr>
<tr>
<td>Do chores</td>
<td>Lunch</td>
</tr>
<tr>
<td>5:00</td>
<td>1:00</td>
</tr>
<tr>
<td>Eat breakfast</td>
<td>Math</td>
</tr>
<tr>
<td>6:00</td>
<td>2:00</td>
</tr>
<tr>
<td>Walk to school</td>
<td>Learn manners</td>
</tr>
<tr>
<td>7:00</td>
<td>3:00</td>
</tr>
<tr>
<td>School begins</td>
<td>Copy sentences</td>
</tr>
<tr>
<td>8:00</td>
<td>4:00</td>
</tr>
<tr>
<td>Recite poems</td>
<td>Walk home</td>
</tr>
<tr>
<td>9:00</td>
<td>5:00</td>
</tr>
<tr>
<td>Read from the Bible</td>
<td>Do chores</td>
</tr>
<tr>
<td>10:00</td>
<td>6:00</td>
</tr>
<tr>
<td>Recess</td>
<td>Supper</td>
</tr>
<tr>
<td>11:00</td>
<td>7:00</td>
</tr>
<tr>
<td>Pennmanship</td>
<td>Homework</td>
</tr>
<tr>
<td></td>
<td>8:00</td>
</tr>
<tr>
<td></td>
<td>Bedtime</td>
</tr>
</tbody>
</table>

SCHOOL

- Boys who talked to their friends in school were given the “whispering stick.” A whispering stick was a small tree branch that was placed in the boy’s mouth to keep him quiet.
- It was more important for children to have perfect penmanship than to spell correctly.
- Some rich boys were sent to college in England by the time they were 11 years old.
- In 1635 the first public school in the colonies opened in Boston.
- By the time of the American Revolution, there were colleges in many other colonies, including William and Mary (Virginia), Yale (Connecticut), Princeton (New Jersey), Columbia (New York), and Brown (Rhode Island).
- In 1681 Pennsylvania founder William Penn said that children in his colony must learn the three Rs: “reading, ’ritin’, and ’rithmetic” (reading, writing, and arithmetic).
- One rule in The School of Good Manners was “Stiff not thy mouth so as to fill thy Cheeks” be content with smaller Mouthfuls.” Has that rule lasted to the present?
Henrietta’s Hatmaking Shop

We design, you wear

Riding Hat
Hat Block
Hatter’s Iron

Colonial Jobs

JOINER
Highly skilled, he made fine wooden furniture and cabinets. Apprentices worked with master craftsmen to learn the trade.

PRINTER
He published, edited, and printed newspapers and books. Separate letters were put into place on composing sticks. Ink was put on a stone slab. Pages were printed one at a time.

WIGMAKER
He was also called a peruke maker. He also worked as a barber, shaved beards and pulled teeth. He created and styled wigs out of cow, horse, or human hair. There were as many as 115 different types of wigs.

CHIPPENDALE CHAIR

BOOK

RAMILLIED WIG
Part Three - Events Leading to the Revolutionary War

- Townsend Acts, 1767
- Boston Tea Party, 1773
- Paul Revere’s Ride, 1775
- Declaration of Independence, 1776

- Stamp Act, 1765
- Boston Massacre, 1770
- 12,000 British Troops Arrive in Colonies, 1775
- Lexington & Concord, 1775
The French and Indian War (1754-1763) was a seven-year-long war between Britain and France. The French were allied with the Indians. The Indian groups involved were the Algonquin and the Iroquois tribes. The French were fighting the British for the control of much of North America.

In one of the first battles of the war, Lieutenant Colonel George Washington and his Virginia troops (who were fighting for the British) were sent to Pittsburgh, Pennsylvania, to remove the French from their new fort. Washington was defeated by the French, and the French soon controlled the entire region.

In 1756, the British began to defeat the French. When the French finally lost the war, the Treaty of Paris (signed on February 10, 1763) gave British control of Canada and the French areas east of the Mississippi River. Spain gave Florida to Britain, and received the former French areas west of the Mississippi River.

As a result of the war, the English colonists no longer needed the protection of the British against the French, and they became more independent from Britain. This war also resulted in higher taxes paid to Britain. These influences eventually led to the American Revolution.

Tax Acts

THE SUGAR ACT

The British Government had run up a huge debt from fighting the French and Indian War. King George III, and Parliament, thought the colonists should help pay off the debt. So, in 1764 they passed the Sugar Act. This meant that a tariff, a tax on products brought in from another country, was put on molasses and sugar. After the sugar or molasses was purchased, the items were stamped, to prove that the tax had been paid. Colonists were angry about this new tax because it was one of many taxes. They were being taxed by the British Government, and they had no representatives in that government. Colonists thought this was truly unfair. In a few years, this tax, along with others, led to bigger problems with King George III.

THE STAMP ACT

There was still more debt to pay because the fighting in the French and Indian War had been so expensive. So, King George III and Parliament passed the Stamp Act in 1765. This was a tax on imported goods, such as dolls, soap, paper and tea. The colonists got together and again, they expressed their anger, because the British Government imposed a tax on tea.
The Boston Massacre

Trouble in Boston

The Boston Tea Party

The Colonies Unite

The First Continental Congress

Committee of Correspondence

Sons and Daughters of Liberty

The British were still in control of making the taxes because there were no colonists in Parliament. So even after they repealed a few taxes, they still had some power over the colonies. Leaders from each colony, except Georgia, met in Philadelphia to discuss the Coercive Acts. This became known as the First Continental Congress. They came to an agreement not to trade with the British until the tax was taken away, and to start training a civilian army to protect themselves. After that was accomplished, they promised to rally at a year if they still didn’t see eye to eye with the British.

The Committee of Correspondence was a group of leading patriots that provided leadership and communication among the colonists. Their purpose was to warn each other about British actions that were unfavorable to colonial America and to plan opposition and counter measures. Committee of Correspondence sprang up across the colonies. At first the groups were temporary but they grew into permanent features of colonial America. By 1774, all 13 colonies were united by a complete system of Committees of Correspondence. They communicated by hand-written letters carried on horseback or aboard ships.

The Sons and Daughters of Liberty were started in Boston, Massachusetts in protest of the Stamp Act of 1765. The Sons and Daughters of Liberty also opposed the Townshend Acts, the Tea Tax, and any form of "Taxation without Representation." They wanted to set an example for the people and give the British a warning that they weren’t going to put up with their taxes and acts. The Sons and Daughters of Liberty gave colonists a voice and a chance to actively participate in the independence movement.
Part Four - The American Revolutionary War

The Midnight Ride of Paul Revere
In 1775, Minute men were preparing themselves for a possible battle with the British. Samuel Adams and John Hancock, the leaders of the Minute men, were hiding guns and ammunition. As a result, the British sent 700 troops to capture Adams and Hancock. A messenger saw a signal that the British were on the move by sea. Paul Revere volunteered to ride to Concord to warn the men. He was captured, but William Dawes and Samuel Prescott finished the ride.

The Shot Heard ’Round the World
On April 19, 1775, British soldiers were sent to arrest Adams and Hancock. Due to Revere’s warning, 77 Minute men were waiting for the British. Both sides were instructed to hold their fire. Even though they were instructed to hold their fire, a shot rang out from an unknown source. Suddenly, a battle erupted. In the end, eight Americans died. The Revolutionary War had begun.
The Treaty of Paris officially ended the Revolutionary War on September 3, 1783. It was signed in Paris by Benjamin Franklin, John Adams, and John Jay. Under the terms of the treaty, Britain recognized the independence of the United States of America. Britain agreed to remove all of its troops from the new nation. The treaty also set new borders for the United States, including all land from the Great Lakes on the north to Florida on the south, and from the Atlantic Ocean to the Mississippi River. The United States agreed to allow British troops still in America to leave and also agreed to pay all existing debts owed to Great Britain. The United States also agreed not to persecute Loyalists still in America and allow those that left America to return.
Part Five - Famous Americans

Samuel Adams

Samuel Adams was born in Boston, Massachusetts. He helped to form the first Committee of Correspondence. This group used couriers to help unify the colonies. Paul Revere was one of their couriers. Adams helped form the Boston charter of the Sons of Liberty, and he directed the Boston Tea Party. He was one of the first colonists to speak openly for resistance to Great Britain. As a member of the First Continental Congress, Samuel Adams called for a strong stand against British rule. He was a member of the Second Continental Congress, he supported the Constitution in 1787, and he was governor of Massachusetts from 1793 to 1797.

Paul Revere

Paul Revere was born in Boston, Massachusetts. He was a silversmith, and is considered one of the greatest silversmiths in Colonial America. He was one of the organizers and participants of the Boston Tea Party. Paul Revere is most known as the man who rode out from Boston on the night of April 19, 1775, to warn the colonists in Massachusetts that the British were coming. This legendary ride and the following battles at Lexington and Concord mark the beginning of the Revolutionary War.
George Washington

George Washington was born in Westmoreland County, Virginia. He is historically known as the Father of his Country, but he started as a land surveyor and planter on the estate he inherited from his older brother. Washington became a soldier and distinguished himself during the French and Indian War. When the first shots of the Revolutionary War broke out, the Second Continental Congress unanimously elected Washington as "General and Commander in Chief" of the Continental forces. After the Revolutionary War, Washington returned to Mount Vernon, his estate, but he also helped draft the constitution. He was unanimously elected as the first President of the United States. He served two terms.

Betsy Ross

Betsy Ross was born in Philadelphia, Pennsylvania. She was the daughter of a Quaker carpenter. She married John Ross, an upholsterer, in 1773. He died shortly afterwards and Betsy took over his business. She was a flag maker at the time of the Revolutionary War. There is some debate over whether her flag was the first official flag of the United States, but the flag that she designed was adopted as the official flag on June 14, 1777. That day is now celebrated each year as "Flag Day."

Thomas Jefferson

Thomas Jefferson was born in Albemarle County, Virginia. He is most famous for writing most of the Declaration of Independence, stating that the colonies ought to be "free and independent states." Jefferson took a leading part in the Continental Congress, but he did not fight in the Revolutionary War. He felt he could best serve the patriot cause as a lawmaker and diplomat. Thomas Jefferson served as minister to France from 1784 to 1796. He was Secretary of State from 1790 to 1796. He served as Vice President under John Adams and he served two terms as President from 1801 to 1809.

Benjamin Franklin

Benjamin Franklin was born in Boston, Massachusetts. His family was poor and he had no formal education. However, throughout his life he made many contributions to the world as a printer, inventor, writer, philosopher, and statesman. Franklin's autobiography is considered one of the finest autobiographies written in language. Franklin proposed the Albany Plan of Union in 1754 to help unite the colonies. He served as the first postmaster general for the colonies. Franklin served on the Continental Congress, was one of the three negotiators of the Treaty of Paris, and was one of the signers of the Declaration of Independence. He was an instrumental part of the negotiations that helped complete the Constitution.
Part Six - A New Nation

We the People

Constitution and Bill of Rights

Creating Our Constitution

Use each word on the scroll once to fill in the blanks.

When the United States declared its independence from England in 1776, each colony had its own government. It became important to have an agreement unifying all thirteen colonies. Under the plan written agreement, called the Articles of Confederation, individual states were more powerful than the colonies as a whole. Problems arose with the Articles and a meeting was called to change them. James Madison asked at the Constitutional Convention to send delegates to the Constitutional Convention. Once the meeting began, the delegates decided to write a new constitution.

Delegates debated for four months about what rules should be included. After many compromises, most as delegate, signed the Constitution on September 17, 1787.

The Founding Fathers wanted to make our government (a) strong. They agreed to give Congress, the lawmaking branch, more power than it had had under the previous form of government. Next, they created the executive branch, headed by the (b) president, of the United States, and made it responsible for enforcing the laws. Finally, they designed a (c) system, known as the judicial branch, responsible for explaining the law.

The United States Constitution

written in 1787
tells how the government works
highest law in the United States

The Bill of Rights

written in 1789
strengthens the Constitution
tells the rights of the people
The Branches of Government

3 Branches of Our Government
1. What are the 3 branches of our government? Legislative, Executive, Judicial.
2. The Legislative Branch of our government makes the laws.
3. The Executive Branch of our government enforces our laws.
4. What are the two parts of our Congress? Senate and House of Representatives.
5. There are 100 senators.
6. The President is elected by eligible United States citizens who vote and by the Electoral College system.
7. Senators and Representatives are elected by voters in their states.
8. Justices study laws to see if they are correct according to the Constitution.
9. Where do the major branches of our federal government meet and work? The Capitol Building.
10. The President is the leader of the Executive Branch of our government.

How a Bill Becomes a Law

1. Idea for a bill
2. Citizens talk to their Congressmen about a problem that they want to become a law.
3. Representative puts bill before Congress.
4. Bill is read — gets a number.
5. Speaker sends bill to committee.
6. Committee dislikes the bill — they kill it, go back to... START
7. Committee likes the bill, sends it to the whole House with a recommendation to pass.
8. Bill needs to be passed quickly.
10. Go ahead two spaces.

Bill goes to Senate committee.
11. Senate committee likes bill.
12. Go ahead on 1 square.

Bill is on the floor for vote.
13. Senate votes on bill passes it.

Rules Committee refuses to vote on bill. Bill sits dead. Wait one turn.
15. Senate changes bill.

President votes bill.
17. President signs bill.
18. Go ahead 2 spaces.
19. President vetoes bill).
20. Go back to square 17.

Low
<table>
<thead>
<tr>
<th>Amendment</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>Freedom of religion.</td>
</tr>
<tr>
<td>2nd</td>
<td>Freedom of speech.</td>
</tr>
<tr>
<td>3rd</td>
<td>Freedom of the press.</td>
</tr>
<tr>
<td>4th</td>
<td>Freedom of assembly.</td>
</tr>
<tr>
<td>5th</td>
<td>The right to bear arms.</td>
</tr>
<tr>
<td>6th</td>
<td>Limits the quartering of soldiers.</td>
</tr>
<tr>
<td>7th</td>
<td>Limits searches and seizures.</td>
</tr>
<tr>
<td>8th</td>
<td>Rights of persons accused of a crime.</td>
</tr>
<tr>
<td>9th</td>
<td>Right to a speedy trial.</td>
</tr>
<tr>
<td>10th</td>
<td>Rights not listed in the Constitution.</td>
</tr>
<tr>
<td>11th</td>
<td>Powers reserved to the states or people.</td>
</tr>
<tr>
<td>12th</td>
<td>New way of electing president and vice president (1804).</td>
</tr>
<tr>
<td>13th</td>
<td>Slavery abolished (1865).</td>
</tr>
<tr>
<td>14th</td>
<td>Citizenship, due process and equal protection under the law (1868).</td>
</tr>
<tr>
<td>15th</td>
<td>Protects voting rights (1870).</td>
</tr>
<tr>
<td>16th</td>
<td>Right of federal government to collect income taxes (1913).</td>
</tr>
<tr>
<td>17th</td>
<td>Election of senators by the people (1913).</td>
</tr>
<tr>
<td>18th</td>
<td>Banished the sale of alcohol (1919).</td>
</tr>
<tr>
<td>19th</td>
<td>Women given the vote (1920).</td>
</tr>
<tr>
<td>20th</td>
<td>Sets date when president's and Congress' terms begin (1933).</td>
</tr>
<tr>
<td>21st</td>
<td>Repeals 18th amendment (1933).</td>
</tr>
<tr>
<td>22nd</td>
<td>Limit the president to two terms (1931).</td>
</tr>
<tr>
<td>23rd</td>
<td>Gives people in the District of Columbia the right to vote for president (1961).</td>
</tr>
<tr>
<td>24th</td>
<td>Forbids paying tax to vote (1964).</td>
</tr>
<tr>
<td>25th</td>
<td>If something happens to the president who is next in line (1967).</td>
</tr>
<tr>
<td>26th</td>
<td>Sets 18 as the voting age (1971).</td>
</tr>
</tbody>
</table>