

NEH CURRICULUM PROJECT
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African American Biography Curriculum Project
2005 - 2006

Colonial Sheffield

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Southern Berkshire
Regional School District
Grade 3

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Colonial Sheffield

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Section I : Introduction

A. Narrative

This unit will help students gain an understanding of what life was like for European and African American people living in America during the Colonial Period and during the years immediately following the Revolutionary War.

Through a variety of activities, including reading biographical material about local figures who lived during that time, site visits to historical landmarks, map reading, class discussions, etc. students will be able to relate to these figures and develop an understanding of what their lives and times were like, how they became who they were, and their effect on the people around them and those who followed.

I hope to integrate as many curriculum areas as possible. My educational philosophy is that all learning activities should be varied, “hands on”, and reflective as much as possible. Activities should be designed so that the learner is actively involved and can see the sequence and interconnectedness of the activities, events, and concepts.

The primary curricular links will be between Language Arts (ELA Standard 13 - Non Fiction) and Social Studies(History/Social Sciences Standards 3.1, 3.7, 3.8, 3.9, 3.11, and 3.12).

I became interested in this project, initially, because of a personal interest in local history, but also because, as a Third Grade Teacher, the Social Studies Frameworks mandate that we study Colonial America, including Massachusetts and local history. For the past few years, my colleagues and I have been developing our units, but had not gotten beyond the settlement of Plimoth Plantation. We had not done anything with the Massachusetts Bay Colony, the Puritans, or Westward expansion. Local history had been dealt with in a limited way by Second Grade briefly touching on “Colonial Life” (field trips to the Dan Raymond and John Ashley houses, with presentations on clothing and tools, and a limited study of Mumbet, as an historical figure, but not in depth). The varied make up of the population - and in particular the slavery issue was hardly touched.

I felt that this project would help me to better meet the intent of the frameworks and present our students with more in depth study and understanding of the era (and in particular, the role of early African Americans who lived at the time.)

B. Content Outline

1. Colonial America was not only settled by people of European descent who came willingly in hope of improving the fortunes of themselves, their families, and their mother country. It was also settled by others who came against their will, not for personal betterment, but to fulfill the ambitions of the European Americans. These others, primarily African Americans, lived and worked for and with their “masters”, and like them, may not have foreseen all the changes that were to come about over the next few hundred years. However, they were an integral part of the life, accomplishments, and culture that led to those changes that created the America we live in today.

- a. Europeans came to settle America.
 - (1) For personal/family gain
 - (A) To gather resources to be sent back to Europe for sale/profit (improving own economic status).
 - (B) To achieve religious/economic freedom not available to them in home country.
 - (C) Hired help
 - (i) Craftsmen to provide services (professional carpenters, coopers, blacksmiths, soldiers)
 - (ii) Indentured servants (contracted to work for a period of time, then free to pursue own goals)
 - (2) To enrich/protect the “Mother Country”
 - (A) Provide additional needed resources to the citizens “Back Home.” (Materials, but also jobs)
 - (B) To enrich the European government through taxes and fees, decreased costs for dealing with debtors
 - (C) To “hold” the land (protect it from being taken by others)
- b. Africans came to America.
 - (1) Kidnapped/purchased in Africa and forced to come against their will.
 - (2) Sold to European masters as property
 - (3) Born into slavery if parent was a slave
 - (4) Treatment determined by their master
- c. English Colonists become estranged from British government
 - (1) Colonists prosper in America (in part because of slave-based work force)
 - (2) Colonial population and area increases (French and Indian War)
 - (3) Distance and conditions force them to become self-reliant.
 - (4) Colonists protest treatment as “second class citizens”
 - (5) Colonists rebel against English rule (Declaration of Independence)
- d. The Revolutionary War creates the United States of America.
 - (1) Many slaves earn freedom by service in the Colonial and British armies
 - (2) As the new country emerges, it is forced to face conflicting philosophies. (All mankind...is born free and equal...)
 - (3) Elizabeth “Mumbet” Freeman wins her freedom by going to court.
- e. The U.S. continues to struggle with the practice of slavery.
 - (1) Abolitionists grow in number and energy.
 - (2) The Underground Railroad helps slaves escape to freedom.
 - (3) Tension rises between those wanting to do away with, and those wanting to continue, the practice of slavery.
 - (4) The Southern States secede from the Union.
 - (5) The Civil War is fought.

C. Glossary

| | |
|---------------------------|---|
| Artifact | Something made or used by people of the past |
| Cash Crop | A crop that is grown primarily to be sold as a source of income/wealth, not for personal use |
| Colonial | Relating to living in a colony or to a period when European countries ruled North America |
| Colony | An area ruled by a faraway country, such as England, France, or Spain |
| Colonist | A person who lived in a colony |
| Community | A group of people living and working together |
| Declaration | A letter, document, or statement that makes something known to everyone |
| Field Hand | A slave who worked in the fields of a large farm or plantation |
| Freeman | A person who is not , or is no longer, a slave |
| Historic Site | A place where history was made |
| House Servant | A slave who lived and worked in the home of their master or owner |
| Indentured Servant | A person who agrees to work for another for a period of time in exchange for something of value to them |
| Legal | An action that is allowed by law |
| Manumitted | Set free by one's master |
| Master/Mistress | A person who owns a slave or to whom another is indentured |
| Merchant | A person who made a living by trading goods between the colonies and different countries |
| Natural Resource | Something found in nature that people use |
| Pioneer | One of the first people to settle a place |

| | |
|-------------------|--|
| Plantation | A large farm with a main crop |
| Slave | A person who is owned by another person and forced to work without pay |

D. Objectives

1. Instructional Objectives

The purpose of this unit is to:

- a. Use reading, writing, and listening skills to gather information about historical figures living in America (particularly, Sheffield, MA) during the Colonial Period.
- b. Gain understanding of early settlers and the development of their attitudes toward independence from England and slavery.
- c. Recognize the significance/contributions of local events/personalities in relationship to national/global issues/events.

2. Behavioral Objectives

By the end of this unit students should be able to :

- a. Cognitive Domain
 - i. Identify the role of a given figure (master, slave, freeman...)
 - ii. List major events in their life
 - iii. Explain why they are significant
 - iv. Compare/contrast their lifestyles/actions with those of their contemporaries
 - v. Draw conclusions about the attitudes of these figures toward issues of the day. (Independence, Slavery)
- b. Affective Domain
 - I. Demonstrate understanding of what it was like to live in Colonial Sheffield.
 - ii. See the relationship between a given figure's role and their attitudes toward issues of the day
 - iii. Develop awareness/tolerance for differences
- c. Psychomotor Domain
 - i. Read and listen to gather information
 - ii. Participate in class discussions -asks questions, provide input
 - iii. Construct graphic representations of summary information

E. Evaluative Devices

1. Diagnostic Evaluation

- a. Pretest - Crossword puzzle format
 - b. Group discussion/Construct a KWL chart
2. Formative Evaluation
- a. Teacher observation
 - b. Ongoing update of KWL chart
 - c. “Learning Log” entries
3. Summative Evaluation
- a. Post test - Crossword puzzle format
 - b. Individual completion of Character graphs
 - c. Individual self evaluation of what was learned.
 - d. Group sharing/completion of class KWL Chart

Section II: Lesson Plans

A. Grade 3 History and Social Science Curriculum Framework: Massachusetts and Its Cities and Towns: Geography and History

“Using local historic sites, historical societies, and museums, third graders learn about the history of Massachusetts from the time of the arrival of the Pilgrims. They also learn the history of their own cities and towns and about famous people and events in Massachusetts’ history. In addition, they read biographies of prominent Massachusetts people in science, technology, the arts, business, education, or political leadership in order to learn how they contributed to Massachusetts history.”

African American Biography Curriculum Project

Unit on **Slavery in Colonial America/Sheffield**

NOTE: This is one unit of several in a year long curriculum designed to address **all** of the Massachusetts Grade 3 Learning standards. Those listed below refer to those addressed specifically in this unit.

Learning Standards 3.1, 3.5, 3.6, 3.7, 3.8, 3.9, 3.11, and 3.12

3.1 On a map of the United States, locate the New England states (Connecticut, Rhode Island, Massachusetts, Vermont, New Hampshire, Maine) and the Atlantic Ocean.

On a map of Massachusetts, locate major cities and towns, Cape Ann, Cape Cod, the Connecticut River, the Merrimack River, the Charles River, and the Berkshire Hills.

3.5 Explain important political, economic, and military developments leading to and during the American Revolution.

A. The growth of towns and cities in Massachusetts before the Revolution

E. Revolutionary leaders such as (John Ashley, Theodore Sedgwick)

3.6 Identify the Declaration of Independence, the Constitution, and the Bill of Rights as key American documents.

3.7 After reading a biography of a person from Massachusetts in one of the following categories, summarize the person’s life and achievements.

E. Political leadership..... (John Ashley, Theodore Sedgwick,Mumbet)

3.8 On a map of Massachusetts, locate the class’s home town or city and its local geographic features and landmarks.

3.9 Identify historic buildings, monuments, or sites in the area and explain their purpose and significance.

3.11 Identify when the students' own town or city was founded, and describe the different groups of people who have settled in the community since its founding.

3.12 Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed. Draw on the services of the local historical society and local museums as needed.

B. Activities

Activity 1:

Purpose: Access/assess prior knowledge, goal setting, launch unit

Learning Standards : 3.1 , 3.8

Time Frame:

1-2 (10-15 minutes)

3-4 (15 minutes)

May be broken into two sessions at this point, but best if both sessions are in same day.

5-6 (20-30 minutes)

7 (5-10 minutes)

Methods:

Whole class discussion, independent work

Materials:

Colonial America Map

Colonial Sheffield Crossword

Large poster sized sheets of paper, markers

Individual student notebooks/_Learning Logs_

Procedure:

1. Using map/chart of Colonial America, teacher, calling on student volunteers, briefly reviews what has been studied to date. (Plimoth settlement, Massachusetts Bay, expansion through New England to the Connecticut River and south.) Also review location and what is remembered about New Amsterdam.
2. Teacher locates the area of present day Berkshire County on the map, explains that this is where we live today, and that the next piece of our study will be about what happened here during colonial times.
3. Teacher explains that, to help us in our study, we are going to start by finding out what we already know by completing a crossword puzzle - or at least as much as we can. Teacher passes out individual copies of the Colonial Sheffield Crossword. Students are told they will be given about 15 minutes to complete as many of the questions as they can. Caution them not to be concerned if they do

not know an answer, that the purpose of the assignment is to find out what they know already and what they may need to find out.

4. Students complete crossword, teacher collects.

5. Class begins KWL charts

Using large piece of poster paper, labeled: “COLONIAL SHEFFIELD: WHAT WE KNOW” (K highlighted), teacher asks students to share what they feel they already know about colonial Sheffield. Calling on volunteers, teacher records what they report on the poster. (Be prepared for inaccuracies, but record everything. Try not to correct, but encourage discussion if any students disagree.)

Using second sheet, labeled: “COLONIAL SHEFFIELD: WHAT WE WANT TO FIND OUT” (W highlighted), ask students to report what they think. Teacher encourages discussion and records.

Display a third sheet, labeled: “COLONIAL SHEFFIELD: WHAT WE HAVE LEARNED” (L highlighted), Explain that they will fill in this chart as they proceed in their study.

Remove charts to a display area.

Note: These charts will be a “Work in Progress” throughout the unit. The class will revisit them and revise them as needed.

6. End with “Previews of Coming Attractions.”

Referring to the W chart, explain/summarize the upcoming activities. (Guest Speakers, Readings, Field Trips, etc.) that they will be experiencing in order to find out.

7. Closure: “Learning Logs”

At the end of most lessons, students will be asked to record their thoughts about the lesson in a notebook. For this lesson, they should be asked to record what they would most like to learn about this topic by the end of the unit

Activity 2:

Purpose: To gather information, to “personalize” the content by relating a story about a child their age who lived in the era they are studying, to integrate Language Arts.

LLearning Standard: 3.7

Time Frame: Several 15 - 20 minute class periods (Snack Time, Morning Meeting, etc.)

Methods: Teacher “Read Aloud”, discussion as needed

(Begin: “Today we’re going to begin a real life adventure. We will go along with a young girl your age who helped her family move west to this area in colonial times...”

Materials: The Courage of Sarah Noble by Alice Dalgliesh

Follow Up: "Learning Logs": Compare/Contrast Sarah's life to their own life.

Activity 3:

Purpose: To gather information

Learning Standards: 3.5, 3.6, 3.8, 3.9, 3.11

Time Frame: One class period (40 - 50 minutes)

Methods/Materials:

Guest expert/ speaker
Listen, question, discuss
KWL charts
“Learning Logs”

Procedure:

1. Introduce Guest Speaker (A representative from the Sheffield Historical Society) Presentation of the settling of Berkshire County (earliest settlers, who they were, where they came from, why they came, where they settled, how they made a living, etc.) followed by question and answer period.
2. “Learning Logs” : What was the most interesting thing you learned from our expert?”
3. Revisit KWL charts:
K - Cross out/edit any inaccuracies revealed so far
W - Cross out any questions answered (Record on the L chart) Add any new questions that have arisen.

Activity 4:

Purpose: To build an awareness of sequence of events, time span/placement of key events

Learning Standard: 3.11

Time Frame: One class period (30-40 minutes)

Methods: Teacher-led exercise in recalling and ordering key events

Materials: Long strip of paper, marked as a time line starting with 1700 on the left, 1750 in the middle, and 1800 on the right, with spaces in between marked in ten-year segments.

Procedure:

1. Teacher reviews information from previous activity by asking volunteers to retell, help list key events mentioned by the guest speaker.
2. Do not expect students to recall dates, but as they mention events, provide them with the date and ask them to indicate the appropriate location on the time line. Then mark and label it.

Activity 5:

Purpose: Research/gather information

Learning Standard: 3.7

Time Frame: Several Class periods

Methods: Using “Colonial Sheffield Personalities Packets”, students will read biographical material about several figures living in the time they are studying and answer questions about them.

Materials:

“Colonial Sheffield Personalities Packet”

(This packet contains excerpts containing available biographical information on at least the following local historical figures: Elias Van Shaack (and Cuffee and Nana Negro), Matthew Noble, John Ashley, Hannah Ashley, Elizabeth “Mumbet” Freeman, and Agrippa Hull)

Construction paper, Art Materials

Storage Folders

Procedure:

1. Teacher explains that students will be conducting research on some of the people who lived in/around colonial Sheffield. It contains questions/activities they will have to complete. They will have several class periods to complete it and they will be expected to share what they have learned.
2. Over several class periods, students will read the articles and complete the comprehension checks accompanying them. These will be submitted to the teacher for evaluation and returned to students for storage.
3. Upon completion of all activities, students will then bind together the pages and design a cover to personalize their booklet.
4. “Learning Logs”: Which of these characters/figures is your favorite? Why?

Activity 6:

Purpose: To gather information, To “personalize” the story of historical figures (John and Hannah Ashley, Elizabeth “Mumbet” Freeman), To gain awareness of everyday life in colonial Sheffield, by interacting with artifacts/activities from the time period

Learning Standards: 3.7, 3.11, 3.12

Time Frame: One hour

Methods:

Guest Presenter

Ann-Elizabeth Barnes, from the Trustees of Reservations, has a one hour presentation called, "In-School Hands-on History Program For 3RD Graders, *ELIZABETH FREEMAN AND EVERY DAY LIFE IN BERKSHIRE COUNTY IN THE 18TH CENTURY*". Dressed in period costume, she relates the story of Mumbet and the Ashley family, and also shares artifacts (articles of clothing, kitchen ware, the contents of a man's desk, and toys) from the period, with related activities.

Follow Up:

"Learning Logs": How was Bet's life different at the end of the story? How was it the same?

Activity 7:

Purpose: To visit and experience the sites and locations students have been studying

Learning Standards: 3.9, 3.12

Time Frame: ½ day (Two tours, approximately one hour each)

Methods/Materials:

Field Trip

Guest Experts/ Speakers

"Learning Logs"

Procedure:

1. Students will be transported to the Colonel Ashley House/ Bartholomew's Cobble in Ashley Falls, MA, where they will be split into two groups of 10 - 12. Alternately, they will tour the Ashley House (where they will experience a guided presentation and tour focusing on the lives of Mumbet and the Ashleys) and The Cobble (where they will be guided by the staff, who will talk about the ecosystems, natural resources available to early settlers, and changes in the land.)

2. On the way back to school, students will also be shown the house where Theodore Sedgewick lived. (They will not tour it, as it is a private residence.)

3. Upon returning to school, students will be asked to write in their "Learning Logs": What was your favorite part of today's field trip? What did you learn?

Activity 8:

Purpose: To demonstrate/share knowledge gained through research about historical figures

Learning Standards: 3.7, 3.11

Time Frame: One class period (45 - 50 minutes)

Methods:

Whole class discussion
Teacher modeling

Materials:

KWL charts
VENN Diagram (plastic overlay/overhead projector)
"Learning Logs"

Procedure:

1. Update KWL charts (See Activity 3)
2. Explain that they have been learning about people who lived in colonial Sheffield, and like all people, they were alike in some ways and different in others. As an example, pick Colonel Ashley. Ask students to tell you another character/figure of the time period that is like him in some way. Then ask how that figure is different from him.

3. Introduce VENN Diagram on the overhead. Label the outer circle for the two characters in #2. Guide students' discussion to identify as many similarities (overlap of circles) and differences (outside of overlap) as possible and record on the overlay.
4. Erase and repeat with two new characters/figures suggested by the class.
5. "Learning Logs": Ask students to pick another two characters. Then ask them to create their own VENN Diagram in their "Learning Log" to show how they are alike and different.
6. After 5 - 10 minutes, have them pick a friend to share what they wrote in their "Learning Log." (Teacher circulate during sharing, asking questions, offering encouragement, and making note of who they have chosen to compare.)
7. Based on observations, ask students who compared Mumbet and Mrs. Ashley to present/ recreate their VENN Diagram on the overhead. Do the same for someone who chose Agrippa Hull and John Ashley. (If no one chose those combinations, ask a volunteer to lead the class in doing one for them.)

Activity 9:

Purpose: To access and connect information gained from research to draw conclusions about the actions from research to draw conclusions about the actions of historical figures

Learning Standard: 3.5

Time Frame: 1 - 2 class periods

Methods: Class Discussion
Independent Projects

Materials:

“Colonial Sheffield Personality Packets”
Construction Paper, Misc. Art Supplies

Procedure:

1. Teacher writes on board: “Slavery” and “Independence From England”
2. Initiate discussion by saying, “We have been studying Colonial America. During our study, these two topics keep coming up. To different degrees all of the people we have studied had to think about these things and make decisions about them. What do these words mean? Who can give me a definition?” (Call on volunteers to define.)

“Over the past few weeks, we have gotten to know quite a lot about these people. Now we’re going to use what we’ve learned to create a bulletin board that will share what we’ve learned with others.

3. Explain “Character Counts/Characters Count” Project

- a. Assign a character.

Using small pieces of paper, teacher prepares a set of cards containing the names of each of the “Colonial Sheffield Personalities” and either the letter S for slavery or I for Independence- enough for each student in the class. Each personality will have 4 - 5 cards, half with S and half with I.
Fold them and put them in a container, so each student can draw one.

- b. Write

After each student draws the name of their character, they are assigned to write about them - Three paragraphs: I Who they are, II How the student thinks that character felt about the issue, and III Why the student thinks so. Tell them they will be asked to share and defend their opinions with the rest of the class. Allow time for completion of First Drafts.

c. Share

Group by assigned characters for small group sharing and discussion. Ask each group to then pick two members - one for each issue - to share with the rest of the class. Be sure to ask students to justify their stand by referring back to the Packet. (“Why do you think so? What evidence can you give us?”)

d. Project

Students complete the Final Draft of their writing, then draw/color a picture of their character on 8_ X 11_ pieces of paper, mounting them side by side on an 8_ X 17_ piece of construction paper.

e. Bulletin Board Display

Large print Title - center top:

“Character Counts/Characters Count :

Colonial Sheffield Personalities Speak Out About the Issues _ ”

Bottom of board divided into two sections, one labeled “Slavery” the other labeled “Independence From England” , with project posters displayed below.

Activity 10:

Purpose: Evaluation

Time Frame : Two class periods (30 - 40 minutes each)

Methods/Materials:

Post Test with Colonial Sheffield Crossword Puzzle form Activity 1

“Learning Logs”

KWL Charts

Procedure:

Session I

1. Explain that at the beginning of this unit we tried a crossword puzzle to find out what we knew (and didn’t know) about colonial Sheffield. Since then we have gathered information and , hopefully, learned more about it. Students will now try that same puzzle agin to find out how much more they know about it.
2. Give out individual copies of the puzzle. Allow 15 - 20 minutes to complete, then collect.

3. Ask how many felt they had done better on the puzzle the second time. Ask them for opinions as to whether or not the puzzle was a good measure of what they have learned. Allow them to offer comments/suggestions as to what activities they enjoyed most and which were least helpful. Ask for suggestions for improvement.
4. Tell them you will correct and return their puzzles.

Session II

1. Hand back crossword puzzles - pre and post. Ask how many had improved their scores. (Hopefully all)
2. Ask if there were any questions about any of the items on the puzzle. Allow time for clarifications.
3. Final update of KWL charts.
Check off any from K chart that have been verified.
Cross out or edit any from the W chart that have been answered (and add to the L chart.
Ask if anything needs to be added to the charts, or do so if some are brought up

Note: If anything remains on the W chart, or if someone wants to add something to it, see Additional Activities in the next section.

4. “Learning Log”: “What was the most interesting thing you learned in this unit of study? What was your favorite activity? “

Section III: Resources and Additional Activities

A. Teacher Resources:

BOOKS:

Voices from Colonial America / Massachusetts 1620–1776
By Michael Burgan with Brenden McConville, PH.D., Consultant
Washington, D.C. : National Geographic Society, 2005

An overview of the history of Massachusetts during the period under study.

The Ashleys / A Pioneer Family
By Arthur C. Chase (Researched by Gerard Chapman)
Sheffield, MA : Trustees of Reservations, (Date unavailable)

This gives a summary of the lives of the Ashley Family , Colonel John Ashley, Hannah Hogeboom Ashley, and their children.

Mumbet / The Life and Times of Elizabeth Freeman
The True Story of a Slave Who Won Her Freedom
By Mary Wilds
Greensboro, NC : Avisson Press, Inc. , 1999

This tells the story of Mumbet, a slave in the Ashley family who sued her master for her freedom in 1781.

Sheffield / Frontier Town By Lillian Price
Sheffield, MA: Sheffield Bicentennial Committee, 1976

Early Life in Sheffield /Berkshire County, Massachusetts
A Portait of Its Ordinary People from Settlement to 1860
By James R. Miller
Sheffield, MA : Sheffield Historical Society, 2002

Both these are local histories written and researched by local historians.

**If They Close The Door On You, Go In The Window
Origins Of The African American Community in Sheffield,
Great Barrington and Stockbridge**

By Bernard A. Drew

Great Barrington, MA : Attic Revivals Press, 2004

A history of the African American community in the area, including slaves and freemen.

Includes biographical information on Mumbet, Agrippa Hull, and others.

Lest We Forget

The Passage from Africa to Slavery and Emancipation

By Velma Maia Thomas

New York: Crown Publishers, Inc. , 1997

A three dimensional interactive book with photographs and documents from the Black Holocaust

Exhibit.

Local History Research Guide for Teachers

Compiled by Susan Denault, MCLA Archivist

North Adams, MA: Funded by the National Endowment for the Humanities, 2005

A book of sources for local history curriculum information.

African American Heritage In The Upper Housatonic Valley

By Rachel Fletcher, Co-Chair,

Francis Jones-Sneed, Co-Chair,

David Levinson, Editor

A project of the Upper Housatonic Valley Heritage Area, 2005.

A collection of writings related to African American historical figures from the Housatonic River valley. Funded by NEH.

Reaching Readers

By Michael F. Opitz and Michael P. Ford

Portsmouth, NH: Heinemann, 2001

Source of "Independent Inquiry" project Guidelines/Format.

WEB SITES:

www.doe.mass.edu/frameworks/current.html

Source for Massachusetts Frameworks

www.massmoments.org

Source for student readings on Mumbet and Agrippa Hull

www.pbs.org/wgbh/aia/home.html

PBS series, "Africans in America" background information from beginning of slavery to the Civil War

www.historyplace.com/unitedstates/revolution/index

Provides general historical background information for the period

www.blacknewengland.net/archive

Provides a link to Slavery in the Massachusetts courts, summarizing the Mumbet case and others

POSTERS/CHARTS:

The Thirteen Colonies

Daily Life in the Colonies

Cypress, CA: Creative Teaching Press, 1992

Show the thirteen original English colonies, (New England, Middle, and Southern) with annotations/information about order/dates of settlement, by whom, and descriptions of daily life.

B. Student Resources:

BOOKS:

The Courage of Sarah Noble By Alice Dalgliesh

New York: Aladdin Paperbacks, 2000

This is the true story of Sarah Noble , a young girl who accompanied her father into the wilderness to build a new home for her family. Although it tells of the settlers of New Milford, CT, a parallel can be made to her uncle and cousin, Matthew and Hannah Noble, who were the first English settlers of Sheffield.

Mumbet / The Story of Elizabeth Freeman

By Harold W. Felton

New York: Dodd, Mead & Co., 1970

A child's version of the biography of Elizabeth Freeman.

...If You Lived in Colonial Times

By Ann McGovern

New York: Scholastic Inc. , 1964

...If You Lived in Williamsburg in Colonial Days

By Barbara Brenner

New York: Scholastic Inc., 2000

...If You Lived When There Was Slavery in America

By Anne Kamma

New York: Scholastic Inc., 2004

These are part of a popular series that answer children's questions about the topics.

A Slave Family By Bobbie Kalman and Amanda Bishop

New York: Crabtree Publishing, 2003

Tells the story of a young slave girl named Quasheba. Part of a six book series entitled, Colonial People.

African Beginnings

Bound For America

Building A New Land

By James Haskins and Kathleen Benson

New York: Harper Collins, 1999

The first three of what is intended to be a seven book series relating the history of

slavery, starting in Africa and moving to America.

Colonial Kids
An Activity Guide to Life in the New World
By Laurie Carlson
Chicago, Ill. : Chicago Review Press, 1997

Offers directions for a large number of activities/projects relating to life in Colonial America.

Chronicle of America: Colonial Times 1600 - 1700
By Joy Masoff
New York: Scholastic, 2000

A children's history of the colonial period illustrated with photographs from living history museums

Growing Up in Old New England
By Marc and Evelyne Bernheim
New York: Crowell-Collier Press, 1971

A fictional account, based on historical sources, of community and family life in New England, 1790 - 1840.

Massachusetts Our Home
By Mary Stockwell, Ph. D., with Courtney Johnson Thomas
Layton, UT: Gibbs Smith, 2004

A Massachusetts state history textbook for Grade Three.

WEB SITES:

www.massmoments.org

Provides short biographic articles and pictures of Mumbet and Agrippa Hull.

C. Additional Learning Activities:

1. As part of the AABC project, related ART activities were developed by Donna Drew, Elementary Art Teacher in the Southern Berkshire Regional School District. Some of these are specific to Third Grade and this unit of study. It is the intent that these activities would be incorporated.
2. As a possible extension activity , it might be fun to hold a “Colonial Day” (or afternoon) , utilizing parent helpers, where children could dress and participate in activities that the early children of Sheffield may have participated in their day. (Cooking, weaving, games, etc.)
3. As a technology component, it would be interesting to develop a “Virtual Tour” of the sites of the events under study. Using a digital camera, we could develop a slide show with captions labeling photos of many of the sites. This could even be developed as an inter grade project, perhaps a High School Photography/technology class developing the slide show and presenting it to the Third Graders, then setting up a link on the Library web page for access.
4. Every Fall, the Sheffield Historical Society does a project that includes members researching individuals who are buried in a chosen Town cemetery. The members then “adopt” the identity of that person, by dressing like them, giving a talk about their life, and answering questions from the public, as part of a cemetery tour.

An expansion on this project would be to photograph and transcribe , or better yet, to videotape those presentations related to this unit to build a data base that could then be available to the public via computer links (either the school’s or the Historical Society’s). Access to these presentations would bring the period more to life for students at all levels and broaden the information base for the “Colonial Personalities” activities.

This could be a multi -level cooperative project including the Historical Society members, High School History students, who could provide the interview questions, technology students who could do the filming and formatting, and younger students as one audience for accessing .

5. As a possible eventual replacement for the Guest Speaker from the Historical Society, it would be great if a group of students (Middle or High School) might create a “Big Book” or a slide presentation based on research, entitled “...If You Lived In Colonial Sheffield” and based on the Scholastic Inc. series mentioned in the Bibliography. Similar to a project done last year where middle school students researched and collaborated on a “Big Book” to report/share their research on the Housatonic River, then brought it to share with the Third Graders.

Another possibility is that this project could be a summary project done by the Third Graders, in which their initial W (What do we want to find out?) Questions from the KWL Chart could be answered. Each student assigned a page/ question, and all could be bound together into a “Big Book”. If this option were used, current Fourth Graders could be invited, as the “Guest Speakers” to present the book they created as an end project to current Third graders as an introductory lesson in the lesson sequence.

6. If anything remains on the W chart at the end of the unit, or if someone wants to add to it, and there are students interested in learning more, set up Independent Inquiry Projects for independent study. Full description of these types of projects can be found in Reaching Readers by Opitz. (Information on the book can be found in the bibliography.