

▲ A colonial farm

A Cold North Wind

“Wednesday. A fine clear morning with a cold north wind. My heart is burnt with anger and discontent, want of every necessary thing in life and in constant fear of gaping creditors consumes my strength and wastes my days. The horror of these things, . . . like to so many horse leeches, preys upon my vitals.”

—Diary of Mary Cooper, Long Island, New York, 1769

Colonial Society

Objectives

- Learn about life on a colonial farm.
- Describe the roles of men, women, and children in colonial America.
- List the class differences that existed in colonial society.

Reading Skill

Use Sentence Clues to Analyze Meaning To find a word’s meaning, you may examine other words within the same sentence for clues. For example, you may find familiar descriptive words near the unfamiliar word or find details that suggest a possible meaning. Ask: How is the unfamiliar word connected to a familiar word in the sentence? How is the word described?

Key Terms

extended family **middle class**
apprentice **indentured servant**
gentry

Why It Matters People in England’s colonies enjoyed the traditional political rights of English citizens. This heritage, along with other shared characteristics, helped to create a unifying culture among the colonists.

Section Focus Question: What were the characteristics of colonial society?

The Family in Colonial Times

The family played an important role in colonial America. Many people lived with their extended families. An **extended family** is a family that includes, in addition to the parents and their children, other members such as grandparents, aunts, uncles, and cousins.

On a Farm Most colonists lived on farms, where a large family was considered an advantage. Many hands were needed to operate a farm. Usually, farms were widely separated, often by dense forests. This made it necessary for families to be closely knit and self-sufficient. On a farm, each member of the family had many responsibilities. Family members helped plant, cultivate, and harvest crops. There were always fences to mend, animals to tend, and wood to chop.

By today’s standards, farmhouses were not very comfortable. Most were made of wood and had few rooms. People sat on stools or benches and slept on planks. Some houses had mattresses of corncobs. There were few utensils, and they were crudely made. In the New England and the Middle colonies winters were cold, and the only source of heat in each house might be a fireplace in the kitchen room. On cold winter nights, the family might huddle around the fire telling stories and shelling nuts.

Vocabulary Builder

Use the information below to teach students this section’s high-use words.

High-Use Word Definition and Sample Sentence

domestic , p. 108	<i>adj.</i> having to do with the home or household; pertaining to a country’s internal affairs The children busied themselves with domestic duties such as sweeping the floor and cooking dinner.
prospect , p. 110	<i>n.</i> expectation; something to look forward to happening The prospect of a brighter future drew many immigrants to America.

Section 2

Step-by-Step Instruction

Review and Preview

Students have learned about the development of political and economic life in the English colonies. Now they will focus on how society in the colonies was organized.

Section Focus Question

What were the characteristics of colonial society?

Before you begin the lesson for the day, write the Section Focus Question on the board. (*Lesson focus: Colonists often lived in large extended families with clearly defined roles for men, women, and children, and distinct social classes.*)

Prepare to Read

Build Background Knowledge

Remind students that the colonists drew on English traditions as they built political institutions in the new colonies. Then ask students to preview the section by reading the headings and looking at the images. Ask students to predict what more they will learn about colonial society. Use the Numbered Heads participation strategy (TE, p. T24) to elicit responses.

Set a Purpose

- Read each statement in the Reading Readiness Guide aloud. Ask students to mark the statements True or False.
 - All in One Teaching Resources, Unit 1**, Reading Readiness Guide, p. 107
- Have students discuss the statements in pairs or groups of four, then mark the worksheets again. Use the Numbered Heads participation strategy (TE, p. T24) to call on students to share their group’s perspectives. The students will return to these worksheets later.

Teach

The Family in Colonial Times

p. 107

Instruction

L2

- **Vocabulary Builder** Before teaching this lesson, preteach the High-Use Words **domestic** and **prospect** using the strategy on TE p. 101.
Key Terms Following the instruction on p. 7, have students continue to fill in the See It–Remember It chart for the Key Terms in this chapter.
- Read The Family in Colonial Times with students using the Choral Reading participation strategy (TE, p. T22).
- Ask: **What challenges did families living on farms face?** (*They were often far from neighbors, and there was always work to do, such as tending crops, feeding animals, and making repairs.*)
- Discuss the ways in which family members on farms relied on each other. Ask students to compare and contrast family life then with family life today.
- Ask: **Would it be easier for a single person to live on a farm or in a town in colonial times? Why?** (*Living in a town would be easier because a farm would be difficult for one person to manage.*)

Independent Practice

Have students begin to fill in the Study Guide for this section.



Interactive Reading and

Notetaking Study Guide, Chapter 4, Section 2 (Adapted Version also available.)

Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure students understand the importance of the family in colonial times. If students do not seem to have a good understanding, have them reread the section. Provide assistance as needed.

Answer

✓**Checkpoint** Members of a large family could each perform some of the many tasks that had to be done on a large farm.

In a Town In the colonies' few cities and towns, it was easier for single people to sustain themselves. However, family ties were still held in the highest regard. In Puritan New England, single men and women were expected to live with a family as a servant or a boarder.

✓**Checkpoint** Why was a large family useful on a farm?

Men, Women, and Children

The lives of men and women differed. Even on the frontier, where families had to labor together to survive, men and women generally took on different roles. A North Carolina settler wrote:

“Men are generally of all trades, and women the like within their spheres. . . . Men are generally carpenters, joiners, wheelwrights, coopers, butchers, tanners, shoemakers, tallow-chandlers, watermen, and what not; women soap-makers, starch-makers, dyers, etc. He or she that cannot do all these things, or has not slaves that can, over and above all the common occupations of both sexes, will have but a bad time of it.”

—John Urmstone, letter, July 7, 1711

A husband and father controlled a family's income and property. Other family members were expected to accept his authority. In addition to fulfilling their home duties, men represented their families in public life as voters and, sometimes, as officeholders.

Roles of Women In colonial America, most women were expected to marry men chosen by their parents. In choosing, parents considered a man's property, his religion, and their own family interests. Romantic love was not considered the most important reason for marriage. Furthermore, when a woman married, her property and any money she might earn became her husband's. A woman often bore her husband many children. She was expected to be his faithful helper in every way.

Besides childcare, a woman had many **domestic** responsibilities. She cooked, did the laundry, and spun yarn into cloth that she made into family clothing. Outside, she took care of the garden, milked the cows, tended the chickens, churned butter, and preserved food. If the family had money, she might have help from servants.

Sometimes, however, the line blurred between women's work and men's work. On the western frontier, a woman might help plow or pitch hay. If she lived in a town, she might keep a shop or an inn, or work as a baker, a printer, or even an undertaker. Her husband or sons might help make cloth, if needed.

Women had little or no role in public life. They could not hold office or vote. On the western and southern frontiers, however, the rules were sometimes bent. For example, Mary Musgrove Matthews, a woman of English and Creek ancestry, advised Georgia governor James Oglethorpe on Indian affairs.

Vocabulary Builder

domestic (doh MEHS tihk)
adj. having to do with the home or household; pertaining to a country's internal affairs

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Differentiated Instruction

L1 English Language Learners L1 Less Proficient Readers L1 Special Needs

Making Flashcards Have students make a list of the Key Terms and High-Use Words for this chapter. Then have them create flashcards with the word on one side and its definition on the other. Pair students

with a partner, and have them quiz each other on the definitions of the words using the flashcards. Check their understanding as they continue to read the section.

INFOGRAPHIC

COLONIAL WOMEN

Most women in colonial homes were required to handle a wide variety of tasks. In addition to domestic chores, women often worked in the fields along with the men. **Critical Thinking: Compare and Contrast** How might a woman's responsibilities differ if she lived in a town? How might they be similar?

History Interactive
 Explore the Lives of Colonial Women
 Visit: PH5school.com
 Web Code: myl-1042

Running the Household
 Women were responsible for running the household and caring for the children. Women were not permitted to vote and were not expected to take part in public affairs.

Preparing a Meal
 In colonial times, preparing meals from scratch took a great deal of time and effort.

Making Clothes
 Women's duties included making most of the clothes worn by their families. Among the gentry, women might wear fancier dresses sewed by professional seamstresses.

Milking the Cows
 Families that owned cows had fresh milk to use and sell.

Colonial butter churn

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Men, Women, and Children

p. 108

Instruction

L2

- Have students read *Men, Women, and Children*. Remind students to look for causes and effects.
- Read the letter from John Urmstone with students using the Choral Reading strategy (TE, p. T22). Ask: **What is the author's attitude toward work?** (*The author believes that hard work is necessary for the colonists to survive.*)
- Discuss the division of labor among men, women, and children in colonial times. Ask students to name examples of jobs performed by men (*carpentry, butchering meat, farming, representing the family publicly*), women (*childcare, cooking, laundry, and other tasks*) and young people (*household and farming chores*).
- Show the History Interactive Transparency *Explore the Lives of Colonial Women*. Ask: **What is one way that colonial women contributed to families' earnings?** (*by milking cows to sell the fresh milk*)

Color Transparencies, *Explore the Lives of Colonial Women*

History Background

Mary Musgrove Matthews, the daughter of an English trader and a Creek mother, played a key role in protecting Creek interests and maintaining peace in the Georgia frontier. She served as Oglethorpe's inter-

preter for 10 years, including during Oglethorpe's negotiations with Yamacraw chief Tomochichi. These negotiations led to the founding of Savannah.

Answer

Compare and Contrast Possible answer: She might sew or take in washing to earn money to buy milk, eggs, and other farm products instead of raising them herself. Many household chores such as cleaning and cooking would have been similar.


Seeing the Main Idea

Have students examine the image of children's dolls on this page. Ask: **What can you infer from the materials used to make dolls such as these?** (*The colonists used natural resources around them to make the things they needed or wanted.*)

Ask: **What can you infer from the costumes on the dolls?** (*The style of dress for women in colonial times reflected their social class and women's roles in society. The doll in the foreground is more elaborately dressed, and indicates a wealthier class.*)

Independent Practice

Have students continue to fill in the Study Guide for this section.

 **Interactive Reading and Notetaking Study Guide**, Chapter 4, Section 2 (Adapted Version also available.)

Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure students understand the importance of the division of labor in colonial times. If students do not seem to have a good understanding, have them reread the section. Provide assistance as needed.



Children's dolls were made from cornhusks or from more elaborate materials.

Vocabulary Builder
prospect (PRAHS pehkt)
n. expectation; something to look forward to happening

Young People If they survived infancy, colonial children had about seven years before they were required to work. In these years, they could pass the time playing. Children played many games that are still familiar. Marbles, hopscotch, leapfrog, and jump rope were all popular.

The toys colonial children played with were usually homemade. Girls enjoyed dolls made of cornhusks and scraps of cloth, while boys built houses of corncobs. Sometimes, a spinning top would be fashioned out of a bit of leftover wood and string. Children whose families were well-to-do had fine dolls and toy soldiers that were made in Europe.

By the age of seven, most children had work to do. They might do household or farm chores, or, if they were poor, they might become servants in other families. On farms, children were expected to fetch water and wood and to help in the kitchen and in the fields. Older children had greater responsibilities. Boys were expected to work the fields with their fathers, while girls labored beside their mothers learning how to run a house. Parents believed that tasks like these prepared children for adult life.

Boys who were learning trades, such as making shoes or building furniture, began as apprentices. An **apprentice is someone who learns a trade by working for someone in that trade for a certain period of time.** The apprentice would live in the home of a master artisan. At the end of his apprenticeship, the young man was prepared to work independently.

 **Checkpoint** How did the jobs of boys and girls differ?

Social Classes

Many European colonists came to America hoping to build a better life than they could have in Europe. In England and other European countries, land was the main measure of wealth. Land in Europe, however, was in the hands of a relative few. America appeared to have land in abundance, offering immigrants the chance to own land. The possibility of owning land played a large part in the appeal of life in America.

In Europe, a person's **prospects** were determined by birth. Those who were born wealthy generally stayed wealthy. Those who were born poor had little opportunity to improve their station in life. By contrast, in colonial America there was more social equality among settlers—at least among white settlers. Still, there were many class distinctions.

The Gentry A group known as the **gentry were the upper class of colonial society.** The gentry included wealthy planters, merchants, ministers, royal officials, and successful lawyers. Prosperous artisans, like goldsmiths, were often considered gentry as well. The gentry were few in number, but they were the most powerful people. For example, in Virginia, some 50 plantation-owning families held most of the land and power.

Differentiated Instruction


L3 Advanced Readers

Describing Social Classes Using information from the text and additional research, have students write two paragraphs. The first paragraph should describe colonial life from the perspective of a member of the gentry. The second paragraph should describe colonial life from the perspective

L3 Gifted and Talented

of a member of the lower class. After writing the paragraphs, have students share their work with the class. Then have students identify similarities and differences between the two experiences of colonial life.

Answer

 **Checkpoint** Boys tended to do field work with men, and girls usually did housekeeping work alongside women. Boys sometimes also lived away from home as apprentices to learn a trade. Girls sometimes became servants in wealthy households.

In New York, wealthy Dutch estate owners lived in luxury. Their homes featured gold mirrors, clocks, richly carved furniture, and jewels. These things were far beyond the means of ordinary colonists.

Because many official jobs paid no salary, few but the gentry could afford to hold office. They felt that serving the community in public office was both their duty and their right, and most people agreed.

The Middle Class The great majority of colonists from Europe were what colonists called “the middling sort.” Neither rich nor extremely poor, this **middle class was made up of small planters, independent farmers, and artisans.** Middle-class men could vote, and a few held office. This middle class was mostly white, but some of its members were of African descent. About 1 percent of African Americans were free during the colonial period.

The growth of the middle class gave the poor something to hope for and work for. The poor who were free might never be rich, but they could always maintain the hope that some day they would be middle class. In this way, the colonies were different from England and the rest of Europe. Not only could people move around the land, they could acquire property and move up the social scale.

Indentured Servants Lower on colonial America’s social scale, and just above enslaved Africans, were farmhands and indentured servants. An **indentured servant signed a contract to work from 4 to 10 years in the colonies for anyone who would pay for his or her ocean passage to the Americas.** In the 1600s, most indentured servants came from England. In the 1700s, a growing number came from Ireland and Germany.

Use Sentence Clues to Analyze Meaning
 Who belonged to the middle class in colonial times? What does *middle class* mean?

Life Among the Gentry

The gentry lived a more comfortable life than most colonists. Servants attended to many of their needs. **Critical Thinking: Compare and Contrast** How do the comforts of the family in this picture compare to those of a middle-class family today?



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History Background

Social Class and Merchants Because the economies of the colonies grew by producing and exporting goods, merchants were among the highest social class. A merchant elite in Charleston, headed by three merchant families—the Pinckneys, Rutledges,

and Lowndes—had social and political as well as economic power. In Virginia, which did not support a strong merchant class because of its focus on farming, those with the most political power were plantation farmers.

Social Classes

pp. 110–112

Instruction

- Have students read Social Classes. Remind students to look for details to answer the Section Focus Question.
- Ask: **How were social classes in the Americas similar to and different from those in Europe?** (*Social classes existed and were important in both places, but in North America, there was more opportunity among white settlers to change classes.*)
- Discuss the system of indentured servitude with students. Ask: **Why might someone have chosen to become an indentured servant?** (*Possible answer: A poor person who wanted to start a new life in North America may have found that it was the only way to pay for the passage across the Atlantic Ocean. They were promised a land claim at the end of their term, so they would have the opportunity to begin anew and rise in wealth and social class.*)

Independent Practice

Have students complete the Study Guide for this section.

Interactive Reading and Notetaking Study Guide, Chapter 4, Section 2 (Adapted Version also available.)

Monitor Progress

- As students complete the Notetaking Study Guide, circulate to make sure students understand the importance of the protests in the colonies. Provide assistance as needed.
- Tell students to fill in the last column of the Reading Readiness Guide. Probe for what they learned that confirms or invalidates each statement.

All in One Teaching Resources, Unit 1, Reading Readiness Guide, p. 107

Answers

Reading Skill Small planters, independent farmers, and artisans belonged to the middle class. The term refers to people in the middle of the social and financial scales, those who are neither rich nor poor.

Compare and Contrast Possible answer: A middle class family today has access to many more technologies and goods that make their lives more comfortable, such as electricity and modern plumbing, but a middle class family today is unlikely to have servants as this family probably had.

Assess and Reteach

Assess Progress

L2

Have students complete Check Your Progress. Administer the Section Quiz.

All in One Teaching Resources, Unit 1,
Section Quiz, p. 116

To further assess student understanding, use the Progress Monitoring Transparency.

Progress Monitoring Transparencies,

Chapter 4, Section 2

Reteach

L1

If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide and complete the accompanying question.

Interactive Reading and Notetaking Study Guide, Chapter 4,
Section 2 (Adapted Version also available.)

Extend

L3

To help students expand their understanding of the lives of colonial women, have them complete the History Interactive activity online.

Extend Online
For: History Interactive
Visit: PHSchool.com
Web Code: mvp-0126

Progress Monitoring Online

Students may check their comprehension of this section by completing the Progress Monitoring Online graphic organizer and self-quiz.

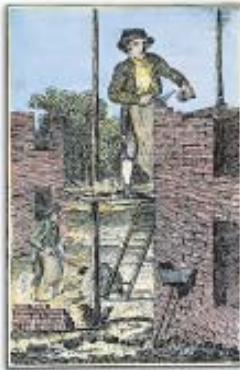
Answer

Checkpoint After completing a term as an indentured servant, one could build a successful farm, or one might be a merchant with a failing business who becomes an artisan.

Section 2 Check Your Progress

- (a) Colonial children were expected to contribute to the work and train for the work they would do as adults.
(b) Today children work far less.
(c) Fewer children today live on farms, and labor saving devices are available to many people.

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An indentured servant assists a colonial bricklayer.

During the time of service, indentured servants had few, if any, rights. They were bound to obey their masters, who could work them almost to death. Those who disobeyed or tried to run away risked being whipped or having time added to the service.

At the end of a term, an indentured servant received a set of clothes, tools, and 50 acres of land. About 1 indentured servant in 10 became a prosperous landowner. Another 1 in 10 became an artisan. The others either returned home to Europe or joined a class of landless, poor whites. The hardships they endured drove many poor whites to resent wealthy landowners.

Free African Americans Free people of African ancestry were never a large portion of the colonial population. By the time the first census was taken in 1790, there were nearly 60,000 free people of African ancestry, compared with more than 757,000 enslaved.

Free African Americans were allowed to own property, even in the South. This permitted them to become slaveholders. Some free blacks purchased relatives who were enslaved and set them free. Still, the lives of free African Americans were restricted. Most African American property owners were not allowed to vote or sit on juries.

Checkpoint How might one become a member of the middle class?

Looking Back and Ahead Life in America offered more opportunities than did life in England. This was especially true for the poor and middle class. However, if indentured servants occupied the lowest level of white society in the English colonies, one group was even more disadvantaged. In the next section, you will look in detail at the enslaved Africans who were brought to America against their will.

Progress Monitoring Online
For: Self-test with instant help
Visit: PHSchool.com
Web Code: mva-1042

Section 2 Check Your Progress

Comprehension and Critical Thinking

- (a) **Summarize** Describe the responsibilities that children in colonial times were expected to meet.
(b) **Link Past and Present** How do these responsibilities differ from those of children today?
(c) **Draw Conclusions** How might you explain this difference?
- (a) **Recall** Identify the social classes in colonial society.

(b) **Apply Information** Which two groups had the most privileges and opportunities? Which two groups had the least?

Reading Skill

- Use Sentence Clues to Analyze Meaning** Use sentence clues to analyze the meaning of *prospects* in the following sentence: In many countries, a person's *prospects* for success in life are determined by birth.

Key Terms

- Write two definitions for each key term: **extended family**, **apprentice**, **gentry**, **middle class**, **indentured servant**. First, write a formal definition for your teacher. Second, write a casual definition for a classmate.

Writing

- Write a paragraph describing the importance of work in colonial society.

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- (a) The gentry, the middle class, indentured servants, and free African Americans
(b) The gentry and middle class had the greatest privileges while the indentured servants and free African Americans had the least.
- The sentence is describing the factors that allow a person to become successful, so *prospects* is likely a synonym for *chances*.
- Definitions should show an understanding of the terms.
- Answers will vary, but should explain that survival depended on work and that opportunity in colonial working life was uneven.