

Daily Life in Colonial Massachusetts through primary sources

Grade 3: ESL

Language of Social Studies

Lesson Summary:

In this lesson sequence, students will explore primary source documents to learn more about what daily life was like in Colonial Massachusetts. Students will practice posing questions about primary source documents and artifacts and then analyzing the resources to learn more about life in Colonial Massachusetts. Students will summarize their learning in the final lesson.

The timing of this lesson sequence can be tailored to the 3rd Grade Social Studies curriculum mapping in your district and the delivery of Social studies curriculum in your multilingual learners' classroom. This lesson sequence would be most beneficial for multilingual learners after they have completed foundational lessons about the arrival of the Pilgrims in Massachusetts from England and before their classroom/Social Studies teacher begins instruction about the Revolutionary War. Coordination with the classroom/Social Studies teacher regarding when these language lessons should be taught is important.

This is framed as a multi-day sequence of lessons, that can be taught as a sequence of lessons or teachers can select the most salient lesson(s) from the sequence. Throughout the lessons, multilingual learners will develop the language necessary for success in the content area of Social Studies. Students will practice with language at the discourse, sentence, and word/phrase level while exploring primary sources connected to daily life in colonial Massachusetts. These lessons were framed around the driving language demands embedded in the expressive language expectation: students will construct Social Studies statements that include relevant information to support their claims with evidence from multiple sources. Exploring timelines, reading dates aloud and constructing their own personal timeline helps multilingual learners to connect new content information to their own life and identity using historical tools. Asking their own questions based on observation and analysis of artifacts will deepen their connection to the work of a historian and add to their knowledge of the lives of colonial people of Massachusetts.

Although this series of lessons utilizes sources from colonial times, the topic of focus could be changed to better support student needs or to better align to your topic of study. Note: Lessons can be extended over a few days or combined depending upon the length of class periods.

Lesson Context	
<u>Standards Connections:</u>	Massachusetts Curriculum Frameworks: <i>MA Curriculum Frameworks [3.T5.]:</i> 3. Using visual primary sources such as paintings, artifacts, historic buildings, or text sources, analyze details of daily life, housing, education, and work of the men, women, and children of the

	Massachusetts Bay Colony, including self-employed farmers and artisans, indentured servants... 4. ...colonial Massachusetts had both free and enslaved Africans in its population. 5. Explain the importance of maritime commerce and the practice of bartering – exchanging goods or services without payment in money—in the development of the economy of colonial Massachusetts, using materials from historical societies and history museums as reference Materials. WIDA Standards: English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting. English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.
<u>Language Expectations</u> <u>Guiding:</u>	ELD S1.K-3 Argue. Support own opinions with reasons ELD-SS.2-3.Argue.Interpretive Interpret social studies arguments by - Analyzing relevant information from one or two sources to develop claims in response to compelling questions ELD-LA.2-3.Inform.Expressive - Introduce and define topic for audience - Add details to describe topic

The lesson sequence will target the following focus skills (ACADEMIC LANGUAGE):

- Identification of evidence to support a claim
- Construction of statements to support a claim
- Engage in collaborative discussions
- Use of language at the discourse, sentence, and word/phrase levels at the expected level of linguistic complexity.

The lesson sequence will build towards the following academic language:

- Prepositional phrases to identify time, place, (last year, in January, in our town, at school)
- Irregular and regular of past tense verbs used to describe and explain colonial life

Getting Started: Lesson Considerations and sociocultural considerations

Before engaging with the lesson:

- Consider your students' needs and background knowledge
- Consider what additional background knowledge you may need to cultivate such as a working knowledge of the geography of present day Massachusetts and England and the colonists' travel by ship from England to present day Massachusetts
- Use student work samples from previous lessons, as well as language testing data to inform appropriate supports for students.
- Throughout the lesson sequence, use formative assessment measures to check student comprehension before moving on.
- Be sure to consider the sociocultural implications of the lesson sequence. For example, students may be unfamiliar with asking questions, or locations near water or with Massachusetts weather, ie snow. Also, traditional colonial gender roles may need to be explained.
- Additional resources are provided for a guided extension of this lesson to include African American life in 1700's Massachusetts. You may decide to explore this topic after determining if your group of multilingual learners has had adequate exposure to the idea of enslaved peoples. Videos and digital learning modules have been included to support this learning with your students in the field trips and the additional resources sections.
- To support you as you support your students' learning and discussion around race you might benefit from reading Learning for Justice's *Let's Talk, Facilitating Critical Conversations with Students*, a free and downloadable publication:
<https://www.learningforjustice.org/sites/default/files/2019-12/TT-Lets-Talk-December-2019.pdf> which is mentioned in DESE's resources supplement to the 2018 Massachusetts History Standards.

Assessment(s) utilized within the lesson:-

Lesson Preparation

Materials/Resources:*

Primary Sources:

Snowshoe:

https://en.wikipedia.org/wiki/Battle_on_Snowshoes_%281757%29#/media/File:Snowshoe2.jpg

Anvil: https://www.anvilfire.com/anvils/greenwood_anvils_013.php

Bed warmer:

https://en.wikipedia.org/wiki/Bed_warmer#/media/File:Beddenpan-bovenzijde.jpg

Hornbook:

<https://www.google.com/search?q=colonial+hornbook&oq=colonial+hornbook&aqs=chrome..69i57j0i512j0i22i30.45113j0j4&sourceid=chrome&ie=UTF-8#imgsrc=PIwwtbZ0H6Ok7M>

Blacksmith shop Old Sturbridge Village:

<https://www.youtube.com/watch?v=vqsBV8D1SbM&list=PLfXd7yJLxFHhUYl4t5YC9-lFrBfkuyCuH&index=21>

Patrick Tracy, merchant

<https://www.nga.gov/collection/art-object-page.50219.html>

The Boston Post-Boy & Advertiser, Number 535, 16 November 1767 From the Massachusetts Historical Society “Coming of the American Revolution” collection, item ID 406

https://www.masshist.org/database/viewer.php?pid=2&old=1&mode=nav&ft=Coming%20of%20the%20American%20Revolution&item_id=406

Realia:

A current local newspaper to display and allow students to explore as part of Lesson 3

A Note on Secondary Sources

Secondary sources will be extremely helpful for elementary students and particularly multilingual students to provide visuals of daily life in order to build background knowledge for this sequence of lessons. You will need to provide illustrations of colonial villages, gristmill diagrams, common trades, chores and settings of daily life for colonial children, woman and men. Consult your school or town library and most certainly ask your Gr 3 Social Studies/classroom teacher colleague for access to classroom Social Studies materials including textbooks and picture books.

We suggest:

Massachusetts, Our Home, 2004, Gibbs Smith. ISBN:1-58685-059-8

Sarah Morton's Day, Kate Waters,, Scholastic, 1989.

Samuel Eaton's Day, Kate Waters, Scholastic, 1993.

Welcome to Felicity's World 1774, The American Girls Collection, Catherine Gourley, Pleasant Co Publishers, 1999.

Suggested (virtual) field trips:

Sturbridge Village

(Mt Vernon, VA- too opulent for daily life-does show workers, trades and enslaved peoples)

Boston Freedom Trail

The Royall House and Slave Quarters Museum in Medford, MA <https://royallhouse.org/>

Wealth and Slavery in MA/ Stuff you missed in History Class-YouTube [Wealth and Slavery in Massachusetts | Stuff You Missed in History Class](#)

The National Museum of African American History & Culture Digital Learning module called, North

Star <https://nmaahc.si.edu/learn/digital-learning/north-star> Grades 3-12
Colonial Williamsburg
Mystic Seaport

* Supporting multilingual learners:

- Adjust the resources, instruction and assessment as needed depending on student needs and proficiency levels. Remember to use Proficiency Level Descriptors to consider the cohesion, organization, vocabulary and density of texts. See pages 101-103 in the WIDA English Language Development Standards Framework, 2020 edition.

Compelling Questions the lessons build towards:

1. What was everyday life like for people who lived near the water in Massachusetts 250 years ago?
2. What can a newspaper tell us about the lives of men, women, and children in Massachusetts?

Lesson 1:

Language objective: We will be looking at pictures and places, people and objects from the 1700's to learn about what life was like then in Massachusetts. We will then tell and write what we learned by sharing facts with our friends. *Supporting Multilingual Learners: Share the language objective with students. It will help to activate their engagement and meta-cognitive skills.*

Language Objectives by Proficiency Level

Students will be able to state factual information about daily colonial life using simple sentences (ELP 1)

Students will be able to state factual information about daily colonial life using compound sentences and frequently used linking words. (ELP 3)

Students will be able to state factual information about daily colonial life using compound sentences and linking words with a wide variety of sentence types that show complex clause relationships based on condition, cause, or contrast. (ELP 5)

Lesson Opening:

- ***We will be looking at pictures and places, people and objects from the 1700's to learn about what life was like then in Massachusetts. We will then tell and write what we***

learned by sharing facts with our friends. What is today's date?

During the lesson:

1) First of all, let's figure out how many years ago 1767 was. How could we solve this problem using math? Help the students to subtract 2023-1767 as a math problem. Solve together as a group. Restate the question: how many years ago was 1767?

We could show this period of time on a time line. Has anyone ever seen a time line? Create or display the timeline that shows from 1600-2050 provided in Lesson One resources.

Mark the date 1767 and today's year, 2023, on the timeline. Explain that as you read or hear about more events and dates, you can add them to the classroom timeline.

2) Next we are going to make our own timelines. Create and/or distribute copies of the personal timeline provided in Lesson One resources.

What year were you born? This is the date when your timeline starts. Add it to your timeline. What year were your younger siblings born? Add to your timeline. Did your family move after you were born? Add to your timeline. What year did you start Kindergarten? Add this date and label. What year did we learn remotely because of covid? Add to your timeline. What other important things did you do with your family? Did you travel to your home country? Did you get a pet? Did you start playing a sport or join a special club? Meet an important friend? Add these events and years to your timeline.

Post classroom timeline and students' personal timelines on a classroom board. Also make a copy of the students' timelines for them to bring home to their families.

3) We need to learn some important words.

Pre-assess vocabulary:

Let's see if you know them already:

Who knows what observe means?

What does predict mean?

How about evidence?

Here's a great word: colonial Has anyone heard that word before? What is a colony?

If students are unsure of meanings, ask them to look them up in their children's dictionaries and then put the word and definition in their vocabulary logs. Ask students to read the definitions of the words and discuss the meaning of the words as a group. Then each student should pick one word to define, illustrate and use in a sentence using the Frayer model. Completed work can also be displayed on a classroom board. ***** Level 1 and 2's can translate words in their L1 using google translate.***

4) Distribute the see, think wonder template to students (provided in Lesson 1 Resources) Let's look at some pictures of some very old objects and try to guess how they were used or what they might be.

Use your see, think, wonder organizer to take notes.

Let's look at the first picture together.

Show the picture of the anvil using projector or laptop for small group.

Ask students to share what they see, what they think and what they wonder.
Teacher records on group template.

Then finally name the object. Ask students to repeat the word and write the word in the fourth column on their organizer. Make sure that you give them the correct spelling of the word. You can also choose for students to add this content-specific vocabulary word to their vocabulary logs.

Move to the next picture: a snow shoe.

Encourage students to use sentence starters such as I see...

I think this because....

I wonder why, where, who, when or how....

Review and post question words for students if necessary.

Invite students to work in pairs to discuss what they see, think and wonder. Ask them to write their thoughts. You can visit the groups to help them jot down some words if they need help writing. [L1 and L2's can speak in L1 using google translate so that you can see the translation in English of their thinking.](#)

Keep in mind that some students coming from a different country and climate might not understand why snowshoes and bed heaters might be necessary in the winter, in New England. Be prepared to explain.

Repeat with bed heater and hornbook.

Lesson Closing:

We will discuss the objects more the next time we meet.

Let's take turns telling the group your vocabulary word. Tell the definition and show the illustration. L1 & 2's may share their vocabulary word in their first language and to a smaller group or partner.

Lesson 2:

[Language Objectives by Proficiency Level](#)

[Students will be able to state factual information about daily colonial life using simple sentences \(ELP 1\)](#)

[Students will be able to state factual information about daily colonial life using compound sentences and frequently used linking words. \(ELP 3\)](#)

[Students will be able to state factual information about daily colonial life using compound sentences and linking words with a wide variety of sentence types that show complex clause relationships based on condition, cause, or contrast. \(ELP 5\)](#)

Lesson Opening:

- *Today we will see how people used the objects we studied yesterday.*
- *Then we will practice using time and place words in a sentence*

During the lesson:

We will use the organizer we used yesterday to continue to observe the daily life of people living in Massachusetts during the colonial period. When was the colonial period?

1) Use a combination of virtual or actual field trips and illustrations from text books to continue to observe scenes of colonial life. Observe together chores and play of children. Ask students why the fireplace was so important? Two Youtube videos filmed at Sturbridge Village are provided in Lesson 2 Resources. [L 1 & L2 students can use Google translate to share their ideas with you and their partner.](#)

2) ***Now we will talk about time and place words that you can use when we talk and write about the colonial times in Massachusetts.*** Ask the students to find a partner and distribute the time and place sort materials found in lesson 2 resources.

With a partner, sort words and phrases into two groups: time words and place words. *Let's sort the first word together: "yesterday". Does "yesterday" tell us when or where?*

Students can work with partners to complete the sort. Ask them to raise their hands if they need help reading a word or if they don't understand. Circulate between groups of students. When they are finished, ask each group to name a time word and a place word.

Now we will each write a sentence that tells something about colonial life. Make sure you tell when and where. Provide fill in the blanks sentence template below:

For example, In the 1700's in Massachusetts, families used their fireplace to cook food. Now it's your turn: In _____ in _____, _____

Lesson Closing:

You can illustrate your sentence and then we will hang them on the board.

If time allows, Review vocabulary words. Use index cards and **ask the children to match words with definitions with partners.**

Lesson 3:

Language Objectives by Proficiency Level

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Lesson Opening:

- *Today we will look at common jobs people had in the 1700's.*
- *We will look at part of a newspaper from 1767*

During the lesson:

1) Start by showing children **illustrations of different jobs** on field trips, in videos or in a Gr 3 Social Studies textbook. For instance in the textbook, *Massachusetts, Our Home*, there are helpful illustrations of a wig maker, butcher, cabinet maker and a gunsmith. P 102. There is also a fun illustration of a water-powered grist mill where grain was ground into flour. Notice the wheels, the wagon, etc. You could also continue with Sturbridge Village videos from Lesson 2 Resources.

Ask students to repeat with you some of the new vocabulary you encounter, for example: miller, gristmill, merchant, cobbler as you point to the pictures of the words.

2) Then show the **portrait of Patrick Tracy** provided in lesson 3 resources.

Ask students:

What do you think his job is?

Look at his clothes. How is his clothing different from the other people we have seen?

Where is he standing? What is behind him? What are his hands resting on?

Look at all of these clues in this portrait and decide: what was his job? A farmer, a fisherman, a miller, a craftsman or a merchant? Raise your hand and share with the class. Why do you think so?

3) Show the shipping notice in The Boston Post-Boy & Advertiser from Monday, November 16, 1767 provided in Lesson 3 Resources. Read the text with the students: ***To be sold, by John Webb, at his wharf near Cross Street,....country produce (food from local farms) and English and West India goods will be taken in pay as usual."***

Ask students, ***So, did people who wanted to buy something from the ship have to have money in order to pay? If they didn't have money what could they do? What could they bring instead?***

Raise your hand to tell us about a time when you have traded with a friend or a brother or sister or a cousin. What did you trade? Was it a fair trade?

Or, as an extension, ask students to use construction paper to create items that they could use to trade: vegetables, corn, fish, a bag of flour, candles, etc and then trade with a partner.

Use the sentence starters: I have _____ I would like _____

Lesson Closing:

Show a current newspaper.

Ask students, ***how are our newspapers today different from the 1767 newspaper? What other ways can we hear or read the news in 2023?***

Lesson 4:

Putting it all together: Choose one area of colonial life: how people worked, got news, traded, what objects people made for themselves or traded, chores of children. Create a colonial poster or diorama; or write a summary about daily colonial life; or draw a diagram of a colonial ship or mill labeling the various parts or a street labeling the various buildings.

Language Objectives by Proficiency Level

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Lesson Opening:

Today we are going to think about what we could make that would help us to inform our friends and family, to show and tell them about colonial life.

We are also going to talk about verbs.

During the lesson:

1)Today we are going to make a list of projects that we can work on to help us to inform our

friends and family, to show and tell them about colonial life. What did you find interesting about colonial life in MA?

Record students' ideas on chart paper.

2)Now think of how you could show and tell about these topics. Prompt students or add to the list the ways that you would like them to consider working: make a **poster** with illustrations, text and labels if appropriate; write a **summary** of **at least 3-6 sentences (depending on lang prof level)**. Provide sentence starters, word bank and editing check list. A Gr 3 editing checklist is provided in lesson four resources. create a **diorama** (if you can provide clay or construction paper) with labels and some text; or **draw a diagram** of a ship or mill or colonial street with common buildings and trades represented: a church, the blacksmith shop, etc. Show simple examples of a poster, a summary, etc.

3)Think about what you would like to do. Then come up to the list and put your initials next to a kind of project.

If you would like to allow students to work as pairs, you could help students to pair up according to their interest in topic and type of project.

Before students begin, encourage them to make a plan or outline showing what they would like to make or write and what kind of information they will include in labels or captions.

After they have reviewed their plan with you, they could begin. Decide how long they have to work- perhaps 1 or 2 class periods?

****Speaking and Writing Review for multilingual learners: Regular and Irregular Past Tense Verbs**

4)At the beginning of one project work session, come together as a class to assess students' knowledge of the irregular past tense verbs. You can have a whole group mini-lesson or pull pairs individually. If necessary, give students time to learn and understand irregular past tense verbs unless you have already covered these words in previous lessons. ****Word lists are provided in Lesson four resources covering the past and present tenses of 22 English verbs. If necessary, review what a verb is and how the past tense of regular verbs is formed.**

Assess multilingual students' knowledge of past tense irregular verbs orally:

Ask them to provide the missing verb:

Today I read, yesterday I _____

Today I eat, yesterday I _____

Today I think, yesterday I _____

5)At the beginning of another project work session, review a Gr 3 editing checklist provided in Lesson 4 Resources which students could use to edit their writing. Give each student a copy of the editing checklist to complete when they have finished their writing.

6)After projects are complete, have a group discussion about how you will create a museum showcasing student projects. Talk about appropriate questions to ask when you are viewing a peer's project. Talk about appropriate ways to compliment a peer's project.

Lesson Closing:

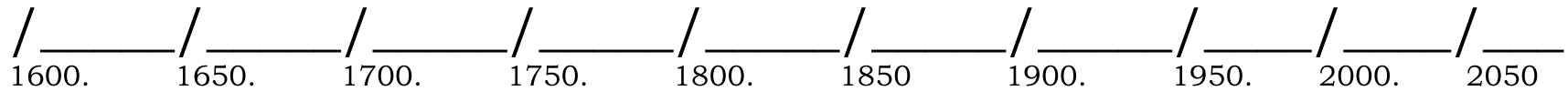
Arrange projects in the classroom. Divide the students into two groups. The first group can stand near their projects and explain/answer questions. After 10-15 min, the groups can switch.

If it's a small group, perhaps each student could invite a friend from their classroom to be a guest? And/or you could also invite families to view projects and maybe have a short reception for your historians.

Lesson One Resources:

Lesson 1

Massachusetts History Timeline





Greenwood Collection

Name_____

Date_____

See/Think/Wonder/Name Template

1 I see/observe	I think	I wonder	It is a
2 I see/observe	I think	I wonder	It is a

3 I see/observe	I think	I wonder	It is a
4 I see/observe	I think	I wonder	It is a

5 I see/observe	I think	I wonder	It is a
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___ I see/observe	I think	I wonder	It is a
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___ I see/observe	I think	I wonder	It is a
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___ I see/observe	I think	I wonder	It is a
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Lesson Two Resources:





Lesson 2

When/ Where Sort

Cut and laminate category titles and phrases.

Give each pair of students a copy of the titles and phrases and let them sort into the appropriate category.

Time/When

Place/Where

Yesterday

in Boston

Today

under my bed

Tomorrow

at the park

In October

here

May 24, 2022

by the sea

Last year

on the river

Two days ago

in the mountains

Next week

above the earth

After the New Year

in the sky

At 12:00

on the table

In 1964

in the tree

At midnight

in the book

In the afternoon

on this paper

Lesson Three Resources



Primary Source for Activity #3 - Shipping notices for a ship, goods, and services

Guiding question: Did people have to have money (coins, paper money) to pay?



TO BE SOLD, BY
JOHN WEBB, at
his Wharf near Cross-Street, a
prime failing SCHOONER, a-
bout 53 Tons, with a long
Quarter Deck, and well found.

A L S O,

Indian Corn, Pitch, Cotton Wool, Sugar by
the Hogshead and lesser Quantity, Dry and Pickle
Fish of all kinds, &c. &c. all Cheap for Cash or short
Credit.

To be sold, by John Webb, at his wharf near Cross Street, a prime sailing schooner [kind of boat], about 53 tons, with a long quarter deck and well found. Also, Indian corn, pitch, cotton wool, sugar by the hogshead [64 gallon drums] and lesser quantity, dry and pickled fish of all kinds, etcetera, etcetera, all cheap for cash or short credit.

Excerpt from an advertisement for carrying people, carriages, and cargo by small ship between Boston and Rhode Island:

gers and Freighters. Country Produce, and English and West-India Goods, will be taken in Pay, as usual.

...Country produce [food from local farms], and English and [Caribbean/Jamaican] West-India goods, will be taken in pay as usual.

[Additional Resources](#)

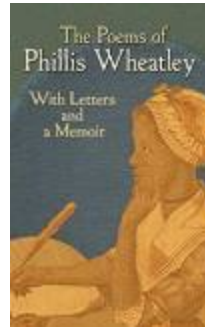


Painting

Secondary source: PBS Video <https://mass.pbslearningmedia.org/resource/fyr12.socst.us.1950pres.mumbet/mumbet/>

Black Massachusetts people who were independent members of their communities

<https://www.nps.gov/boaf/learn/historyculture/george-middleton-house.htm>



[Phillis Wheatley: The First Published African-American Poet | Black Patriots | History](https://www.youtube.com/watch?v=cEzrory7sOY)
<https://www.youtube.com/watch?v=cEzrory7sOY>

On *Wednesday* next, 18th Inst.

At ELEVEN o'Clock.

Will be Sold by PUBLIC VENDUE, at the Bunch
of Grapes in King-Street.

A large Quantity of SUGARS,

in Hogsheads, Tierces and Barrels, — Also, a Quan-
tity of INDIGO. J. Russell, Auctioneer.

On Thursday next, 19th Inst.

At THREE o'Clock Afternoon,

Will be Sold by PUBLIC VENDUE, at the Auction
Room in Queen-Street.

A Variety of *English* GOODS,

consisting of Woollens and Linnens. — Also, a Negro
Man about 22 Years of Age. J. Russell, Auctioneer.

On Wednesday next, 18th [of this month] at eleven o'clock will be sold by public [auction] at the Bunch of Grapes [food and drink place] in King Street, a large quantity of sugars, in [different sized containers]; also, a quantity of indigo. —J. Russell, Auctioneer.

On Thursday next, 19th [of the month] at three o'clock afternoon, will be sold by public [auction] at the Auction Room in Queen Street a variety of English goods, consisting of woolens and linens. Also, a Negro man about 22 years of age. - J. Russell, Auctioneer.

See [*Question Formulation Technique organizer for Activity 2*](#)



The BOSTON Post-Boy & Advertiser.

Containing the freshest Advices, Foreign and Domestic.



MONDAY, November 16, 1767.

[No. 535]

From the New-*LONDON GAZETTE*, October 16.

AT a Time when new Duties are imposed on the Trade and Navigation of the Colonies by Acts of the British Parliament, which lays it under such Discouragements as that it must in a great Measure be discontinued, excepting in such Things which may justly be reputed the Necessaries of Life, as every inducement of its Continuance upon the Principle of profit is cut off, and the Inconveniences resulting therefrom must soon be severely felt by the *Landed Interest*, who must not expect any longer to find a good Market for the Produce of their Farms; as the Merchant will no longer purchase than there is a rational Prospect of Gain:—Whoever therefore will point out any Method to lessen our Importations, especially of those Articles which may justly be reputed *non Necessaries*, or *Superfluities* of Life, will render a very acceptable Service to the Public.

It is equally, if not more advantageous, to discountenance the Consumption of those Things imported from abroad, which are not the real Necessaries of Life, as to encourage those of our own Growth, or Manufactures.

The Consumption of foreign Teas is very expensive in this Colony, the Cost of other Articles attending its Use, is equally costly, and the Time expended in their Consumption a greater Expence than both.

To lay an extensive Tax on its Consumption, would be very disagreeable to many of the Ladies, and perhaps would raise undue Rejoicings among their Favourites; and as Mankind are often more effectually induced to relinquish Habits contracted by Fashion or Usage, by Marks of public Esteem, than by rendering them burthensome by a Tax, as *honorary* will frequently produce greater Emulation to excel than *pecuniary* Rewards, and a voluntary Tax fits easier than one imposed by public Authority.

Therefore it is humbly conceived, if the Legislature should see fit to exempt the Polls of every Head of a Family, who should relinquish the Use of foreign Tea in his Family, from being taxed, it would have a greater Tendency to induce people to give over the Use of it, than double that Sum imposed by a Tax; in which Case, those who continue in its Use, will pay the Poll Tax of those who relinquish it.—And I make no Doubt, this would excite such a Spirit of Emulation, Economy and true Patriotism, that the Advantage resulting therefrom, would be very conspicuous; & if upon Experience it is found to attain the desired Effect, I do not see why some further Steps of a similar Nature, might not take Place, to encourage our own Manufactures, and which will better comport with our Circumstance, as we have no Funds to give Premiums for that End.

Further Advices taken from the *English Prints*, bro't by Capt. Watt, to the 23d of September, (which is 2 Days later than we have yet receiv'd) are as follow, Viz.

From the *LONDON GAZETTE*.

V I E N N A, Sept. 5.

ON Sunday last the Neapolitan Ambassador made his public Entry, which was very splendid and magnificent; & on Tuesday next he is to have his formal Audiences of their Imperial Majesties, to demand the Arch-duchess for the King his Master, with the usual Ceremonies.

L O N D O N, September 14.

W I L L I A M S B U R G, (Virginia) Oct. 8. We here from Hillsborough in North-Carolina, that on the 15th of September last, the regiment of militia of Orange county were reviewed at that place, by his excellency governor Tryon, when there appeared under arms 1923 men, exclusive of a troop of light horse. His excellency was pleased, after the battalion and troops had pass'd in review, and gone through their firings, accompanied with several discharges of some pieces of his majesty's artillery, to express great satisfaction at the martial appearance, and regular behaviour of the men and officers of the corps. In the evening a bonfire was erected, at which his majesty's health, prosperity to the governor and province, and other loyal and public spirited toasts, were drunk, at each of which there was a discharge of the artillery, and the whole concluded with every demonstration of alacrity and joy.

There is scarce any history, either ancient or modern, which offers an account of such a rapid and sudden increase of inhabitants in a back frontier country, as that of North-Carolina. To justify the truth of this observation, we need only to inform our readers, that twenty years ago there were not twenty taxable persons within the limits of the above-mentioned county of Orange; in which there now are four thousand taxable. The increase of inhabitants, and flourishing state of the other adjoining back counties, are no less surprizing and astonishing.

L O N D O N,

Sept. 17. Yesterday his Majesty came from Richmond to St. James's, where there was a Levee and a Council, after which his Majesty returned to Richmond to Dinner.

Sept. 18. On Monday last the Imperial Ambassador, and the Sardinian Ambassador, with their Ladies, set out for Stowe, on a Visit to Earl Temple, for a few Days.

On Monday last an odd accident happened; A Master Chimney-sweeper who lives in Burtleigh-street, having several apprentice boys, was employed to sweep the Chimneys of a Lady's house at the Court end of the town; the Lady had the curiosity to stand by, and observing one of the boys to have a fine white set of teeth, asked if he would sell any of them; the poor child willingly consented, and the master asked three guineas for a couple, to pick and chafe where he pleased; the bargain was struck, a tooth-drawer sent for, who instantly whipped out a couple, the money was paid and away went Jack and his master well contented, but before they got home, the master stopped to buy Jack a pair of silver buckles, with which the poor child was satisfied for his share, and went home and ordered a gallon of beer to regale his family, changed another of the guineas, and received a crooked quarter guinea in part, which putting into his mouth whilst he reckon'd the rest of his change, it slipped into his throat, where it now remains, and he in St. George's Hospital, past all hopes of recovery, notwithstanding all the efforts of the eminent Surgeons of that place.

They write from Madrid, that his Catholic Majesty was about to abolish the great Trade hitherto carried on between Manila and Acapulco; which would have taken Place many Years ago had it not been for the superior Influence of the Jesuits.

It is asserted, those Gentlemen who have already consented to serve in a new Ministry, have absolutely declared they will have no Connection with the Favourites, or his Adherents.

We hear that the Right Hon. the Earl of Bute is almost recovered from his late Illness, and will

Sept. 21. Among the different Persons talked of to succeed the late Chancellor of the Exchequer, the Right Hon. Colonel Barre, Member of Wycomb, is mentioned as one qualified in all Respects to fill that important Office; his Abilities not being inferior even to those of a T——d or a G——lle.

Yesterday his Excellency the Earl of Rochford took Leave of their Majesties at St. James's on his Departure to the French Court; and we hear his Lordship purposes setting out To-morrow.

Sept. 22. Some Dispatches of importance are said to have been received Yesterday from Commodore Graves, Commander in Chief on the African Station.

We are informed that the Contests at the next ensuing General Election are expected to be the greatest since the late glorious Revolution in 1689.

We are authorized to assure the publick, that the Account of a late Negotiation, printed in a Monthly Magazine, and in several News-papers, is, in many Respects, utterly false; and in most, a Perversion and Misrepresentation of Facts, equally indecent to the ———, and injurious to the Parties concerned in that Transaction.

Our patriot ancestors were afraid that England would in time of war, be lost in a misty morning. They saw and dreaded the consequences, that would unavoidably be attendant on the enemy's fleet passing ours; they knew the inequality of our land armies, to that of our foes; reason'd justly upon that knowledge. But far different principles prevail in this doating age; We see France and Spain exerting every nerve in order to augment their navies, and enable themselves to look us in the face at sea; we know that victory depends on the number of ships, weight of metal and size of the combating vessels. Last war may convince us that our superior courage is not to be depended on, where the stake is so important; we have witnessed the French fighting us at sea with equal numbers, and if not conquering under those circumstances, yet behaving in such a manner as to give us to understand, that a small number of ships, men, and guns, in their favour, is sufficient to insure victory on their side. The art of war is now arrived at such perfection that discipline supplies the place of courage, and keeps the poltroon to that duty, which is willingly performed by the man of valour. What signify then, in such a situation of affairs, the superior patriot disposition of our naval officers and sailors, they may lead them to death, but cannot conduct them to victory when engaged with superior numbers, observing like rules of discipline, and equally well attending the several duties of their respective stations; one defeat at sea would ruin our dependence, but twenty would not risk that of our enemies. All the shipwrights we have in the kingdom ought to be provided in employment as far as possible, in order to prevent their entering into the service of our foes; all of them that are necessary in order to build three ships for one constructed in France and Spain, ought forever to be busied in our docks. A less proportion of men of war, cannot give us absolute safety, especially now we have such extensive dominions to protect, which certainly ought to be aimed at when we must pay the forfeit of a single misfortune for our existence.

A few Days ago Mr. William Martin, Holier of Coleman-street, had the Honor of presenting her Majesty with a curious Specimen of his new invented Womens Patent Silk Mitts and Gloves, made exactly after the Manner of the French (that have been prohibited since June, 1765) at which

[Lesson Four Resources:](#)

Lesson 4

Irregular Verb Present & Past Tense Matching

Cut out and laminate on card stock. Make one set of just the past tense verbs. Make another set of the present tense verb on one side and the past tense verb on the other side. Lay the present tense side up on the table in a row. Distribute the past tense only cards evenly to students. Let them take turns matching their past tense verb card with the present tense verb card on the table. After all the cards are on the table, students can turn the cards over to see if they matched present & past verbs correctly.

eat

ate

think

thought

buy

bought

sit

sat

lose

lost

sing

sang

bring

brought

fall

fell

wear

wore

break

broke

see

saw

hear

heard

sell

sold

fight

fought

come

came

teach

taught

go

went

tell

told

Fly

flew

Know

knew

Is

was

Get

got

Name _____ Date _____

Editing Checklist for Gr 3 Colonial Project

Add a check mark (✓) after you check your writing:

___ I added punctuation and capital letters to all of my sentences

___ I spelled proper nouns correctly (look on colonial word bank)

___ I reread each sentence to make sure it wasn't missing a word and that it sounds right.

___ I used past tense verbs

___ I wrote the name of the place and the date or time of my topic.