**EXPLORATION AND ENCOUNTERS- FIFTH GRADE**

**Teacher Note:** While the strands appear separate in the middle of the document, this simply serves as a means of developing focus questions for discussion and inquiry. The sample performance tasks blend the strands back into cohesive culminating experiences.

<table>
<thead>
<tr>
<th>Political Science</th>
<th>Economics</th>
<th>History</th>
<th>Geography</th>
<th>Social Science/Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What were the motivations for exploration?</td>
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<tr>
<td>• How did governments and leaders influence exploration?</td>
<td>• Who funded exploration and what were their reasons?</td>
<td>• How did the exploration affect the originating country’s history?</td>
<td>• What were the geographical obstacles affecting exploration?</td>
<td>• What cultural changes occurred in the originating countries as a result of exploration?</td>
</tr>
<tr>
<td>• What were the economic gains/losses for the people in the lands explored?</td>
<td>• What were the economic gains/losses for the people in the lands explored?</td>
<td>• What historical events precipitated exploration?</td>
<td>• What knowledge of physical geography was gained from exploration?</td>
<td>• What cultural changes occurred within indigenous cultures as a result of exploration?</td>
</tr>
<tr>
<td>• How did exploration affect trade?</td>
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<td>• What were the benefits and perils of migrating to a new location as a result of exploration?</td>
<td>• What gains in cartography were gained from exploration?</td>
<td>• What were the cultural aspects of the new settlements and how did it compare to the originating countries?</td>
</tr>
<tr>
<td>• What were the peoples’ wants and needs?</td>
<td>• What were the benefits and perils of migrating to a new location as a result of exploration?</td>
<td>• What conflicts emerged between the settlers and the indigenous people?</td>
<td>• What were the geographical obstacles of the new lands?</td>
<td>• What cultural aspects were adopted by either the settlers or the indigenous people?</td>
</tr>
<tr>
<td>• What were the human, natural and capital resources throughout the colonies?</td>
<td>• What were the peoples’ wants and needs?</td>
<td>• What conflicts emerged between settlements, homelands, indigenous people, and within the colonies and settlements?</td>
<td>• How was land shared or controlled amongst the settlers and the indigenous people?</td>
<td>• What were the challenges of daily life in the colonies?</td>
</tr>
<tr>
<td>• What were the trading practices of the colonies?</td>
<td>• What were the human, natural and capital resources throughout the colonies?</td>
<td>• What are the reasons various settlements formed?</td>
<td>• What were the characteristics of different settlements and how did it affect their way of life?</td>
<td>• What were the challenges of daily life in the colonies?</td>
</tr>
<tr>
<td>• How did taxes finance government operation and provide public goods and services, as well as cause conflict?</td>
<td>• What were the trading practices of the colonies?</td>
<td>• What were the views, lives and contributions of significant people and groups like?</td>
<td>• What were the characteristics of different settlements and how did it affect their way of life?</td>
<td></td>
</tr>
</tbody>
</table>

**GLOBAL CONNECTIONS:**
- Swaziland, South Africa, Antarctica, Hong Kong – modern day colonization examples
- World Geography and European influence
- Study of Current events

**PERFORMANCE TASKS:**
- Student presentations using a variety of media
- Student participation in simulations
- Creation of maps
- Student participation in debates and role-plays
**Fifth Grade Social Studies Unit - Explorers and the Birth of Maps (1490-1600)**

### STAGE 1 – DESIRED RESULTS

**Established Goals:**
- Understand that maps were created for different purposes and from different perspectives
- Recognize motivation for exploring and conquering
- Acknowledge multiple viewpoints and perspectives
- Understand link between environment and lifestyle

**Understandings:**
Students will understand that:
- People explore for a variety of reasons.
- Individual maps were based on that individual’s experiences and perspectives.
- Peoples’ perspectives of the world were very different in the 1490s.
- Environment affect peoples’ actions

**Essential Questions:**
- What motivates people to explore and conquer (from a variety of viewpoints)?
- What happens to the indigenous people being conquered?
- How was cartography affected by exploration?
- How does the environment and geography motivate people to explore?

**Students will know:**
- How to use, read and analyze maps.
- Explorers explored for a variety of reasons (including geography, economical, myth, and religion).
- What areas were explored during this time frame.

**Students will be able to:**
- Compare and contrast historical maps
- Analyze the cause and effects of exploration from multiple viewpoints
- Recount/share knowledge of explorers, indigenous people and their impact on each other from various perspectives
- Compare and contrast the world in 1492 and the world now

### STAGE 2 – ASSESSMENT EVIDENCE

**Performance Tasks:**
- Share/present knowledge of a particular exploration and/or explorer (construction, debate, PowerPoint, dramatization, newspaper, etc.)
- Create a map from multiple perspectives
- Begin a cumulative piece of work that will flow between the historical time periods
- Create a large map where explorer’s routes can be traced.

**Other Evidence:**
- Oral/written response while using vocabulary in context to one of the essential questions (double entry journal, personal journal, pen-pals, letters, etc.)
- Artistic response to an essential question (poster, travel brochure, comic book etc.)
- Self-reflection and student-selected piece for the portfolio

### STAGE 3 – LEARNING PLAN

**Possible Learning Activities:**
- Elicit background knowledge (KWL, Venn Diagram, etc.)
- *The History of US: Volume 1-*
- Chapter 8-Reviews regions/areas of the New World in the 15th century. Have students locate all places mentioned in the chapter on a blank map (label, draw in, describe, etc as a group or individual activity)
- Chapter 15 Use it as an introduction to maps and longitude and latitude.
- Chapter 27 Use it to introduce and give background knowledge for the Galleon simulation.
  - Galleon simulation (By Lester Tillema)
  - Make an “Explorer’s Notebook” (see [http://score.rims.k12.ca.us/activity/newworld/](http://score.rims.k12.ca.us/activity/newworld/) for ideas) with an accompanying calendar.
  - Research an explorer of their choice.
  - Inquiry Project
  - Simulations
  - Make a reference book of maps.
  - Explorer advertisements

### STAGE 4- RESOURCES AND MATERIALS

- [www.mnh.si.edu/vikings/](http://www.mnh.si.edu/vikings/)
- Galleon simulation By Lester Tillema (*3 sets in kit)
- DK Eye Wonder-Explorer (*25 copies in kit)
- Betsy and Giulio Maestro, Exploration and Conquest: The Americas After Columbus: 1500-1620 (*15 copies in kit)
- Arnold, Nick. Voyages of Exploration. (*15 copies in kit)
- Steffoff, Rebecca. Accidental Explorers. Surprises and the Side Trips in the History of Discovery. (*15 copies in kit)
- Michael Johnstone, The History News: Explorers (*15 copies in kit)
- Kids Discover- “America 1492” (*25 copies in kit)
- Easy Simulations-Explorers, by Barley (*3 copies in kit)
- The Explorers and Settlers: A Source Book on Colonial America (*3 copies in kit)
- Life and Times: Columbus and Age of Exploration, Ross (*3 copies in kit)
- Jill Lepore, Encounters in the New World: A History in Documents
- Joy Hakim, The History of US: Volume 1
- Russell Freedman, Who Was First?: Discovering the Americas
- Wirkner, Linda. Learning about America’s Colonial Period through Graphic Organizers
- Ross, Stewart. Life in Times: Columbus and the Age of Exploration
- McGovern, Ann …IF YOU SAILED ON The Mayflower in 1620
- The Explorers and Settlers: A Sourcebook on Colonial America
- Kathryn Lasky Dear America: A Journey to the New World: The Diary of Remember Patience Whipple, Mayflower, 1620
### Footh Grade Social Studies Unit - Encounters and Settlements (1600-1700)

#### STAGE 1 – DESIRED RESULTS

**Established Goals:**
- Understand that there were different types of encounters
- Recognize motivation for migrating and settling
- Acknowledge multiple viewpoints and perspectives
- Understand link between environment and lifestyle

**Understandings:**
Students will understand that:
- Different people encountered indigenous peoples in different ways
- People settled for a variety of reasons
- Cultural beliefs and practices were affected by both sides of the encounter
- Historical events that transpired as a result of establishing settlements

**Essential Questions:**
- What happens as a result of these new settlements (from a variety of viewpoints)?
- How did the environment and geography motivate people to settle and affect their lifestyle?

**Students will know:**
- Explorers settled for a variety of reasons (including geography, wants and needs, communal similarities)
- What areas were settled during this time frame?
- Historical events transpired as a result of the new settlements

**Students will be able to:**
- Create and analyze maps
- Analyze the cause and effects of encounters and settlements
- Recount/share knowledge of settlers, indigenous people and their impact on each other from various perspectives
- Compare and contrast the world in 1600 and the world now

#### STAGE 2 – ASSESSMENT EVIDENCE

**Performance Tasks:**
- Share/present knowledge of a particular settlement (construction, debate, PowerPoint, dramatization, etc.)
- Create a map from multiple perspectives
- Cumulative piece of work that flows between the two historical time periods with emphasis on greater independence

**Other Evidence:**
- Oral/written response while using vocabulary in context to one of the essential questions (double entry journal, personal journal, pen-pals, letters, etc.)
- Artistic response to an essential question (poster, travel brochure, comic book etc.)
- Self-reflection and student-selected piece for the portfolio

#### STAGE 3 – LEARNING PLAN

**Possible Learning Activities:**
- Elicit background knowledge
- KWL
- Venn Diagram
- Diorama of forts
- 3D maps of settlements
- First person journal of a settler or a native
- Calendar of first year in new land
- Inquiry project
- Dramatic presentations
- Little Books

### STAGE 4 - RESOURCES AND MATERIALS

#### Novels: (* indicates favorites)
- *The Mayflower and the Pilgrims’ New World*, Philbrick (difficult)
- *Sign of the Beaver*, Speare (Massachusetts)
- *Morning Girl*, Dorris (Carribean)
- *Signs Behind Trees*, Dorris (Jamestown) (25 copies in book closet)
- *Double Life of Pocahontas*, Fritz (Challenging, but wealth of information)
- *Pocahontas and the Strangers*, Bulla (easy) (25 copies in book closet)
- *Blood on the River*, Carbone
- *Pocahontas*, Sullivan (biography)
- *Childhood of Famous Americans-Pocahontas*, Peacemaker (easy)
- A Lion to Guard Us, Bulla (easy)
- *Pocahontas*, Holler (high, non-fiction)
- *Encounter Jane Yolen* (25 copies in book closet)

#### Box Contents:
- *Jamestown- Hands on Projects About One of America’s First Communities*, Quasha (3 copies in box)
- *Don’t Know Much About the Pilgrims*, Davis (15 copies)
- *Cobblestone Pilgrims to a New World* (15 copies)
- *The Very First Thanksgiving Day*, Greene (3 copies)
- *Samual Eaton’s Day*, Waters (25 copies)
- *Sarah Morton’s Day*, Waters (25 copies)
- *Giving Thanks- The 1621 Harvest and Feast*, Waters (15 copies)
- *Tapenum’s Day*, Waters (25 copies)
- *P is for Pilgrim*, Crane (3 copies)
- *Three Young Pilgrims* Harness (15 copies)
- *Who’s That Stepping on Plymouth Rock?*, Fritz (1 copy)
- *1621-A New Look at Thanksgiving*, Grace and Bruchae (15 copies)
- *Life in 1627 Plymouth-Plimoth Plantation* (2 copies)
- *Investigating “The 1st Thanksgiving”*, Plimoth (2 copies)
- *Journey to the New World Plimoth* (2 copies)
- *If you Sailed on the Mayflower in 1620 Megovern* (3 copies)
- *Disks-Powerpoint of Plimoth pictures from Louisa* (3 copies)
- *Louisa’s toys, DVDs, and reproductions* (2 sets)
# Fifth Grade Social Studies Unit – Colonial Life (1700-1770s)

## STAGE 1 – DESIRED RESULTS

### Established Goals:
- Understand that there are different types of colonies
- Recognize motivation for establishing a colony
- Acknowledge multiple viewpoints and perspectives
- Understand link between environment and lifestyle

### Understandings:
**Students will understand:**
- The difference between a settlement and a colony and the process of establishing a colony
- Different colonies interacted with Native Americans in different ways
- Cultural practices evolved in relation to their place of origin
- Historical events that transpired as a result of colonization
- The economic impact of establishing a colony

### Essential Questions:
- What happens as a result of colonization (from a variety of viewpoints)?
- How did the United States take the first steps to becoming a nation?
- What events led up to the Revolutionary War?
- What happened to Native Americans as a result of colonization?

### Students will know:
- The reasons why people came to the colonies
- Historical events transpired as a result of colonization
- How leadership and decision making looked different in each colony
- The political gains and losses for colonists, the British, and other nations
- The roles and responsibilities of colony members, Native Americans, and slaves

### Students will be able to:
- Analyze the causes and effects of colonization
- Compare and contrast the different colonies
- Recount/share knowledge of the impact of colonists, Native Americans, and slaves on each other
- Understand the impact of the European governments on the colonies
- Identify why the colonies came together to establish a single government

## STAGE 2 – ASSESSMENT EVIDENCE

### Performance Tasks:
- Present knowledge of colonization (daily schedule, reenactments, models, dramatization, debate, Powerpoint, etc.)

### Other Evidence:
- Oral and written responses to one of the essential questions using vocabulary in context (Double entry journal, diary entry, pen pal letters, etc.)
STAGE 3 – LEARNING PLAN

Possible Learning Activities:

- Compare and contrast the colonies in the 1770’s and the world now (include modern day colonization of Swaziland, S. Africa, Antarctica, Hong Kong, etc.)
- Build an awareness of colonies in other parts of the world at the same time.
- Research roles and responsibilities of colonial community members
- Salem witch trial
- Debate debatable issues of the time
- Map of the 13 colonies
- First-person journal
- Inquiry project
- Simulation
- Graphic organizer
- Colonial life fair (simulation)
- Colonial Times newspaper

STAGE 4 - RESOURCES AND MATERIALS

Hermes, Patricia. My Side of the Story Salem Witch. Excellent historical fiction that uses dialog from the time period to show two different points of view on the same events in Salem. One story told from an educated Quaker girl’s point of view. The other is from a well-educated Puritan boy’s point of view. The boy’s father is one of the judges.

Phillis Wheatley: Young Revolutionary Poet by Borland & Speicher (novel)

A Voice of her Own: The Story of Phillis Wheatley, Slave Poet by Lasky (picture book)

Dear American Series (NOVEL)

Debatable Issues in US History: From Colonies to a Country 1635- 1790: Vol. 1

Age appropriate: well written: Roger Williams and the Puritans, King Philip’s War, Bacon’s Rebellion. The Salem Witch Trials,

McGovern, Ann ...If you Lived in Colonial Times

*Emma’s Journal* by Moss (NOVEL)

Learning about America’s Colonial Period with Graphic Organizers by Wirkner

*MOUNT VERNON Hands-on History* (teacher activities)

Cobblestone: Colonial Craftsman

*Colonial Times* (Chronicle of America): by Masoff

*Voices from America: Massachusetts 1620 – 1776* by Burgan (National Geographic)

*Kids Discover: Colonial America*

*The Woodworkers* by Kalman

*Historic Communities: Colonial Home* by Kalman & Crossingham

*The Blacksmith* by Kalman

*Colonial Life* by Kalman

*Your Travel Guide to Colonial America* by Day

*Hands-on America Vol. II* by Merrill
## Settlement Bin (Main/Community)

### Books
<table>
<thead>
<tr>
<th>Title</th>
<th>Quantity</th>
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<tbody>
<tr>
<td>My Side of the Story: Salem Witch</td>
<td>1 copy</td>
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<tr>
<td>1621: A New Look at Thanksgiving</td>
<td>1 copy</td>
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<tr>
<td>Giving Thanks: The 1621 Harvest Feast</td>
<td>1 copy</td>
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<tr>
<td>Tapenum’s Day: A Wampanoag Indian Boy in Pilgrim Times</td>
<td>1 copy</td>
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<tr>
<td>America in the Time of Columbus</td>
<td>1 copy</td>
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<tr>
<td>America in the Time of Pocahontas</td>
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<tr>
<td>James Towne: Struggle for Survival</td>
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<tr>
<td>New Beginnings: Jamestown and the Virginia Colony</td>
<td>1 copy</td>
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<td>1607: A New Look at Jamestown</td>
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### Teacher Resources
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<tr>
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<tr>
<td>Investigating “The First Thanksgiving”</td>
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<tr>
<td>The History Magazine for Young People: Cobblestone</td>
<td>1 copy</td>
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<tr>
<td>PP Educational Materials: Journey to the New World</td>
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<tr>
<td>The Trial of Anne Hutchinson</td>
<td>1 copy</td>
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<tr>
<td>My Name is America: The Journal of Jasper Jonathan Pierce</td>
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<tr>
<td>Historic Communities: Home Crafts</td>
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<tr>
<td>Historic Communities: Visiting a Village</td>
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### Toys
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<td>Plimoth Plantation Poppet</td>
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<td>Quoits (Ring Toss)</td>
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<td>Whipping Top</td>
<td>1 bag</td>
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<td>Button and String Puzzle</td>
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<td>Peg Top</td>
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<tr>
<td>Toys and Games from Times Past booklet</td>
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<td>Historical Replica Coins</td>
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<td>Old Documents and Maps: Authentic Reproductions</td>
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<td>Feather Pen</td>
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<td>The Voyage of the Mayflower Game</td>
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### Movies
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<tr>
<td>America the Living Dream: The History of our Nation A.’s Beg.</td>
<td>1 copy</td>
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### Other
Settlement Bin 1

See Main/Community Bin for other materials that are not in bins 1, 2 or 3

Books
National Geographic 1621: A New Look at Thanksgiving 1 copy
If you Sailed on The Mayflower in 1620 1 copy
Sarah Morton’s Day 5 copies
Kids Discover: America 1492 5 copies
Three Young Pilgrims 1 copy
The Very First Thanksgiving Day 1 copy
Who’s that Stepping on Plymouth Rock? 1 copy
Samuel Eaton’s Day 5 copies
P is for Pilgrim: A Thanksgiving Alphabet 1 copy
Don’t Know Much About The Pilgrims 5 copies

Teacher Resources
Sail America Teacher Guide 1 copy
Sail America Student Guide 25 copies
PP: Journey to the New World (Blue Book) 1 copy
PP: Life in 1627 Plymouth 1 copy
The History Magazine for Young People Cobblestone 1 copy

Toys
Movies
PP: 1621: Beyond the Myth of the First Thanksgiving DVD 1 copy
PP: Two Peoples, One Story DVD 1 copy

Other
Exploration Bin (Main/Community)

Books
Calliope 1 copy
You Wouldn’t Want to Sail With Christopher Columbus! 1 copy
The Great Ships 1 copy
Who Was First? Discovering the Americas 1 copy
Great Explorers Discovering the World 1 copy

Teacher Resources

Toys

Movies
16th & 17th Century Turning Points in U.S. History Volume 1 1 copy
16th & 17th Century Turning Points in U.S. History Volume 2 1 copy
Schlessinger: Explorers of the World A History of Exploration 1 copy
Schlessinger: Explorers of the World Spanish Explorers 1 copy
Schlessinger: Explorers of the World English Explorers 1 copy

Other
**Exploration Bin 1**

*See Main/Community Bin for other materials that are not in bins 1, 2 or 3*

**Books**
- Encounter 1 copy
- Encounters in the New World: A History in Documents 1 copy
- The World Made New 5 copies
- Scholastic Easy Simulations Explorers 1 copy
- Exploration and Conquest: The Americas After Columbus: 1500-1620 5 copies

**Teacher Resources**
- Galleon Teacher Guide 1 copy
- Galleon Student Simulation 25 copies
- Explorers Teacher Guide 1 copy
- Explorers Student Guide 25 copies

**Toys**

**Movies**

**Other**
Colonial Times (Main/Community)

Books
Hang a Thousand Trees with Ribbons 1 copy
Diary of Anna Green Winslow: A Boston School Girl of 1771 1 copy
Phillis Wheatley 1 copy
Young Americans Colonial Williamsburg: Ann’s Story 1747 1 copy
Young Americans Colonial Williamsburg: Nancy’s Story 1765 1 copy
Young Americans Colonial Williamsburg: Caesar’s Story 1759 1 copy
Children’s Manners and Morals booklet 1 copy
Easy to Make Early American Folk Dolls booklet 1 copy
Sons of Liberty Comic Book 1 copy
Paul Revere’s Ride 1 copy
American Community Early American Villages 1 copy
Holidays and Celebrations in Colonial America 1 copy
What’s the Big Idea, Ben Franklin? 1 copy
Why don’t you get a horse, Sam Adams? 1 copy
Can’t You Make Them Behave, King George? 1 copy
If You Lived in Colonial Times 1 copy
Outrageous Women of Colonial America 1 copy
A Visual Dictionary of a Colonial Community 1 copy
A Coloring Book of the 13 Colonies 1 copy
Easy Make and Learn Projects Colonial America 1 copy
Primary Sources Teaching Kit Colonial America 1 copy
A Voice of Her Own 1 copy
The African American Experience 1 copy
Boston Tea Party 1 copy
You Wouldn’t Want to be at the Boston Tea Party! 1 copy
The Boston Tea Party 1 copy
The Midnight Ride of Paul Revere 1 copy
The Many Rides of Paul Revere 1 copy
National Geographic Voices from Colonial America Massachusetts 1 copy
Kids Discover: Colonial America 25 copies
Great Colonial America Projects 2 copies
Colonial Voices Hear Them Speak 1 copy

Teacher Resources
American Kids in History Colonial Days 1 copy
Colonial Kids: An Activity Guide to Life in the New World 1 copy
Slave to Poet: Phillis Wheatley – A Guide for Teachers 1 copy
Tea is Brewing – A Guide for Teachers 1 copy

Toys
Jaw Harp 1 bag
Light Infantry Signal Whistle 1 bag
Made for Trade Game 1 copy
### Movies

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<tr>
<td>Schlessinger Colonial Life: Jamestown</td>
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<td>Schlessinger Colonial Life: The Spanish &amp; Colonial Santa Fe</td>
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<tr>
<td>Schlessinger Colonial Life: Roger Williams &amp; Rhode Island</td>
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<td>Schlessinger Colonial Life: Plimoth Plantation</td>
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<td>Schlessinger Colonial Life: The Dutch &amp; New Amsterdam</td>
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<td>Schlessinger Colonial Life: The French &amp; Colonial Quebec</td>
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<td>Schlessinger Colonial Life: William Penn &amp; Pennsylvania</td>
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<td>Schlessinger Colonial Life: St. Augustine</td>
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<td>Schlessinger Colonial Life: Settling the New World</td>
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<tr>
<td>Schlessinger U.S. History: The Era of Colonization 1585-1763</td>
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<td>PBS Home Video: Colonial House</td>
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### Other

<table>
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<td>Music from the 18\textsuperscript{th} Century Theatre: Encore</td>
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<td>A Colonial Williamsburg Musical Sampler</td>
<td>1 CD</td>
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<tr>
<td>Colonial Williamsburg: Mapping Colonial America CD-ROM</td>
<td>1 copy</td>
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</table>
Colonial Times Bin 1

See Main/Community Bin for other materials that are not in bins 1, 2 or 3

**Books**
- History from the Hearth: A Colonial Michilimackinac Cookbook 1 copy
- If You Lived in Colonial Times 1 copy
- Your Travel Guide to Colonial America 1 copy
- The History Magazine for Young People Cobblestone Colonial Craftsmen 1 copy
- National Geographic Voices from Colonial America Massachusetts 1 copy
- Colonial People: The Wood Workers 1 copy
- Colonial People: The Blacksmith 1 copy
- Historic Communities: Colonial Life 1 copy
- Historic Communities: Colonial Home 1 copy
- Hands-on America Volume 2 Art Activities 1 copy
- Mount Vernon Hands-on History 1 copy
- Emma’s Journal 1 copy

**Teacher Resources**
- Discovery Teacher Guide 1 copy
- Discovery Student Guide 35 copies

**Toys**
- Bilbo Catcher 1 box
- Feather Pens 3 pens
- Folkwear Kinsale Cloak 1 bag
- Embroidered Linen Pocket Kit 1 bag
- Soap 1 block
- Hardy Card Maker 1 box
- Wood Dice 1 bag
- Girl’s Pockets 2 bags
- Leather bag 1 bag
- British Coin Bag 1 bag
- Powdered Ink 1 bag
- Makin Candles 1 block
- Ink Bottle 1 dish

**Movies**

**Other**
- Tea Brick 1 block
- Historical Documents: Battle of Bunker Hill 1775 1 env.
- Historical Documents: Midnight Ride of Paul Revere 1775 1 env.
- Historical Documents: Boston Tea Party 1773 1 env.