

# A Day in the Life of a Colonial Kid

## Educational Guide



### Welcome!

We're so happy to have you join us on our virtual field trip, *A Day in the Life of a Colonial Kid*. In this guide, you will find information to help you use the videos as an educational trip through time. We hope you enjoy it!

-the staff at Historic Bath State Historic Site

### How to use this guide:

This program is divided into three videos, which are linked at the top of each segment. Before watching each part of A Day in the Life, review the introduction with students to help them understand the context of the short film. After watching, follow-up questions encourage student engagement. Activities are provided for each segment, using easy to find materials. Videos may be watched on a single day for a total of approximately 25 minutes of viewing time, or divided into 2-3 days to allow time for activities to be completed.

You may wish to begin with Historic Bath's 15-minute orientation film. Links to this and more may be found in the [Additional Content](#) section.

**IMPORTANT** – *some of the activities that children would have done in the past are considered unsafe today, such as starting a fire unattended and discharging a musket. While we demonstrate these activities, please make it clear to students that these are activities that should only be done with an adult's supervision.*



### Table of Contents:

- [Video 1: Chores and Cooking](#)..... page 2
- [Video 2: Learning a Trade](#)..... page 4
- [Video 3: Games](#)..... page 7
- [Activities](#)..... page 9
- [Additional Content](#)..... page 11



## Video 1: Chores and Cooking

[Watch here](#)

### Introduction:

Join Hope as she travels back in time to the 1760s, before the Revolutionary War, when America was still under England's rule. As a kid in Colonial times, your daily chores were a little different than they are now. List some of the chores you have at home. As you watch the video, try to spot the differences between Hope's chores and your chores!

### Follow-up questions:

How are Hope's chores different from the chores you do at home?

In what ways are her chores similar to what you do?

Do you think Hope's chores are more difficult than what you do at home? Why or why not?

Hope starts a fire without matches – what is she using? *\*There should always be an adult present when starting a fire\**

Laura is cooking – what does the oven look like?

How does Laura heat up the oven?

What makes your oven heat up?

Why does Laura make butter instead of buying it?

**Optional discussion topic:** where does your food come from? How many steps does it take to get butter from the cow to your table?

*A farmer milks the cow. The milk is processed (separating the cream from the milk). The cream is made into butter, and the butter is packaged. The butter is delivered to the store. You buy the butter and bring it home.*

In colonial times, you may have owned and milked the cow yourself, and made the cream into butter at home like Laura does in the video. Or, if you did not have a cow you may have bought butter at the store or from a friend.

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### Fun Facts!

#### The science of butter-making

Butter is made by shaking the fat molecules in cream. Cream has a lot of fat molecules that are evenly spread out within the liquid. When shaken, the fat molecules in the cream move around and begin to clump together. If shaken only a little, whipped cream is formed. To get butter, the whipped cream is shaken even more, until the fat molecules have formed one large mass of butter that separates from the liquid buttermilk.

#### Heat and fuel

Fire is a chemical reaction. To start the chemical reaction that is fire, three ingredients are needed: oxygen, fuel, and heat. Oxygen is found in the air all around. Fuel can come in many forms such as, wood, oil, and coal. Heat is the most difficult part of starting a fire. To create heat, the molecules from the fuel have to move around so much that they break apart from each other. When the heated fuel molecules break apart, they combine with oxygen forming new molecules called carbon dioxide. They also make flames which are the heat and the light that can be felt and seen when standing by a fire. The flames continue to consume the fuel and the oxygen. Fire can be put out by removing the fuel, taking away the oxygen, or by taking away the heat by putting water on it.

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### Activities:

#### Mrs. Grey's Light Biscuits recipe

[See page 9 for instructions](#)

#### Make your own butter

[See page 9 for instructions](#)

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### Glossary:

- *Colonial*: the time period of history where America was still ruled by the British (1607-1776)
- *Tick* (straw or feather): mattress used during the colonial period, which could be filled with either straw or feathers
- *Necessary*: a word used in colonial times for bathroom or outhouse
- *Flint and steel*: materials used to produce a spark for starting fires. Flint is a type of rock, the steel is a piece of shaped metal used to strike the flint.

- *Char cloth*: a piece of fabric that is used as a slow burning fuel to help start fires
- *Consistency*: the way in which a substance, typically liquid, holds together
- *Dutch oven*: a large metal container serving as a simple oven, heated by being placed under and/or on top of hot coals
- *Lid lifter*: metal device used to lift the lid of a Dutch Oven, to protect the hands from the hot metal



## Video 2: Learning a Trade

[Watch here](#)

### Introduction:

Hope is going to learn a trade. A trade is a skill that a person learned to be able to do a specific job. For example, in this video you will meet Dave the Blacksmith. When Dave was a kid, he apprenticed to learn how to blacksmith. His apprenticeship lasted many years. When he had learned enough, he became a Journeyman Blacksmith and started to use his skill to make money. As he got even better, he became a Master Blacksmith, and could teach his own apprentices.

What skills are you learning? What kind of job would they help you do?

What do you want to be when you grow up? What kind of classes would you need to do that job?

*\*Please note that A.J. is not using real ammunition in his musket, and is not firing at the geese\**

### Follow-up questions:

Why would people need to learn how to cut down trees?

What would the trees be used to make?

What was rope used for in colonial times?

What is rope used for today?

While muskets were used by soldiers and militia men in times of war, what other helpful skill was a musket used for? *\*Firearms should not be handled without an adult present\**

What kind of things would a blacksmith make in colonial times?

Who makes those things now?

What skill that Hope learned about looks the most interesting to you?

**Optional discussion topic:** What trades or jobs do people learn today? How do they learn those skills?

*College, trade schools, taking a class in person or online, reading, listening to podcasts, etc.*

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### Fun Facts!

#### What is rust?

Rust is the result of the reaction that occurs when you mix iron, water, oxygen and time. Rust is caused when air and water mix with iron to create iron oxide, which we see as rust. Rust is the decomposition of iron, eating away at the metal and making it brittle. Iron oxide was sometimes used in the 18<sup>th</sup> century to create fabric dye, wood stain, and ink for pens.

#### How hot is a blacksmith's forge?

A forge can reach temperatures of 3500F (1,000 times hotter than your oven when you bake cookies!), but most forging is done at around 1400F-2000F. Iron melts at 2800F, at which point it can be poured into molds to create cast iron. This job would be done in a foundry, and it not something a blacksmith would usually do.

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### Activities:

Write a short story about what job you would have learned in the 18<sup>th</sup> century.

Draw a picture to accompany your story.

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### Glossary:

- *Apprenticeship*: an agreement in which someone learns an art, trade, or job under an expert in that field
- *Trades/trades person*: a trade was a skilled job, typically requiring manual skills and special training, while a trades person was a person who performed that job
- *Cross cut saw*: a saw with a handle on each end used by two people for cutting wood

- *Fibers*: small threads that, if twisted together, can create rope, string, yarn, or similar item
- *Rope*: a length of strong cord made of strands of fibers twisted together
- *Rope walk*: long straight narrow lane, where long strands of material are laid before being twisted into rope
- *Militiamen*: a member of the militia, who, in colonial times, were average citizens who could be called up to serve in the military for short periods of time
- *Fowler/musket*: a typical firearm (gun) of the colonial period. They usually had a long barrel that was smooth on the inside, loaded from the muzzle (open end of the barrel) and fired from the shoulder
- *Lock, stock and barrel*: the three main parts of a musket; the lock is what strikes the flint and steel together to make a spark, the barrel is where the bullet is contained, and the stock is the wooden piece that holds everything together
- *Pan*: a small container on the side of the musket for powder, that, when ignited, sets off the powder charge in the barrel
- *Gunpowder*: an explosive powder, made of saltpeter, sulfur, and charcoal, used in firearms of the colonial era
- *Ignite*: to cause something to catch fire
- *Muzzle*: the top open end of the barrel of a firearm
- *Blacksmith*: a person who makes and repairs things made of iron by hand
- *Forge*: to make or shape a metal object by heating it in a fire or furnace and beating or hammering it, or, the items that make up the structure in which a blacksmith does the act of forging
- *Iron oxide*: a dark red solid which occurs as the main component of rust
- *Sheen*: a soft gleam or shine on a surface



## Video 3: Games!

[Watch here](#)

### Introduction:

A.J. is going to teach you about a few of the games that kids played in Colonial times! After you watch the video, you can try some of these games at home. Some games were meant to develop a skill, such as agility or coordination, or to help you be physically fit. Some games were just for fun! While you watch this video, think about the games you like to play and how they are different.

### Follow-up questions:

What is your favorite game to play?

How are A.J.'s games different from those you play at home? (*They don't use electricity/batteries, you could make them yourself*)

Do you think these games helped kids learn a skill?

Do the games you play at home help you learn a skill? What is it?

### Fun Facts!

#### What did a penny look like in colonial times?

In colonial America people used a variety of different coins from different countries (such as France and Spain) because there were not enough English coins in the colonies. The colonies were not allowed to mint their own coins. The most common material for coins in colonial America was silver. The most widely used coin was the Spanish milled dollar, which they cut into pieces to make change. Smaller coins included the silver penny, minted beginning in 1714. The first copper penny was made in 1787. The Abraham Lincoln penny, still in use today, was first made in 1909. Today, a penny is made from zinc coated in copper.

#### Where did the hoop come from for the hoop-and-stick?

Hoops came from many places. The hoops could be from old barrels, or old cart wheels that children found discarded. Hoops also could have been purchased in stores. Hoop

and stick was among the most popular games in Colonial times, and was played not only by children, but by adults.

Side note: The hoop and stick tradition can be found throughout the histories of many different cultures. The ancient Greeks played with hoops and sticks, American Indian cultures played a variety of games with hoops, and even college students enjoyed “trundling the hoops” after classes.

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**Activities:****Make your own cup-and-ball**

[See page 10 for instructions](#)

**Make your own hoop-and-stick**

[See page 10 for instructions](#)





## Activities:

### Mrs. Grey's Light Biscuits recipe

The original text for this recipe (or receipt as it was called in Colonial times) read:

*1 quart of sour milk, teas-spoon of saleratus to be beaten well together then worked into as much flower as will make it tolerably stiff. – a small lump of lard.*

Here is the modern adaptation:

- 2 cups sifted flour
- $\frac{3}{4}$  teaspoon salt
- 1 teaspoon baking soda (the modern equivalent of “saleratus”)
- $\frac{1}{4}$  cup of lard or butter
- $\frac{2}{3}$  -  $\frac{3}{4}$  cup milk

Mix flour, salt, and soda. Work in butter or lard until crumbly. Add enough milk to make a soft dough, and gather dough lightly into a ball.

Pinch off small balls of dough and pat into a biscuit shape. Place in an ungreased pan and bake at 450° for 12-15 minutes or until the biscuits are a light, golden brown.

### Make your own butter

In the past, butter was made using a butter churn and dasher, which could hold gallons of cream and make very large amounts of butter. We can achieve the same results on a smaller scale with a jar or other container.

Supplies needed:

- Jar with a lid or a ziplock-style bag
- Approximately  $\frac{1}{4}$  cup heavy whipping cream

*Note: the amount of whipping cream can be altered as needed. A minimum of 2-3 tablespoons is suggested, roughly  $\frac{1}{2}$  cup is used in the video.*

Pour cream into your container and seal tightly. Shake the container vigorously until the cream begins to separate into butter and whey – if you are using a jar you may notice the change in sound from a sloshing noise to a thud as the ball of butter forms. Once the butter forms a solid ball, drain the leftover liquid (known as whey), and the butter may be eaten!

If you choose, you can press the butter with a spoon to remove more whey. This step would have been done with butter paddles, and is unnecessary if the butter will be consumed right away. The butter may also be salted during this step to aid in flavor and preservation.

**Make your own cup-and-ball**

Supplies needed:

- Pencil
- “Cup” template from your packet, printed on cardstock or traced on cardboard from a cereal box or similar
- String or yarn
- Bead, small ball, clay to make a bead, or any other small object such as a nut
- Tape or glue

Directions:

- Cut out the cup template along the outside line and decorate if desired. Make three short slits where marked on the narrow end of the template.
- Shape the cup into a cone, and fasten the tab to the inside of the cone with tape or glue.
- Slide the cup into the end of the pencil (pencil point should be inside the cone) to make the handle.
- Tape or glue the cone in place.
- Fasten your bead, ball, or other object to the end of your string. Use tape if needed.
- Measure and cut the string so that it is 14” long from the ball to the end.
- Tie the free end to the pencil just below the cup. Have fun!

**Make your own hoop-and-stick**

Supplies needed:

- Hula hoop
- Sturdy stick or dowel rod, about 12” long

Play this game by rolling the hula hoop along the ground, then striking the hoop with your stick to keep it rolling. See how far you can go without the hoop falling! You can decorate your stick with markers, paint, or ribbons if desired.



## Additional Content

### Learn more about Bath

Watch a 15 minute video about Historic Bath, and take a short quiz while you watch!

Video: [Historic Bath, North Carolina's First Town](#)

Quiz: [Film Quiz](#)

Please note, the quiz and answers are also included in your packet.

### Coloring pages

Several coloring pages are included in your packet:

- Blackbeard the pirate, one of Bath's most famous residents
- A "compass rose," which is a circle showing the directions of a compass on the map
- Map of Bath
- A "sloop" was a type of small sailing ship that often came to Bath

### Nine Men's Morris

A favorite board game in the 18<sup>th</sup> century was Nine Men's Morris. The game is played with two people. You will need one Morris board (included in your packet) and nine markers for each player (beans, pennies, or similar).

Players take turns placing each of their nine markers at any of the points where lines cross each other (on the circles). After all the markers have been placed on the board, the players may begin to move their markers by sliding them along a line to an empty circle. Markers cannot be moved to a circle that doesn't connect with a line, and they cannot "jump" pieces.

Players try to make a row of three of their markers or block the opponent's row. When you have three markers in a row, the you can remove any one of your opponent's markers. Once a player has two markers left on the board, that player loses the game.

More detailed instructions can be found [on Wikipedia](#).

### Explore the Past

Children in the past also played with kites, yo-yos, cards, marbles, jump ropes, bubble blowing, and more! We encourage further exploration into all kinds of historical games as a fun way to learn, move, and connect with the past. Two books, available online, may be of interest:

[\*The Girl's Own Book\*](#), by Lydia Maria Child. Published 1833

[\*The Boy's Own Book\*](#), by William Clarke. Published 1828

*The Girl's Own Book* and *The Boy's Own Book* together present a unique window into a child's life in the early 1800s. The books include games, crafts, feats of strength and agility, and skills for the proper Victorian child.

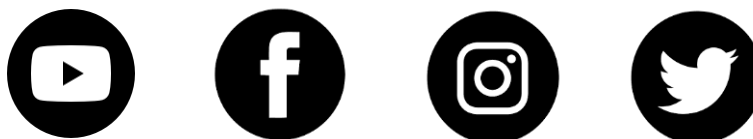


### Live Q&A

As a follow-up to the virtual field trip, live question and answer sessions can be scheduled for groups of 10 or more students by contacting Historic Bath State Historic site at 252.923.0525 or emailing [bath@ncdcr.gov](mailto:bath@ncdcr.gov). These sessions are 30 minutes, and are helpful for student groups who may have more questions about the information presented here. Sessions can be scheduled over Zoom, Teams, or we will work with you to find a service that fits your needs.

For more information about Historic Bath, [visit our website](#).

Click the icons to find us on the web!



### Thank you

We hope you have enjoyed this resource. If you found it helpful or entertaining, please consider a donation to assist with the further education and preservation of Historic Bath. Donations can be made [on our website](#).