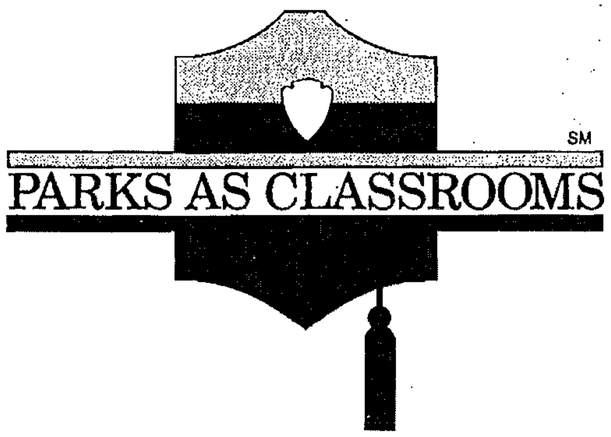
The Legacy of Roger Williams

An Educator's Guide from Roger Williams National Memorial



National Park
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Introduction

The *Guide*

The Legacy of Roger Williams: An Educator's Guide from Roger Williams National Memorial was created by the staff of Roger Williams National Memorial with the assistance of a grant from the National Park Foundation. Its purpose is to assist educators in explaining the Memorial's complex themes of freedom of choice, the legacy of religious freedom and the importance of toleration in a pluralistic society.

The Memorial

Roger Williams National Memorial is a 4.5 acre park in downtown Providence, Rhode Island. On the grounds of the Memorial is the site of the freshwater spring that attracted Roger Williams and his followers to found Providence here in 1636.

Williams was a lifelong advocate of religious liberty and founded Providence as the first civil government in the world with complete religious freedom for all. From the colony's inception, its inhabitants accepted governance "only in civil things." Williams was instrumental in obtaining the colony's royal charter, which in 1663 offered "full liberty in religious concernments." Congress established the Memorial in 1965 to commemorate Roger Williams's outstanding contribution to the principles of freedom in this country.

The National Park Service

Since its inception in 1916, the National Park Service has been dedicated to the preservation and management of this country's outstanding natural, historical and recreational areas. Today the National Park Service protects more than 365 sites across the United States and its territories. There are parks of great natural beauty and grandeur, such as the Grand Canyon and Yellowstone; parks that preserve the Nation's cultural and historical treasures, such as Mesa Verde, the Statue of Liberty and Gettysburg Battlefield; and parks of significant recreational value along seashores, lakeshores and rivers that provide opportunities for outdoor activities and relaxation, such as Cape Cod and Lake Mead.

Parks as Classrooms℠

Parks as Classrooms is an educational initiative of the National Park Service in partnership with the National Park Foundation, a private nonprofit organization that raises funds to help meet the needs of the Parks. This program encompasses many different kinds of curriculum-based and experiential educational programs at National Parks across the country.

Introduction

Using the *Guide*

This guide was designed to be as flexible as possible. Activities can be used in any order, according to individual needs.

Section I deals with National Parks in general. It is crucial that students understand the importance of what Roger Williams did -- not just for Rhode Island, but for our whole nation. This is achieved by putting the National Memorial in the context of other National Park Areas.

Section II specifically addresses Roger Williams and his times. The activities were designed with two purposes in mind: to help students see Williams as a real person who accomplished things of great importance; and to make students realize that history is not just famous people in books -- that *they* are history in the making.

The relationship between Roger Williams and the Native Americans was one of mutual respect -- a rarity in those days. Through the language and craft activities in Section III, the *Guide* seeks to provide a brief introduction to the people on whom Williams relied so heavily.

In presenting *The Living Map*, Roger Williams National Memorial's most popular program, we've found that many students lack the basic geographic knowledge necessary to get the most out of the program. The activities in Section IV provide some of this basic information. Ideally the section should be completed sequentially a few days before a ranger presents the program to a class. The crossword puzzle can be used as a follow-up activity after the program.

The appendices in Section V provide additional background information, as well as a glossary of the vocabulary words introduced throughout the text and a bibliography of source materials for both teachers and students.

We welcome your comments and suggestions for improvements in future editions of the *Guide*. Please address your comments to: Superintendent, Roger Williams National Memorial, 282 North Main Street, Providence, RI 02903; or call us at

(401) 521-7266

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The *Guide* (contents and cover) is printed on recycled materials. The National Park Service encourages you to support recycling and the reduction of waste in your community.

A National Parks Primer

The National Parks have been called "the best idea America ever had." A study of these areas covers many subjects: geography, science, history, art and literature. Together they tell the story of who we are as a nation.

Vocabulary

national park

Activities

1. Ask the students to give examples of things found in parks. Ask them to name some parks. Who operates them? Who owns them? Work through the progression from community parks to city parks, county parks and state parks. To whom do each of these types of parks belong? To whom would a national park belong? Emphasize to them that regardless of where they are, National Parks belong to all Americans, and all Americans have a responsibility to protect them.

2. Read *The Last Bit Bear: A Fable* by Sandra Chisholm Robinson. Read the first five chapters and have the students write an ending to the story.

3. Have each student select a park from the *National Park Map and Guide* included in this kit. Have the students write to the park for information and then share their findings in a presentation to the rest of the class. They may want to write a song, poem, or report; make a speech; or create a poster. Encourage them to take ownership of "their" park.

4. Create a National Parks Resource Center in your classroom. Get started by writing for a Teacher's Packet from National Park Service, Office of Public Inquiries, PO Box 37127, Washington, DC 20013-7127 (or call them at 202-208-4747).

5. Have the students complete the puzzles on the following pages. They can work in teams or individually.

6. Have students plan a vacation to a National Park destination. What roads would they take? How long should they allow? Where will they stay? What other parks can they visit on the way?

7. Invite a park ranger to your school's career day.

Discussion Questions

1. What purpose do National Parks serve? Should the government spend money on parks? Why or why not?

National Parks Scavenger Hunt

Use these clues to name the National Park and the state in which it is found. Find each one on the National Park Map.

1. The lady at this National Park is 152 feet tall and green!

_____

2. The world's very first National Park.

_____

3. The Colorado River created a mile-deep hole in the ground at this National Park.

_____

4. The world's longest cave is in this National Park.

_____

5. The heads of four presidents are carved in stone at this National Park.

_____

6. North America's highest peak is in this National Park.

_____

7. The Revolutionary War began in this National Park.

_____

8. The first place in America where the pilgrims landed is in this National Park.

_____

9. The 26th president lived here for over 30 years.

_____

10. Francis Scott Key wrote a famous song while "bombs bursted in air" over this National Park.

_____

11. The lowest point in the Western Hemisphere is in this National Park.

_____

12. The Native Americans who were led by Chief Joseph are remembered in this National Park.

_____

13. A forest of giant cactus grows in this National Park.

_____

14. The founder of the first place in the world with complete religious freedom is remembered in this National Park.

_____

Word Scramble

The National Park Service protects special places such as the Statue of Liberty, the Washington Monument, Cape Cod, Independence Hall, the Everglades, the Grand Canyon and Bunker Hill.

Unscramble the names of the following National Parks

lenotyselwo tionlana akrp

eacp dco tionlana eaoressh

intgnohswa umnetonm

dicaaa tionlana krpa

ndagr yconan oatinlna karp

damas tionlana istrocih ites

eosemity lanation pkra

brgusttyeg ationlan liitryam krpa

tatues fo bierlty/islel silnda tionlana mmnnoute

keal adem alatnion ncatreerio raea

seam dreev ialntaon arkp

agarsato nlanatio tsrlaihioc krap

rindousa oaiantnl tenumomn

trof retmus lantoian mumonten

Break the Code

Using the following codes, can you find the names of famous Americans who have parks named after them or whose homes are now protected by the National Park Service?

A	=	1	G	=	7	M	=	13	S	=	19	Y	=	25
B	=	2	H	=	8	N	=	14	T	=	20	Z	=	26
C	=	3	I	=	9	O	=	15	U	=	21			
D	=	4	J	=	10	P	=	16	V	=	22			
E	=	5	K	=	11	Q	=	17	W	=	23			
F	=	6	L	=	12	R	=	18	X	=	24			

EXAMPLE:
18/15/7/5/18 23/9/12/12/9/1/13/19
ROGER WILLIAMS

20/8/5/15/4/15/18/5 18/15/15/19/5/22/5/12/20

13/1/18/20/9/14 12/21/20/8/5/18 11/9/14/7 10/18

1/2/18/1/8/1/13 12/9/14/3/15/12/14

7/5/15/18/7/5 23/1/19/8/9/14/7/20/15/14

3/12/1/18/1 2/1/18/20/15/14

5/12/5/1/14/15/18 18/15/15/19/5/22/5/12/20

5/4/7/1/18 1/12/12/1/14 16/15/5

10/15/8/14 1/4/1/13/19

13/1/7/7/9/5 12 23/1/12/11/5/18

A Brief Biography

Roger Williams National Memorial commemorates the life and work of an early American statesman and champion of the great ideals underlying modern democracy. Williams believed that "no man should be molested for his conscience." This principle sprang from Williams's own passionate search for spiritual truth, for he knew this quest to be so uncertain that no person or group was justified in imposing their vision on others. Williams's "radical" and "subversive" views on freedom of belief were later incorporated into the United States Constitution and Bill of Rights. This park, located on a common lot of the original settlement of Providence, pays tribute to the "seeker" whose life and ideas still hold meaning for society today.

"Newe and Dangerous Opinions"

Roger Williams was born in London about 1603 into a merchant tailor's family. As a protégé of Sir Edward Coke, the great jurist, he studied law and theology at Cambridge, where he formed friendships with future English statesmen. As a young minister, he found that his own search for spiritual truth ran counter to the views of the established Church of England. Williams's opposition to the Church led him to leave England and settle in Boston, where he was welcomed in 1631 as "a goodly minister." Yet the new world, too, demanded religious conformity. Williams defied the united powers of church and state in his day by challenging the Puritan magistrates in the interest of "soul liberty" -- freedom of conscience. Just when the Bay Colony was struggling to hold on to its charter, he condemned the royal charter's sanctioning the taking of Native American lands. Boston's officials could not tolerate such blatant threats to their control. Thus in October 1635, after troubled periods of service at Plymouth and Salem, Williams was tried by the General Court and found guilty of "newe and dangerous opinions against the authorities" and was banished from the colony.

He escaped arrest and deportation to England by fleeing the Massachusetts colony in the dead of winter and heading across the frozen wilderness towards the Seekonk River. Williams was aided in his "sorrowful winter's flight" by members of the Wampanoag tribe.

"To Hold Forth a Lively Experiment"

In the spring of 1636, Williams and his followers first settled at Seekonk Cove. Governor Edward Winslow of Plymouth, a friend of Williams's, requested that he move the settlement across the river in order to be completely outside the jurisdiction of both Plymouth and the Bay Colony.

A Brief Biography

In the Summer of 1636 Williams and his followers moved to a nearby area that they called Providence -- meaning "gift of God." The land was purchased from his friends, the two Narragansett chiefs Canonicus and Miantonomo. The small group founded the city as a place for a "lively experiment" in religious liberty.

The colony grew quickly. By 1643, settlements existed in Providence, Newport, Portsmouth and Warwick. The colony had internal problems among the settlers and external threats from the claims and encroachments of other colonies, particularly Massachusetts Bay and Connecticut.

In 1643 Williams sailed to England to obtain patents for the area. With the help of his powerful Puritan allies in Parliament, he secured a charter for the Providence Plantations in Narragansett Bay. The charter granted Rhode Island, as the new colony was called, independence "conformable to the laws of England" and liberty of conscience.

While in London, Williams published two important works. The first, *A Key into the Language of America*, which dealt with New England Native American culture and language, attracted much positive attention in England. The second, *The Bloody Tenent of Persecution*, was his masterpiece, written in reply to an earlier letter of Puritan John Cotton. *The Bloody Tenent* defined Williams's views on liberty of conscience and the separation of church and state. Many historians believe that Williams's views influenced men like John Locke and helped make the English Bill of Rights of 1689 possible.

When attempts were made to revoke the charter of 1644, Williams, along with John Clarke of Newport, returned to England. In 1663, King Charles II granted Rhode Island a new charter "to hold forth a lively experiment that a most flourishing civil state may stand and best be maintained with full liberty of religious concernments."

Prophet in the Wilderness

Roger Williams was deeply interested in the Native Americans. He preached and traded with them, visited their lodges, learned their language, and recorded their customs. He never forgot that it was they who had assisted him in his escape from Massachusetts. Williams respected them without romanticizing them.

Because of his understanding and appreciation of the Native Americans, Williams took a controversial stand in the defense of their property rights. Williams rejected the

A Brief Biography

English view that the lands of North America were "discovered" and therefore belonged to the settlers. Although Williams wasn't the first to object to the European dispossession of the natives, he was one of the most ardent champions of their legal rights.

Williams traded with the Native Americans at his trading post near today's Wickford, Rhode Island. Known for its honesty and fairness, the trading post provided the Williams's with most of their income. Williams returned to Wickford to visit and preach, even after he sold his interest in the trading post to finance his trip to London for the charter of 1663.

Williams's close contacts with the natives led to his activities as a negotiator between hostile tribes and nearby colonial governments. He once recalled that he had "Oft been lost and . . . often been found and succoured by the Indians" as he traveled through the "desolate, howling wilderness."

Williams was a sensitive, articulate observer of native cultures and languages. When he published his *Key into the Language of America*, he hoped it would "unlock some Rarities concerning the natives themselves, not yet discovered," and improve communication between the races. The book was the first of its kind in North America -- a sympathetic guide to Native American cultural patterns as well as a phrase-by-phrase translation of the Algonquin language "chiefly after the Narragansett Dialect."

In a time when most New World colonizers piously announced their intentions of "Christianizing" the natives and then proceeded either to ignore or repress the objects of their zeal, Roger Williams chose to live an exemplary Christian life among them and to respect them as fellow human beings. His treatment of the Native Americans was one of his greatest achievements.

Despite his educational background and his importance as a statesman and political-religious thinker and writer, Williams lived a frontier life of rugged simplicity. It is a measure of his greatness that he chose to practice as well as preach his advanced ideas of religious liberty and freedom of conscience regardless of the personal consequences.

In 1683 Williams died. He was buried in a simple ceremony near his house. Guns were fired in a military salute that marked the end of his important career. Colonial thinker, religious liberal, and sponsor of democratic principles, Williams will be remembered by future generations for his untiring devotion to the causes of democracy and religious freedom.

Create a Time Line

Roger Williams lived in an era of change and upheaval just as we do today. Time lines are an easy way to visualize the chronological order of these events. Actually creating time lines is a fun way to make the flow of history more concrete.

Vocabulary

time line chronology

Resources Needed

Long, continuous roll of paper (such as butcher paper or adding machine tape), crayons or markers, old newspapers and magazines, glue sticks or tape, older family members, and the *Roger Williams Chronology*.

Activities

1. a. Have each student make a list of major events that occurred during his or her life. Examples include milestones such as birthdays, learning to ride a bike, etc.

b. Next, students should interview older family members and add events that occurred in their life times. Examples include the Blizzard of '78, the assassinations of John F. Kennedy & Martin Luther King, Jr., man on the moon, etc.

c. Have students go through old newspapers and magazines and cut out articles about scientific discoveries, new foods and violence against religious or ethnic groups. Add these articles to the time lines.

d. Combine the individual time lines into one big class time line.

2. a. Divide the class into small groups and have each group study a decade from the *Roger Williams Chronology*.

b. Have each group make a presentation on the major events or discoveries from that decade.

3. a. Using the *Chronology*, have the class list events and discoveries from Williams's day that impact us today. Examples include the introduction of coffee, the Plague and the English Civil War.

b. Next, have the class list events and discoveries from their own families' life times including such things as the introduction of diet soft drinks, AIDS and the fall of the Soviet Union.

c. Compare the two periods of discovery and change. Have the class (in groups or individually) write a short story or play based on what Roger Williams might think of our modern world.

Roger Williams Chronology

1580 Drake returns from England after going around the world.
London Earthquake

1581 Edmund Campion, an English Jesuit, is tried for treason & executed.

1582 English Colony of Newfoundland founded.

1584 Sir Walter Raleigh discovers Virginia.

1585 A ship of 108 people leaves England to settle Roanoke Island -- off present-day North Carolina.

1586 Roanoke colonists return to England.
Food shortages in England

1587 Three ships leave England for Roanoke Island.
The ships leave off settlers and return to England.
Mary, Queen of Scots is executed.
First English child born in North America.

1588 First Spanish Armada sails and is defeated by the English.

1589 Henry IV becomes King of France.

1590 Shakespeare's *Henry VI*
English return to Roanoke Island and find that all of the colonists have disappeared.

1592 Shakespeare's *Richard III*
Plague hits London.

1593 King Henry IV of France becomes a Roman Catholic.

1594 Henry IV is officially crowned King of France.
Shakespeare's *Romeo & Juliet*

1597 Second Spanish Armada is broken up by storms before it can invade England.
English Parliament passes a law that allows criminals to be sent to the colonies as punishment.

1598 Edict of Nantes grants French Huguenots (Protestants) the right to freedom of worship (revoked 1685).

1599 Oliver Cromwell is born.
Shakespeare's *Julius Caesar*

1600 Charles I is born.
Shakespeare's *Hamlet*

Roger Williams Chronology

1602 Spanish Army surrenders to English Army in Ireland.

1603 Elizabeth I dies.
James VI of Scotland becomes James I of England.
Sir Walter Raleigh arrested & imprisoned.
Roger Williams is born.
Plague in England

1604 Spain & England sign a peace treaty.

1605 Guy Fawkes is arrested for trying to blow up parliament and James I (known as the gun powder plot).
Shakespeare's *King Lear & Macbeth*

1606 Guy Fawkes is sentenced to death.
Virginia Company is granted a royal charter.

1607 Founding of the first permanent English settlement at Jamestown, Virginia.

1608 John Milton is born.

1609 Charter House public school opens.
Tea from China arrives in Europe.
Henry Hudson explores the Hudson River & Delaware Bay.

1610 Thomas West becomes Governor of Virginia.
Henry IV of France is assassinated.

1611 William Laud is elected president of St John's College, Oxford.
King James version of the Bible

1612 Last recorded burning of heretics in England
John Smith's *"A Map of Virginia"* is published.
Tobacco is planted as a cash crop in Virginia.

1613 English & French colonists fight in North America.

1614 Second Parliament under James I meets and refuses to obey the king.
James I dissolves Parliament.
Virginia colonists prevent French from settling in Nova Scotia & Maine.
Adriaen Block explores Long Island Sound and Rhode Island Sound.
Pocahontas and Englishman John Rolfe marry.

1616 James I starts selling Peerages in order to fund his government.
Shakespeare dies.

Roger Williams Chronology

1616 John Smith publishes *"Description of New England."*

1618 Thirty Years War begins.
Puritans object to the playing of sports.
James I publishes *A Book of Sports*.

1619 First colonial assembly in English America is held at Jamestown.
First slaves arrive in English North America.

1620 English enter Thirty Years War.
Mayflower arrives at Plymouth, Massachusetts.

1621 English attempt to colonize Newfoundland & Nova Scotia.
London's first newspaper is published.
Roger Williams enters Charter House School.

1622 James I dissolves Parliament.
William Bradford becomes Governor of Plymouth.

1623 First English settlement in New Hampshire

1624 England declares war on Spain.
Virginia becomes a Royal Colony.
Dutch settle in New Amsterdam.
Roger Williams enters Pembroke College, Cambridge.

1625 James I dies.
Charles I becomes king.
First Parliament meets under Charles I.

1626 Salem, Massachusetts is settled by Roger Conant.
Dutch buy Manhattan Island.
Dutch colony of New Amsterdam is founded on Manhattan Island.

1627 French Huguenots (Protestants) try to overthrow French Government.
New France (Canada) is incorporated.
Williams receives his Bachelor of Arts degree from Pembroke College.

1628 Oliver Cromwell becomes a Member of Parliament.
William Laud becomes Bishop of London.

Roger Williams Chronology

1629 Charles I dissolves Parliament.
Colony of Massachusetts is founded.
Williams accepts employment as a Church of England chaplain.
Roger Williams & Mary Barnard marry.

1630 John Winthrop founds Boston.
Charles II is born.

1631 **Boston welcomes Roger Williams as a "Goodly minister."**

1632 Charles I issues charter for Maryland.

1633 Edward Winslow becomes Governor of Plymouth.
First English Baptist Church is formed in London.
John Cotton becomes a religious leader.
Dutch settle in Connecticut.
Witch trials are held in England.
Williams questions King's right to Native American land.
Daughter, Mary, is born to Roger & Mary Williams.

1634 Anne Hutchinson moves to Massachusetts.

1635 English move into Connecticut.
John Winthrop, Jr. & other dissenters leave Massachusetts for Connecticut.
Salem appoints Roger Williams its official Teaching Elder.
Massachusetts tries & convicts Williams of having "Newe & Dangerous Opinions."
Daughter, Freeborn, is born to Roger & Mary Williams.
Roger Williams is banished from Massachusetts.

1636 **Williams founds Providence, Rhode Island.**
Harvard College is founded.

1637 King Charles I restricts emigration to colonies.
Religious riots in Scotland
Pequot War in New England
Anne Hutchinson is tried & banished from Massachusetts.

Roger Williams Chronology

1638 New Haven, Connecticut is founded.
First Baptist Church in America is founded in Providence.
Pequot War ends.
Anne Hutchinson founds Portsmouth, RI.
Son, Providence, is born to Roger & Mary Williams.

1639 Scots try to overthrow Charles I.
First printing press in English North America
John Clarke founds Newport.

1640 Long Parliament in England begins.
Daughter, Mercy, is born to Roger & Mary Williams.

1641 Charles I's chief adviser is beheaded.
Son, Daniel, is born to Roger & Mary Williams.

1642 Charles I attempts to arrest leaders of Parliament; he fails & flees.
English Civil War begins.

1643 **Williams goes to England to get a charter.**
Williams's *A Key into the Language of America* is published.
Son, Joseph, is born to Roger & Mary Williams.

1644 Connecticut unites with Saybrook.
Providence, Newport, & Portsmouth unite.
William Penn is born.
Rhode Island gets its first Charter.
Williams's *The Bloody Tenent of Persecution, for cause of Conscience* is published.
Williams returns to Providence.

1646 English Civil War "ends."

1647 Charles I is taken prisoner; he escapes but is recaptured.

1648 Second Civil War starts in Scotland.
Parliament votes to bring Charles I to trial.
George Fox founds The Society of Friends.

1649 Charles I is tried and beheaded.
England is declared a Commonwealth.
English replaces Latin in all legal documents in England.

Roger Williams Chronology

1650 Dutch and English agree on colonial borders.
First reference to the Society of Friends as "Quakers"
First coffee house in England
Tea is introduced in England.

1651 Charles II is crowned King of Scotland.
Charles II & followers are defeated by Cromwell.
Charles II flees.

1652 English & Dutch go to war.
Maine joins the Massachusetts colony.

1653 Cromwell becomes "Lord Protector" of England.

1654 First Protectorate Parliament meets.

1655 Cromwell dissolves Parliament.
Cromwell divides England into military districts with military rulers.
Anglican Services are prohibited.
Cromwell invites Jews back into England.

1657 Cromwell rejects title of King.
Drinking of chocolate is introduced in London.

1658 Cromwell dissolves Parliament.

1659 Oliver Cromwell dies; son Richard Cromwell becomes Lord Protector.
Richard Cromwell resigns.

1660 Virginia proclaims Charles II King.
Parliament invites Charles II to return to England.
Charles II returns to England.
The Long Parliament dissolves itself.

1661 Charles II is crowned King.
Parliament meets.

1662 Charles II grants a charter to Connecticut.
Charles II marries.

1663 **Charles II grants Rhode Island a second charter.**
Cotton Mather is born.

1664 English annex New Netherlands from the Dutch & rename New Amsterdam "New York."
Connecticut & New Haven unite.

1665 English laws become law of the land in New York.
Colony of New Jersey is founded.
Over 68,000 Londoners die of plague in four months.

Roger Williams Chronology

1666 French & Dutch declare war on English.
Puritans from Connecticut move to New Jersey.
Great London Fire

1667 Dutch & French sign a peace treaty with England.
Milton's *Paradise Lost*

1668 William Penn questions religious doctrines.
Governments of Maine & Massachusetts unite.

1670 Treaty between England & France
Hudson's Bay Company is founded.
Minute hand on watch is introduced.

1672 English declare war on Dutch.

1673 Catholics are excluded from holding office in England.

1674 New York & New Sweden residents are recognized as British subjects.

1675 Charles II accepts money from French Government.

1676 **Roger Williams writes *"George Fox Digg'd out his Burrows."***
Providence is destroyed by King Philip's War.

1678 Roman Catholics are excluded from Parliament.
Many leading Roman Catholics are tried for treason due to paranoia about the Pope trying to overthrow the English government.

1679 New Hampshire separates from Massachusetts Colony.

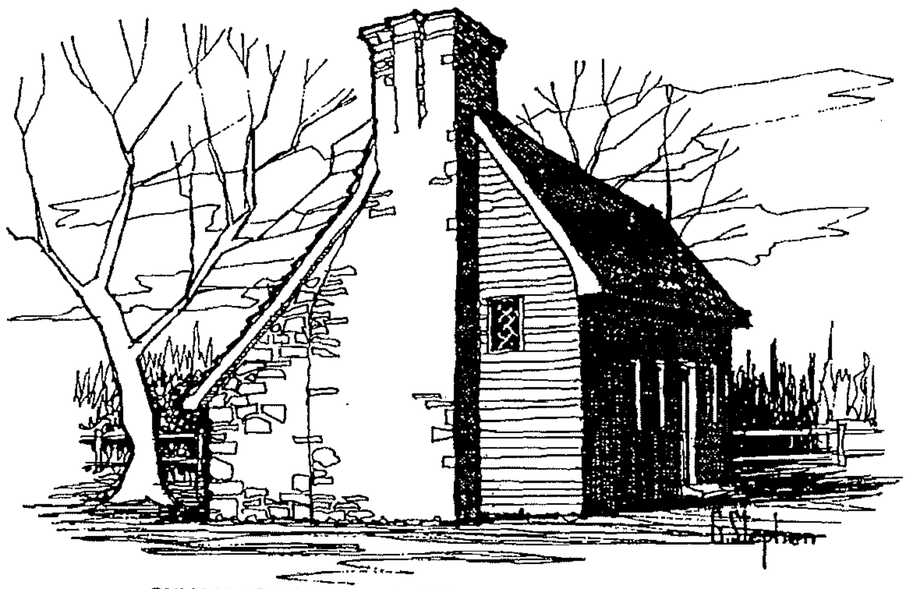
1681 Charles II gives Pennsylvania to William Penn.

1682 Great Charter for Pennsylvania

1683 **Roger Williams dies at 80 years of age.**
Plot to assassinate Charles II is uncovered.
Penn signs peace treaty with Native Americans.
Penn writes *A General Description of Pennsylvania.*

Lifestyles Fact Sheet

Life in the 17th century was very different from what we are used to. Read on to find out just how different things were.



STONE END HOUSE

Shelter

Stone enders were a popular type of house in Roger Williams's day. They got their name from the large stone fireplace that took up one entire end of the house. The fireplace was used for heating and cooking. Most stone enders were very small -- only about 15 feet x 20 feet. They stood 1 $^1/_2$ stories high and had one room with an upstairs loft for sleeping. They had small windows because glass was expensive and heavily taxed.

Food

Colonists didn't have the modern conveniences that we are used to. They had to hunt or raise their own food, and cook it in a fireplace or on an open fire. They ate what was available or easy to grow. Lobsters, clams, fish, deer, bears, geese, eggs, berries and acorns were all things that they could hunt or gather for food. They also raised crops like squash, beans and corn, and livestock like pigs and chickens. At first colonists didn't eat beef because cows were scarce. They were big, slow to reproduce and took up a lot of room on ships. Sheep were an important source of mutton, milk, cheese and wool.

At mealtime, most families shared a wooden dish called a "trencher" and ate with their hands. They had a few knives and spoons, but forks were rare. Everyone, including the children, drank ale to wash down their food.

Lifestyles Fact Sheet

Family

England was very densely populated in Roger Williams's time. The cities were dirty, unhealthy places to live and almost half of all children died before their fifth birthday.

In New England conditions were much better because there were fewer people. Once colonists got used to their new environment, they tended to be healthier than their friends and family back in England. Almost all of the children born to English colonists survived.

During the 1600's, the average New England family had 9 children, but some had 20 or more! Roger and Mary Williams had six: Mary, Freeborn, Providence, Mercy, Daniel and Joseph. Those are some strange names, but look at Roger Clap's 9 kids: Wait, Experience, Unite, Waitstill, Preserved, Hopestill, Thanks, Desire and Supply!

Clothing

Most colonists had two sets of clothes: everyday clothes and "Sunday Best." Most clothing was made out of wool from the family sheep, or linen, made from flax. Clothing was usually made by the female members of the family and was handed down from one child to another.

Childhood

Children started to work as soon as they could walk. Boys helped their fathers and learned to farm, hunt and fish. Girls helped their mothers by cooking, cleaning, sewing, washing, and taking care of younger brothers and sisters.

Most boys and some girls learned to read, write and do simple math. Paper and books were scarce, so students used a piece of slate and chalk to learn how to write and used a horn book to learn to read. A horn book was usually a piece of wood with a piece of paper mounted on it. On the paper was usually the alphabet, the numbers or Bible verses and prayers. To protect the paper from damage, the thin outer layer of an animal's horn was used. This horn looked like a piece of plastic and worked in the same way.

Children also had time to play. Their toys were usually very simple and were usually homemade. They played with things like marbles made from small pieces of clay leftover from making pottery, dolls made out of cornhusks or rags and a toy called a ball and cup.

Lifestyles of the Poor and Infamous

Colonists coming to the New World in the 17th century spent six to eight weeks on small, crowded ships. They endured spoiled food, rough seas and seasickness. When they arrived in America, homes had to be built, crops had to be planted, livestock had to be raised and children had to be reared. Life was full of hardships.

Vocabulary

ale	flax	horn book	linen
mutton	stone ender	trencher	

Activities

1. Have the students get comfortable and close their eyes. Tell them you are going to read them a story and you want them to picture in their minds everything that is happening in the story. Read *Time Traveler*.

2. Pass out copies of the *Lifestyles Fact Sheets* in this section. After reading them over, have a class discussion on how things have changed over the last three centuries.

3. Obtain a copy of *Cooking Up U.S. History: Recipes and Research to Share with Children*. Prepare a colonial dish or even a whole meal.

4. As a homework assignment, have students make measurements of their bedroom. How many people share this room? Compare this to the size of a typical 17th century stone ender. How does their *bedroom* today compare to the size of an entire *house* back then?

5. Take a field trip to a stone ender. Two in Rhode Island are the Clemence-Irons house in Johnston and the unusually large Eleazer-Arnold House in Lincoln. Both of these properties are owned by the Society for the Preservation of New England Antiquities and are open by appointment. Call (617) 227-3956 for details.

6. Visit Plimoth Plantation and get a hands-on look at what life was like in this recreation of the original Pilgrim Village where Roger and Mary Williams once lived. Phone (508) 746-1622 for more information.

Discussion Questions

1. How do the amounts of time spent in work and play today compare with the amounts in the 17th century?

2. Which era would you prefer to live in? Why? What are some advantages of each period? Disadvantages?

Time Traveler

Imagine that you wake up in the middle of the night. Your room is much darker than normal. You realize that the street light outside your window is out. You reach to turn on the lamp next to your bed, but it isn't there.

Everything is very quiet. You can't hear the ticking of your alarm clock or the noise of traffic on the street. Even though you are just a little bit frightened, you decide to get up to investigate. As you pull the covers off, you are surprised to find your brother and sister lying next to you in the same bed! Why aren't they in their own beds?

As you step gently onto the floor (trying to be quiet so as not to wake the others), you let out a little squeal of pain as a wooden splinter goes into your big toe. "Where did the carpet go?" you say to yourself. You look around and realize that your bedroom looks more like a smaller version of the cabin in the TV show "Little House on the Prairie."

As you carefully walk across the squeaky floor toward your bedroom door, you find that it, too, is missing. In its place is a ladder! You carefully climb down the ladder and your bare feet step onto a cold dirt floor. A shiver runs down your spine -- but it isn't the temperature that's causing it! Whatever is going on here is just too weird for words!

You look around and see that this cabin is very small. At one end there is a fire burning in the fireplace. There are two long benches and a long table in the middle of the room. You go to the front door and have to lift the heavy piece of wood that is holding it shut. You pull the door toward you and step outside.

There is a light wind blowing. It is very dark. As your eyes adjust to the darkness, you look up to see more stars than you've ever seen anywhere. There is another little cabin next door, and one next to that, and then another and another. They are all lined up next to one another, and they all look alike. They are all small and have tiny windows. One end of the houses is made of stone that continues up into a chimney. Every other part of the houses is made of wood -- the clapboards, the shingles, the doors -- everything.

You turn your back to the row of houses and look across the little dirt path that runs in front of them. As the breeze brushes your cheek, you catch a whiff of something familiar. It smells just like it does at the beach after a storm has washed a bunch of seaweed onto the shore. Sure enough, just across the street you notice the water lapping against the shore. Just yesterday, you were playing with your friends there and now it's underwater!

You start to walk over to take a closer look, when you hear what sounds like a wolf howling. "A wolf? In Rhode Island? Get me out of here!"

BZZZZZZZZZZZ! You sit up quickly, breathing hard. You look around. The sun is shining and your room is just as you remember it. You were only dreaming! You reach over, turn off your alarm clock and get ready for school.

Letters

Before newspapers, telephones, television and computers, the only means of long distance communication was by letter. In the 17th century it could take months for letters to reach the new world. They reported births, deaths and wars, as well as common things like the following, written in October, 1667:

> *Gentlemen*
> *The last yeare we sufferd dammage by the ice at the bridge. I desire that some care be taken to praevent a greater dammage this yeare.*
> *Roger Williams*

Roger Williams wrote letters to many of the leading figures of the day, including Oliver Cromwell and John Winthrop. He also wrote to his family and friends.

Vocabulary

correspondence

Activities

1. Have each student select a city in another part of the world. Send a self-addressed, stamped postcard to the postmaster in that city, asking him to return the postcard. Using the date on the postmark and a world map, chart how long mail takes to travel today.

2. Roger Williams returned twice to England to obtain charters for his colony. Sometimes he was away from his family for months. Have the students write a letter to Roger Williams from the perspective of his daughter Freeborn (age 9 in 1644, the year of Williams's first trip back to England) or his son Providence (age 6 in 1644).

3. To gain practice in writing formal letters, have each student choose a National Park area and write a letter requesting information on the park's features.

Discussion Questions

1. How do letter delivery times today compare to times in the 1600's? What are some reasons for this difference? Is it easier to communicate by telephone or by letter? How do *you* usually communicate over long distances? What are some advantages of phones over letters? Disadvantages? Telephones have drastically reduced the amount of written history -- letters and diaries are much less common today than in previous generations. What are some consequences of this change for future students of history?

The Mystery of Roger Williams

Although we know a lot about the ideas of Roger Williams, we know very little about his personal life. He was born in London, England and died in Providence, Rhode Island. He married Mary Barnard and had six children. We don't know when he was born; we don't know when he died; we don't even know what he looked like.

Williams lived in an era of civil war and revolution. In 1676, his house (along with everything else in Providence) was burned to the ground during King Philip's War. Since that time, the area has survived countless fires, blizzards and hurricanes. Many buildings have been torn down, and many areas have been dug up or paved over. Today, very little survives from the seventeenth century.

Roger Williams lived in a time before the camera was invented. To have an artist paint a portrait required a lot of time and money -- neither of which Williams had. As far as we know, no actual likeness of him exists today.

Despite this apparent lack of knowledge, there is one thing that we *do* know: Roger Williams's ideas changed the world.

Vocabulary

records primary document

Activities

1. Draw a picture of Roger Williams and his family. Were they short or tall? Skinny or fat? It's up to you!

2. Have students go through family photo albums and record the names of family members and the dates of the photographs. Can they find photos of their grandmother? Her mother? Her mother's mother? Have them report their findings to the class.

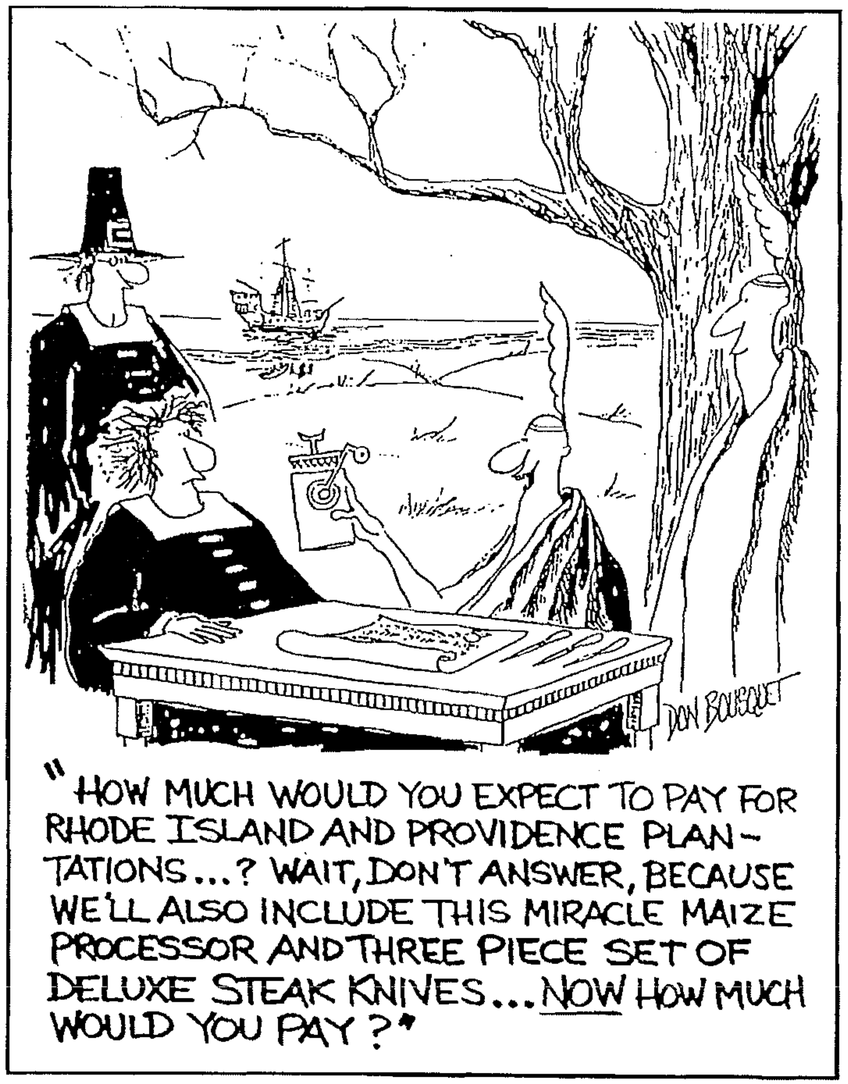
3. Using a history textbook or an encyclopedia, have each student select one important event from each of the last four centuries (17th, 18th, 19th and 20th). Next, have the students go to the library and attempt to find one primary document from each event -- a letter, newspaper or magazine. Have them give an oral report on what they could and couldn't find.

Discussion Questions

1. Why is it harder to find older objects, letters and documents?

2. What happens to family objects, letters, paintings and projects when people move to a new house or apartment?

Roger Williams in Folklore and Pop Culture



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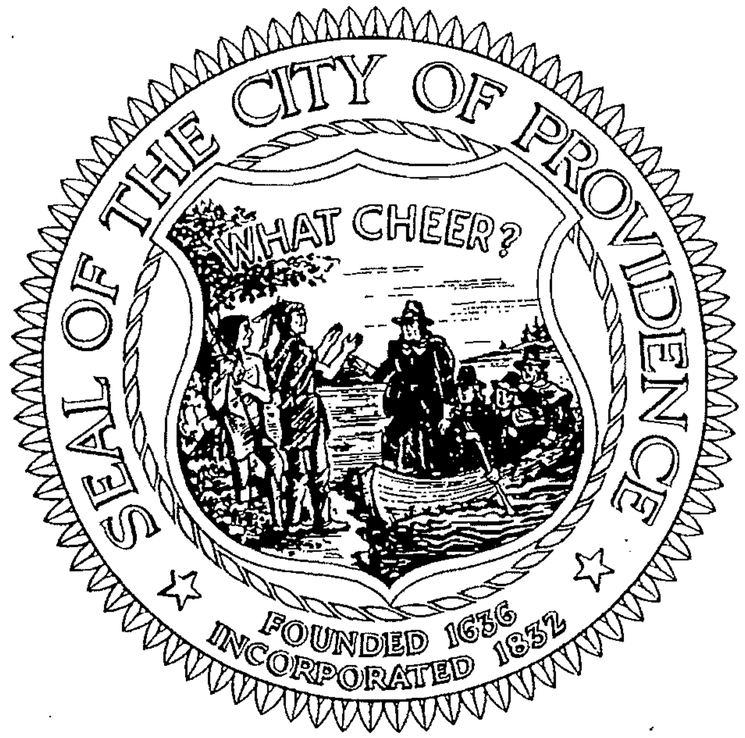
Roger Williams would have settled here.

He believed in freedom of choice.

Come look at

You'll choose to settle here, too.

8 distinctive floor plans
Priced from $51,900 – $83,900
Open Daily 10-6
One Williamsburg Drive, Warwick, Rhode Island 02886 (401) 738-2255
A Community by The Lyle Fain Companies



Roger Williams in Folklore and Pop Culture

Most people in Rhode Island are aware that Roger Williams founded the colony of Rhode Island and Providence Plantations. Far fewer can give more than a sentence or two about his true national and international significance. This, of course, is not to say that Roger is not a popular guy -- as anyone who lives in or near Rhode Island can attest; his name is everywhere. There are churches, hospitals, parks, monuments and businesses of every type called "Roger Williams This" or "Roger Williams That." His name gives credibility to advertising. He is frequently quoted in politicians' speeches and pictured in cartoons. His popularity extends elsewhere also -- there are memorials to Williams in New York, Washington, Massachusetts, Utah, Oklahoma, London and Geneva, Switzerland. He has been featured on both a U.S. postage stamp and a postal card. Roger Williams is *everywhere!*

Vocabulary

folklore popular culture

Activities

1. Read *The Apple Tree That Ate Roger Williams*. Ask the students how true they think this story is. Is there a way to test the idea of plant roots taking on a human form? (Perhaps the class could experiment by growing root vegetables such as carrots or radishes in some kind of mold or form.)

2. Using the business listings of the Providence White Pages, have the students look up Roger Williams. How many people use Williams's name in their business's name? How many of these businesses actually have anything to do with Williams or his ideas?

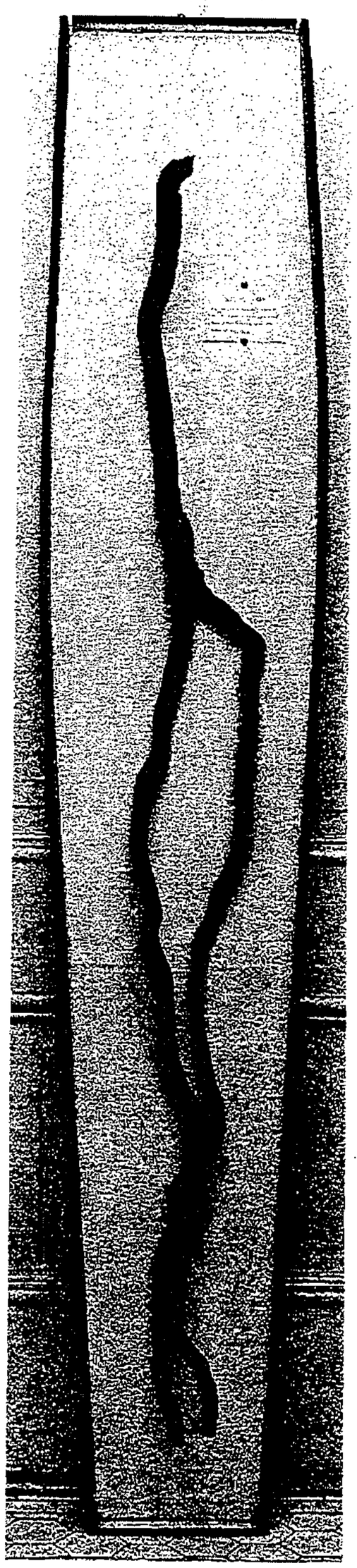
Discussion Questions

1. What purpose does folklore serve? Folklore is often passed on orally. What are some advantages and disadvantages to this kind of "history"? What is the role of truth in folklore?

2. What does "pop culture" tell us about a place and the people that live there? How do fads in music, food, fashion & sports relate to pop culture?

3. The story of *The Apple Tree That Ate Roger Williams* was once used in a 19th-century chemistry textbook as an example of recycling of the elements. What are some ways that nature recycles? Why is it important that we recycle?

The Apple Tree That Ate Roger Williams



Courtesy of the Rhode Island Historical Society

The Apple Tree That Ate Roger Williams -- A Folktale

Back in Roger Williams's day, there were very few people living in the colonies. When a person died, his family would often bury him in an unmarked grave in the backyard. This practice was very common in Providence in the 1600's. In fact when Benefit Street was created in the 1760's, the new street cut right through many family burial plots and many graves had to be moved to another location.

When Roger Williams died around 1683, he was buried out behind his old home. Because he was a military leader during King Philip's War, he was honored with a twenty-one gun salute. Over the next 175 years though, people gradually forgot where Roger Williams had been buried, since no gravestone marked the spot.

In 1860, a group of Providence citizens got together and decided to build a monument to Roger and his wife Mary. It took them a long time and a lot of research to find their gravesite, but they finally did it. It was right in the middle of an old apple orchard. They decided to dig into the graves and take what was left of Roger and Mary to another location, where they would build the monument. But when they dug in, they found that almost everything in the grave had rotted away. All that was left were a few rusty nails, some rotten wood and, in Mary's grave, a single "lock of braided hair."

As the workers continued to remove dirt, they found something else. It seems that a nearby apple tree had pushed one of its main roots right into the place where Roger Williams's body once lay. The root had worked its way around the place where his skull had been and then grew in a straight line where his backbone had been. At the place where his hips would have been, the root divided into two branches, each one following a leg bone all the way to the heels. From here, each of the roots turned upward toward the toes. One of the branches had a slight crook in it, just where Roger's knee would have been.

Everyone present realized just what had happened. The apple tree had sent one of its roots toward a good source of fertilizer -- the dead body of Roger Williams. The tree then took this fertilizer and combined it with water and energy from the sun to make branches, leaves, blossoms and fruits. The apple tree had eaten Roger Williams!

So, the next time you eat an apple, think of this story. Maybe you, too, are eating Roger Williams!

The Bill of Rights

For thousands of years, humanity has struggled to protect the rights of the majority. In 1636 Roger Williams and his followers created the beginnings of a society that protected the rights of all. One hundred and fifty years later, the Bill of Rights incorporated the Rhode Island experiment into the American way of life. It guarantees not just the rights of the majority, but of all. This document is the enduring legacy of Roger Williams.

> *"To proclaim a true and absolute soul freedom to all the people of the land impartially; so that no person be forced to pray, nor pay, otherwise than his soul believes and consents."* Roger Williams, 1652

> *"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the Press; or the right of people peaceably to assemble, and to petition the Government for a redress of grievances."* First Amendment, United States Bill of Rights, 1791

Vocabulary

majority	minority	oppression
dissent	toleration	diversity

Activity

1. Create a "Bill of Rights Museum" in your classroom.

a. Divide the class into small groups. Have each group select an amendment from The Bill of Rights (a copy is included in this kit).

b. Next, have each group go through newspapers and magazines and clip articles that relate to this amendment.

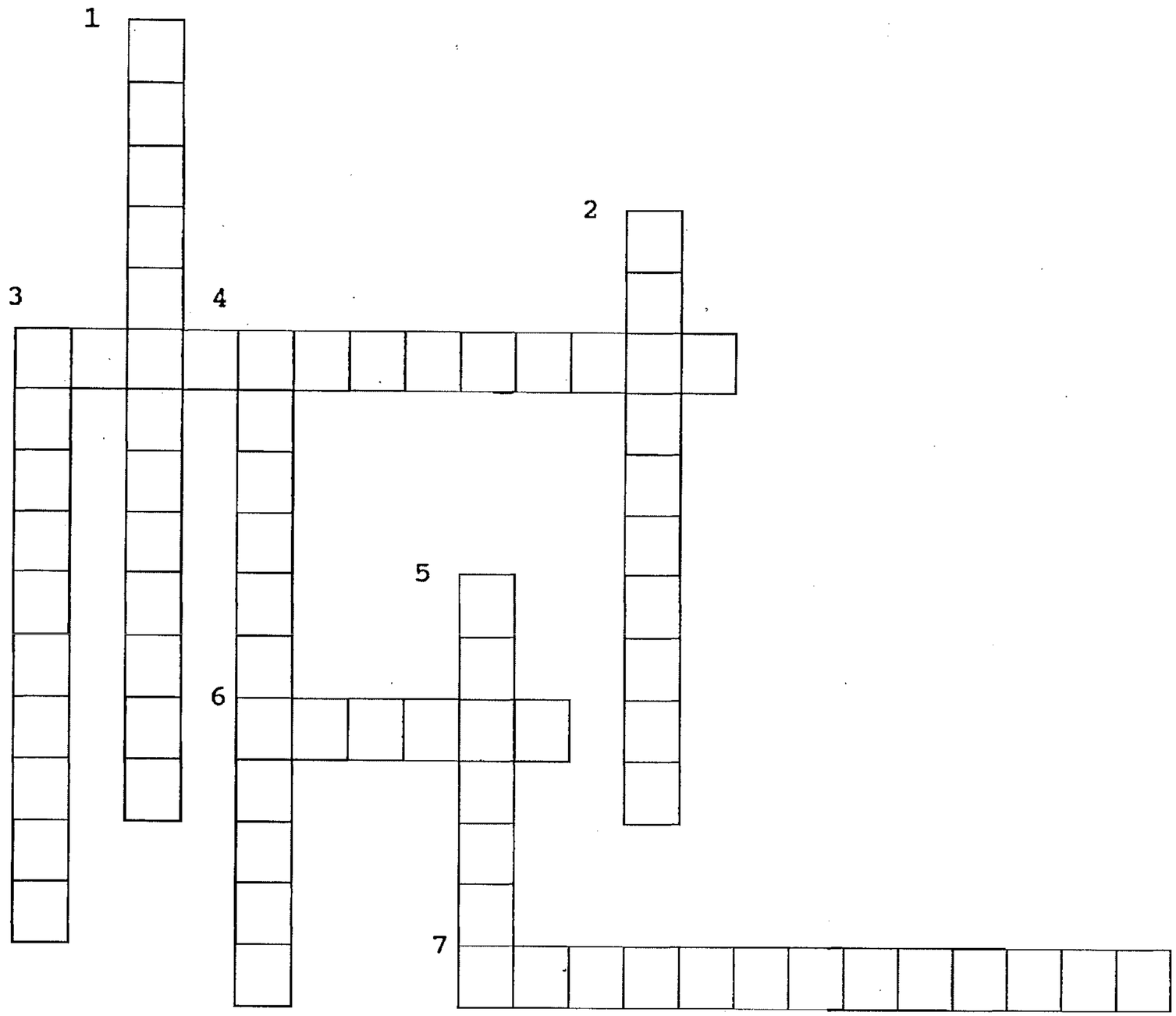
c. Have each student draw a picture or write a story, skit or song relating to his group's amendment.

d. Have the groups create displays on their amendments and invite the rest of your school to see your "museum".

Discussion Questions

1. Why do individuals form groups and make rules? Consider the following groups: family, classroom, school, neighborhood, town, state, nation, and world. Who makes rules and how are these people chosen? Discuss the different forms of government -- democracy, republic, monarchy, and dictatorship. What are the positive and negative features of each form of government? Why does the individual need protection from the group? Why is the Bill of Rights necessary?

Roger Williams Crossword Puzzle



Clues for Roger Williams Crossword Puzzle

Across

3. Name of Roger Williams's friend from Plymouth Colony

6. Native American name for leader or chief.

7. Name of colony that banished Roger Williams.

Down

1. Example: Who is the founder of Rhode Island?

2. Name of the city that Roger Williams started; also the name of one of his sons.

3. Name of Roger Williams's mentor.

4. The name of the state that Roger Williams founded.

5. Roger Williams came to the New World for religious _____.

Roger Williams Search and Find

P	U	R	I	T	A	N	J	A	M	E	S	I	I	J	O
M	C	H	A	R	L	E	S	I	I	P	P	F	R	O	L
A	E	O	P	Q	M	D	M	K	L	R	E	R	E	H	D
S	D	C	V	N	X	A	E	J	A	O	N	E	L	N	E
S	W	R	E	I	R	J	I	O	O	V	U	E	I	C	B
A	A	H	D	Y	D	K	O	H	Q	I	B	B	G	L	A
C	R	P	W	R	K	E	U	N	R	D	C	O	I	A	N
H	D	E	A	O	I	M	N	C	O	E	V	R	O	R	I
U	C	S	R	D	D	G	H	O	G	N	Z	N	U	K	S
S	O	O	D	K	A	L	H	T	E	C	L	S	S	E	H
E	K	J	W	E	E	J	L	T	R	E	H	I	F	D	M
T	E	O	I	I	T	D	P	O	S	E	R	W	R	C	E
T	A	I	N	Z	Y	X	D	N	Z	N	Y	I	E	F	N
S	L	A	S	E	D	A	B	B	N	P	O	F	E	G	T
X	D	P	L	J	A	M	E	S	I	E	D	M	D	H	I
A	Y	K	O	N	D	A	C	K	T	P	A	P	O	I	O
M	I	L	W	M	A	D	W	J	Y	C	R	E	M	K	U

Find the following words:

James I
religious freedom
Charles II
Massachusetts
rights
John Clarke
Edward Coke
banishment
Edward Winslow
James II
puritan
John Cotton
Mary
Freeborn
Providence
Mercy
Daniel
Joseph

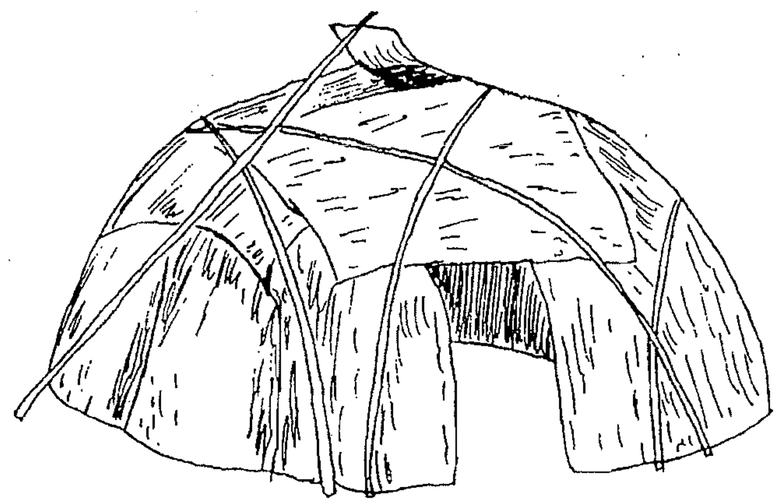
Lifestyles Fact Sheet

The Narragansett and Wampanoag people lived in dome-shaped wigwams. These structures consisted of a frame of bent saplings about 15 feet across. This frame was covered with bark, or mats made from cattail leaves or reeds. In the center of the roof of the wigwam, there was a hole to allow smoke from the cooking fire to escape. The inside walls were ringed with low platform beds with woven mats for insulation.

During the spring and summer, this typical home was built not far from fertile land and near a salt marsh. Here the women and children tended the gardens and gathered wild fruits, clams and oysters. The men were responsible for growing tobacco. In the fall, the women harvested and dried the crops.

Since the people often migrated with the seasons, wigwams were temporary structures that could be moved when needed (kind of like a mobile home!). As the weather grew colder, the people removed the covering from the wigwams and rolled them up. The mats could then be carried into the forests and away from the cold winds near the water. Here the people kept the frames for their longhouses. These houses were similar to wigwams, but were longer, and had two or more smokeholes. Several families combined the mats from their wigwams to cover these larger homes and they lived together during the winter. Larger longhouses were often used for special ceremonies. During the winter the people hunted animals for food and fur, ate dried foods and fished through holes cut in the ice. When winter was over and warm weather returned, the cycle started over again.

Family life was (and still is) very important to the Narragansetts and Wampanoags. Roger Williams wrote that he thought Indian fathers were much too kind to their children and that the children should be spanked with a stick to make them obey.



Native American Lifestyles

Long before the colonists settled in North America, Native Americans lived off the land in what is today Rhode Island. The two primary tribes in our area are the Narragansetts and the Wampanoags.

Vocabulary

longhouse migrate reservation wigwam

Activities

1. Pass out copies of the *Lifestyles Fact Sheet* included in this section. After the students have read them over, compare the colonists' lifestyles with those of the Native Americans. What are some similarities? Differences?

2. Visit *Hobbamock's Homesite* at Plimoth Plantation. Hobbamock was a Pokanoket Wampanoag who lived adjacent to the pilgrim settlement at Plymouth, and the area has been recreated for today's visitors. Call (508) 746-1622 for details.

3. Visit the Haffenreffer Museum of Anthropology in Bristol, Rhode Island. Built near the site of Massasoit's winter encampment, the museum houses artifacts from tribes throughout North America. Phone (401) 253-8388 for more information.

Discussion Questions

1. What is migration? Why did the Native Americans migrate? Why do animals migrate? Do people migrate today? Why or why not?

2. What is a reservation? Do some research and compare the amount of land the Narragansetts have now to what they had before the arrival of the colonists. Are reservations good or bad? Why?

3. Compare the Native Americans' concept of land ownership with that of the colonists. How do these ideas compare to today's ideas of developed and undeveloped land?

A Key into the Language of America

Narragansett numbers taken from *A Key into the Language of America*, Chapter IIII, Of *their Numbers.*

NQuít	*One*
Neè*f*fe	2
Nì*f*h	3
Yòh	4
Napànna	5
Qútta	6
énada	7
Shwó*f*uck	8
Paskúgit	9
Piùck	10
Piucknabna quìt	11
Piucknab nèe*f*e	12
Piucknab nì*f*h	13
Piucknab yòh	14
Piucknab napànna	15
Piucknab naqútta	16
Piucknab énada	17
Piucknabna *f*hwó*f*uck	18
Piucknab napaskúgit	19
Nee*f*neéchick	20
Nee*f*neéchick nab naquìt, *& c.*	21, *& c.*
Shwíncheck	30
Swíncheck nab naquìt, *& c.*	31, *& c.*
Yowínicheck	40
Yówinicheck nab naquìt, *& c.*	41, *& c.*
Napannetaf*h*incheck	50
Napannetaf*h*incheck nabna quìt	51, *& c.*
Quttataf*h*ìncheck	60
Quttataf*h*incheck nab na quìt	61, *& c.*
Enadataf*h*ìncheck	70
Enadataf*h*incheck nabna quìt	71, *& c.*
Swoa*f*uck ta *f*hin check	80
Shwoa*f*uck ta *f*hincheck nebna quìt	81, *& c.*
Paskugit taf*h*ìncheck	90
Paskugit taf*h*in check nabna quìt, *& c.*	91, *& c.*
Nquit pâw*f*uck	100
Nees pâw*f*uck	200
Shweepâw*f*uck	300
Yówe pâw*f*uck	400
Napannetaf*h*e pâw*f*uck	500
Qúttataf*h*e pâw*f*uck	600
Enadataf*h*e pâw*f*uck	700
Shoa*f*ucktaf*h*e pâw*f*uck	800
Paskugittaf*h*e pâw*f*uck	900
Nquittemittànnug	1000
Nee*f*e mittànnug	2000
Ni*f*hwe mittànnug	3000
Yowe mittànnug	4000
Napannetaf*h*e mittànnug	5000
Quttàtaf*h*e mittànnug	6000
Enadataf*h*e mittànnug	7000
Shoa*f*ucktaf*h*e mittánnug	8000
Paskugittaf*h*e mittánnug	9000
Piuckque mittánnug	10000
Nee*f*neechecktaf*h*e mittânnug	20000
Shwinchecktaf*h*e mittánnug	30000
Yowinchecktaf*h*e mittánnug	40000
Napannetaf*h*inchecktaf*h*e mittánnug	50000

A Key into the Language of America

In 1643, Roger Williams published *A Key into the Language of America*. He was an ardent supporter of native rights, and he took a great interest in learning their language and culture. The book translates the Narragansett dialect of the Algonquin language, which is common to many of the eastern tribes. In Chapter Seven, he offers this bit of advice to his countrymen:

> *Boast not proud English, of thy birth & blood,*
> *Thy brother Indian is by birth as Good.*

Vocabulary

Algonquin dialect Narragansett
translate

Activities

1. Obtain a copy of *A Key into the Language of America* from a library. Photocopy several chapters and allow the students to create simple sentences in the Narragansett dialect.

2. In Chapter Seventeen, Roger Williams notes that different groups of people speak the same language but have small differences in particular words. For example, the Narragansett and the Nipmuck words for dog are *ayim* and *alum*, respectively. These regional language differences are called dialects. Encourage students to come up with modern examples of dialects. Start them off with a common "Rhode Islandism." Shake, frappe and velvet are all alternative names for what Rhode Islanders call a cabinet. What do people in other places call grinders, quahogs and bubblers?

Discussion Questions

1. If any of the students are bilingual, have them share their experiences of learning a new language. What difficulties and frustrations did they encounter?

2. If there are students who have immigrated to the United States from other nations, ask them to share some of the customs of their homeland. Were there strange customs in this new land? How has their family dealt with assimilating into a new culture? Relate all of this informatin to similar difficulties that Roger Williams probably had.

Note to Teachers: The spellings of the numbers on the preceding page are those that Williams used. The character f is called a "long S" and is pronounced like an "S".

Birchbark Containers

Before the days of glass and plastic containers, people had to make containers out of the things they found in nature. Gourds were often grown specifically for the purpose of making containers and burls from trees were frequently carved into bowls. Pieces of fresh-peeled bark from trees such as elm, chestnut, basswood, ash, and cedar could be formed into containers that were especially useful during the early spring when sap was collected to make maple syrup. In New England, white birch was the preferred bark because it is lightweight, flexible, waterproof and decay resistant.

Activity

1. Distribute copies of the "birchbark" on the following page (you may want to use beige paper for added effect). Create a "birchbark pan" using the following directions:

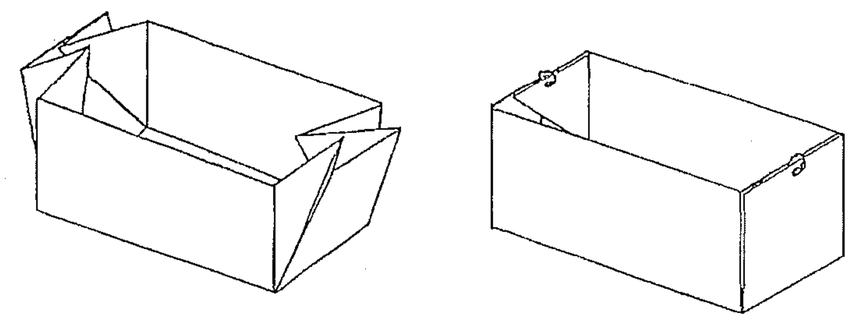
a. With the printed side *down*, fold the paper up on the dotted lines marked "A". Unfold.

b. Repeat for the lines marked "B". Unfold.

c. Near each corner are two stars. Bring these stars together, so that the paper folds along the dotted diagonal line. Fold the excess paper to the inside (unprinted) and crease. Repeat this step on the other corners to form an open box.

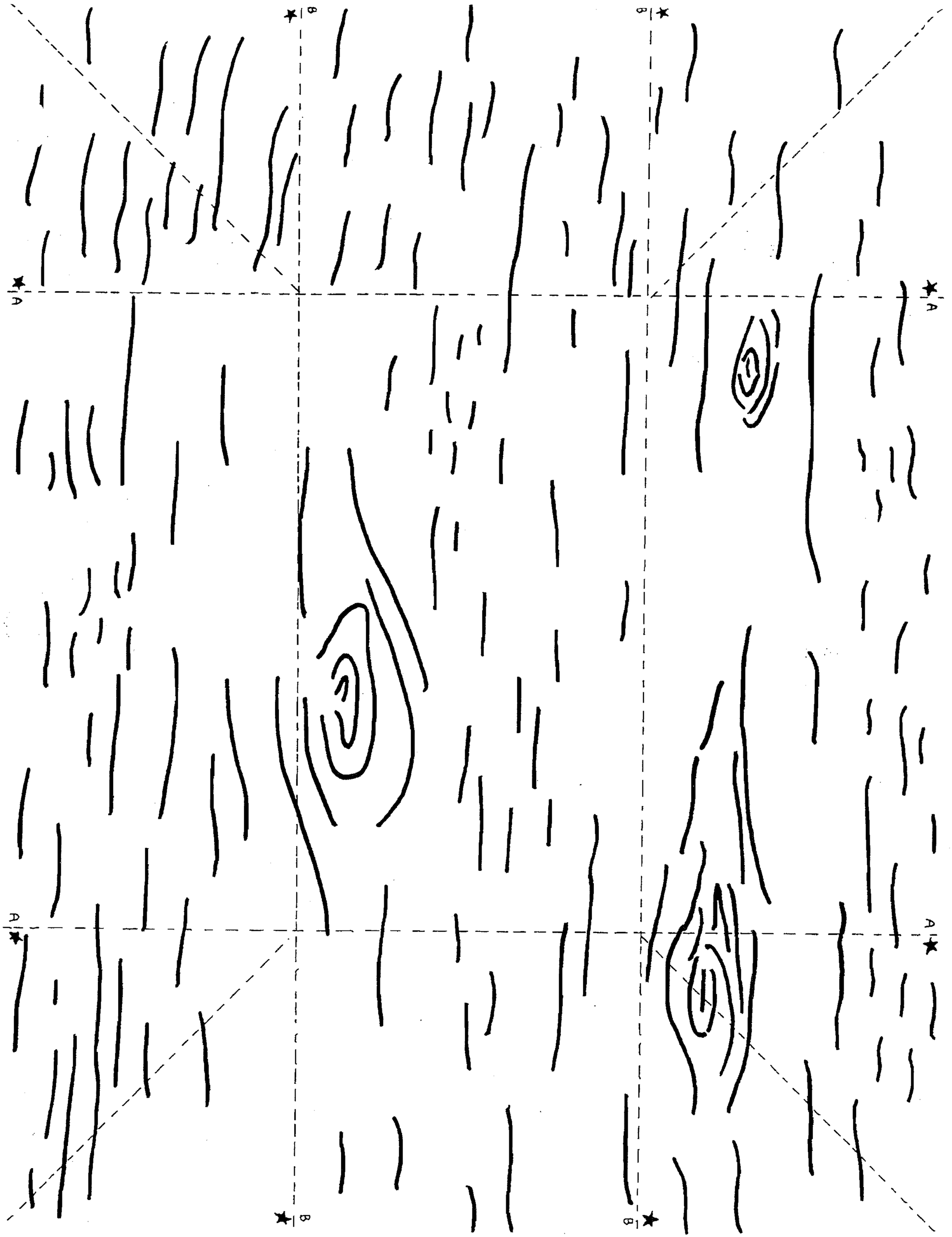
d. Punch a hole through the thickest part of each end and tie it with a piece of yarn to hold it.

Notice how the "pan" has no seams and so was relatively leakproof. People in the 1600's would have sewn the ends together using a porcupine quill needle and thread made from spruce or white cedar roots.



Discussion Questions

1. Discuss the uses of tree bark both for people and for trees. Why is it important not to strip bark from trees today as they did in the 1600's? Why weren't people back then concerned about stripping trees? (Stripping the bark from a live tree exposes it to parasites and disease, in addition to cutting off the supply of nutrients and water to the top of the tree. In the 1600's, there were a lot more trees and a lot less people, so conservation was not a big issue.)


A
B
A
B
A
B
A
B

Narragansett Money

Native Americans didn't have coins and paper money like we do today. Instead, they bartered for goods. Sometimes, though, the trades would not be even. To make up the difference, they used beads made from seashells. The beads came in different denominations, just as money does today.

Vocabulary

barter currency denomination

Activities

1. The word *wampum* refers to the white-colored money made from seashells. Small pieces of *wampum* were made from the seashell called the periwinkle. Periwinkles can still be found on Rhode Island beaches. The Narragansetts call the periwinkle *meteaûhock*, from *mehtauog*, meaning "ear-shaped," and *hock*, meaning "shell." Show the students a common periwinkle, or have them look it up in a field guide. Is "ear-shaped shell" an appropriate name?

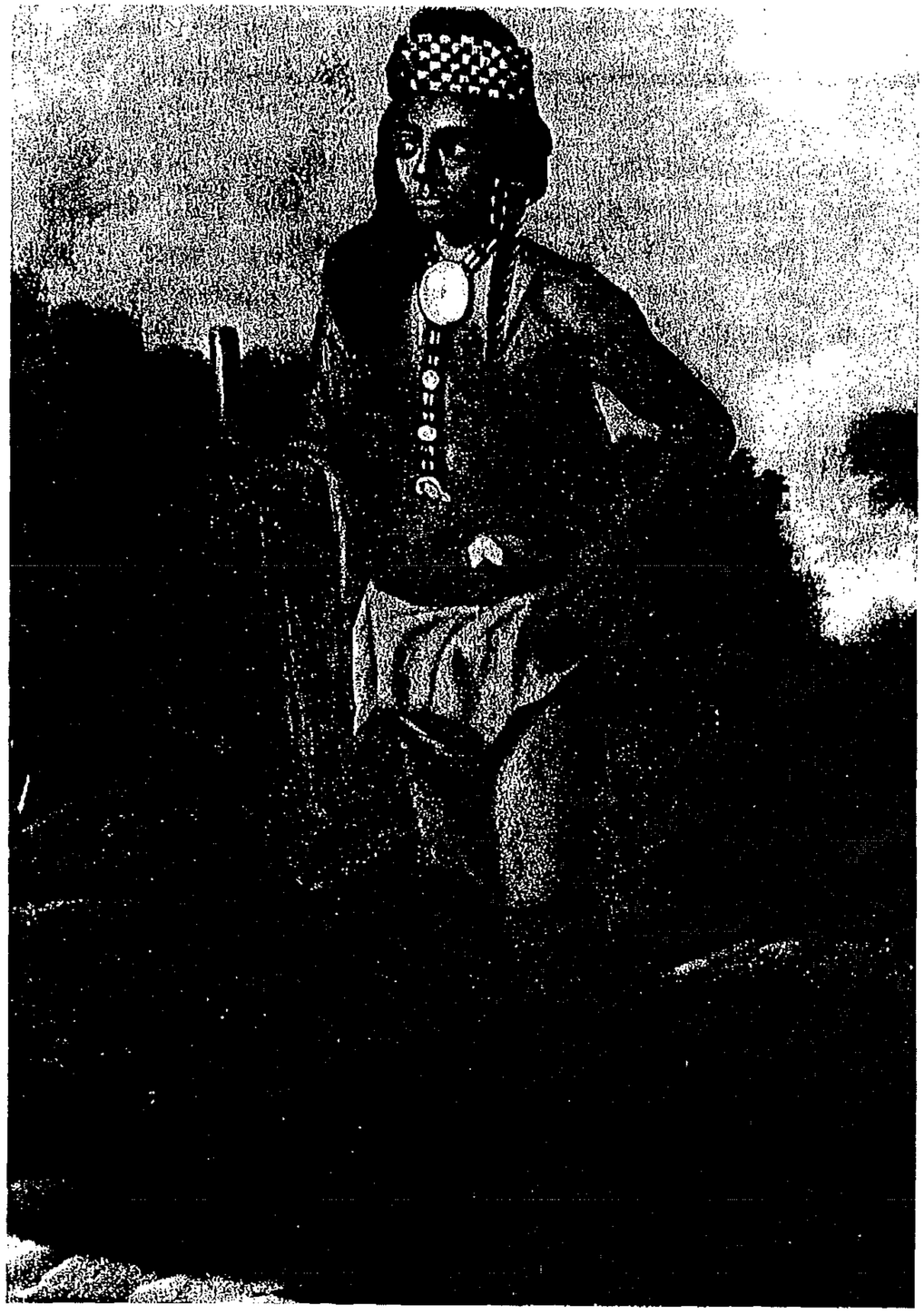
2. *Suckáuhock* was also made from a seashell and the name comes from two words which tell us which one. *Sucki* means "dark-colored" and, again, *hock* means "shell." Actually, this "dark-colored shell" refers to the small dark patch on the inside of the shell that the Narragansetts call *poquahock*. The white part of the shell was used to make larger pieces of *wampum*. Today, the *poquahock* is better known as the "quahog." Many words in common usage today are derived from the Algonquin language.

It took six *wampum* beads to equal one English Penny. *Suckáuhock* was worth twice as much; only three pieces were needed to equal an English Penny. The beads were often strung into necklaces, bracelets and belts called *wampompeage*. That way, people could wear jewelry and not have to carry a wallet or purse with them! Look at the *wampompeage* in Ninigret's headdress on the next page.

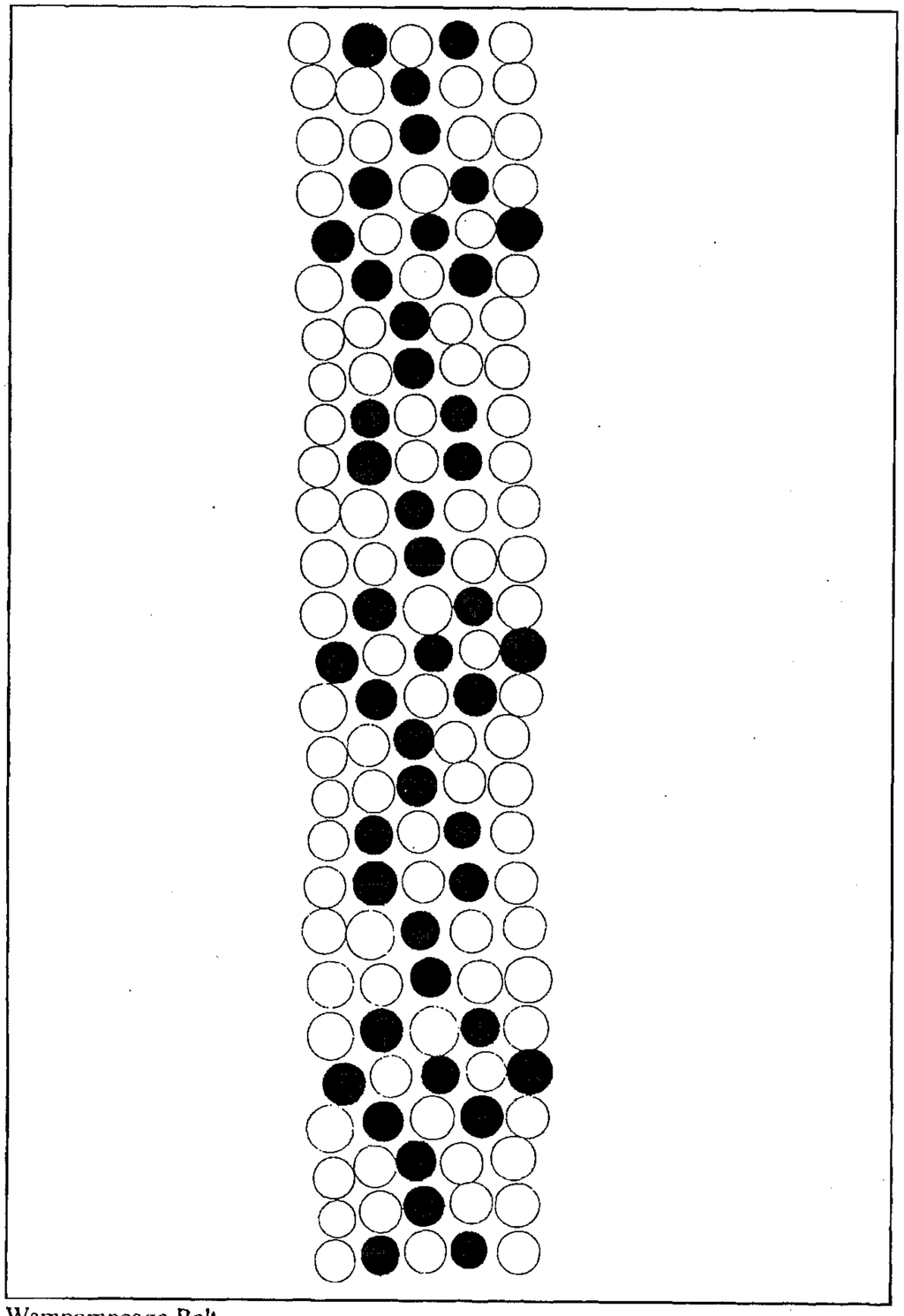
Using the drawing of a *wampompeage* belt on the next page, have students determine its value in English Pennies. (Answer: 30 pennies)

Discussion Question

1. Seashells are so common that using them for money may seem laughable today; yet all of us cautiously guard the little slips of paper and metal coins in our wallets. What is the basis for our currency today?



Portrait of Ninigret II, Son of Ninigret I, Chief of the Niantic Indians
Museum of Art, Rhode Island School of Design, Gift of Mr. Robert Winthrop



Wampompeage Belt

Native American Search and Find

Q	W	E	R	T	A	L	G	O	N	Q	U	I	N	Y	U
M	E	T	A	C	O	M	I	O	P	A	S	D	A	F	G
H	J	K	L	A	Z	X	C	V	T	B	P	O	T	E	N
N	M	Q	W	N	E	R	T	Y	R	U	I	O	I	P	A
A	S	D	F	O	F	I	S	H	I	N	G	F	V	H	G
N	G	H	J	E	K	L	Z	X	B	C	V	B	E	U	N
M	A	S	S	A	C	H	U	S	E	T	T	M	Q	N	W
W	E	R	R	F	A	R	M	I	N	G	T	W	Y	T	M
C	U	I	R	O	P	E	Q	U	O	T	A	P	A	I	I
A	S	W	D	A	F	G	H	J	K	M	M	L	Z	N	A
N	Z	I	X	C	G	V	B	N	P	M	E	Q	W	G	N
O	W	G	E	R	T	A	Y	A	U	I	H	J	A	K	T
N	A	W	E	S	D	F	N	G	H	J	C	K	M	L	O
I	Z	A	Z	X	C	O	V	S	B	N	A	M	P	P	N
C	O	M	I	I	A	U	Y	T	E	R	S	E	U	W	O
U	Q	A	A	G	S	D	F	G	H	T	J	K	M	L	M
S	M	N	M	A	S	S	A	S	O	I	T	V	C	X	O

Find the following words:

Algonquin
Massachusett
Narragansett
Pequot
Wampanoag
Miantonomo
Canonicus
Metacom
Massasoit
sachem
native
canoe
tribe
hunting
fishing
farming
netop
maize
wigwam
wampum

What is a Map?

Maps are a fundamental tool in the study of geography. There are many maps for many purposes: maps that show roads and towns, maps that show topography and maps that show population. The number of types of maps is limited only by the imagination.

Vocabulary

compass rose	key	map
perspective	scale	

Activities

1. Have the students get comfortable and close their eyes. Tell them you are going to read them a story and you want them to picture in their minds everything that is happening in the story. Read *The Incredible Imaginary Geographic Journey*.

2. Pass out copies of the sheet on the reverse side of this card. Tell them to draw the "fly's eye view" of the classroom. Remind them that from up high, tiny objects disappear and only the large objects are easy to see. When they have completed this task, tell them that they have just created a map. A map is a picture of a place as seen from up above.

Explain that in order for maps to be more useful, they often contain a key. The key is used to unlock the secrets of the map. There are usually three types of things found in the key: symbols, a compass and a scale. Have the students look at their maps. Did they draw in every detail of every desk? Many students draw rectangles to represent the desks. Point out that such shapes are symbols. What symbols have they created without even knowing it? Have them add these symbols to their key.

The compass rose on a map indicates direction. It is the part of the key that tells you which way is which on the map. Since a map is just a miniature picture of a real place, one foot on a map does not equal one foot at the real place. The scale indicates the relationship between distances on the map and distances in the real world. Have the students determine directions and relative distances and add them to the key on their map.

Discussion Questions

1. Have the students look at a variety of maps. What other things are found in map keys? What kinds of maps are there? What purposes do they serve? What good are they?

What is a Map?

Key
Symbols

Compass Rose

Scale

The Incredible Imaginary Geographic Journey

Imagine that you are a tiny insect crawling on the classroom floor. Everything is so big! It all looks so different! There are boulders all over the place. "Funny", you say to yourself, "I don't remember any boulders when I was normal size." What could they be? Of course! They are grains of sand -- they just look like boulders because you are so tiny. Look! There is a fallen tree. "That sure is a strange tree -- it is bright yellow and has a soft, spongy pink tip." You walk around to the other side and see that there is a giant "2" printed on the wood. That can't be a tree, but what is it? You begin to laugh to yourself as you realize that your "tree" is just the pencil you dropped earlier! You continue to explore this familiar place that now looks so different. "What is that sound?", you think. It could be thunder, but it is much faster and it's getting louder! The ground begins to shake under your feet. You turn around and look up to see (teacher's name)'s foot about to crush you! "GET ME OUTTA HERE!", you scream.

Suddenly, you realize that all this time you've had wings. You can fly! In fact, you are a fly! Your quick reflexes saved you from (teacher's name)'s giant size 27 foot! You zoom up toward the ceiling, where you know that nobody will step on you. You land on the electric light and take a good look around. Now your classroom looks even stranger because you are high up above it. Can you see the "boulders" anymore? How about that "tree"? All the things that seemed so big when you were on the ground are now so small that you can't even see them. But there is your desk and there is your chair and all of the big things. You are amazed at how different everything looks when you change your perspective.

A good story to read that deals with different perspectives is *Two Bad Ants* by Chris Van Allsburg. Reference might also be made to the popular movie *Honey, I Shrunk the Kids.*

The World

The world has seven major land masses, or continents. People live on six of these; Antarctica is the exception.

Seeing the spatial relationships among the continents will enable students to visualize the migration of people from one part of the world to another -- specifically, in the case of Roger Williams, from Europe to North America.

Vocabulary

continent cartographer

Activities

1. Have students color the map to reinforce the names of the continents. Start by coloring all of the oceans (the unshaded areas) blue, and then color each continent.

North America -- Green	South America -- Yellow
Europe -- Orange	Asia -- Red
Africa -- Brown	Australia -- Purple

Have students circle the continent on which they live.

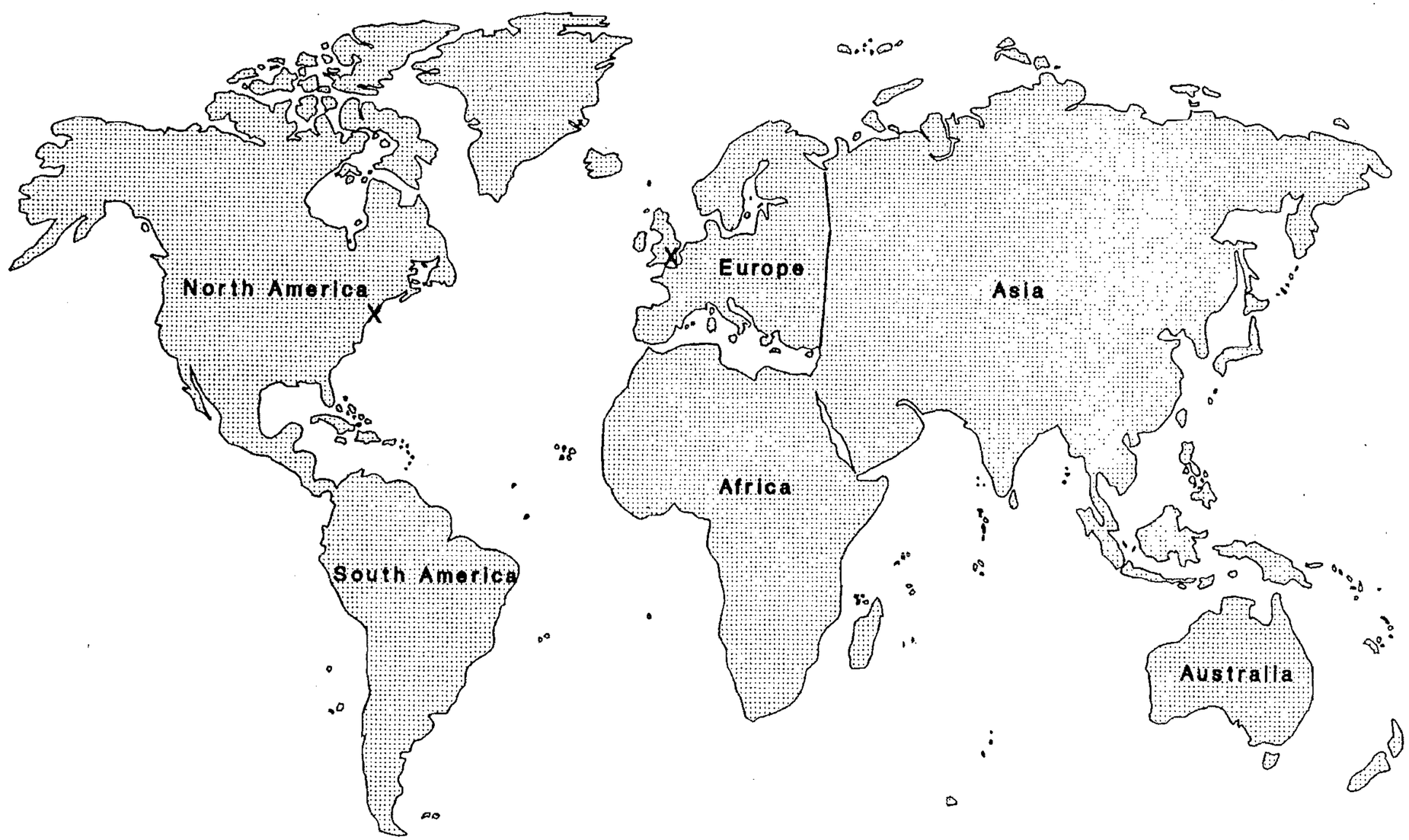
2. Have students draw a red line from the "x" in Europe to the "x" in North America. This is the route Roger and Mary Williams traveled. Ask students which continent their ancestors came from. Draw a blue line from that continent to North America. Most of the people in the United States can trace their roots to another continent. Is there anyone in the class who is a Native American (American Indian)? Can he/she trace his/her roots to another continent?

Discussion Questions

1. Why are some continents (such as Australia and South America) very distinct while others (like Asia and Europe) are "mushed" together? Use this question as a springboard into a discussion of continental drift and geology.

2. Repeat some of the above activities using the inflatable globe. Discuss the problem of a flat map of a round world. How have cartographers dealt with this problem in the past? Why do you think Antarctica was left off of this map?

The World



North America

Of the world's seven continents, North America is the third largest. Although there were Native Americans living here, early colonists saw the land as vastly uninhabited and free for the taking.

Vocabulary

country longitude latitude

Activities

1. North America is bounded by two oceans. Color them blue. There are four large and many smaller countries that make up the continent. Have students color the map to reinforce the names of the countries.

Canada -- Red Mexico -- Yellow
U.S.A. -- Green Denmark (Greenland) -- Purple

Have the students circle the country in which they live.

2. Borders between countries are determined in different ways -- physical features (like oceans, rivers or mountains) and imaginary lines (like latitude and longitude) are two of the most common. Using a globe, atlas or other detailed map of North America, figure out how the borders between nations were determined.

Discussion Questions

1. In terms of area, Canada is one of the largest nations on earth, yet very few people live there. Why? Where in Canada are most of the people concentrated? Why? Are there parallels that can be drawn in the U.S.?

2. How do the settlement patterns noted above correspond to the areas colonized in the sixteenth and seventeenth centuries?

North America

United States of America

In terms of area, the U.S.A. is the second largest country in North America. Since it is such a large country, it is easier to learn about it by breaking it down into smaller areas or regions.

Vocabulary

region

Activities

1. Familiarize students with one way of dividing the U.S. into regions by having them color the map.

West -- Red	Northeast -- Green
South -- Blue	Midwest -- Yellow

Have the students circle the region in which they live.

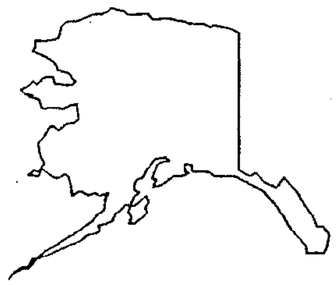
2. If anyone in the class is from or has visited another region of the U.S., let him share his experience. In what ways are the regions similar? Different?

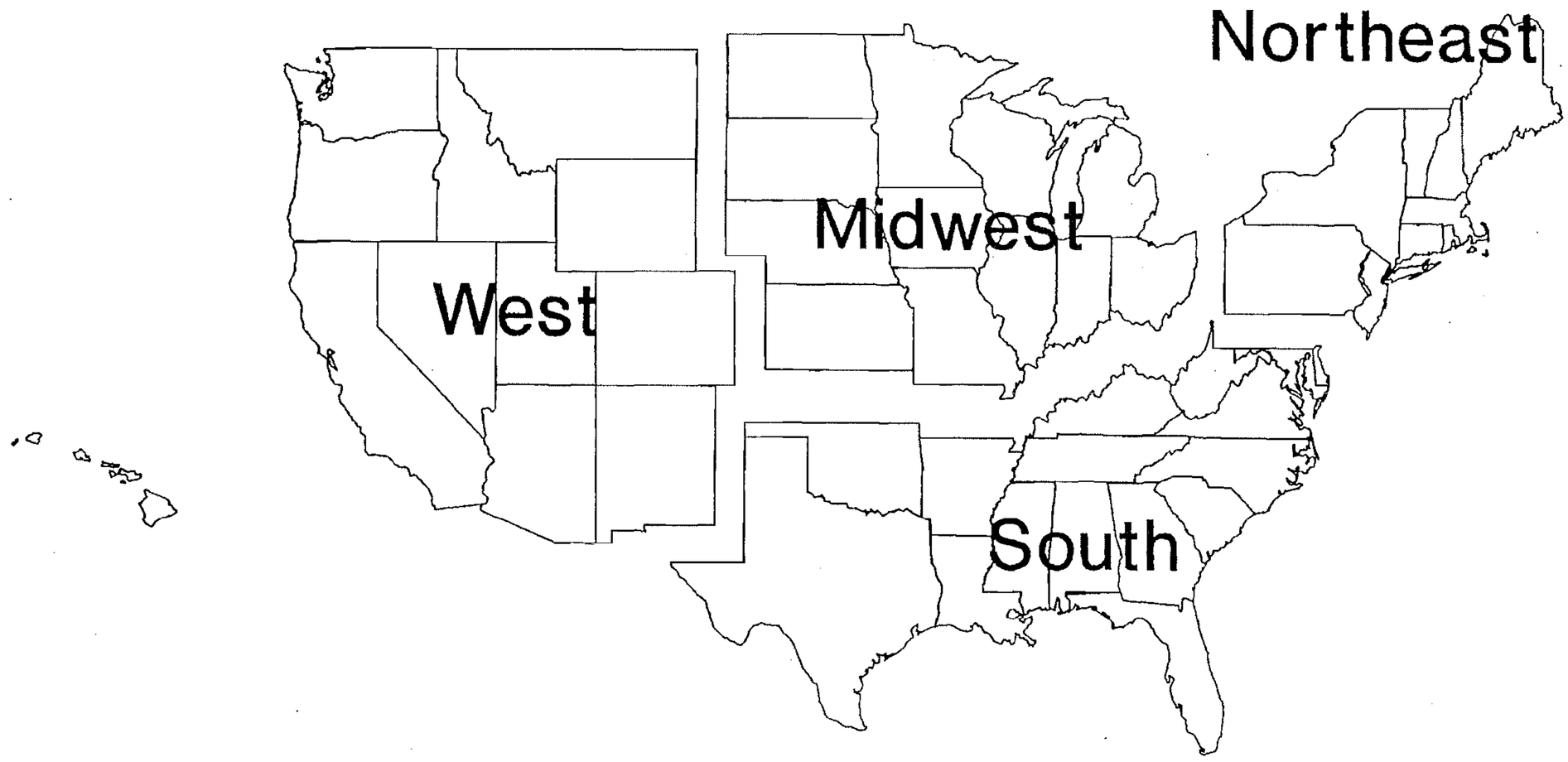
Discussion Questions

1. The regions on this map are named for the points of the compass (Northeast, South, West, Midwest). In what other ways can the U.S. be divided into regions? Some examples include industrial vs. agricultural, cold vs. warm and forests vs. grasslands.

2. In the activities on North America, students drew parallels between colonization patterns and today's population patterns. Draw these parallels out further using this map. Where were early colonies located? Where do most people in the U.S. live today?

The United States of America





The Northeast

The northeast region contains nine states but covers a limited area. Even though it is small, it has been extremely important in the nation's history.

Vocabulary

state Native American

Activities

1. To familiarize students with the nine states that make up the northeast region, have them color the map.

Maine -- Blue	Connecticut -- Yellow
New Hampshire -- Orange	New York -- Brown
Vermont -- Purple	New Jersey -- Black
Massachusetts -- Red	Pennsylvania -- White
Rhode Island -- Green	

Have the students circle the state in which they live.

2. Have students research the groups of Native Americans that lived in this region.

3. Have students research the earliest settlements in each of the states in the region.

Discussion Questions

1. Why are the states of the northeast so small, while states farther west are very large?

2. From the research done above, how did the various groups of natives and colonists get along? Are there any examples of lasting friendships between the groups?

The Northeast

Southeastern New England

For our purposes, Southeastern New England includes all of Rhode Island and parts of Connecticut, Massachusetts and New Hampshire. This is the area covered by the Memorial's "Living Map" program.

Vocabulary

city town

Activities

1. Have students color the Atlantic Ocean blue and then challenge them to remember the names of the states on this map. Allow them to check back to the previous worksheet if they need to. They should color the states the same colors they used on the previous worksheet.

New Hampshire -- Orange	Rhode Island -- Green
Massachusetts -- Red	Connecticut -- Yellow

2. Tell students that although there are many cities and towns in Southeastern New England, four were very important to Roger Williams.

Have students:

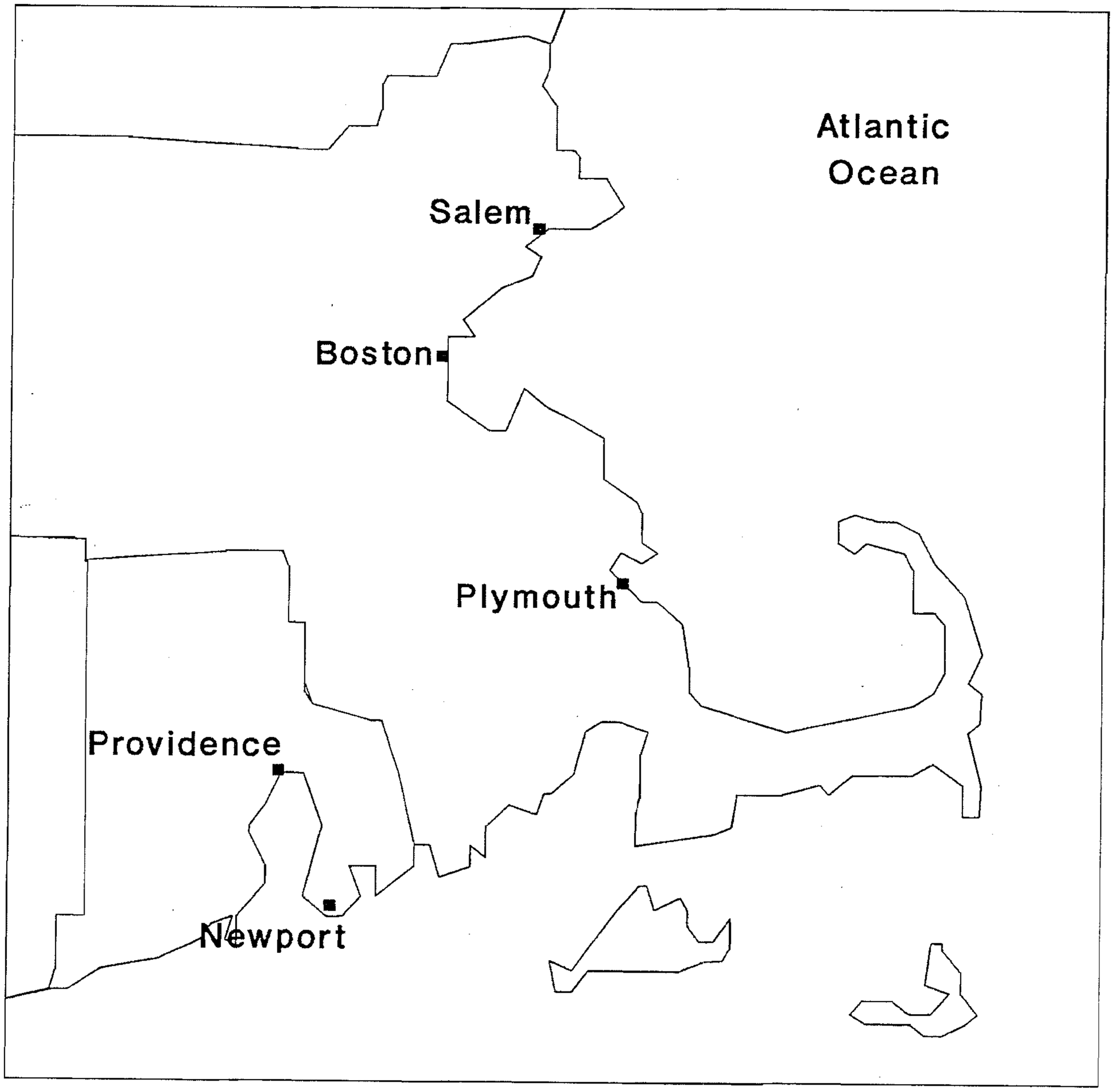
Draw a circle around Boston
Underline Salem
Draw a box around Plymouth
Draw a star next to Providence

Discussion Questions

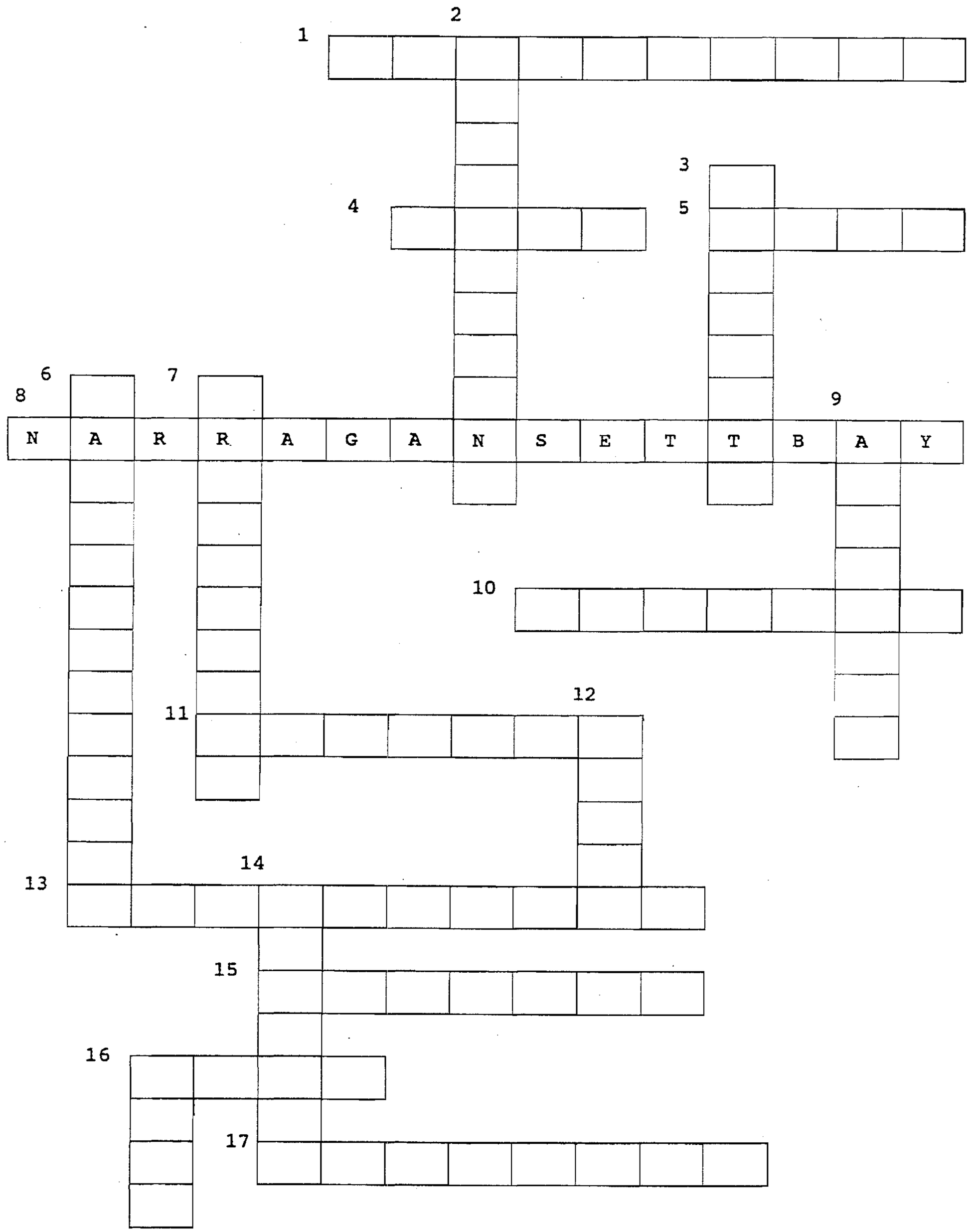
1. Why were all of the early settlements located on the water?

2. Based solely on the geography of the area, why do you suppose Newport became a much more prosperous community than Providence in the 1700's?

Southeastern New England



Living Map Puzzle



Clues for the Living Map Puzzle

Down

2. This was the first colony with religious freedom.

3. The Pilgrims settled here and welcomed Roger Williams.

6. This colony banished Roger Williams.

7. Name of the city that Roger Williams founded in 1636.

9. The name of the ocean between east coast of the United States and England.

12. On a map, 1 inch = 1 mile or 1 foot = 1 mile is called a _____.

14. City at the southern tip of the actual "Rhode Island" that shared the State Capital with Providence until 1900.

16. Animal that the English feared and killed -- he's the "bad guy" in *Little Red Riding Hood* and *The Three Little Pigs*.

Across

1. Anne Hutchinson founded this city.

4. Hoofed animal that the colonists and Native Americans hunted for food.

5. Name of the ship that Roger and Mary Williams sailed on from England to Massachusetts.

8. NARRAGANSETT BAY is the largest geographic feature in Rhode Island.

10. Roger Williams was born in London, _____.

11. A _____tells you which way is north.

13. The type of house that we think Roger Williams lived in.

15. One of the four original towns in Rhode Island. This city is named after Lord Warwick.

16. Sheep provided meat, milk and _____.

17. The whole family shared this wooden dish.

A Seventeenth Century "Who's Who"

Canonicus (? -c1647): A Narragansett sachem who helped form a union between various Indian tribes in the area. He used Roger Williams as a buffer between the colonists of Massachusetts and rival tribes.

Charles I (1600-1649): Son of James I and King of England from 1635 to 1649. He was beheaded during the English Civil War.

Charles II (1630-1685): Son of Charles I and King of England from 1649 to 1685. He was the king who issued Rhode Island its Charter of 1663.

Clarke, John (1609-1676): One of the co-founders of First Baptist Church. He also helped Rhode Island negotiate with England for its Charter of 1663.

Coke, Edward (1552-1634): A leading judge in England during the early 1600's. As a teenager, Roger Williams worked for him as a secretary.

Cotton, John (1584-1652): English born American clergyman who opposed Roger Williams's ideas.

Cromwell, Oliver (1599-1658): After Charles I beheading, he became the Lord Protector of England until his death.

James I (1566-1625): King of England from 1603 to 1625.

Massasoit (? -c1663): Chief of the Wampanoags. He helped his friend Roger Williams by giving him shelter after his banishment from Massachusetts.

Miantonomo (?): Nephew of Canonicus and his successor as chief of the Narragansetts.

Narragansetts: A Native American tribe that inhabited most of Rhode Island.

Pequots: A tribe of Native Americans that lived in what is now Connecticut.

Wampanoags: A Native American tribe of Southeastern Massachusetts and Eastern Rhode Island.

Winslow, Edward (1595-1655): Friend of Roger Williams and Governor of Plymouth Colony.

Winthrop, John (1588-1649): Governor of Massachusetts Bay Colony.

Glossary

ale: A heavy, beer-like drink.
Algonquin: A group of Native American tribes of Eastern North America. They share the same basic language but speak different dialects.
alliance: An agreement to join together for a common goal.

banish: To be forced to leave a country or place.
barter: Trading one thing for another without using money.
befriend: To make a friend.
Bill of Rights: The first ten amendments to the U.S. Constitution that protect the rights of the people.

cartographer: A person who makes and studies maps.
censure: An official punishment.
chronology: The order of events in time.
city: A major location where many people live and work.
compass rose: The location on a map that indicates direction (north, south, east or west).
compromise: A settlement of differences in which each side gives up some of its demands.
conscience: An inner feeling that tells a person right from wrong.
constitution: A system of basic laws and principles under which a government is organized.
continent: One of the main land masses of the earth.
correspondence: Communication by writing and sending letters.
country: The land occupied by a group of people living under a single independent government.
currency: The form of money that a country uses.

denomination: A unit in a system of money. Nickels, dimes and dollars are all denominations of U.S. money.
deport: To be sent out of the country.
dialect: A way of speaking a language in different places or parts of a country. Dialects often differ in the pronunciation of certain words and how certain words are used or chosen.
dissent: To think or feel differently from others.
diversity: Difference; variety.

flax: A blue-flowered plant with slender stems. Linen is made from a fiber taken from these stems.
folklore: The old beliefs, legends and customs of a people.

horn book: A wooden paddle on which is attached a piece of paper bearing the alphabet, numbers or bible phrases. The name comes from the thin piece of animal horn that was used to cover the paper to protect it.

key: A list or chart that explains the symbols on a map.

Glossary

latitude: Distance north or south of the equator, measured in degrees. On a map, latitude lines run east and west.
linen: A strong cloth made from flax fibers.
longhouse: A Native American dwelling that could house several families at once. It is similar in appearance to a wigwam, but longer.
longitude: Distance east or west of the meridian line at Greenwich, England, measured in degrees. On a map, longitude lines run north and south.

majority: More than half; the greater number.
map: a drawing or chart that shows where things are.
mentor: A wise and trusted teacher.
migrate: To move from one place and settle in another.
minority: A group of people considered different because of their race, religion or nationality.
mutton: The meat of a fully grown sheep.

nation: a group of people organized under a single government.
national: Of or involving a nation as a whole.
Native American: An American Indian. *See also the names of individual tribes.*
negotiate: To discuss or talk over in order to reach an agreement or compromise.

oppression: Cruel use of power.

park: An area of land set aside for the education and enjoyment of the people.
persecute: To cause to suffer, especially because of political or religious beliefs.
perspective: A way of looking at things; point of view.
political: Of the affairs or activities of government.
popular culture (also: pop culture): The customs, arts and institutions that are enjoyed by many people within a society.
primary document: An original, first-hand account of a historical event. Two examples of primary documents are letters and diaries.
protégé: A person whose career is supported by an influential person.
providence: By the grace of God; a gift from God.

records: Facts or other information set down in writing to be preserved.
region: Any large area of the earth's surface.
reservation: An area set aside by the government for a certain purpose.

sachem: Chief or leader of a Native American tribe.
scale: The size of a model, drawing or map compared with the actual size of what it represents.

Glossary

state: A group of people living within a particular area under a single independent government.
stone ender: A typical 17th-century home made of wood with one end made of stone for the hearth and chimney.

time line: A chart or graph of a chronological order of events.
toleration: Recognition of the rights of people to have differing opinions.
town: A community larger than a village, but smaller than a city.
translate: To change into or express in another language.
trencher: A typical 17th-century plate or dish, usually made of wood.

wigwam: A dome-shaped Native American dwelling. It consists of a wooden frame covered with bark or mats made from reeds.
worship: To participate in a religious ceremony.

Teacher's Answer Sheet

National Parks Scavenger Hunt

1. Statue of Liberty National Monument
2. Yellowstone National Park
3. Grand Canyon National Park
4. Mammoth Cave National Park
5. Mount Rushmore National Memorial
6. Denali National Park
7. Minuteman National Historical Park
8. Cape Cod National Seashore
9. Sagamore Hill National Historic Site
10. Fort McHenry National Monument & Historic Shrine
11. Death Valley National Monument
12. Nez Perce National Historical Park
13. Saguaro National Monument
14. Roger Williams National Memorial

Word Scramble

Yellowstone National Park
Cape Cod National Seashore
Washington Monument
Acadia National Park
Adams National Historic Site
Grand Canyon National Park
Yosemite National Park
Gettysburg National Military Park
Statue of Liberty/
Ellis Island National Monument
Lake Mead National Recreation Area
Mesa Verde National Park
Saratoga National Historical Park
Dinosaur National Monument
Fort Sumter National Monument

Break the Code

Theodore Roosevelt
Martin Luther King, Jr.
Abraham Lincoln
George Washington
Clara Barton
Eleanor Roosevelt
Edgar Allan Poe
John Adams
Maggie L. Walker

Roger Williams Crossword Puzzle

Across
3. Edward Winslow
6. sachem
7. Massachusetts

Down
1. Roger Williams
2. Providence
3. Edward Coke
4. Rhode Island
5. freedom

Roger Williams Search and Find

P	U	R	I	T	A	N	J	A	M	E	S	I	I	J	
M	C	H	A	R	L	E	S	I	I	P		F	R	O	
A	E						M			R		R	E	H	
S	D					A		J		O		E	L	N	
S	W		E		R			O		V		E	I	C	B
A	A	H	D	Y				H		I		B	G	L	A
C	R	P	W	R				N		D		O	I	A	N
H	D	E	A		I			C		E		R	O	R	I
U	C	S	R			G		O		N		N	U	K	S
S	O	O	D			L	H	T		C			S	E	H
E	K	J	W		E			T		E			F		M
T	E		I	I				O	S				R		E
T			N					N					E		N
S		A	S										E		T
	D		L	J	A	M	E	S	I				D		
			O					K					O		
			W						Y	C	R	E	M		

Teacher's Answer Sheet

Native American Search and Find

					A	L	G	O	N	Q	U	I	N		
M	E	T	A	C	O	M							A		
				A					T		P	O	T	E	N
				N					R				I		
				O	F	I	S	H	I	N	G		V	H	
N				E					B				E	U	
M	A	S	S	A	C	H	U	S	E	T	T	S		N	
		R		F	A	R	M	I	N	G		W		T	M
C			R		P	E	Q	U	O	T	A			I	I
A		W		A						M	M			N	A
N		I			G				P		E		W	G	N
O		G				A		A			H		A		T
N		W	E				N				C		M		O
I		A	Z			O		S			A		P		N
C		M	I		A				E		S		U		O
U			A	G						T			M		M
S			M	A	S	S	A	S	O	I	T				O

The Living Map Puzzle

Across
1. Portsmouth
4. deer
5. *Lyon*
8. Narragansett Bay
10. England
11. compass
13. stone ender
15. Warwick
16. wool
17. trencher

Down
2. Rhode Island
3. Plymouth
6. Massachusetts
7. Providence
9. Atlantic
12. scale
14. Newport
16. wolf

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