

Naumkeag Settlers to Salem Shippers Classroom Resource Guide



The House of the Seven Gables is pleased to offer this packet to help you prepare your students for their visit to our site. We encourage both preparation and follow-up to make your visit a meaningful learning experience.

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Description of On-Site Activity

In addition to a specialized tour of The House of the Seven Gables, students will view an audiovisual presentation in which they will be introduced to three young people from the 1600s. Concepts covered include work, recreation, food preparation, dwellings, and clothing. Students will be able to compare and contrast the lifestyles of a young European settler from 1637, the young son of one of Salem's wealthiest merchants during the 1670s, and an indentured servant from 1678. In addition to the presentation and tour, students will actively participate in the food, work, and fun of this colonial period.

Background Information for Teachers

Native Americans were in the area that we call Salem before European settlers arrived. They called this area **Naumkeag**, which means "good fishing" or "fishing place." The tribe would live on and near the shores in the summer. During the winter, they moved inland from the ocean. Descendants of the Naumkeag people live in Greater Salem today.

In 1626, Roger Conant and a group of about 20 English settlers, arrived on Naumkeag land. Conant's settlers established a fishing station and hoped to establish a larger plantation. Like the Naumkeag who depended on **codfish** from Salem Harbor, the settlers caught, dried, and salted these fish for trade with England.

Governor John Winthrop arrived in 1630. He brought with him additional settlers, as well as the first official charter of the Massachusetts Bay Colony. Winthrop shifted the colony's center to Boston, which soon became the seat of government.

These new settlers sought religious freedom. They were known as **Puritans** because they wanted to simplify the creeds and ceremonies of the church and followed strict religious discipline. Salem's Puritans differed from the Plymouth **Pilgrims**, who left England for complete religious separation from the Church of England.

Before the end of the 1600s the tiny fishing village had grown into the thickly-settled, bustling seaport town known as Salem. Wealthy merchants along the eastern shores of colonial America, like the Turners who built The House of the Seven Gables, had established the Atlantic Trade with **England** and the **West Indies**. This led to Salem becoming a vibrant shipping community by the 1670's.

About the Characters

In the audiovisual presentation, students will "meet" three children -- *Jehodan Palfrey*, *John Turner II*, and *Joan Sullivan* – all real people who lived in Salem in the 1600s. We have based our lessons upon both biographical data and general research of 1600s lifestyles.

Jehoden Palfrey

- daughter of Peter Palfrey, one of the original European settlers who arrived with Roger Conant in 1626.
- Jehoden's name, like the names of many Puritan children, comes from the Bible (*Jehoaddan*, the mother of King Amaziah, is mentioned in II Kings 14:2 and II Chronicles 25:1).
- Peter Palfrey and his first wife, Edith, were listed as members in good standing at the First Church in Salem in 1636, the same year their children Jehoden and Jonathan were baptized.
- Palfrey was a prominent citizen, having been appointed to the land committee in 1631; chosen to confer with Governor Winthrop about a public stock in 1632; and granted a two-hundred acre plantation at the mouth of Bass River in 1635.
- He and three other men, including Roger Conant, established a company for traffic in furs around 1631.
- Jehoden Palfrey married Benjamin Smith on March 27, 1661, and died on November 5, 1662.
- There is no record of the marriage or death of her brother Jonathan, but three Palfrey boys who carried on the family name in the next generation are generally assumed to have been his sons.

John Turner II

- born September 12, 1671, was heir to one of the largest fortunes in Salem.
- We may assume he was born in the house now known as The House of the Seven Gables, built by his father, John Turner, in 1668.
- John Turner I was a successful merchant: the owner of five sailing vessels and part owner of nine more at his death in 1680. It appears he operated a very successful shop on the grounds of The House of the Seven Gables. The value of his estate is equivalent to a millionaire's fortune today, listing goods, warehouses, houses, land, and ships.
- John Turner II, one of the characters featured in the presentation, followed in his father's footsteps. He lived in The House of the Seven Gables and operated a mercantile shop on the grounds.
- John II served in the military and took an active role in the civic affairs of his day.
- John II married Mary Kitchen in May of 1701, and the couple had a large family.
- John Turner II died on March 4, 1741, and left a very large estate to his heir, John Turner III.

Joan Sullivan

- was an Irish maidservant in the Turner household.
- Joan Sullivan was *indentured* to John Turner I, which meant that she, or her guardians, had tenured her service to Turner in exchange for room and board.
- In 1680, John Turner I sold her indenture to Thomas Maule for nine pence, and a year later, she filed a petition with the Court of Essex County. Sullivan complained that her new master beat her and made her break Fast days and the Sabbath. In his testimony, Maule accused Sullivan of stealing money and complained of her inability to speak English. Though Maule was fined in the past for breaking the Sabbath and was rumored to be a liar, he and his wife were dismissed of the charges brought by Joan Sullivan. Evidence suggests neither Sullivan nor Maule was entirely blameless, that is, that neither was telling the whole truth in this dispute.



Suggested Activities

Before your visit:

- Review the **vocabulary list** in this packet.
- Using a world map, help students identify **Salem, the West Indies, and England**. Show them the **Atlantic trade routes** that developed during the 1600s.
- Read aloud one of Kate Waters' children's books - *Samuel Eaton's Day*, *Sarah Morton's Day*, and/or *Tapenum's Day*. These stories help children to visualize life in 1600s Massachusetts.

After your visit:

- Establish a timeline on the walls around your classroom. Use student drawings, as well as written facts, to post at each date of note.
- Have students create a first-person journal entry from the point of view of a 1600s child. Encourage them to weave in as many historical and lifestyle details as possible, based on what they learned from their program and tour.
- Help students make a simple toy like those enjoyed by children in the colonial era. Instructions for a whirling toy are included in this packet.

Vocabulary List

Bodice – a laced outer garment similar to a vest worn by women and girls in the 1600s

Breeches – loose-fitting, below-the-knee length pants worn by men and boys in the 1600s

Card – a wire-toothed brush used to disentangle fibers, like wool, before spinning into yarn (**Carding** is the act of brushing the tangled wool)

Chamber – a room

Chamber pot – a container used as a toilet at night

Codfish – a type of large, non-oily fish plentiful in New England and easily dried for preservation. Cod was one of the first products exported from colonial Massachusetts to other parts of the world.

Coif – a close-fitting cap worn on the head by women and girls in the 1600s

Doublet – a garment similar to a close-fitting, short coat worn by men and boys in the 1600s

Fish flakes – racks for drying fish outdoors

Hall – the main room in a 1600s house

Herb – plant used as flavoring, as medicine, or for fragrance

Hose – long, heavy stockings worn by both women and men, girls and boys in the 1600s

Indenture – period of time, usually seven years long, during which a person was required to work for his or her master. Indentured servants were different from enslaved people because they might eventually become free. Many people in the 1600s became indentured servants to pay for their voyage to the Colonies.

Mortar and pestle – a vessel and tool used for crushing/grinding substances like spices or herbs

Pelt – the skin of an animal with the fur/hair still on it

Samp – cooked cornmeal mush, similar in consistency to oatmeal or cream of wheat

Teague – three-handled mug

Ticking – the woven cotton or linen fabric covering of a mattress or pillow

VOCABULARY APPROACH FOR ENGLISH LANGUAGE LEARNERS

Strategy 1: Group vocabulary words in categories. Wherever possible, present vocabulary words through visuals or actual samples of these items.

Category 1 – What People Wear – Clothing in colonial times

bodice, breeches, coif, doublet, hose, petticoat, shift

Category 2 – Things/tools found in homes during colonial times

card (brushing tool), chamber pot, mortar and pestle, pelt, samp, herb, fish flakes, teague, ticking chamber, hall (spaces, rooms)

Strategy 2: Discuss Big Idea words

Codfish – a type of large, non-oily fish plentiful in New England and easily dried for preservation. Cod was one of the first products exported from Massachusetts to other parts of the world. Point out the relationship between **codfish** and **fish flakes**. (*The settlers dried the codfish, then scraped the fish skins with a knife or sharp object, to get fish flakes for food.*)

Indenture – period of time, usually seven years long, during which a person was required to work for his or her master. Indentured servants were different from slaves because they might eventually become free. Many people in the 1600s became indentured servants to pay for their voyage to the Colonies. After the presentation, ask: Who was an indentured servant in the Turner household? (*Joan Sullivan*)

How to Make a Whirling Toy

Materials: Large coat button (with holes rather than a shank)
 Heavy thread or fine string (about 4-ft long)
 Large needle

Using the needle, put the thread in the top hole and out the bottom hole of the button. Remove the needle and tie a secure knot in the thread, forming a loop. Slide the button to the center of the loop, and hold one of the looped ends of the thread in each hand. Use a circular motion with both hands going in the same direction to “wind up” the button on the thread. Once the button is wound up properly, you can keep it going by pulling the ends of the thread gently. Watch it re-wind itself.

