



TOUR EDUCATOR'S

Tradesman's Tool Chest

PRE- AND POST-VISIT LESSON PLAN IDEAS & STRATEGIES / GRADES: 4TH- 8TH

Overview

The majority of the people living in rural upstate New York in 1845 were farmers, working the land to provide for themselves and their families. Most of the rest of the population was made up of lawyers, doctors, shopkeepers, and tradesmen. It was the tradesmen who provided a variety of goods and services to the farmers and to other members of the communities throughout much of the nineteenth century.

During your visit to The Farmers' Museum and the Tradesman's Tool Chest tour, you and your students will have an opportunity to witness and explore the history and lives of tradesmen and farmers in rural upstate New York. There will be opportunities to answer questions, as well as ask some of your own!

In preparation for your visit and tour, the lesson and activities included in this guide will give you a chance to become acquainted with 19th century life and history.

During Your Visit

TOUR STRUCTURE

In order to best prepare and plan for your trip, we want you to know what to expect during your tour.

The Tradesman's Tool Chest tour has six stations. Students will explore the Tradesman's Tool Chest Exhibit, examining architectural designs and the various tools used in the construction process. In the Field Blacksmith Shop, students will learn more about this well-known example of a 19th century craftsman.

At the Middlefield Printing Office, students will investigate how the printer was the only source of mass media in the early 19th century, studying the various tools and materials used by the printer. Then, in Dr. Thrall's Pharmacy, students will explore and discuss the various medical and herbal remedies that the pharmacist would have created, focusing on the tools used within his practice. Students will also get to visit our Lippitt Farmstead to discuss the most common profession of the time period; farming. They will also get to see other sites in the Village as time allows and get to visit our Empire State Carousel for a ride and discussion of the modern craftsman whose work made the carousel possible.

At the conclusion of the tour, students will discuss the importance and role of tradesmen in 1840s rural America and the impact that industrialized businesses and companies had on the work of craftsmen. This conversation will highlight how our lives have changed since the 19th century.

LOGISTICS OF THE TOUR

Environmental Conditions

The Tradesman’s Tool Chest tour explores our recreated 1845 village. This tour includes spending time inside our historic buildings as well as walking outside to get to and from these buildings. Not all buildings are heated, and many rely on wood-burning stoves and fireplaces. Our walkways are made out of a variety of materials including packed dirt, gravel, wood, and stone. We suggest dressing in layers, and wearing appropriate weather gear, including boots.

Groups

Typically, we ask that you divide your students in to roughly equal groups of 10-15 prior to arrival, unless otherwise directed by Education Staff ahead of time. Each group must have at least one adult chaperone with them at all times. You will tour around the Historic Village in these groups with a Museum Teacher, but will rejoin your school as a whole for your scheduled lunch time.

Length

This tour normally lasts 2 hours, not including a lunch break. If you plan to visit for a longer or shorter time, or would like to visit a specific location at our museum, please contact Education staff.

When you Arrive

When you arrive, your bus should pull into the main parking lot of The Farmers’ Museum and Museum staff will greet you. It is important that you bring everything you will need with you, as the bus will be parked in a lot further down the street and you will not have access during your visit.

Once you have unloaded, you should head to the Louis C. Jones Center (on the right hand side just past the admissions kiosk as you enter the Main Barn) for orientation and to drop off your lunches. We ask that you leave your lunches, coolers, backpacks, etc., on the table(s) nearest the front of the Louis C. Jones Center. At this time, you may also want to take a bathroom break as a group prior to starting your tour. Restrooms are located just inside the front door in the two large silos.

At this time, the lead teacher should check in with our Admissions team. You will be asked for the final tally of students, one-on-one aides, and adults with

your group; we suggest using your confirmation worksheet as a place to collect all this information the morning of your visit. You will also pay at this time. After you have checked in and your group has been oriented, museum staff will ask you to help divide your students into their pre-assigned groups, and you will set out for your tour!

Additional Information

Please consult The Farmers’ Museum Tour Information document that you received, which can also be found on our website, for additional information concerning the logistics of your visit.

TOUR LEARNING STANDARDS

Social Studies

STANDARD 1: HISTORY OF THE UNITED STATES AND NEW YORK

Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

English Language Arts Common Core

SPEAKING AND LISTENING

Comprehension and Collaboration

Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

Standard 3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

LANGUAGE STANDARDS

Vocabulary Acquisition and Use

Standard 4: Determine or clarify meaning of unknown or multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Standard 6: Acquire and use a range of general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when

considering a word or phrase important to comprehension or expression.

Pre-Visit Lesson and Activities

LESSON ONE: ASSEMBLY LINE PRODUCTION, A COMPARISON

Overview

Through the course of this lesson, students will experience the benefits and drawbacks of factory production versus small-scale craftsman production. Students will participate in a hands-on simulation and reflect upon their experiences, gaining insights about these two very different manufacturing methods.

LESSON TWO: A TRADESMAN'S MANUAL FOR SUCCESS

Overview

This lesson will allow students to research and examine various trades from the nineteenth century. Then, as a class, students will create a nineteenth century manual for tradesman, exploring issues of training, tools and resources, and processes and products.

LESSON THREE: CHILD LABOR, THEN AND NOW

Overview

This lesson plan will focus on children and the role of child labor in American society in the nineteenth century. Students will then have the opportunity to explore child labor, as it exists today, and the organizations that work for children's rights across the globe.

Post-Visit Lessons & Activities

We hope that you and your students had a memorable and educational experience at The Farmers' Museum. The following lesson and activity ideas can be used to create closure and to serve as an evaluative tool for your students' learning experience with us.

STUDENTS COULD...

Interview craftsmen in the community, discussing the training and tools that they use. Students would need

to create their own interview questions and a report explaining their findings.

Create a classroom exhibit. Students could take pictures of people at work and explain the different jobs and roles of these people in their own community. Then, compare it to the nineteenth century villagers and farmers that they saw at The Farmers' Museum.

Design a news script and podcast that discusses the competing nature of industrial versus tradesmen production. For example, in a group of three, one student could act as the host, while the other two debate production styles.

Write a creative diary entry from the perspective of a nineteenth century tradesman, explaining your trade and what a typical day is like.

LESSON ONE: ASSEMBLY LINE PRODUCTION, A COMPARISON

OVERVIEW

Through the course of this lesson, students will experience the benefits and drawbacks of factory production versus small-scale craftsman production. Students will participate in a hands-on simulation and reflect upon their experiences, gaining insights about these two very different manufacturing methods.

Learning Objectives

STUDENTS WILL...

Investigate the various production techniques of the late nineteenth century.

Compare and contrast the aspects of tradesmen and factory manufacturing methods.

New York State Learning Standards

SOCIAL STUDIES

Standard 1: History of the United States and New York

Analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans.

Compare and contrast the different experiences of different groups in the United States.

ENGLISH LANGUAGE ARTS COMMON CORE

WRITING ANCHOR STANDARDS

Text Types & Purposes (W1-2, 5)

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient claims.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

ESSENTIAL & TOPICAL QUESTIONS

What is a revolution?

Which form of production is more effective: craft or factory? Why?

How did factory production impact consumers?

PROCEDURE

To begin, the teacher can ask students where their clothes and shoes were made. After discussing how clothing today is made in large factories, and no longer made by hand, explain to students that in the early to mid-nineteenth century tradesmen made many of the materials that people needed. Then, in the late nineteenth century, with the rise of the industrial revolution, more and more goods were mass-produced by multiple workers, not just one.

Discuss with students the idea of revolution, asking for examples of ones that they have heard of. The teacher can explain the industrialization of America being another type of revolution, or major change.

Then, explain to students that they are going to participate in a simulation that compares and contrasts the tradesman's method of production with that of the factory worker's method. First, choose a craft project that can be broken up into discreet steps, such as cutting and pasting a specific picture or putting together shapes with toothpicks and packing peanuts. Below we use the example of coloring and assembling a paper sled.

Explain to them that they will first use the craftsman method of production, which means each student will make his or her own sled from start to finish. Give each student the materials and explain that a completed sled must be fully colored, cut out, and glued together. Allow the students 5-10 minutes to see how many sleds they can make.

Now students will make sleds using the factory method of production. Divide the class into five groups, and explain that each group will have a job to do. Using the materials, give each group a task: Group 1- cut out the runners; Group 2- color the runners; Group 3- cut out the sled; Group 4- color the sled; Group 5- glue the sled and runners together. Allow students the same amount of time, 5-10 minutes, to see how many sleds that they can make via this method and compare that number to the number made using the craftsman method.

Give students time to reflect on their experience using the Simulation Reflection Worksheet. As a class discuss the findings: which method yielded a better quality of goods; which method yielded more goods; which method required more skill; which method was more efficient and profitable; what are the major differences between these two methods; and how would the consumers be impacted by the factory method.

SUPPLEMENTAL LEARNING OPPORTUNITIES

STUDENTS CAN...

Write a persuasive essay arguing which production method is better, citing supporting evidence.

Research and create a documentary about the various machines and factories that replaced tradesmen (mills, sewing machine, etc.).

Discuss and debate as a class whether or not the Industrial Revolution was beneficial to consumers and American society.

LESSON TWO: A TRADESMAN'S MANUAL FOR SUCCESS

OVERVIEW

This lesson will allow students to research and examine various trades from the nineteenth century. Then, as a class, students will create a nineteenth century manual for tradesman, exploring issues of training, tools and resources, and processes and products.

Learning Objectives

STUDENTS WILL...

Explore and research the various trades and practices of the nineteenth century.

Create a classroom manual highlighting these trades and work together in various teams to create a final product.

New York State Learning Standards

SOCIAL STUDIES

Standard 1: History of the United States and New York

Gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States.

ENGLISH LANGUAGE ARTS COMMON CORE

Key Ideas and Details (R.1)

Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Text Types and Purposes (W.2)

Write informative/explanatory texts to examine a topic and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Research to Build and Present Knowledge (W.7)

Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism.

STANDARDS FOR LITERACY HISTORY/SOCIAL STUDIES

Text Types and Purposes (WHST.2)

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes

ESSENTIAL & TOPICAL QUESTIONS

What is a master tradesman? How do you become one?

What are the qualities of an excellent tradesman?

PROCEDURE

To begin, the teacher should discuss with students what they already know about tradesman and any examples that they know of. Then, explain to students that many specialty goods and materials, like wigs, shoes, and bricks, would be purchased from specific tradesmen, like wigmakers, cobblers, and masons. Nineteenth century tradesmen would become a master skilled in producing one particular good.

Explain to students that they are going to explore nineteenth century tradesman and their techniques by making "The Tradesman's Manual for Success." Each student will research a specific trade and then write a chapter of this user's manual, explaining that trade (see the list on Nineteenth Century Trades). Students will use print and digital resources to answer the questions on the "Learning My Trade" worksheet.

As a class, work together to compile each student's chapter of the manual into one complete user's manual. Divide students into various teams: the copy team (responsible for typing and putting all of the chapters together in one document), the editing team (responsible for proofreading the text), the lay-out team (responsible for determining how the manual will be designed and arranged), and the graphics team (responsible for including pictures of the tools, machines, and products that the tradesman created).

SUPPLEMENTAL LEARNING OPPORTUNITIES:

STUDENTS COULD...

Design an advertisement for their tradesman; include a graphic, slogan, and basic advertising information (cost of services, contact information, etc.).

Write a comparative and persuasive study of nineteenth century tradesmen and practices, comparing with that of their modern day counterparts; argue which is more effective and which offers a better quality of workmanship.

Perform a game of tradesman charades, allowing each student to act out their craft and then present the information and research about their respective trade.

LESSON THREE: CHILD LABOR, THEN AND NOW

OVERVIEW

This lesson plan will focus on children and the role of child labor in American society in the nineteenth century. Students will then have the opportunity to explore child labor, as it exists today, and the organizations that work for children's rights across the globe.

Learning Objectives

STUDENTS WILL...

Examine child labor laws and practices during the nineteenth century via primary sources.

Compare and contrast nineteenth century child labor laws with twenty-first century ones.

Investigate the organizations that support children's rights in the United States and around the globe.

New York State Learning Standards

SOCIAL STUDIES

Standard 1: History of the United States and New York

- Explore the meaning of American culture by identifying the key ideas, beliefs, and patterns of behavior, and traditions that help define it and unite all Americans.
- Investigate key turning points in New York State and United States history and explain why these events or developments are significant.
- Describe historic events through the eyes and experiences of those who were there.

ENGLISH LANGUAGE ARTS COMMON CORE

Key Ideas & Details (R.1, R.2)

- Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

ESSENTIAL & TOPICAL QUESTIONS

What is a primary source document?

How does child labor impact the economy of a country?

Do children have rights?

PROCEDURE

To begin, the teacher can ask students if children and teenagers have rights. Using this question, the teacher should help facilitate discussion. After some discussion, the teacher can explain that during the nineteenth and early twentieth century many children had no rights, and they were required to work in order to help their families survive.

It may be helpful to distinguish during the earlier half of the nineteenth century how young children would work as apprentices, learning a trade, while during the second part of the century they worked in manufacturing and mining jobs.

The teacher can briefly describe the working conditions, hours, and dangers that young workers faced.

Ask students how we know about these working conditions. Use this question as a lead in to a discussion about primary sources, what they are and how they are used. Explain to students that they will use primary sources to learn more about child labor and trade. Using the photographs from the *Library of Congress's American Memory* website, walk students through the analysis of a primary source, using the questions from the Child Labor Primary Source Analysis Worksheet.

The teacher may wish to use the following primary source examples from the *American Memory* website:

- Protests against Child Labor Parade
- Evil of Child Labor (Cleveland Journal)
- Breaker Boys, Woodward Coal Mines, Kingstown, PA
- Mrs. Langdon Stewart Requests Funds for the National Child Labor Committee
- Eight Girls Sewing by Hand, Looking at the Camera, During Sweatshop Inspection
- Children Working on an Onion Farm

Once students have examined one example, break them into small groups and set up a rotation around the room. At each station, students will examine a new primary source, using the Child Labor Primary Source Analysis Worksheet.

After students have completed the station rotation and debriefed about what they discovered, the teacher may want to discuss child labor today.

SUPPLEMENTAL LEARNING OPPORTUNITIES

STUDENTS COULD...

From the perspective of characters in the mid-nineteenth century, hold a debate about whether child labor should be used in your village.

If appropriate for age level, students can research child labor statistics and organizations that work to end child labor, such as UNICEF, Kids Can Free the Children, and other groups. Then, students can share their findings with the class.

NAME: _____

DATE: _____

YOU BE THE JUDGE: SIMULATION REFLECTION WORKSHEET

	TRADESMAN	FACTORY
<i>What was your role in the factory process?</i>		
<i>Which method created more materials?</i>		
<i>Which method produced a higher quality of goods? Why?</i>		
<i>Which method required more skill? Why?</i>		
<i>Which method is more efficient/ profitable? Why?</i>		
<i>Which method gave you a greater sense of satisfaction? Why?</i>		

NAME: _____

DATE:

TRADE: _____

NINETEENTH CENTURY TRADES

Students can choose, or be assigned, an example of nineteenth century tradesmen from the list below. Then, have them answer the questions about their trade on the following page.

1. COOPER
2. BOOKBINDER
3. CHANDLER
4. JOINER
5. WHEELRIGHT
6. FARRIER
7. SILVERSMITH
8. GLAZIER
9. FOUNDER
10. HARNESS MAKER
11. TAILOR
12. WEAVER
13. COBBLER
14. PHARMACIST
15. NAILER
16. CUTLER
17. MASON
18. MILLINER
19. BARBER
20. TANNER
21. FILEMAKER
22. BLACKSMITH
23. SIGN-BOARD PAINTER
24. CABINET MAKER

NAME: _____

DATE:

TRADE: _____

LEARNING MY TRADE

Research and explore the questions below, which will form the basis of your chapter of the Tradesman's Manual. Once you have found all of your information, weave the answers together into a clearly-written short essay, making sure to cite specific evidence from your research.

1. What does the tradesman make or do?

2. What tools does he use to make his product?

3. What natural resources does he use?

4. What is the process the tradesman uses to make his product?

5. List the resources that you used to answer these questions.

NAME: _____

DATE: _____

	What type of document is this?	When was it created? How do you know?	Who created it? What do we know about him/her?	What is the purpose of the document? Who is created for?	List two to three things the document tells us about life during this period.	List two to three questions you have about the document.
Station #1						
Station #2						
Station #3						
Station #4						
Station #5						