



TOUR EDUCATOR'S

Tradesman's Tool Chest

PRE- AND POST-VISIT LESSON PLAN IDEAS & STRATEGIES / GRADES: 9TH– 12TH

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

LANGUAGE STANDARDS

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.

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: "I HEAR AMERICA SINGING"

Overview

Writers and poets have long tried to capture the heart and ideals of America through the written word. Perhaps one of the most well-known poets to so eloquently encapsulate this vision is Walt Whitman in his poem, "I Hear America Singing." In this lesson, students will become familiar with Whitman and his work, analyze his poem, and create an example of their own.

LESSON TWO: IF PHOTOS COULD TALK

Overview

Using various photographs from the Library of Congress' *American Memory* site and The Farmers' Museum's *Harvest of History* webpage, students will have the opportunity to examine the roles and contributions of American craftsmen in the mid-19th century. Analyzing the photographs, students will observe and explore various examples of tradesmen and the impact of industrialization.

LESSON THREE: EXTRA! EXTRA! INDUSTRIAL REVOLUTION CLASSROOM NEWSPAPER

Overview

The Industrial Revolution brought about significant changes to the production of goods in the American market place. With the rise of efficient production and inexpensive goods, many people began to buy products that were mass produced, rather than purchasing from local trades or craftsmen. This lesson will aid students' understanding of this process and its implications by creating a period newspaper.

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 then create a report explaining their findings.

Create a classroom exhibit by taking pictures of people at work and explaining the different jobs and roles in their own community and comparing it to the 19th century villagers and farmers that they saw at The Farmers' Museum.

Write a persuasive essay describing why or why not there should be more or less regulations on industrial factories today.

Participate in a classroom debate, examining whether or not the Industrial Revolution was really a revolution.

Design a mock interview and script as a reporter interviewing a craftsman and an industrial worker. Present the interview to the class.

Research and compose a report about modern day examples of craftsmen.

LESSON ONE: "I HEAR AMERICA SINGING"

OVERVIEW

Writers and poets have long tried to capture the heart and ideals of America through the written word. Perhaps one of the most well-known poets to so eloquently encapsulate this vision is Walt Whitman in his poem, "I Hear America Singing." In this lesson, students will become familiar with Whitman and his work, analyze his poem, and create an example of their own.

Learning Objectives

STUDENTS WILL...

Explain the contributions of Walt Whitman as an American poet.

Define a list poem.

Describe the meaning and imagery created in "I Hear America Singing."

New York State 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

Writing Anchor Standards

Text Types & Purposes (W1-2, 4-5)

- 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.
- Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

Research to Build and Present Knowledge

- Conduct research based on focused questions to demonstrate understanding of the subject under investigation.

ESSENTIAL & TOPICAL QUESTIONS

What is a list poem?

Why should Walt Whitman be remembered?

How does this poem depict the individual contributions and work of people in America in the mid-19th century?

PROCEDURE

To begin the teacher should engage students in a conversation regarding their familiarity with Walt Whitman. Students can discuss any information or interesting facts that they know about the famous poet.

As a class, read Whitman's poem, "I Hear America Singing" (provided below).

Then, have students discuss with a partner the literary and formatting aspects of the poem, which is a list poem, including: why Whitman used this style, the characteristics of this type of poem, and the rhyming scheme used. Then, as a class, students can share their findings and ideas.

After discussing the literary components of the poem, the teacher can explain that Whitman's poem may be used as a primary source to examine the various crafts and trades that people participated in the 19th century.

If necessary, discuss, or remind students, what primary and secondary sources are and provide examples.

Then, help students examine what kinds of tradesmen Whitman discusses in his poem, what these people all have in common, and what their jobs are like.

Discuss as a class what the possible benefits and drawbacks would be of being an independent craftsman, and then compare a tradesman's skill to that of industrialized laborers. E.g.: Benefits: no middle man; one skilled laborer; Drawbacks: lower production quotas, higher costs, reaches limited number of consumers.

Finally, compare with students the differences between 19th and 21st century life, particularly in regard to production and transportation of goods and materials.

Supplemental Learning Opportunities

STUDENTS CAN...

Depending on their level of background knowledge and the time available, create a biographical report of Walt Whitman, examining his early life, career as a poet, his famous works and influences, his personal life, and his lasting impact (this activity could be done individually or in small groups).

Compare and contrast Whitman's poem to Langston Hughes's poem, "I, Too, Sing America," discussing minority groups' roles in poetry and American history as a class discussion.

Compose their own list poem as a continuing practice activity.

Write a persuasive essay about whether or not poetry should be a mandatory part of learning.

LESSON TWO: IF PHOTOS COULD TALK

OVERVIEW

Using various photographs from the Library of Congress' *American Memory* site and The Farmers' Museum's *Harvest of History* webpage, students will have the opportunity to examine the roles and contributions of American craftsmen in the mid-19th century. Analyzing the photographs, students will observe and explore various examples of tradesmen and the impact of industrialization.

Learning Objectives

STUDENTS WILL...

Describe how primary sources can be used to tell us about the past.

Examine various photographs and answer contextual and analytical questions about them.

Investigate the various tasks, outcomes, and training involved with tradesmen enterprises.

New York State Learning Standards

SOCIAL STUDIES

Standard 1: History of the United States and New York

- Consider the sources of historic documents, narratives, or artifacts and evaluate their reliability.
- Describe historic events through the eyes and experiences of those who were there.

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES

- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

ENGLISH LANGUAGE ARTS COMMON CORE

Key Ideas and Details (R.2)

- Determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Essential & Topical Questions

What is the difference between primary and secondary sources?

What do photographs tell us about life that written documents cannot?

PROCEDURE

To begin, the teacher can start discussion by asking how people learn about the past and what people did, particularly in the 19th century.

This may lead directly to a conversation about primary versus secondary sources, what they are and how they are used.

This discussion should then focus on specific types of jobs that people did in the 19th century. It may be convenient to write all of the students' examples on the board or they may just want to orally share them.

Then, the teacher should explain to students that some people in the 19th century were called tradesmen, who are skilled workers who have learned the art of a craft, skill, or trade through an apprenticeship to a master. Provide them with an example, such as a blacksmith.

The teacher should arrange students into small groups, distributing a photograph from *The Library of Congress American Memory* website to each group, as well as a photo analysis worksheet (see page nine).

- Blacksmith 1850-1860
- Carpenter 1840-1860
- Clock and Watch Making
- Seamstress 1853
- Shoemakers between 1840-1860

Note: Using the key words above will enable the teacher to search for these photographs in the *American Memory* site.

Students will then analyze the photographs in their groups, and will research the trade represented in the photograph. Describing what the trade was, the tools used, the people that would have participated in this trade, the products created, and challenges to this trade (such as competition, labor intensive, or dangerous to health), students will create a presentation, either as a multimedia or a PowerPoint presentation. This presentation will also include a digital copy of their primary source and their analysis of it.

These presentations will be shared with the class.

SUPPLEMENTAL LEARNING OPPORTUNITIES:

STUDENTS COULD...

Examine their photographs using visual thinking strategies by first looking at the photograph alone and then with a partner, discussing what they did or did not notice.

Write creative diary entries using the photographs as the basis for their entry.

Design a storyboard describing work in the 19th century, using either the photographs or students' own drawings/sketches and include captions and dialogue.

Create a podcast and script depicting a mock interview with one of the tradesmen from the photographs.

LESSON THREE: EXTRA! EXTRA! INDUSTRIAL REVOLUTION CLASSROOM NEWSPAPER

OVERVIEW

The Industrial Revolution brought about significant changes to the production of goods in the American market place. With the rise of efficient production and inexpensive goods, many people began to buy products that were mass produced, rather than purchasing from local trades or craftsmen. This lesson will aid students' understanding of this process and its implications by creating a period newspaper.

Learning Objectives

STUDENTS WILL...

Investigate the major themes, people, and places of the American Industrial Revolution.

Explain the role of tradesmen during the Industrial Revolution.

Describe the implications of the Industrial Revolution on American society.

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.
- Research and analyze the major themes and developments in New York State and United States history.

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 conclusion drawn from the text.

Text Types and Purposes (W.1 & W.2)

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

Research to Build & Present Knowledge (W.6-7)

- Conduct research on focused questions to determine understanding of the subject under investigation.
- Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism.

Conventions of Academic English /Language for Learning (L.1-2)

- Demonstrate command of conventions of academic English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

Essential & Topical Questions

What characterizes a revolution?

What is the role of a newspaper? What are the components of a newspaper?

Who were the major corporate players in the Industrial Revolution?

What happened to small businesses and tradesmen during this era?

PROCEDURE

To begin, the teacher can ask students where they get their news and other information. Then, discuss with students which sources they trust most and why.

Explain to students that they will be creating a newspaper in small groups. This newspaper will discuss the Industrial Revolution and should be written as though it was created during this era.

Students should be divided into groups, and each group member will receive a particular role or job (*Note: Depending on class size, the teacher may wish to add or combine various positions at their discretion*). Newspaper staff positions may include: an editor-in-chief, a layout design editor, a text editor, and an advertiser. Group members, regardless of their staff position, will research and write at least one article for the newspaper.

Themes that students should discuss are major political ideologies (capitalism, socialism, communism); the big players (Rockefeller, Carnegie, & Morgan); reform movements (Muckrakers, labor unions); and the competition and impact on small businesses and tradesmen.

Students will compile research and work with their staff members to create their newspaper following the checklist included on page ten.

SUPPLEMENTAL LEARNING OPPORTUNITIES

STUDENTS COULD...

Read and assess Upton Sinclair's *The Jungle*.

Debate the necessity of labor unions, during the Industrial Revolution and today.

Write a persuasive speech or editorial about whether or not reform is needed in American industries, either past or present.

Compare and contrast the major political theories of the Industrial Revolution, designing a banner and slogan promoting a particular ideology.

"I HEAR AMERICA SINGING"

BY WALT WHITMAN

I hear America singing, the varied carols I hear,
Those of mechanics, each one singing his as it should be blithe and strong,
The carpenter singing his as he measures his plank or beam,
The mason singing his as he makes ready for work, or leaves off work,
The boatman singing what belongs to him in his boat, the deckhand singing on the steamboat
deck,
The shoemaker singing as he sits on his bench, the hatter singing as he stands,
The woodcutter's song, the ploughboy's on his way in the morning, or at noon intermission or at
sundown,
The delicious singing of the mother, or of the young wife at work, or of the girl sewing or wash-
ing,
Each singing what belongs to him or her and to none else,
The day what belongs to the day – at night the party of young fellows, robust, friendly,
Singing with open mouths their strong melodious songs.

NAME: _____

DATE:

PHOTOGRAPH #: _____

IF PHOTOS COULD TALK: ANALYZING A PHOTOGRAPH

Directions: Using the photographs as your primary source, answer the following questions.

1. What type of primary source is this? What is being depicted?

2. When was this source created? How do you know?

3. Who created this primary source? What do you know about him or her?

4. What is the purpose of this primary source? Who is it written or created for?

5. List two to three things that this primary source tells you about life during this period.

6. List two to three questions you have about this primary source. What would you ask its creator if he or she were alive today?

EXTRA! EXTRA!: STUDENTS CREATE NEWSPAPER ON THE INDUSTRIAL REVOLUTION

Working as a newspaper staff, you and your group members will create a newspaper that examines the impact of the Industrial Revolution in 19th Century America. Below is a checklist of criteria that should be addressed in order to receive full credit.

___ Creative newspaper title or name

___ Each group member wrote at least one article

___ Each article should include

___ A different theme or topic

___ At least one image and an appropriate caption

___ At least one primary and one secondary source (cited)

___ A headline and topic sentence

___ Author's name

___ At least three period appropriate advertisements are present

___ At least one persuasive editorial is included

___ One example of a supplemental newspaper component is included (e.g. obituary, classifieds section, advice column)

___ Final product is well organized with few grammatical errors