



Tradesman's Tool Chest Distance Learning

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| Lesson | <p>Subject: Trades in the mid-1800s Grade Level: 4th (adaptable for all ages) Scope of Lesson: 30-60 minutes. Lesson may also be extended through additional assignments.</p> |
| <p>Overview/Rational: Central Focus and Purpose for Lesson/Content</p> | <p>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. Farmers and their families were major contributors to the economy of the community. Farming families produced many of the goods for sale in the village shop. Tradesmen provided a variety of goods and services to the farmers and to other members of the communities throughout much of the nineteenth century. Doctors, lawyers, teachers, and shopkeepers also provided essential services to the community.</p> |
| <p>Standards: New York State New Generation Learning Standards</p> | <p>Next Generation Reading Standards for Literacy in History/Social Studies 4 NY4R7: Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations), and explain how the information contributes to an understanding of the text. (RI&RL) NY4R9: Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RI&RL) NY4W4: Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.</p> <p>New York State Social Studies Framework</p> <ul style="list-style-type: none"> • Standard 1: History of the United States and New York State: Students will 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. • Standard 4: Economics: Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms. <p>Next Generation Math Standards</p> |

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| | NY-4.OA: Use the four operations with whole numbers to solve problems. | | |
| Objective(s): | This lesson will explore the working world and the trades of the 19th-century, including career choices that were available for boys and girls and how they prepared for them. Students will examine the tools, materials, and products of the tradesman. | | |
| Learning Targets: Skills/Procedures | <ul style="list-style-type: none"> • In the mid 1800's, tradesmen (skilled workers) created many of the products and provided many of the services necessary for everyday life. • Learning a trade or craft often took many years, possibly including additional schooling or a formal apprenticeship. • Different tools were required for each specialized trade • As the factory system grew, tradesman become less necessary as items could be made more cheaply in larger quantities. • Farm families played an important part in the economy in the mid 1800s • There were opportunities available to women in the mid 1800's but they were more limited than the opportunities available to men • Many trades still exist, and students will connect their experience with the lesson through trades | | |
| Content Vocabulary: <i>What specific words in the subject do students need to understand?</i> | <ul style="list-style-type: none"> • Artisan or Craftsman: one who practices or cultivates an art or one who is employed in any of the individual arts • Tradesman: one who is skilled in and follow one the industrial arts, artisan, craftsman • Apprentice: a learner of a craft who is bound by a legal agreement to serve an employer in the exercise of some handicraft, art, or trade for a certain number of years, with a view to learn its detail and duties, in which the employer is also bound to instruct them • Craft: branch of skilled work, art, trade, or profession requiring special skill and knowledge • Trade: practice of some occupation, business, or profession | | |
| Materials Needed: Teacher: <i>What materials does the teacher need for this lesson?</i> Student: <i>What materials does the student need for this lesson?</i> | Teachers: Internet and computer Power Point Presentation Lessons: <i>Lesson 1: Trades Yesterday and Today, Trades in Otsego County 4th Grade, Apprenticeships in the mid-1800s 4th Grade.</i> Student: computer and internet access for remote learning; computer for jump drive, or packet for pen and pencil learning, printouts of PowerPoint and lessons if necessary | | |
| Procedure: The lesson may need to be taught for a variety of situations. Please | In Person Instruction and/or Live Instruction through Zoom Introduction 5-10 minutes | Live Online Instruction with Internet Access (Google Classroom, etc.) For Live Instruction: | Remote Instruction (not live) or |

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| <p>consider how the lesson will be taught In Person, Remotely with Internet Access, or Remotely without Internet Access</p> <p>Introduction: Opening Activity ____ Minutes <i>How will you start the lesson to engage and motivate students?</i></p> <p>Instruction: ____ Minutes <i>What will you do to engage students?</i> -to develop an understanding of the objective(s) -to engage to understand the concepts</p> <p><i>What questions will you ask?</i></p> <p><i>What will students do? (Activity)</i></p> <p><i>How will you know if the students are meeting the targets?</i></p> <p><i>What opportunities for practice are given to students?</i></p> <p>Closure: ____ Minutes <i>How will you end the lesson?</i></p> | <ol style="list-style-type: none"> Teachers will introduce the topic Trades and Apprenticeships in the mid-1800s. The first few slides of the PowerPoint will help students understand the definitions of trade and apprenticeship. <p>Lesson 30 minutes</p> <ol style="list-style-type: none"> Teachers will present the PowerPoint by sharing their Zoom screen with the students and/or projecting the PowerPoint in the classroom. Teacher will discuss the topics associated with this lesson, moving through each slide, asking appropriate questions to help students decipher what they see on the slide and how it relates to the topic. Teachers can refer to the notes in the PowerPoint for additional information. As well, take note of the embedded videos in the blacksmith and pharmacy sections. Teachers will also help student find connections between the topic and their life. After viewing the PowerPoint, students will be given <i>Lesson One: Trades Yesterday and Today</i> to complete. Please note that this lesson is adaptable to all grade levels. Although this can be done independently or as a group, teachers of younger students may find it useful to work on this as a class. If the teacher chooses to have students complete this in class, the teacher can then review the answers as a class. If the class is zooming, lessons can be uploaded to google classroom or other platform for students to access. Student answers will allow the teacher to check for understanding. Teacher may choose to also hand out additional lessons: <i>Trades in Otsego County 4th Grade, Apprentices in the mid 1800s 4th Grade.</i> <p>Closing 5-10 minutes</p> <ol style="list-style-type: none"> Teacher will review the information learned in the PowerPoint to reinforce the ideas presented about trades and apprenticeships in the mid-1800s. The teacher should help the students connect what they learned to life today. <p>Supplemental Lessons</p> | <p>Teacher will send a zoom link to students prior to the lesson. Teacher will present PowerPoint through the shared screen to the students. Teacher will upload associated documents including any lessons being used in Google Classroom or other module. Teacher will follow the in person instruction lesson plan.</p> | <p>Paper/Pencil Instruction Teacher will upload PowerPoint and associated documents to student learning module. Students with Internet access will view the PowerPoint and complete assigned lessons.</p> <p>Students without Internet Access: If the student has computer but no internet, PowerPoint and documents may be put on a jump drive for the student.</p> <p>No computer: PowerPoint with notes and any handouts will be printed for the student.</p> |
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| <p>Assessment: How will you determine if the students met the lesson targets? (How well did they learn what you wanted them to?)</p> <p>Parent Connection: What instructions, background information, and answers will parents need to assist their student in completing the lesson?</p> <p>(Additional Readings, instructions, answer keys)</p> | <p>This lesson can be expanded through research and supplemental lessons.</p> <ol style="list-style-type: none"> 1. Students may research a particular trade they are interested in and write a one page report on the trade. The teacher can choose to make this an historic trade or a modern one, or leave the choice up to the student. The student should explain why she chose this trade and how a person learns the trade. 2. Students can create a fictional diary from the mid 1800s where they are the apprentice. The diary should introduce who they are and what they are doing. The diary should have multiple day's entries, discussing the trade, living conditions, free time and more. Students can be creative as they like and include drawings if they wish. | | |
| <p>Differentiation How will you provide for students with varying abilities?</p> <p>Students who will finish the activity quickly or need to be challenged more:</p> <p>Students with IEP's or 504 Plans:</p> | <ul style="list-style-type: none"> • A printout of the images and the notes will be provided. • Extra time will be provided. • Students may be provided an opportunity to review the PowerPoint again. • If students finish early, they will write a paragraph about what they learned, and/or work on a supplemental research project. • Use subtitles on the power point. • Students with IEP or 504 plans will be treated accordingly. Students will be allowed to sit in the front of the classroom and have a tutor or receive extra help. All bullet points above also apply. | | |
| <p>Resources References for Resources Used:</p> | <ul style="list-style-type: none"> • Apprentice indenture for Henry B. Penny 1836 found in NYSHA's Special Collections • Clark, Christopher. <i>The Diary of an Apprentice Carpenter: Edward Jenner Carpenter's Journal, 1844-45</i>. Worcester, MA: American Antiquarian Society, 1988. • Female Blacksmiths in History. Female Blacksmiths in History (Famous Female Blacksmiths) - Working the Flame February 6, 2020. • harvestofhistory.org | | |

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| | <ul style="list-style-type: none"> • History Today https://www.historytoday.com/working-woman%E2%80%99s-place. • Life of a Smith in the 1800s: Roles, Clothing, Tools. The Life of a Blacksmith in the 1800s (Role, Jobs, Tools & Clothing) - Working the Flame Sept 2019. • Mortise and tenon – Wikipedia • Mullin, Bruce. <i>Moneygrape’s Apprentice: A personal Narrative of Samuel Seabury III</i>. Yale University Press, 1989. • Shaping San Francisco’s Found http://www.foundsf.org/index.php?title=Women_in_Printing) • Stores, Circa 1890, The Vintage News Photo collection of stores from the 1800s in the USA & England (thevintagenews.com) • To Learn the Art, Trade, or Mystery of...Apprenticeship in the mid 1800s. Compiled by David Lewis, 1999. • With All the Grace of the Sex. https://www.history.org/foundation/journal/spring04/women.cfm) • Women in Publishing http://www.womenhistoryblog.com/2013/05/women-in-publishing.html) • Women’s Print Herstory Month. International Printing Museum. Female Incunabula Printers International Printing Museum (printmuseum.org) March 2020 |
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