

Colonial Crafts and Trades by Ann McGovern. (New York: Scholastic, 1992) ISBN-10: 0-590-45160-X

Literature Annotation: This book tells the reader what it was like to live in the New England colonies during the years 1565 to 1776.

Literature Connections: Assorted trade books about different colonial trades, such as:
The Village: Life in Colonial Times by James Knight. ISBN 0-8167-4800-4 (pbk)
A Day in the Life of a Colonial Silversmith by Kathy Wilmore. ISBN 0-8239-5427-7
A Day in the Life of a Colonial Printer by Kathy Wilmore. ISBN 0-8239-5428-5
A Day in the Life of a Colonial Wigmaker by Kathy Wilmore. ISBN 0-8239-5426-9
A Day in the Life of a Colonial Blacksmith by Kathy Wilmore. ISBN 0-8239-5425-0
A Day in the Life of a Colonial Innkeeper by Kathy Wilmore. ISBN 0-8239-5430-7
...If You Lived in Colonial Times by Ann McGovern. ISBN 0-590-45160-X
Colonial Craftsmen. Cobblestone, vol.11 #6, June, 1990; ISBN 0382404157
Arts & Crafts of the Middle Atlantic Colonies. Cobblestone, vol.22 #8, Nov. 2001; ISBN 0812676017

Grade Level: Grade 4 or 5

Duration: 45-60 min.

Maryland State Curriculum

Economics Standard: Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.

- 4.A.2 Explain how limited economic resources are used to produce goods and services to satisfy economic wants in Maryland
- 4.A.4.b Describe how specialization results in the interdependence of people
- 4.B.1.b Give examples of the kinds of goods and services produced in Maryland during different historical periods

- 4.A.2.b Describe how available resources affected specialization and trade

College and Career Ready Standards for Reading Informational Texts

- RI1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI3 Explain procedures, ideas, or concepts in a historical text, including what happened and why, based on specific information in the text.
- RI4 Determine the meaning of general academic and domain-specific words or phrases in a text

Lesson Objective: Students will...

- explain how producers combine resources to provide goods and services by identifying how colonial workers used available natural, capital, and human resources to produce products.
- explain how specialized work in the crafts and trades resulted in interdependence by describing how the colonists traded goods and services to satisfy economic wants.

Vocabulary

human resources: workers; the health, strength, talents, education and skills that humans can use to produce goods and services

natural resources: gifts of nature that can be used to produce goods and services

capital resources: tools; goods that are manufactured and constructed by people and used to produce other goods and services

specialization: the production of a narrower range of goods and services than is consumed by an individual or group.

interdependence: the condition in which events in one part of the community, state, nation or world or one sector of the economy affects events in another part or sector

trade: to engage in the exchange, purchase or sale of resources, goods or services.

apprentice: one who is learning a trade by practical experience under skilled workers

Materials

For the Teacher

- “Colonial Crafts and Trades” Resource Sheets on pp. 6-7
- Name cards from Resource Sheet 2: *Specialized Workers* (pp. 8-11), cut apart and laminate cards

For each student

- 1 copy of Resource Sheet 1: *Colonial Crafts and Trades*
- 1 card from Resource Sheet 2: *Specialized Workers*
- 1 copy of Resource Sheet 3: *Cabinet Makers and Tanners*

Motivation

Tell students to think about living in the colonies in the 1700s. Ask: *What jobs or trades did the colonists have?* Have students brainstorm a class list of different jobs or trades that produced goods and services during the colonial period.

Development

1. Tell students that, in the 1700s, many colonists specialized in a craft or trade to make a living. One at a time, display transparencies of “Colonial Crafts and Trades,” Resource Sheet 1, pp. 6-7. Have the students identify the different specialized workers on the transparencies and name the goods or services provided by that worker.

2. Tell students that every town, village and city had workers who specialized in trades or crafts that made tools, furniture, shoes, farm implements, clothing, barrels, wheels, and other goods that people wanted. Have students select one of the specialized workers on the list and think about the skills or preparation that person needed for that job. Ask students: *How might workers have received the training and preparation that was required?*
3. Write the sentence “The young boy was an **apprentice** to the blacksmith and he was learning how to make iron tools.” Ask students to use context clues to define the word **apprentice**. Clarify any misunderstandings by explaining to the class that a young person learned a craft or trade by becoming an **apprentice**. An apprentice learned a trade by living with the family of the skilled worker and training for several years without pay.
4. Be sure students understand that white Europeans were not the only people who worked in specialized jobs. Explain to the class that many free blacks, enslaved people, and Native Americans were also skilled, specialized workers who worked as coopers, carpenters, blacksmiths, tanners, tailors, iron workers, weavers, stone cutters, surveyors, and other specialized workers.
5. Ask students to name the three kinds of economic resources that are needed to produce a good or service. Display the vocabulary cards for **natural resources**, **capital resources**, and **human resources**. Again use a document camera to display a copy of “Colonial Crafts and Trades,” found on pages 6-7. Have students examine the headings of the columns and the information that is needed for each column. Explain to students that in the last column they will circle the natural resources that the specialized worker uses to produce a product.
6. Model completing the chart by helping students identify the capital resources that were used by the miller to produce flour. Record the class responses on the first row. Possible responses for capital resources include: *grain sacks, boxes, pulleys, ropes, sieves, hoppers, gears, and wheels*. Then have students select and circle the natural resources that were used by the miller (*water, large stones, trees, wheat, and land*).
7. Have students work with a partner to find out what resources were used by other specialized workers to produce their good or service. Students may read about several specialized workers in *The Village: Life in Colonial Times* by James Knight or *...If You Lived in Colonial Times* by Ann McGovern. Or students may be assigned a specific trade and read about it by using one of the *A Day in the Life of a Colonial ...* books by Kathy Wilmore listed above under Teacher Resources. For more in-depth information, pairs of students may use the *Cobblestone* magazines listed above under Teacher Resources or conduct their own research in the library. Possible Internet resources are listed below in additional activities.

8. After students complete their assignment, have them share their information with the class. As a class, have students share and then record the information about each trade on a copy of “Colonial Crafts and Trades.”
9. Display the vocabulary word **interdependence**. Explain to students that when specialized workers depend on other specialized workers for goods and services that they want, the workers are interdependent.
10. Have students do the following interdependence activity to help them understand how specialized workers depend on each other: Form two circles with equal numbers of students, with one circle inside the other. Give each student a name card with the name of a specialized worker from Resource Sheet 2: *Specialized Workers* and instruct them each to pretend to be the worker on their card.

Each student in the outer circle should face a partner in the inner circle. Have each worker in the outer circle tell his or her partner one way that he or she depends on the worker with the his/her partner’s name card. The partner should then reply with one way that the specialized worker he or she depicts is dependent on the first worker.

11. Next have the outer circle move clockwise and the inner circle move counter clockwise one person. Repeat the process of telling each other one way that they depend on each other. With each move to a new partner, students (workers) should identify a way that they are dependent on each other.
12. As a review, ask students these questions.
 - What capital resources used by a cooper were produced by another specialized worker? (*iron bands and nails were made by the blacksmith*)
 - What natural resources used by most of the specialized workers? (*trees, water, metal*)
 - How were these specialized workers interdependent? (Possible responses include: *the tanner provided leather for the cobbler, the blacksmith provided iron bands, nails, and horseshoes for many other workers, the wheelwright needed the blacksmith to make the metal parts of the wheel and the farmer needed the wheels from the wheelwright for wagons to carry the grain.*)
 - How did this specialized work help the colonies to grow and prosper economically? (*Specialized workers can produce their products faster and better than someone who has to do all the jobs. When a producer has surplus goods or services that can be sold to more consumers, the economy grows and prospers.*)

Assessment

Have the students complete “Cabinet Makers and Tanners,” Resource 3.

Additional Activities

Have students visit one or more of the following websites to learn more about colonial occupations. Be sure to visit the websites prior to using with students.

<http://www.history.org/history/teaching/tradsamp.cfm> (This site has pictures and textual information. Occupations include: Apothecary, Blacksmith, Founder, and Harness maker, Milliner, Printer & Bookbinder, Shoemaker, Silversmith and Wigmaker.)

<http://www.history.org/Almanack/life/trades/tradehdf.cfm> (This site offers links to many colonial trades.)

Colonial Crafts and Trades

Specialized Worker and Products	List Three Capital Resources Used to Produce the Product	Circle the Essential Natural Resources
<p style="text-align: center;">Miller</p>  <p style="text-align: center;">flour</p>		large stones corn iron wheat water and trees
<p style="text-align: center;">Cobbler</p>  <p style="text-align: center;">makes and repairs shoes</p>		iron animal skins (leather) flax for thread trees (wooden pegs) boar's bristle
<p style="text-align: center;">Cooper</p>  <p style="text-align: center;">makes barrels, kegs, tubs, buckets, etc...</p>		iron corn animal skins (leather) trees
<p style="text-align: center;">Milliner</p>  <p style="text-align: center;">seller of hats, clothing, fabric, dolls, jewelry, etc</p>		coal iron animal skins water trees
<p style="text-align: center;">Printer</p>  <p style="text-align: center;">made almanacs, newsletters, papers</p>		linseed oil trees animal skins (leather) water iron

Colonial Crafts and Trades

Specialized Worker and Products	List Three Capital Resources Used to Produce the Product	Circle the Essential Natural Resources
<p style="text-align: center;">Silversmith</p>  <p>made spoons, plates, cups, pots</p>		<p>sand</p> <p>silver and gold metals</p> <p>limestone</p> <p>volcanic ash (pumice)</p> <p>water</p>
<p style="text-align: center;">wheelwright</p>  <p>made spinning wheels, wagons, and carts</p>		<p>water</p> <p>iron</p> <p>trees</p> <p>animal skins</p> <p>clay</p>
<p style="text-align: center;">wigmaker</p>  <p>wigs, hairpieces, and curls</p>		<p>straw</p> <p>cotton</p> <p>animal hair</p> <p>silk</p> <p>clay</p>
<p style="text-align: center;">blacksmith</p>  <p>horseshoes, nails, hooks, hoes, rakes, cowbells, knives, iron tire hoops, and axes</p>		<p>coal</p> <p>iron</p> <p>animal skins</p> <p>water</p> <p>trees</p>

Resource Sheet 2: *Specialized Workers*

miller	blacksmith
cooper	potter
candlemaker	tanner
carpenter	printer

Resource Sheet 2: *Specialized Workers*

wigmaker	silversmith
tinsmith (whitesmith)	cabinetmaker
wheelwright	cobbler (shoemaker)
milliner (hats, clothing)	tailor

Resource Sheet 2: *Specialized Workers*

hatter	clockmaker
harnessmaker	founder (iron worker)
apothecary	saddler
brickmaker	basketmaker

Resource Sheet 2: *Specialized Workers*

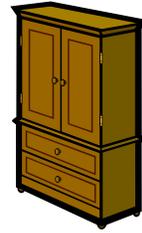
gunsmith	barber
housewright housebuilder	innkeeper
farmer	

Resource Sheet #3
Cabinetmakers and Tanners

Directions: Read the information below about two more specialized workers. On the chart at the bottom, identify the capital and natural resources that are used by these specialized workers to produce their products.

Cabinetmakers

Cabinetmakers, who were sometimes called joiners, made furniture, Repaired musical instruments, and constructed coffins. They also handled funeral arrangements for townspeople. They were experts at joining pieces of wood. They used hand tools made of metal and wood. The most important tool to a cabinet maker was a lathe, a large wooden wheel that turned the wood so they could carve it into different shapes.



Tanners



Tanners made leather from animal hides or skins. The animal skins were treated them with an acid product called “tannin” that is found in the bark of black oak and hemlock trees. Tanners used metal scrapers to scrape the hair and other debris from the animal skin. Then a wooden buffing stick was used to smooth out the skin and stretch it. Leather from tanners was made into fine leather shoes, belts, work aprons, breeches, caps, boots, harnesses, saddles, buckets, and mugs.

Specialized Worker and Product	List Two Capital Resources Used to Produce the Product	Circle the Natural Resources Used
<p>Cabinetmaker</p>  <p>furniture, coffins, and repaired musical instruments</p>		<p>trees</p> <p>iron and metal</p> <p>clay and soil</p> <p>animal skins</p>
<p>Tanner</p>  <p>leather</p>		<p>trees</p> <p>clay and soil</p> <p>animal skins</p> <p>iron and metal</p>