



Contributor: Barbara Genter Davis **Grade Level:** 3-5

1. Identify the standards to be addressed:

Reading:

Key Ideas and Details:

CCSS.ELA-LITERACY.RI.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RI.5.2

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CCSS.ELA-LITERACY.RI.5.3

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure:

CCSS.ELA-LITERACY.RI.5.4

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RI.5.10

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

Writing:

Text Types and Purposes:

CCSS.ELA-LITERACY.W.5.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-LITERACY.W.5.1.A

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

CCSS.ELA-LITERACY.W.5.1.B

Provide logically ordered reasons that are supported by facts and details.

CCSS.ELA-LITERACY.W.5.1.C

Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).

CCSS.ELA-LITERACY.W.5.1.D

Provide a concluding statement or section related to the opinion presented.

Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.5.8

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CCSS.ELA-LITERACY.W.5.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing:

CCSS.ELA-LITERACY.W.5.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Social Studies:

U2 USHG ERA 2 – COLONIZATION AND SETTLEMENT (1585-1763)

U2.3 Life in Colonial America

5 – U2.3.2 Describe the daily lives of people living in the New England, Middle, and Southern colonies.

5 – U2.3.4 Describe the development of the emerging labor force in the colonies.

2. Statement of the objective and lesson outcomes:

Lesson Objectives: Students will begin to understand a variety of jobs and trades that people engaged in during the Colonial Era, especially through apprenticeships. Using primary sources and online resources, the students will investigate many of these jobs and trades. Students will select a job or trade and write a logical argument paragraph to support the reasons for their colonial job choice.

Lesson Outcome: Students will develop an understanding of some of the skilled trades that developed during the Colonial Era. Students will write a logical argument paragraph "Colonial Apprentice Application" to reflect their understanding of colonial jobs and trades. The logical argument paragraph will demonstrate the students' understanding of the job or trade for which he/she is applying, as well as exhibit the writing skills included in a logical argument paragraph.

3. Materials, resources, and technology to be used by teacher/students:

Trade book: McGovern, Ann. If You Lived in Colonial Times. Scholastic Inc. New York. 1964. pp. 48-50, 68-77.

Primary Sources:

1. Indenture/Apprenticeship Contract - Matthew Williams 1718

<https://shec.ashp.cuny.edu/items/show/1651>

2. Apprenticeship Contract - Jesse Cook 1759

(Teacher warning - Read carefully before sharing with students. Some terminology may be inappropriate.)

<https://www.ncpedia.org/anchor/primary-source-jesse-cooks>

Websites – Colonial Jobs and Trades:

- <https://www.colonialwilliamsburg.org/explore/historic-trades/?from=teachers>
- https://www.ducksters.com/history/colonial_america/jobs_occupations.php
- <https://www.historyforkids.net/Crafts+and+Trades.html>
- <https://homepages.rootsweb.com/~sam/occupation.html>
- <http://www.smplanet.com/teaching/colonialamerica/culture/occupations>
- <https://www.landofthebrave.info/colonial-trades.htm>
- https://research.colonialwilliamsburg.org/foundation/journal/Spring10/trades_slides_how/#images/apothecary.jpg

Student Activity Worksheet:

Colonial Apprentice Application

4. Introduction of the topic:

During the Colonial Era, each of the Colonial regions developed an economic system based on their regional differences. In the New England Colonies, the economy was based on small farms, fishing, shipping, and lumber. There were many small towns and a few big cities in New England. In

the Middle Colonies, the economy was based on producing large amounts of wheat and flour, as well as manufacturing. The Middle Colonies also had many small towns and some big cities. The Southern Colonies based their economy largely on the farming of cash crops such as tobacco, indigo, cotton, and rice. The Southern Colonies also had small towns and large cities.

Farming was a consistent foundation for each region, but to a varying degree, based on the climate and geography of each region. In addition to farming, in many small towns and large cities, a variety of skilled trades developed to meet the needs of people living in and around these areas. Some of the trades found in colonial towns and cities included the cobbler, the blacksmith, the silversmith, the cabinet maker, the wheelwright, the miller, the cooper, the barber, the tailor, and many others.

Most children during the Colonial era grew up on farms and learned the skills necessary to run a farm from their parents. However, some children became apprentices in a skilled trade. An apprentice is a person who learns a particular skill or occupation from an expert. An apprentice would often work very long hours and for many years in order to learn a trade. After a person's term of apprenticeship ended, he/she could set up their own business in that trade. For example, young Benjamin Franklin had been an apprentice to his older brother, James, in order to learn the trade of printing. After his time as an apprentice, Benjamin Franklin started his own printing business. He became a very successful printer in Philadelphia.

In the growing Colonies, there were opportunities for a young person to become an apprentice to an expert tradesperson. An apprentice would usually sign a contract to agree to work for that tradesperson. An apprenticeship would enable a person to develop a skill that other people would pay for. In addition to farming, the skilled trades became an important part of the economic foundation of the developing colonial regions.

5. **Procedure for instruction:**

1. During a unit about life in Colonial America, discuss the ways in which colonists were able to meet their needs and earn a living. Discuss the concept that most Colonists did some farming to help provide food for their families. However, not all Colonists lived in a location where farming was practical, such as in a town or city.
2. Ask the students to brainstorm some types of items that might be difficult to produce on a farm. Some examples might include: items made from metal (nails, tools, iron horse shoes), items made from leather (shoes and boots, saddles, hats), wheels (spinning wheels, wagon wheels), buckets and barrels, wigs, fancy clothing, jewelry, glass items, paper items, etc.
3. Introduce the concept of skilled trades in Colonial towns and cities. Tell the students that some people would become experts in certain skills or make specific products that other colonists would trade or pay for.
4. Introduce the concept of becoming an apprentice. Additional teacher background information:

What is an apprenticeship?

In Colonial America, instead of the traditional path of higher education, students entered into an apprenticeship; an opportunity to learn a craft by working directly with an expert. The apprenticeship was a legal contract between the apprentice (the student) and master craftsman. These contracts were often

drawn up, signed before the courts, entered into a deed book, and considered binding. As part of the contract, an apprentice agreed to keep trade secrets, obtain his master's permission before leaving the premises, and abstain from vices such as frequenting taverns and the theater. Most importantly, the apprentice agreed to work for the master without pay for the term of the contract. The contract also listed the obligations of the master craftsman to his apprentice. Masters provided basic education (reading, writing, and arithmetic), training in the craft, room and board, and sometimes a set of tools or clothes on completion of the apprenticeship.

The ideal age for an apprenticeship might be considered fourteen, so that a full seven-year apprenticeship could be served by age twenty-one, but this was seldom the actual practice. The shorter apprenticeships common in the American colonies were achieved by starting at a later age. It was not uncommon for a master to charge parents an apprenticeship fee, and even orphans sometimes had to pay. Apprentices were provided with room and board, and sometimes given a sum of money or set of tools at the end of their apprenticeship. Occasionally they were paid during the last few years of the term.

African Americans and women worked as apprentices as well. Both free blacks and slaves were apprenticed. In the case of a slave, the legal contract was between the slave owner and the tradesman. The building trades and plantation support trades, such as coopering and blacksmithing, relied heavily on skilled black labor. Trades such as gunsmithing, cabinetmaking, baking, and bookbinding also employed black tradesmen. Four females are named in the local, Virginia apprenticeships recorded from 1747 to 1789. Earlier records contain several others. Generally, these apprenticeships were for household work or textile trades (spinning, weaving, or knitting).

<https://www.homeschool.com/blog/2013/04/colonial-williamsburg-apprenticeships-and-great-historical-info/>

5. Show and read together with the students one of the apprentice contract primary source documents.

6. Discuss the terms that the contract committed the apprentice to follow: How long would the apprenticeship last? What did the apprentice agree to do, and not do? What did the "master" agree to be responsible for?

7. Once students understand the concept of an apprenticeship, discuss the many types of skilled trades that colonial people relied on. Introduce some of these occupations by reading pp. 67-77 in the book *If You Lived in Colonial Times* by Ann McGovern.

8. Ask students to begin thinking about the types of jobs or trades that he/she might have been interested in learning during colonial times.

9. Have students explore many different types of colonial jobs and trades by visiting several of the websites listed above in the materials section. **Teachers - review the websites to determine those that will best meet the needs of your students.

10. After researching a variety of jobs and trades, have students decide on one occupation that he/she would decide to become an apprentice for.

11. Using information about the student's chosen occupation, the student will complete the student activity worksheet *Colonial Apprentice Application*. Explain the logical argument paragraph structure on the worksheet –

S1 = State position: State job choice

S2 = Supporting details: Explain reasons for job choice based on website research as well as personal skills and experiences

S1 = Restate position: Restate job choice

12. Students work on completing their [Colonial Apprentice Application](#).

6. **Assessment of Understanding:**

After completing the Colonial Apprentice Application, students may share their logical argument paragraphs with a partner, small group, or whole class. Students will discuss and compare the supporting reasons for their occupation choices.

Students will submit their completed Colonial Apprentice Applications to the teacher. The teacher will assess student understanding of the concepts of colonial jobs and trades, apprenticeship, and logical argument paragraph writing based on the students' written responses.