



MUSEUM OF EARLY
TRADES & CRAFTS

Additional Program information for *The Tradesman & the Community*

PROGRAM OVERVIEW

Best for 3rd to 5th grades

✓ At METC

✓ Outreach

✓ Live Virtual

X Digital Written Lesson Plan

X Digital Video Lesson Plan

Become a citizen in an early 19th century community. Who did you depend on and interact with? What was your role in the community? Learn about the blacksmith, the miller, the cabinetmaker, the farmer and more, while exploring their interconnectivity and interdependence within their communities.

STANDARDS & PRACTICES

6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).

6.1.5.EconET.3: Explain how scarcity and choice influences decisions made by individuals, community and nations.

6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.

6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).

Seeking Diverse Perspectives



PROGRAM OBJECTIVES

Students will:

1. Define the different meanings of the word “trade” and how it was important to community life.
2. Discuss the economic interdependence of an 18th and early 19th century community.
3. Be able to explain the concept of an “apprenticeship” and how this differs from how most people prepare and train for 21st century careers.
4. Explain what it means to be an early 19th century citizen and how it differs from being a 21st century citizen.

SUGGESTED PRE-PROGRAM ACTIVITY

Shop Signs

Shops, restaurants, hotels and other businesses have been putting out signs to attract customers for hundreds of years. These signs vary greatly, but they all share the goal of getting people to come inside. To achieve this goal, they need to be:

- 1) **Catchy**, so that people passing by give it a second look
- 2) **Informative**, so potential customers know what they will find inside

Just like today, most shops in the 1700s and 1800s had signs. Not everyone could read, so a good sign let customers know what was inside without words. Recognizable symbols and logos are still common on signs today!

Discuss this with your students, along with present-day forms of advertisement that use images (including both recognizable logos and more descriptive images), and the reasons why such advertising might be used. Then, have your students design a shop sign that relies heavily on imagery. This can be for a real or imagined business, historic or modern. On the next pages are templates for common sign shapes in the 18th and 19th centuries. Have your students decorate their signs and display them in the classroom.



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SUGGESTED POST-PROGRAM ACTIVITY

Your Class Community

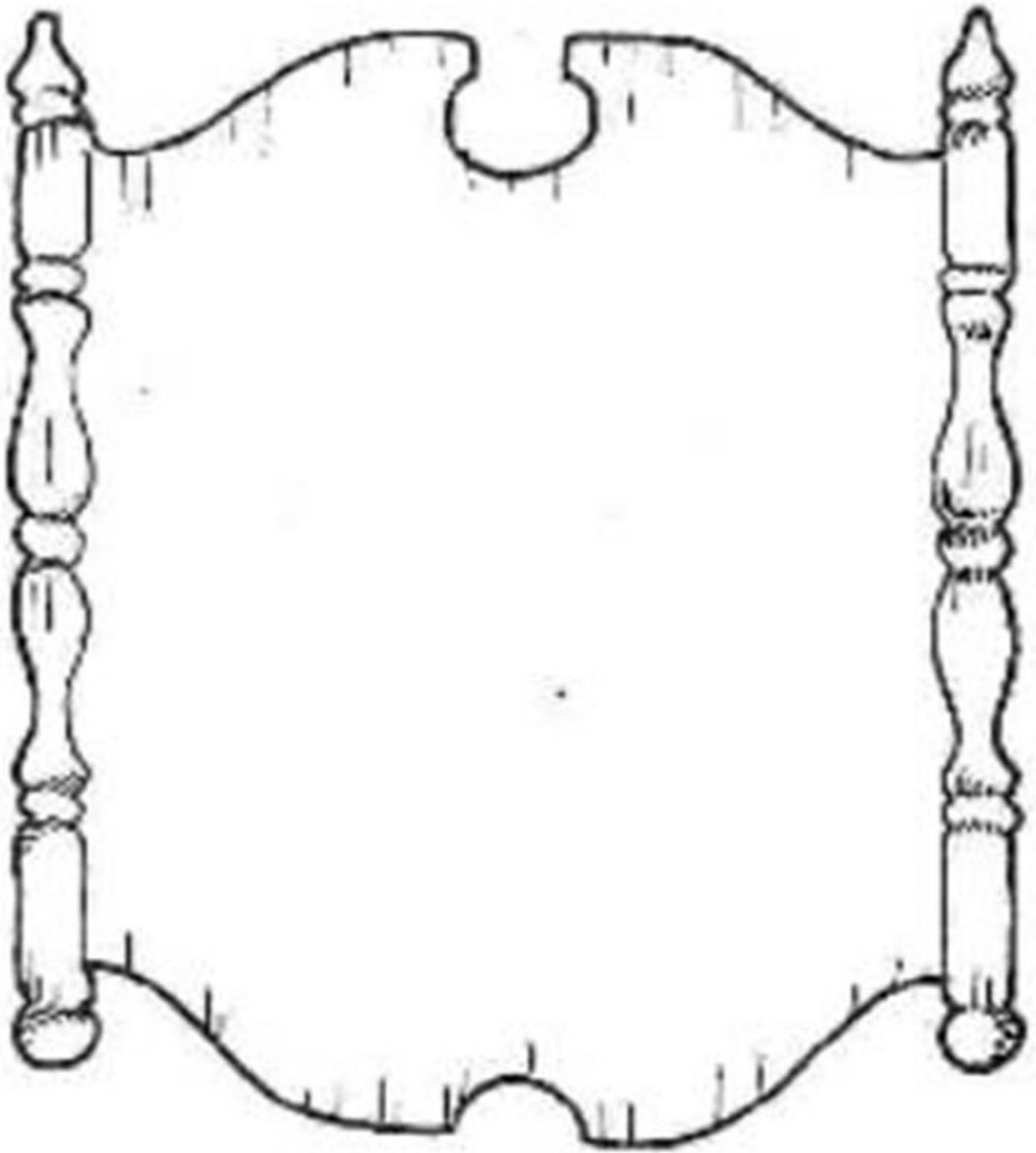
Discuss the community your class created. Determine the impact on this community if it lost one or more of the members. How would the choices and lives of each individual be different without this person?

Have your class research your town and find out what tradespeople lived there in the 18th and 19th centuries.

If you have any questions or require any additional information, please feel free to contact the METC Education Department at 973-377-2982, x12 or education@metc.org

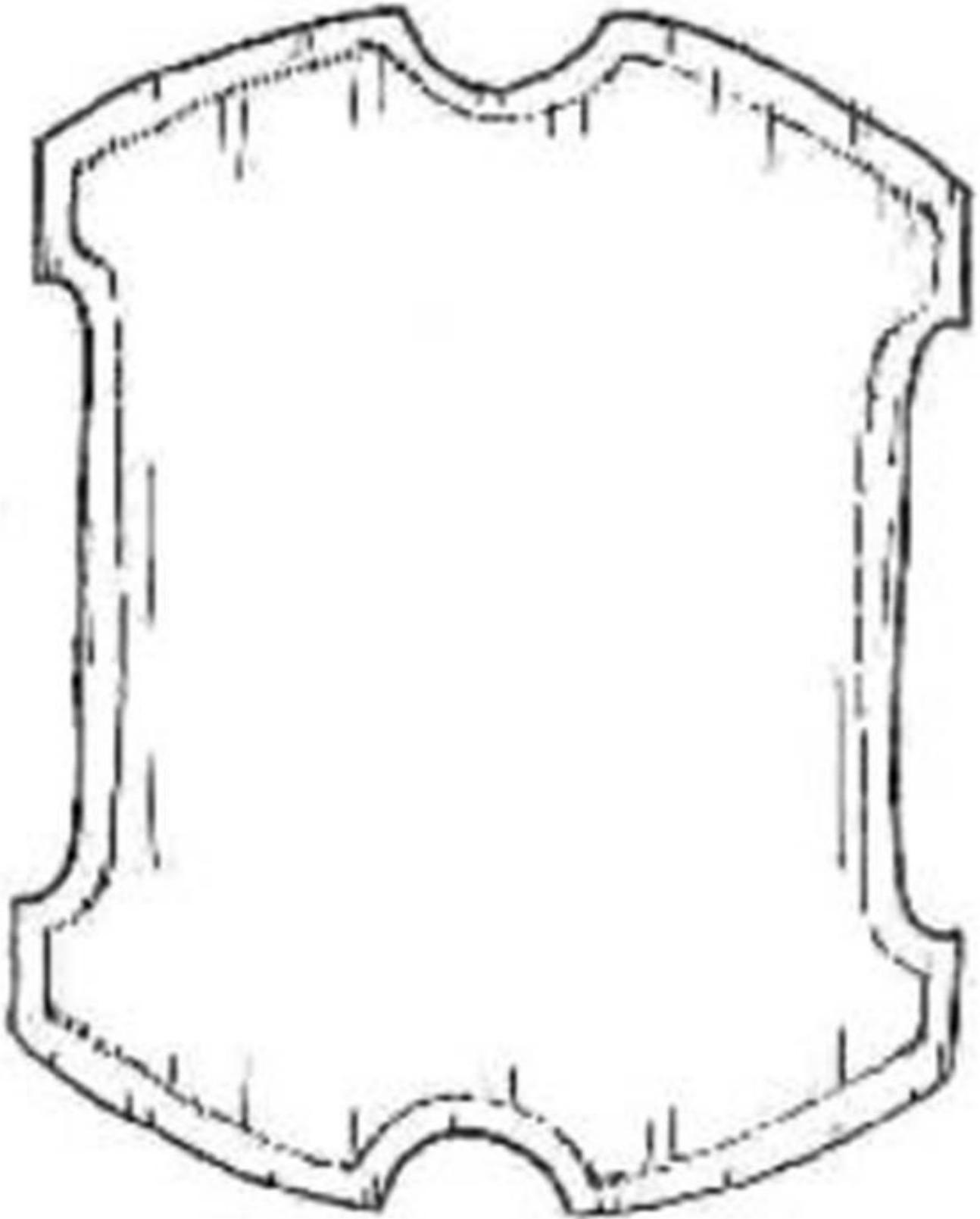


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