

# A Day in the Life of...18<sup>th</sup> Century Occupations

## Standards addressed:

### *Social Studies*

3-4.1: Compare the conditions of daily life for various classes of people in South Carolina, including the elite, the middle class, the lower class, the independent farmers, and the free and the enslaved African Americans.

4-3.6 Compare the daily life and roles of diverse groups of Americans during and after the Revolutionary War, including roles taken by women and African Americans such as Martha Washington, Mary Ludwig Hays McCauley (Molly Pitcher), Abigail Adams, Crispus Attucks, and Peter Salem.

### *Language Arts*

3-5.3: Create written descriptions about people, places, or events.

4-5.1 Create informational pieces (for example, postcards, flyers, letters, and e-mails) that use language appropriate for the specific audience.

## Objectives:

1. The student will demonstrate an understanding of colonial occupations: blacksmith, cooper, mason, candlestick maker, and a cobbler.
2. The students will create a "Help Wanted" ad describing in three sentences the duties of an occupation during the colonial times.

## Materials:

- Computers
- Microsoft® Word
- Microsoft® PowerPoint
- (Also available in Smartboard Presentation)
- Construction paper
- Glue

## Reference:

- See attached PowerPoint or Smartboard presentation.

## Procedures:

- a. After the students return from the Powder Magazine, the teacher will extend the lesson on Colonial times by asking the students to guess what occupation she is describing:
- b. Teacher: I am going to give you clues and I would like for you all to guess what my job is based on the duties that I am describing.
  - i. I transport people from their home to a certain location. What I drive is large and can occupy many people. Who am I?  
(Answer: Bus driver)
  - ii. Usually when you visit me you have an appointment or an emergency. I use instruments to examine you. Who am I?  
(Answer: Doctor or dentist)
  - iii. I work at a school in a large area that is quiet. Sometimes you visit me with your class or by yourself. Who am I? (Answer: Librarian)

You have now guessed present day occupations. I would like you to think about the visit to the Powder Magazine. Think about the occupations during the colonial times in Charleston.

- c. What jobs do you think were important in Charleston during the colonial times? What made these jobs important?
  - d. How did the occupations support the community during the colonial times?
2. The teacher will present the PowerPoint presentation (or Smartboard presentation) to the students to discuss the five occupations during the colonial times.

3. After the presentation, the students will be equally distributed into five groups.  
The teacher will tell the class to keep their assigned occupation a secret because they will be asked to act out their group's occupation and the class will guess the occupations.
4. The students will create a "Help Wanted" ad on Microsoft® Word describing in three sentences the duties of the colonial occupation assigned to the group.
5. Using ClipArt or a search engine, the students will locate 3 historical pictures that depict the colonial profession.
6. The students will print their "help wanted" ads and paste them to construction paper.
7. After the groups have completed their "help wanted" ads, each group will act out their occupation for the class. The group will end their act by asking the class "who am I?" The class will guess each group's occupation.
8. After the class has time to guess, the students will share their "help wanted" ads with the class and discuss the duties of the occupation assigned.
9. To reflect, the teacher will discuss the importance of different occupations.
  - a. Teacher: No matter if we are talking about jobs that were important in the colonial times such as a blacksmith or cobbler, or if we are talking about present-day jobs such as a bus driver or doctor, every job and the duties that are required are important to the communities in which we live. What would happen to soldiers during the colonial times if there was not a cobbler who could make their leather boots? What would we do today if

we did not have doctors, teachers, police, etc.? It takes all types of professions with different duties to run our communities.

**Accommodations:**

To accommodate for a student with a disability that hinders them from working in a group, the teacher will have the student work individually on the project. If the student is unable to use Microsoft® Word, the student can create a “help wanted” ad using markers to draw pictures and create sentences.

**Assessment:**

1. Formative: While the students are working in groups, the teacher will walk around the room to monitor and give assistance to the groups. The teacher will monitor the groups’ understanding of the assigned profession by monitoring the progress.
2. Summative: After viewing the PowerPoint presentation (or Smartboard presentation), the students will be able to create a “Help Wanted” ad describing in three sentences, including three facts, the duties of an occupation during the colonial times.

**Extension Activities:**

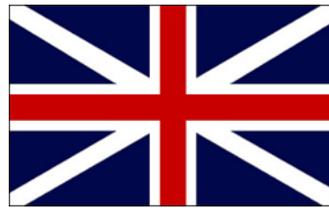
1. [http://www.teach-nology.com/worksheets/soc\\_studies/colony/jobs/](http://www.teach-nology.com/worksheets/soc_studies/colony/jobs/)
2. <http://www.lessonplanspage.com/SSColonialJobsPictionary25.htm>

Name: \_\_\_\_\_

<b>"Help Wanted Ad" Criteria</b>	 <b>3</b>	 <b>2</b>	 <b>1</b>	 <b>0</b>	<b>Score</b>
<b>Language Arts</b>	Completes the "Help Wanted" ad with 3 sentences.	Completes the "Help Wanted" ad with 2 sentences.	Completes the "Help Wanted" Ad with 1 sentence.	No "Help Wanted" ad created.	
<b>Social Studies</b>	Occupation description includes 3 facts.	Occupation description includes 2 facts.	Occupation description includes 1 fact.	Occupation description includes 0 facts.	
<b>Total</b>					

# *Occupations in Charleston, South Carolina During the Colonial Times*

## **Powder Magazine Lesson**



## *Blacksmith*

A blacksmith during the Colonial times was a person who used iron or steel to create objects by using tools such as a hammer to bend, shape, and cut. Blacksmiths created items such as: wrought iron gates, cooking utensils, weapons, and tools. Blacksmiths also put horseshoes on horses during the Colonial



# *Cooper*

A cooper during the Colonial times made barrels, butter churns, buckets, and other containers made by hand out of wood. Being a cooper required strength, skills, and intelligence. The containers were used to store goods such as vegetables, gun powder, tobacco, and flour.



# *Mason*

A mason during the Colonial times was a tradesman who was also known as a bricklayer. Masons worked with brick and stone. Masons built houses and buildings.



# *Candlestick Maker*

A candlestick maker during the Colonial times made candles out of wax and the wicks were made out of linen. Candlestick makers sold them to people to use as their



# *Cobbler*

A cobbler during the Colonial times was a person who made and repaired shoes by hand or simple tools. Cobblers made shoes out of leather and wood such as soldiers' boots and wooden



# “Cobbler Wanted”



We are looking for a loyal, hard worker who is interested in making shoes. This person must be able to use their hands or tools to make boots for soldiers and clogs for people in the town. This cobbler will be working with leather and wood to make shoes.

## *Credits*

- Blacksmith, cooper, mason, candlestick maker, cobbler. (n.d.) Retrieved July 20 2008 from Wikipedia: <http://www.wikipedia.com>
- <http://www.interlakenhistory.org/cobblers%20area.jpg>
- [http://images.easyart.com/i/prints/rw/en\\_easyart/lg/2/1/At-The-Cobblers--1867-Antonio-Rotta-211753.jpg](http://images.easyart.com/i/prints/rw/en_easyart/lg/2/1/At-The-Cobblers--1867-Antonio-Rotta-211753.jpg)
- <http://www.wakefield.gov.uk/CultureAndLeisure/Museums/EdwardianWakefield/Education/worktools.htm>
- <http://www.gpschools.org/ci/images/cooper7.JPG>
- <http://www.germantownacademy.org/Academics/LS/3/Colonial/ColonialDay/market/candlemaker.htm>

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This *Teacher Resource Packet* was completed as part of a requirement for a Social Studies course in the Master of Arts in Teaching (MAT) program at the College of Charleston (CofC)

For further information, please visit The Charleston Powder Magazine website at <http://www.powdermag.org>.