**\*\*Park Name**

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| [Catoctin Mountain Park](http://www.nps.gov/cato/) |

**\*\*Lesson Plan Title (255 characters maximum)**

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| --- |
| The Blacksmith in Society: Lesson 1- Economic Incentives for Industrial Development |

**\*\*Essential Question and Quick Lesson Description**

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| --- |
| After comparing incentives offered to an 18th century blacksmith with incentives offered to modern corporations, students will understand how economic strategies are used to encourage industrial and community growth. |

**\*\*Lesson Grade Level: (Check One of the following)**

\_\_\_ Lower Elementary: Pre-Kindergarten through 2nd Grade

\_\_\_ Upper Elementary: 3rd Grade Through Sixth Grade

\_x\_\_ Middle School: Sixth Grade Through Eighth Grade

\_\_\_ High School: Ninth Grade through Twelfth Grade

\_\_\_ College Undergraduate Level

\_\_\_ Graduate Level (Masters, PhD)

\_\_\_ Adult Education

**\*\*Lesson Subject: (Check As Many as Apply)**

\_X\_ Social Studies

\_\_\_ Math

\_\_\_ Science

\_\_\_ Literacy and Language Arts

\_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Feature Image for Lesson**

**This will be shown next to your lesson on the Education Portal. Provide filename and location below.**

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| In folder |

**Alt Text for Feature Image**

**If the image does not display, what description do you want to appear in its place?**

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| A Venn diagram showing blacksmith and modern industry. |

**\*\*Common Core Standards:**

**Want more information about Common Core? Go to [http://www.corestandards.org/](http:///h)**

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| **Grade Level:** 6-8 **Subject Area:** Social studies  Common Core Standards:  [CCSS.ELA-LITERACY.RH.6-8.1](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/) Cite specific textual evidence to support analysis of primary and secondary sources. [CCSS.ELA-LITERACY.RH.6-8.2](http://www.corestandards.org/ELA-Literacy/RH/6-8/2/) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. [CCSS.ELA-LITERACY.RH.6-8.7](http://www.corestandards.org/ELA-Literacy/RH/6-8/7/) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. [CCSS.ELA-LITERACY.RI.6.1](http://www.corestandards.org/ELA-Literacy/RI/6/1/) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [CCSS.ELA-LITERACY.RI.7.1](http://www.corestandards.org/ELA-Literacy/RI/7/1/) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [CCSS.ELA-LITERACY.RI.8.1](http://www.corestandards.org/ELA-Literacy/RI/8/1/) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |

**\*\*State Standards:**

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| Maryland Learning Outcomes (MLO) 1.2, 2.2, 2.7, 3.3, 3.5, 3.6, 3.8, 4.7 |

**Additional Standards(s) (255 characters maximum): Does this lesson meet additional standards?**

**e.g. Next Generation Science Standards, National Council for Social Studies Standards, Advanced Placement (AP) Courses, International Baccalaureate (IB) Courses, Next Generation Science Standards**

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**Thinking Skills (Check As Many as Apply)**

The thinking skills listed below are based on Bloom’s Taxonomy. Consider your lesson procedure and activities. Then check off the thinking skills that students will experience through your lesson.

X **Knowledge** – Recalling or recognizing information ideas, and principles

X **Comprehension** – Understand the main idea of material heard, viewed, or read. Interpret or summarize the ideas in own words.

X **Application** – Apply an abstract idea in a concrete situation to solve a problem or relate it to a prior experience.

X **Analysis** – Break down a concept or idea into parts and show the relationships among the parts.

\_\_\_ **Creation** – Bring together parts (elements, compounds) of knowledge to form a whole and build relationships for NEW situations.

\_\_\_ **Evaluation** – Make informed judgments about the value of ideas or materials. Use standards and criteria to support opinions and views.

**Complete Lesson File**

**Is there a downloadable file (or PDF) for this lesson plan? If yes, provide filename and location:**

**Be sure your PDF or other file meets universal accessibility requirements, most PDFs do not.**

|  |
| --- |
| In GoogleDocs Folder and <http://www.nps.gov/cato/forteachers/classrooms/upload/Lesson-Plan-1-lp1.pdf> |

**Lesson Duration**

**Time to complete this lesson plan in minutes (25 characters maximum)**

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| 60 minutes |

**\*\*Background Information for Teacher**

**What important content, contextual, or practical information and background knowledge does the teacher need to successfully implement this lesson?**

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| --- |
| The reading for Lesson Plan #1 indicates that blacksmiths were a vital part of early communities. At least one town offered property as an enticement, hoping to attract a skilled and able blacksmith. The conditions, as presented, tell us that a centrally located blacksmith shop was beneficial to the community and that community officials believed the blacksmith's services would be needed indefinitely. Striking similarities exist between the offer made by the town of Derby to John Smith, and economic incentives offered by communities to modern corporations. Students will have the opportunity to think about what they already know about colonial artisans, read the primary document and compare current events. This will show how some basic economic strategies have remained constant through the centuries. |

**\*\*Important Vocabulary and Terms with Definitions:**

**What terms and academic language will students have to know to participate in the lesson? Lessons typically include 5 to 15 terms and definitions.**

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| --- |
| 1. blacksmith: a person who makes horseshoes and shoes horses or a person who forges objects of iron. 2. industrial development: The sector of an economy made up of manufacturing enterprises 3. slavery: legal or economic system under which people are treated as property 4. economics: the science which studies human behavior as a relationship between given ends and scarce means which have alternative uses |

**\*\*Lesson Preparation: What preparation does the teacher need to do before the lesson? What supplies or materials should be gathered?**

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| 1. Copy of reading from The Blacksmith prepared as an overhead transparency or displayed in another form visible to all students. 2. Print articles discussing tax and other incentives offered by government entities in the hopes of attracting business to the local area (three are provided, but teachers can use any articles relevant to their area). 3. Print copies of the Venn Diagram, Incentives for Economic Development |

**\*\*Lesson Hook or Preview: What activity, video, song, or other experience could get the students excited about the lesson and thinking about the topic? Is there a way to make the lesson important to their lives or link the lesson content to what they already know?**

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**\*\*Procedure: List the instructions the teacher should follow as Step One, Step Two, Step Three, etc.**

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| 1. Distribute contemporary articles to students, try to locate multiple articles so that not all students read exactly the same material. 2. Have an individual read the excerpt from The Blacksmith to the class. 3. Using the Venn Diagram included, instruct students to list the incentives offered to the blacksmith or to modern businesses in the appropriate circle. Incentives offered to both groups will be listed in the shaded area.When the list is complete, lead students in a discussion that compares the real economic value to the blacksmith or business and to the respective communities. For example:   • What is the true value of the land offered to the blacksmith in comparison with the land, tax incentives or other offers made to modern business?  • How will the community change or benefit from having a blacksmith or additional business come to the area?  • What happens if the individual or business does not meet the expectations of the community?  • What steps must be taken to alleviate the situation and find a suitable replacement? |

**\*\*Assessment: How can teachers tell that each individual student has met the objective? How will teachers see if each student knows the answer to the essential questions or has mastered the skills? Below, include below a brief description of how to use the assessment. Later in this template you are provided with the opportunity to upload a digital copy of the assessment for teachers to print and use.**

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| Discussion: How does the situation with the blacksmith apply to businesses today? Do businesses always live up to expectations? Do incentives always work? What are the effects of businesses both coming and leaving communities based on incentives? |

**Lesson Materials: Any worksheets, photos, primary source, scientific data, maps, graphic organizers, or PowerPoint ‘s should be described and attached using the template below. Please create additional materials boxes if necessary.**

**Material #1**

**Title (255 characters maximum):**

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| --- |
| Reading for lesson plan 1: Excerpt from *The Blacksmith* |

**Summary (how does the material function in the lesson?):**

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| The first party of settlers that came to Jamestown, Virginia, in 1607 included a blacksmith by the name of James Reed. By the end of the very next year another smith was needed, and in 1611, to meet the growing demand for ironworkers, four more smiths were sent over by the London-based Virginia Company. New England towns also acknowledged the importance of this craftsman, as shown in the Derby, Connecticut, town records for 1711. This reading describes the benefits offered to a blacksmith. |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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| --- |
| In folder and <http://www.nps.gov/cato/forteachers/upload/lp1-1.pdf> |

**Material #2**

**Title (255 characters maximum):**

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| Venn Diagram: Incentives for Blacksmiths and Modern Industry |

**Summary (how does the material function in the lesson?):**

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| Students will fill in this diagram to show what benefits or incentives were offered to blacksmiths and those that are currently offered to modern industry. |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Material #3**

**Title (255 characters maximum):**

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| Tax Incentive Articles |

**Summary (how does the material function in the lesson?):**

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| Teachers will search for articles related to tax or other incentives to bring businesses into specific communities or print out the PDF file of three articles provided. This will help students draw a modern parallel between the blacksmiths and practices that still occur today. |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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| In folder. |

**Assessment Materials**

**How can teachers tell that each individual student has met the objective? How will teachers see if each student knows the answer to the essential questions or has mastered the skills? Attach below the assessment and, if applicable, a rubric or answer key.**

**Assessment**

**Title (255 characters maximum):**

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| N/A |

**Summary (how does the material function in the lesson?):**

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| --- |
| N/A |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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| N/A |

**Assessment Rubric or Answer Key**

**Title (255 characters maximum):**

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| --- |
| N/A |

**Summary (how does the material function in the lesson?):**

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| --- |
| N/A |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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| N/A |

**Supports for Struggling Learners**

**If a learner is struggling to understand the objective, essential question, or skills presented in the lesson, what can be done to help this learner? Is there a lower reading level version of text? Is there a more image heavy or simplified version of content? Can supportive devices be provided such as calculators?**

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| N/A |

**Extensions for Excelling Learners**

**If a learner is really excelling at the objective and skills presented in the lesson, what can be done to continue to challenge this learner? Can the student create a product or learn more in depth about the content?**

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| N/A |

**Additional Resources**

**Please list websites, references, or other materials for further research by interested students that is not already provided within the lesson.**

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| [NPS: Teaching with Historic Places](http://www.nps.gov/nr/twhp/)  [NPS: Camp Misty Mount: A Place for Regrowth](http://www.nps.gov/nr/twhp/wwwlps/lessons/47misty/47misty.htm)  Lesson Plan Supplement 1: Additional Activities(PDF in google folder) and <http://www.nps.gov/cato/forteachers/upload/lpsupp.pdf>  Blacksmith in Society Site Bulletin (supplement 2) (PDF in google folder) and <http://www.nps.gov/cato/forteachers/upload/bssiteb.pdf> |

**Related Lessons or Educational Materials**

**Is this lesson connected to other lessons within a unit? Is this lesson related to a field trip guide or activity? If so, list the website address or titled of these other materials below.**

|  |
| --- |
| Five lesson plans are available for the Blacksmith in Society: [Lesson Plan 1: Economic Incentives for Industrial Development](http://www.nps.gov/cato/forteachers/upload/lp1.pdf) [Lesson Plan 2: Mapping Your Community](http://www.nps.gov/cato/forteachers/upload/lp2.pdf) [Lesson Plan 3: The Cost of Wages](http://www.nps.gov/cato/forteachers/upload/lp3.pdf) [Lesson Plan 4: The Price of Freedom](http://www.nps.gov/cato/forteachers/upload/lp4.pdf) [Lesson Plan 5: Revitalizing the Spirit](http://www.nps.gov/cato/forteachers/upload/lp5.pdf) |

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| N/A |