TRT: Stephanie Massaro

Original LP on Ed Portal: [http://www.nps.gov/cato/forteachers/classrooms/blacksmithinsocietylessonplan-4.htm](http:////www.google.com/url?q=http%3A%2F%2Fwww.nps.gov%2Fcato%2Fforteachers%2Fclassrooms%2Fblacksmithinsocietylessonplan-4.htm)

**\*\*Park Name**

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

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

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| **The Blacksmith in Society Lesson Plan #4 - The Price of Freedom** |

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

**This should include the lesson’s objective or what question the students should be able to answer at the end of the lesson. This section should also include a quick description of what the students will experience in the lesson. (100 characters maximum)**

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| * To show students how slaves were utilized and marketed to meet the economic needs of the slave owner.
* To acquaint students with strategies slaves utilized to gain freedom, i.e., purchase of their time, purchase of family members or self, escape or manumission.
* To demonstrate the earning potential of a typical 19th century blacksmith.
* To introduce documentation, written by slaves, describing the working conditions and life- styles of slaves
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**\*\*Lesson Grade Level: (Check One of the following)**

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

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

\_\_\_ 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

\_X\_\_ Math

\_\_\_ Science

\_\_X\_ 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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**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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**\*\*Common Core Standards:**

**Want more information about Common Core? Go to <http://www.corestandards.org/>**

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| **Grade Level: 4 Subject Area: Math** **Common Core Standards:** **[CCSS.Math.Content.4.NF.C.6](http://www.corestandards.org/Math/Content/4/NF/C/6/)Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram*.****[CCSS.Math.Content.4.NF.C.7](http://www.corestandards.org/Math/Content/4/NF/C/7/)Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.**[CCSS.Math.Content.4.MD.A.2](http://www.corestandards.org/Math/Content/4/MD/A/2/)Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. |
| **Grade Level: 4 Subject Area: English Language Arts** **Common Core Standards:** [CCSS.ELA-Literacy.RI.4.1](http://www.corestandards.org/ELA-Literacy/RI/4/1/)Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.[CCSS.ELA-Literacy.RI.4.2](http://www.corestandards.org/ELA-Literacy/RI/4/2/)Determine the main idea of a text and explain how it is supported by key details; summarize the text.[CCSS.ELA-Literacy.RI.4.3](http://www.corestandards.org/ELA-Literacy/RI/4/3/)Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.[CCSS.ELA-Literacy.RI.4.9](http://www.corestandards.org/ELA-Literacy/RI/4/9/)Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.**Grade Level: 4 Subject Area: English Language Arts** **Common Core Standards****[CCSS.ELA-Literacy.RI.5.1](http://www.corestandards.org/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](http://www.corestandards.org/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](http://www.corestandards.org/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.**[CCSS.ELA-Literacy.RI.5.9](http://www.corestandards.org/ELA-Literacy/RI/5/9/)Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |

**\*\*State Standards:**

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| **State: Maryland Subject: Social Studies Grade Level: 4-5** **State Standards**Students will demonstrate an understanding of historical and current events using chronological and spatial thinking, develop historical interpretations, and frame questions that include collecting and evaluating information from primary and secondary sources.* Apply and organize information specific to social studies disciplines by reading, asking questions, and observing. (MLO 1.2)
* Interpret and organize primary and secondary sources of information including pictures, graphics, maps, atlases, artifacts, timelines, political cartoons, videotapes, journals, and government documents. (MLO 1.3)
* Identify and analyze the causes and effects of historic events. (MLO 1.4)
* Make decisions and analyze decisions of individuals, groups, and institutions. (MLO 1.5)
* Analyze the impact of social institutions and the media on the behavior of individuals and groups. (MLO 1.8)
 |
| **State: Maryland Subject: Economics Grade Level: 4-5** **State Standards**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.* Explain how limited resources and unlimited economic wants cause people to choose certain goods and services and give up others. (MLO 4.1)
 |
| **State: Maryland Subject: Political Systems Grade Level: 4-5** **State Standards**Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on the founding documents of the United States and the democratic skills and attitudes necessary to become responsible citizens.* Give examples of how the rule of law has impacted the rights and responsibilities of people. (MLO 5.1)
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**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.

\_\_\_ **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.**

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**Lesson Duration**

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

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| 60 – 90 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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| Slaves were property, and as such had value. However, slaves who were also skilled craftsmen were difficult to replace and commanded the highest prices. Slave owners often maximized their investment by apprenticing young slaves to craftsmen, including blacksmiths, to learn a trade. The slave apprentices often-spent years learning a skill and living in relative freedom. Once returned to the master, these slaves were more likely than most to: negotiate with the master so that he could work freely for an annual fee, work overtime to purchase his freedom and/or the freedom of his family, or escape. This lesson shows that it was extremely difficult for slaves to purchase freedom, making escape an attractive alternative. |

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

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| \*Print copies of student reading From Slave to Abolitionist\*Print copies Washington County Map\*Print copies of Blacksmith’s Daily Ledger\*Access *Incidents in the Life of a Slave Girl* and pick a section for student reading\*Create list of discussion questions for part 4 of the lesson |

**\*\*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. After dividing the background readings into appropriate sections, assign a portion of each reading to individual students or groups. Have each individual or group list the training, rights or freedoms mentioned or implied in their reading and state whether the training was given or denied to the slave.  **ON WORKSHEET**2. By using information from the readings or from other research sources, have students determine an appropriate purchase price for a slave blacksmith in the 20- 30 year old age range. **ON WORKSHEET**3. Using the Blacksmith Ledger provided, have students calculate the average daily income of a typical 19th century blacksmith. Then determine how many days a slave blacksmith would have to work to earn his purchase price. Since the slave would have to earn this money working beyond the time required by his master, have students multiply the number of days by 12, the average number of hours worked in a day, to determine how many hours a slave would work to earn his purchase price. Lead students in a discussion speculating a realistic time frame for working the extra hours, considering time available for this work, i.e., days off and time beyond the regular work day. **ON WORKSHEET**4. After students speculate on the length of time required to earn the money for a blacksmith slave to purchase his freedom, lead them into a deeper discussion by interjecting the following questions:* Is it likely that the slave owner would grant a slave his freedom for the same price that he would be sold to another buyer?
* Would the slave find it beneficial to "buy" the rights to act as a freeman on an annual basis, while remaining the property of his owner?
* What is the likelihood that a blacksmith slave would have used his earnings to purchase his family's freedom rather than his own?
* Would the slave owner been more or less likely to permit slaves to purchase their freedom before or after the Nat Turner Rebellion?
* Would a slave owner have been likely to allow slaves to purchase their freedom after the start of the Civil War or after the Emancipation and Proclamation? (The Emancipation and Proclamation gave freedom to slaves in seceding states only, slavery was not abolished in Maryland until 1864.)

**LEAD SMALL GROUP DISCUSSIONS**5. Select a group of students who will role- play the family of a slave blacksmith discussing their options for freedom and the possible consequences or outcomes of working for the purchase of individual family members versus escaping. **DISCUSSION**6. Have students write a letter from the slave owner to the slave explaining the slave's value to the owner and why he /she would or would not allow the slave to purchase his freedom. **ON WORKSHEET** |

**\*\*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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| Use part 6, writing a letter to slave owner as assessment piece. Make sure that students reference what they have learning about the blacksmith trade, about the cost of their labor, and about the cost of slaves.  |

**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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| --- |
| Lesson Plan – The Price of Freedom |

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

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| Teacher instructions and standards |

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

|  |
| --- |
| http://www.nps.gov/cato/forteachers/upload/lp4.pdf |

**Material #2**

**Title (255 characters maximum):**

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| Washington County Map |

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

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

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| http://www.nps.gov/cato/forteachers/upload/lp4-1.pdf |

**Material #3**

**Title (255 characters maximum):**

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| Blacksmith’s Daily Ledger |

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

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

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| http://www.nps.gov/cato/forteachers/upload/lp4-2.pdf |

**Material #4**

**Title (255 characters maximum):**

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| From Slave to Abolitionist |

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

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| Student Reading |

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

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| http://www.nps.gov/cato/forteachers/upload/lp4-3.pdf |

**Material #5**

**Title (255 characters maximum):**

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| Incidents in the Life of a Slave Girl |

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

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| Student Reading |

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

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| http://docsouth.unc.edu/fpn/jacobs/jacobs.html |

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

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

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**Assessment Rubric or Answer Key**

**Title (255 characters maximum):**

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

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

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**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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**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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| Have students read the complete versions of the suggested readings. Upon completion have them write an argumentative essay discussing the benefits or burdens that technical training reaped upon 18th century slaves.J.C. Pennington's escape to freedom could have failed when he traveled east toward Baltimore instead of north to Pennsylvania. A map of Washington, County, Maryland taken from the 1895 U.S. Atlas is provided. (This map was found at www.livgenmi.com/washingtonMD.htm). Using this map, along with information from current maps that give names to land features, have students plot a more direct escape route for J. C. Pennington. Students will defend their route in a short paragraph accompanying the map. A successful route would stay away from population centers, and follow well- defined land forms. Students who apply what they already know will realize that J.C. Pennington should have known at least one route to Hagerstown and that slaves were allowed to travel away from the plantation on Sundays . |

**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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| [Lesson Plan Supplement: Suggested Additional Activities](http://www.nps.gov/cato/forteachers/upload/lpsupp.pdf)[Blacksmith In Society brochure](http://www.nps.gov/cato/forteachers/upload/bssiteb.pdf)**Follow-up Activities:**1. Encourage students to visit, or lead a field trip to a National Park Service site, i.e. Gettysburg NMP, Harpers Ferry NHP or Antietam NB to learn more about the slave experience and slave/master relationships. Log on to the National Park Service website at www.nps.gov as a starting point for vitual visits to additional National Park Service units that interpret the issues of slavery. |

**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.**

|  |
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| This is part of a unit, which can be accessed at <http://www.nps.gov/cato/forteachers/lessonplansandteacherguides.htm>[Lesson Plan 1: Economic Incentives for Industrial Development](http://www.nps.gov/cato/forteachers/upload/lp1.pdf)* [Lesson Plan 1 attachment 1](http://www.nps.gov/cato/forteachers/upload/lp1-1.pdf)

[Lesson Plan 2: Mapping Your Community](http://www.nps.gov/cato/forteachers/upload/lp2.pdf)* [Lesson Plan 2 attachment 1](http://www.nps.gov/cato/forteachers/upload/lp2-1.pdf)
* [Lesson Plan 2 attachment 2](http://www.nps.gov/cato/forteachers/upload/lp2-2.pdf)
* [Lesson Plan 2 attachment 3](http://www.nps.gov/cato/forteachers/upload/lp2-3.pdf)
* [Lesson Plan 2 attachment 4](http://www.nps.gov/cato/forteachers/upload/lp2-4.pdf)
* [Lesson Plan 2 attachment 5](http://www.nps.gov/cato/forteachers/upload/lp2-5.pdf)

[Lesson Plan 3: The Cost of Wages](http://www.nps.gov/cato/forteachers/upload/lp3.pdf)[Lesson Plan 3 attachment 1](http://www.nps.gov/cato/forteachers/upload/lp3-1.pdf)[Lesson Plan 4: The Price of Freedom](http://www.nps.gov/cato/forteachers/upload/lp4.pdf)* [Lesson Plan 4 attachment 1](http://www.nps.gov/cato/forteachers/upload/lp4-1.pdf)
* [Lesson Plan 4 attachment 2](http://www.nps.gov/cato/forteachers/upload/lp4-2.pdf)
* [Lesson Plan 4 attachment 3](http://www.nps.gov/cato/forteachers/upload/lp4-3.pdf)

[Lesson Plan 5: Revitalizing the Spirit](http://www.nps.gov/cato/forteachers/upload/lp5.pdf)* [Lesson Plan 5 attachment 1](http://www.nps.gov/cato/forteachers/upload/lp5-1.pdf)
* [Lesson Plan 5 attachment 2](http://www.nps.gov/cato/forteachers/upload/lp5-2.pdf)
* [Lesson Plan 5 attachment 3](http://www.nps.gov/cato/forteachers/upload/lp5-3.pdf)
* [Lesson Plan 5 attachment 4](http://www.nps.gov/cato/forteachers/upload/lp5-4.pdf)
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