

# Early American Crafts

Mary Fay Jones Collections in Hand Program



PRE- AND POST- VISIT TEACHERS' PACKET

Suggested for Grade 5

**HERITAGE**  
museums & gardens

*EARLY AMERICAN CRAFTS*

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# INTRODUCTION TO *EARLY AMERICAN CRAFTS*

*Early American Crafts* is an interactive and fun lesson that introduces students to tools, crafts and trades important to early American life. A variety of occupations performed by both men and women from the colonial era to the mid-19th century are explored through a close inspection of primary source materials such as antique tools and journal entries, as well as images that show period trades people "in action." The lesson is approximately 60 minutes in length.

## **WHAT TO EXPECT**

On the day of your lesson, a museum instructor (either a staff member or a professionally trained volunteer) will visit your classroom with a variety of materials. They will begin by introducing themselves, Heritage Museums & Gardens and the topic of the lesson. The lesson's major themes will be introduced through a mapping activity and a brainstorming session in which students create a list of early American occupations on the classroom's chalkboard. Divisions of labor that existed between men and women will be discussed at this time and throughout the lesson. A more in-depth look at several trades and crafts will follow with an investigation of a collection of antique tools used by different trades people. After learning basic object handling rules, students will each put on a pair of white cotton gloves and will have the opportunity to examine the artifacts more closely as they are passed around to everyone. This exciting activity provides an engaging, hands-on aspect to the lesson.

## **ABOUT THIS PACKET**

This Teachers' Packet contains materials that were created to be easily used in your classroom. Introducing your students to the **pre-visit** information and vocabulary will enhance their experience during the lesson. The **post-visit** section contains additional lesson-related information and activities to help you to follow up after the instructor's visit. All of the materials in this packet were designed to help you tie the lesson into your existing curriculum and to create a more meaningful experience for your students.

# CURRICULUM FRAMEWORKS CONNECTIONS

At Heritage Museums and Gardens, we are committed to helping you meet the demands of Education Reform. Each of our programs may be used to fulfill a multitude of standards across several disciplines. Listed below are examples of how the *Early American Crafts* program can be used to meet specific standards. Detailed Curriculum Frameworks Connections listings for this or any other individual program may be obtained by calling the Manager of School & Youth Programs at (508) 888-3300, ext. 160.

## *Early American Crafts* *Mary Fay Jones Collections in Hand Program*

### **English Language Arts**

Language Strand, Standards: 1, 2, 4

Literature Strand, Standards: 8, 9, 14, 15, 17

### **History and Social Science**

Concepts and Skills:

History and Geography: 1, 3

Economics: 12, 13

Learning Standards: 5.10

### **Science and Technology/Engineering**

Technology/Engineering: 1.1, 1.3, 2.1

### **Arts**

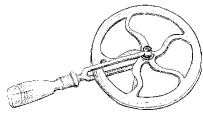
Visual Arts Strand, Standard: 3

Connections Strand, Standard: 10

## **Layers of Learning**

**Creating a Nation, Curriculum Intensive Experience**

**Salute to American History, Focus Tour**



# WORDS TO KNOW



*Introducing your students to the following words and concepts will help to prepare them for the museum instructor's visit.*

<b>ANTIQU</b>	an object that has special value because of its age
<b>ARTIFACT</b>	an object that shows human workmanship
<b>CIRCUMFERENCE</b>	the distance around a circle
<b>CRAFT</b>	an occupation requiring manual and artistic skill, such as pottery, sewing or carpentry
<b>PRIMARY SOURCE</b>	something through which we can learn information about the past directly; an artifact or journal written by someone who lived during that time, for example
<b>SIMPLE MACHINE</b>	types of machines that do work with one movement. There are 6 simple machines; the inclined plane, the wedge, the screw, the lever, the pulley, and the wheel and axle
<b>TOOL</b>	a hand-held implement used to accomplish work
<b>TRADE</b>	an occupation requiring manual and mechanical skill, which creates something for a business, such as a printing house
<b>WORK</b>	physical or mental effort or activity directed toward the production or accomplishment of something



# INTRODUCTION TO EARLY AMERICAN OCCUPATIONS



*The following list describes some early American trades that will be discussed in the lesson and with which your students may not be familiar. Introducing your students to these occupations will help to prepare them for the museum instructor's visit.*

<b>APOTHECARY</b>	someone who prepares and sells drugs and medicines
<b>BLACKSMITH</b>	someone who makes or repairs iron objects
<b>COACHSMITH</b>	someone who makes or repairs coaches and wagons
<b>COBBLER</b> (or <b>SHOEMAKER</b> )	someone who makes or mends shoes
<b>COOPER</b>	someone who makes or repairs wooden buckets, barrels or tubs
<b>FARMER</b>	an operator, owner or worker on any cultivated agricultural land
<b>FARRIER</b>	someone who shoes horses
<b>MIDWIFE</b>	a woman who assists other women in childbirth
<b>MILLER</b>	one who works in, operates or owns a mill
<b>MILLINER</b>	someone who designs, makes, trims or sells women's hats and sells other accessories in their shop
<b>MILLWRIGHT</b>	one that designs, builds or repairs mills or mill machinery
<b>SHIPWRIGHT</b>	someone who builds or repairs ships
<b>TAILOR</b> or <b>SEAMSTRESS</b>	someone who sews clothing
<b>TANNER</b>	someone who turns animal skin into leather by treating it with the chemical <i>tannin</i>
<b>WHEELWRIGHT</b>	someone who builds and repairs wheels

# *EXPLORING BLACKSMITHING:* **THE FORGE AT THE CENTER OF EARLY AMERICAN LIFE**

The blacksmith was one of the most important members of any community. All aspects of early American life depended to some degree upon his work. Fill in the blanks with some of the things you can think of that a blacksmith might have made that were necessary to each of the categories below.

## **The Home**

### *Building Equipment*

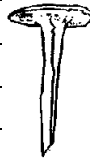



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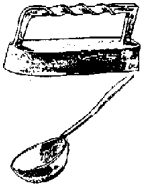
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### *Everyday Utensils*

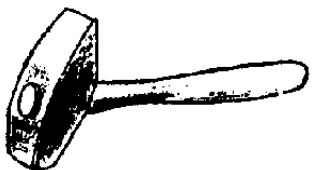



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### **Jobs that Would Use Tools Made by a Blacksmith**

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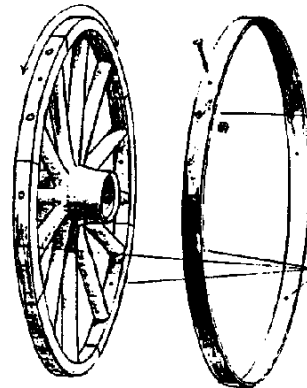
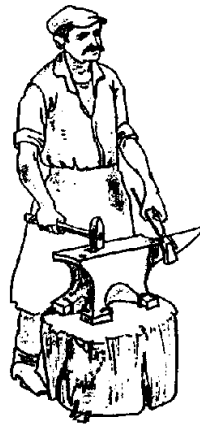
## **Transportation**

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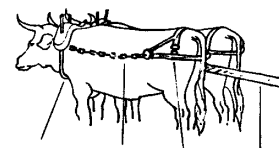
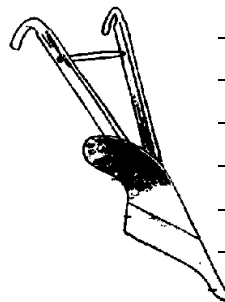
## **The Farm**

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# ***EXPLORING BLACKSMITHING:*** **APPRECIATING SMITHING ACTIVITIES**






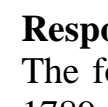
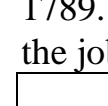
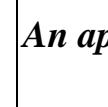
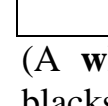

## **Marvelous Metal**

Metal was extremely important to early American life. Take a moment to observe how important metal is in our lives today. Where is metal used in the classroom? Look around the room and write down any examples of where metal is used. What quality does metal have that wood or cardboard or plastic lacks?

## **What a Blacksmith Makes**

Below is a list of just some of the many things a blacksmith made. Fill in the blanks with the appropriate number according to the key below. Some items may have more than one number.

- Write a **1** next to things *still* made from metal today.
- Write a **2** next to things that are made of *other* materials (like plastic) today.
- Write a **3** next to things we *no longer need* or use today.

- |   |   |
|---|---|
|  flat-irons (for pressing clothes) _____<br> weathervanes _____<br> andirons (for fireplaces) _____<br> hinges _____<br> clamps _____<br> pans _____<br> skimmers (slotted spoons) _____<br> gates _____<br> plows _____<br> sleighs _____ | railings _____<br>boot scrapers _____<br>candlestand _____<br>latches _____<br>shears _____<br>dippers (ladles) _____<br>tongs _____<br>scales _____<br>chains _____<br>tongs _____ |
|---|---|



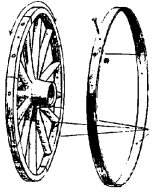
*Illustration Source:* Kauffman, Henry. Early American Ironware. New York: Crown Publishers, 1966.

## **Responding to a Want Ad**

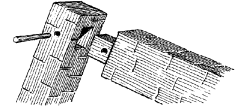
The following is an example of an advertisement published in a Pittsburgh newspaper in 1789. Write a letter to Mr. Wylie, giving him three reasons why you would be good for the job.

**WANTED**  
*An apprentice of about 14 years of age to learn the Blacksmith, Whitesmith, and Cutlery Business. Enquire of Thomas Wylie, Market St., Pittsburgh.*

(A **whitesmith** filed, polished, assembled and otherwise finished objects made by a blacksmith. **Cutlery** describes tools and instruments used for cutting.)



## WORDS TO REMEMBER



*The following list will help to reinforce new words and concepts introduced in the lesson.*

<b>ANVIL</b>	a heavy block of iron with a smooth flat top on which metals are shaped
<b>APPRENTICE</b>	someone who is learning a trade or art by practical experience
<b>AUGER</b>	a tool for drilling holes
<b>CURRIER</b>	a person who treats tanned leather with oil or grease
<b>FORGE</b>	a workshop where metal is heated and formed into various shapes
<b>PEDDLER</b>	a traveling salesman who sold goods that settlers could not make themselves
<b>STAVE</b>	narrow strips of wood placed edge to edge to form the sides of a barrel
<b>TYRE or TIRE</b>	a metal hoop placed around the outside edge of a wooden wheel, forming a tread

# TEACHER REVIEW: OBJECTS IN THE LESSON

*The illustrations and descriptions below may help you to better prepare for the museum instructor's visit. Please note that it may not be possible for all of the objects listed to be shown in your classroom due to time constraints.*



## FELLING AXE (head only)

This tree-felling tool is an example of a Trade Axe first sold to the Native Americans by “European traders: a heavy, rectangular, hafted blade, about eight inches long, representing the original tree-felling axe long ago employed in Europe,” and of a similar type used by carpenters and woodsmen (Mercer 164). These tools were brought by colonizers to Canada, Plymouth and Jamestown and employed throughout the forests of North America. Axes of this shape were commonly used until the mid-1700s. It is distinguished from the common, squarer American axe seen today, in not just appearance, but also construction. This axe lacks a poll – the iron rapping around the eye, as if “bent around the handle, has not been thickened or squared, to make a pounding surface opposite the blade;...”(164). Thousands of these tools reportedly arrived in the early seventeenth century; smith marked with small circular, variously hatched stamps – notice the group of three marks appearing just left of the eye, and repeated on the reverse in our example. Imported principally from Holland, England and in the case of the earliest examples known, France, these tools were repaired by English and French blacksmiths employed by Native People in New York and Canada (165). Overall this is a good example of an early to mid-1700s tree-felling instrument.

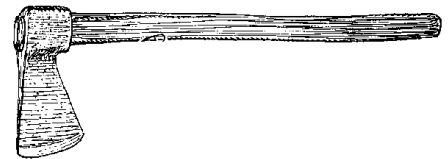


Illustration – *A Museum of Early American Tools* by Eric Sloane, p. 13.

Axes crafted primarily at home, by local blacksmiths, eventually replaced these axes. This tradition lasted until the 1840s, with certainly some exceptions. The trade axes were replaced by axes, made by welding together over a handle pattern to form the eye, the sides of two blocks of iron, and then welding and shaping a piece of steel to be inserted for the blade. Forges in America were able to turn out enough axes to compete with European imports by the early 1800s and the introduction of cast steel, and the railroad combined to make the homemade axe obsolete (169-171).

## AUGER (Illustration – *Woodworking Tools at Shelburne Museum* by Frank Wildung, p. 39.)



Mortised joints secured by wooden oak pegs called trunnels held early log structures made of hewn logs together. An auger drilled the holes in timbers for the trunnels (Smith 6). This tool as it cuts downward pulls shavings upward. “Twist bits were used for all deep holes which must be perfectly true...once (they) have been started straight, the sides of

the spiral bear against the sides of the hole and keep the bit going in the direction it was started” (Wildung 39). The handle style for the auger in the lesson indicates that this tool was made after 1850 (Sloane 77).

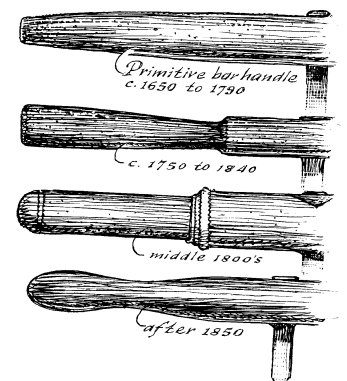


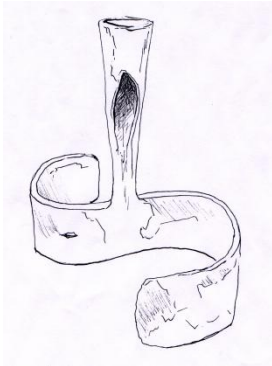
Illustration – *A Museum of Early American Tools* by Eric Sloane, p. 77.

## LADLE



This late 1700s ladle was carved out of a single piece of wood. As the colonists first arrived, they would have made many of their own tools, using materials at hand. Visual clues on this ladle tell us that it was used as a dipper for drinking. Because it is made out of wood, it would not have been used to cook over the fire. The hooked handle allows it to hang next to the well or bucket. The sloping sides and the three “spouts” (one on each side and one on the end) allow liquid to easily pour out. Ladles made out of metal would have been used for cooking.

## CHEESE CURD CHOPPER



This interesting tool is like a colonial food processor. Its main function was chopping, particularly in the process of making cheese. To make cheese, a housewife would first allow milk to curdle. This happens naturally when milk is left unrefrigerated; or, one can add an agent or enzyme (like lemon) to speed the process along. The milk separates into curds (solids parts) and whey (thin watery liquid). This curd chopper would be used to chop the curds into smaller pieces to get more of the water out. For soft cheese like cottage cheese, the cheese would be ready at this point. For harder cheeses, the curds would be pressed and allowed to set for an extended period of time.

## TONGS



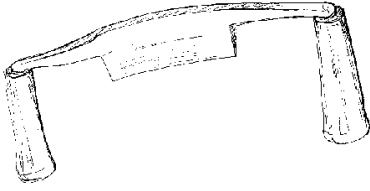
The blacksmith used these tongs to hold the hot metal as he hit and shaped it on the anvil. He would have different pairs of tongs for different purposes.

## CROSS PEEN HAMMER



In one hand, the blacksmith held the iron in the tongs; in the other hand, he used his hammers. This particular hammer was used to make a piece of iron thinner and longer. A sheet of metal would be hammered to look like a piece of corrugated cardboard. Then it would be hammered flat. This allowed the iron to become longer and thinner without weakening the metal.

## DRAW KNIFE



Drawknives are tools that have a blade with handles at each end and are used to shave and shape a piece of wood. They were common tools used by many trades including coachsmiths, carpenters, shingle-makers, farmers, and coopers. The worker using it drew it toward himself, shaving off a thin layer from the wood. A cooper would have used a drawknife to make the staves or sides of a barrel. Drawknives are a very

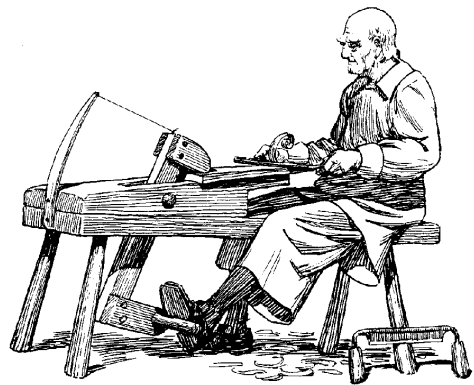
old type of tool. They were used in England and in this country by Native Americans even before the Pilgrims arrived. Village blacksmiths sometimes made drawknives out of an old file or rasp (Wildung 15). Workers found it difficult to use drawknives before the invention of the shaving horse, pictured below, which clamps the wood in place so it will not move as this tool is drawn across it.

Our example is a common drawknife, found in almost every carpenter's toolbox from the 1800's onward. It was factory made in large quantities, and has the ends of the tangs going all the way through the handles.

## Shaving Horse

**A shingle horse in use. An extra drawknife leans against one leg.**

Illustration - *Colonial Living* by Edwin Tunis, p. 32.

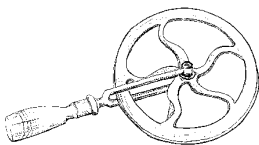


## DRAW SHAVE or OPEN SCORPER



Draw shaves were used by coopers for the final finishing of the staves. The blade on this example is made from a recycled file. The right handle is crafted from a tree branch – note that the bark is still attached. Spikes attach the blade to the handles.

## TRAVELER



A *wheelwright* built and repaired wheels. The wheel of a coach or carriage had to be measured so that the metal outer rim called the *tyre* or *tire* would fit it perfectly. The metal rim was used to keep the wooden parts of the wheel, including the spokes, fitting tightly together. Travelers were used to measure the tire. A line was placed at the starting point on the traveler, and then the traveler was rolled around the wheel, while the user counted the number of times the line touched the surface. Since the circumference of the traveler's wheel was known the distance around the wheel being built could be calculated by multiplication. The diameter of the traveler in this lesson is approximately 7.5 inches. A complete revolution of the wheel will measure approximately 24 inches. The traveler in the lesson also has an arrow for measuring shorter distances.

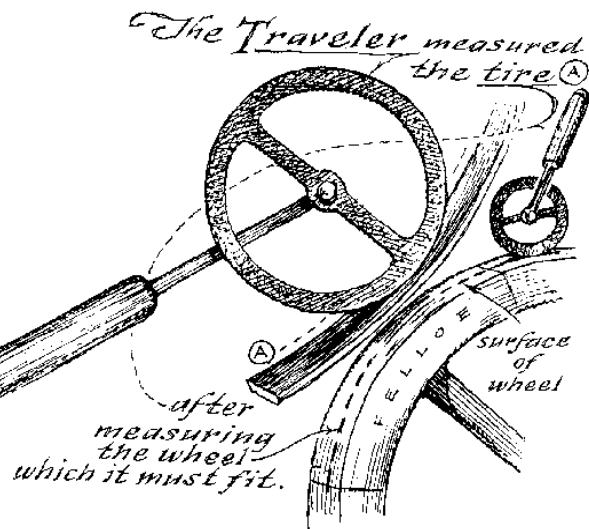


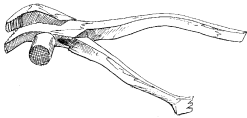
Illustration – *A Museum of Early American Tools* by Eric Sloane, p. 96.

## LAST



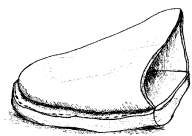
A *last* is a form around which a shoe is shaped by a shoemaker. The last could be made from wood or metal. In colonial times a pair of shoes would be made on one last, which meant that the right and left shoes would be identical. Different sized feet made it necessary to have different sized lasts.

## COBBLER'S PLIERS



To make a shoe, the shoemaker first cut the shoe form out of leather. He sewed the tops of these leather forms, called the uppers, together. Then he would use cobbler's pliers to pull the leather around the last as he worked. Using the hammer end of the handle was then used to tuck the upper into the sole, the bottom part of the shoe, and also to remove the nails as he worked to sew the shoe together.

## LEATHER SHOE SECTION



Cross-section of a colonial era shoe.

# **REVIEW: OBJECTS IN THE LESSON**

**TEACHERS – PLEASE NOTE: in order to preserve the opportunity for discovery, we ask that you DO NOT share this material with your students prior to the museum instructor’s visit. It may not have been possible for all of the objects to be shown in your classroom due to time constraints.**



## **FELLING AXE (head only)**

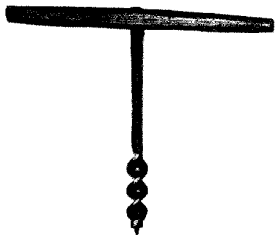
Tools like this were used in the 1700s to chop down trees. A blacksmith made the blade and the person who owned the tool made the handle. Who do you think would have used this tool?

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## **AUGER** (Illustration – *Woodworking Tools at Shelburne Museum* by Frank Wildung, p. 39.)

An auger is used to make a hole. Can you name a tool that is used today that looks similar and does the same job. How is that tool different from the auger you saw in the lesson?

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## LADLE

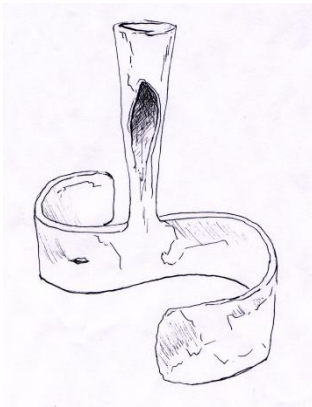
During the lesson, you learned that this ladle was NOT used for cooking. What visual clues on the ladle tell you what it was used for?

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## CHEESE CURD CHOPPER

This tool was used in the process of making cheese to chop up pieces of curd. Look carefully at the shape of this chopper. Can you think of a modern day kitchen appliance that does a similar job? What other kinds of foods can our modern day “choppers” chop?

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## TONGS

The blacksmith would use these tongs to hold the hot metal as he hit and shaped the metal on the anvil. Different pairs of tongs were used for different purposes. Short-handled tongs were used by the blacksmith, while long-handled tongs would have been used by the apprentice. Why do you think the apprentice had tongs with longer handles?

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## CROSS PEEN HAMMER

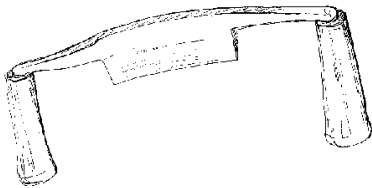
In one hand, the blacksmith held the iron in the tongs; in the other hand, he used his hammers. This hammer was used to make a piece of iron thinner and longer. What sorts of objects or tools can you think of in which you would need long, flat pieces of metal?

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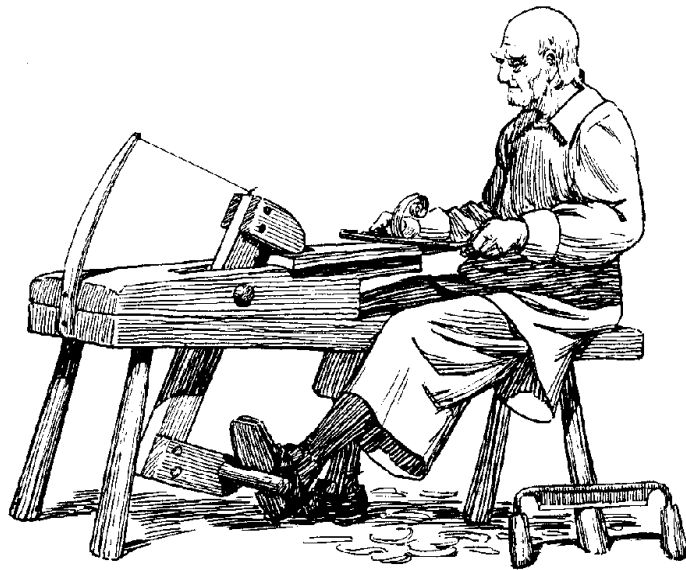


## DRAW KNIFE

Drawknives are tools that have a blade with handles at each end and are used to shave and shape a piece of wood. They were common tools used by craftspeople such as coachsmiths, carpenters, shingle-makers, farmers, and coopers. The worker using it drew it toward himself, shaving

off a thin layer from the wood. Drawknives became much easier use after the invention of the shaving horse. Look at the picture. Why do you think a shaving horse makes it easier for a drawknife to be used?

Illustration - *Colonial Living* by Edwin Tunis, p. 32.



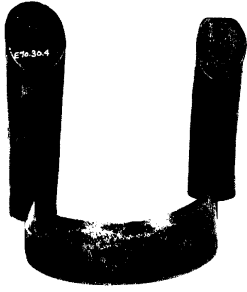
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## DRAW SHAVE or OPEN SCORPER

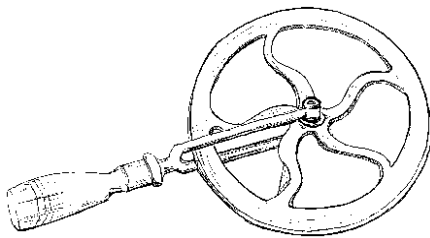
Draw shaves were used by craftspeople similar to a drawknife, but they were used for smaller jobs. The right handle on the one you looked at is made from a tree branch. Why do you think a handle might need to be replaced?

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## TRAVELER

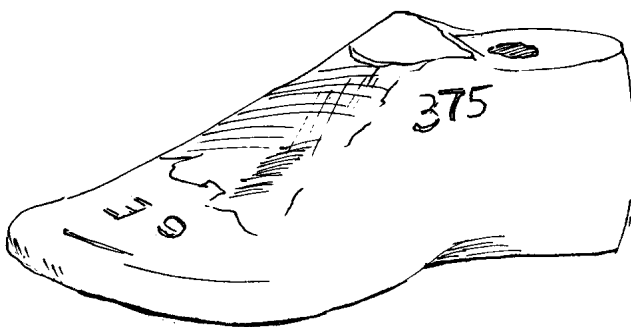
A *wheelwright* built and repaired wheels. The wheel of a coach or carriage had to be measured so that the metal outer rim called the *tyre* or *tire* would fit it perfectly. The metal rim was used to keep the wooden parts of the wheel together. Travelers were used to measure distance around, or circumference of a wheel. If each turn of a traveler measured 24 inches and it went around a wheel three turns what is the circumference of the wheel?

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## LAST

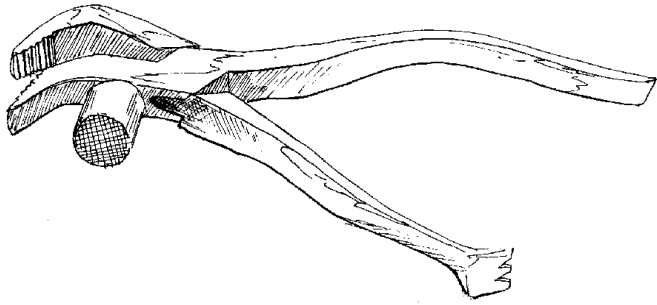
A *last* is a form around which a cobbler shapes a shoe. In colonial times a pair of shoes would be made on one wooden last. How do think a cobbler could change a wooden last if a customer's foot changed shape?

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### **COBBLER'S PLIERS**

There are many different steps to make a shoe. This tool could be used to do three different jobs – look closely at the picture and see if you can name two jobs you could do with these cobbler's pliers.

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# A BARNSTABLE MAN OF MANY TRADES: JOHN MUNROE

We can find many differences when we compare how people worked in early America and how people work today. One difference is in the number of jobs people used to perform. Today people usually choose one particular occupation and then become skilled in one specialized area within their field. For example, someone might be a carpenter specializing in house framing or finish work; a doctor specializing in pediatrics or eye surgery; or a computer technician specializing in web design. In early America this was not the case. Instead, people often became skilled in a variety of trades.

Several *primary sources* exist that show us that people actually did many different types of jobs. For example, the diary of Jabez Briggs of Sutton, Massachusetts, shows us that he was a farmer, a wheelwright and a carpenter. He did not change his career three times during his life, but did all three types of work at the same time.

A good example from Cape Cod is **John Munroe**. He was born in Roxbury, Massachusetts in 1784. He was on his way to Virginia aboard a sailing ship when it stopped in Hyannisport seeking shelter from a storm. Instead of finishing his trip to Virginia, Munroe decided to settle in Barnstable Village and got married a year later. He bought a small house in 1813 and his family eventually grew to include seven daughters and one son.

Munroe had a small shop on his property where he practiced his trades. Surviving sources describe him in different ways: as a jeweler, a silversmith, a watchmaker, a merchant and a banker. He became one of the town's most successful businessmen. Munroe advertised in the *Barnstable Patriot* newspaper as a watchmaker, jeweler and importer. He became a church deacon and was one of the founders of the Barnstable Institution for Savings, where he held the office of treasurer for 45 years. He worked well into his later life and died in Cambridge at the age of 94 in 1879.

On the following page is the text of an advertisement that John Munroe had printed in the *Barnstable Patriot*. Newspaper advertisements are important *primary sources* that can be used to help us learn more about the lives of people who lived long ago. While the writing style might be different than what we are used to reading today, we can still understand a lot from what we read about what Munroe's work was like.

## PROOF OF HIS MANY TRADES: READING A NEWSPAPER AD

Read this newspaper advertisement and use what you've learned to answer the questions below.

JOHN MUNROE,

INFORMS his customers and the public, that he has on hand, a full supply of GOODS, in his line, consisting of English and French, hard enamel'd, seconds and plain WATCHES, Silver, silver plated and Britania table, tea, Desert, cream and mustard Spoons - silver plated and Britania Soup Ladies - silver and silver plated, and steel Spectacles - Spectacles, with sides, and concave Glasses – Spectacle Glasses set to suit all ages - steel and morocco Cases - Goggles – superior silver-steel and common Razors - Emerson's and Ritter's Razor Straps - Hones - Shaving Soap and Brushes.

A good assortment of LOOKING GLASSES. Britania and block tin Tea Pots – Coffee do - Britania, hard melted, brass, and glass Lamps - silver plated, and brass Candlesticks - Knives and Forks - common and gilt edge Waiters – Snuffers, and Trays - Bread Trays - press'd and cut glass Castors - Salts, &c.

Ever Pointed and plain Pencil Cases - superior Lead Pencils - silver and steel Pens - Watch Guards - Pocket, and Penknives - Ladies' travelling and fancy Work Baskets - fancy wire embroidered do - plain morocco, and ornamental work Bags, hair work - gold, wax, glass and coral Beads - hair Necklaces, with gold and gilt mounting - fine gold pearl set, and jet Finger Rings - plain do – filigre and Plain Knobs and Drops - fine gold, pearl set and jet Broach Pins – common Jeweller's and gilt do. - steel and double gilt waist buckles - Locket – gold and silver gilt Purses - velvet and morocco do - gilt and steel purse tops – coat Plaster - Hooks and Eyes by the gross - a good assortment of the best quality silver eyed Needles - tailor's Shears - Scissors, and Scissor Sheaths – silver Side Thimbles - Tooth Brushes - work Boxes - Crayons - black Pins – Snuff Boxes, &c. &c. with a good assortment of Gold and Gilt Watch furniture.

*Clocks, Watches, and Musical Boxes*, repaired and warranted to perform well or no pay required. Those who may please to favour him with their custom, may depend on every endeavour to render an equivalent for their encouragement.

We learn that John Munroe did not make all the things he sold. What two countries does he mention importing things from? \_\_\_\_\_

Name one thing he sells that a woman might have used: \_\_\_\_\_

Name one thing he sells that a man might have used: \_\_\_\_\_

Name something he sells that you might find in a kitchen: \_\_\_\_\_

Name something he sells that you might find in a bathroom: \_\_\_\_\_

# WOMEN AT WORK

From the very beginning of this country's history, women have always worked. There are many sources we can use to help us to understand the variety of jobs that women performed. There are many books we can read that are excellent *secondary sources* for this information. We can learn about women's work during this time much more directly through *primary sources*. However, often it is more difficult to find them. For example, it is no longer possible for us to interview someone who lived during that time. We can, however, read diaries or letters written by women who lived then. We can also look at public records printed in those years. Unfortunately, even printed records do not even give us the complete picture of the many different jobs that women did because sometimes only men's work was recorded.

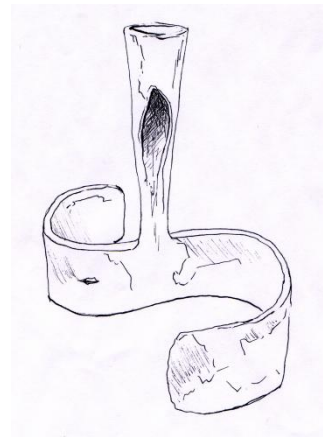
We do know that in the past much of the work women did was done in their homes. These tasks included:

- food preparation and preservation
- dairying
- gardening
- farming
- candle making
- knitting
- spinning
- weaving cloth



... to name a few. Women also sometimes did work outside their homes. These jobs included:

- school teacher
- nurse
- midwife
- missionary or preacher
- milliner
- seamstress or "mantua maker" (dressmaker)
- upholsterer
- running retail shops
- running food stores or "cookshops" (like delicatessen-caterers)
- "ruling," or drawing lines on paper for bookkeeping or music notation



One of the results of the Industrial Revolution in the United States in the early 19th century was the increase in the participation of women in industry outside the home. Can you think of any jobs that women *don't* do today?

# OCCUPATION INVESTIGATION

The definition, or meaning, of a word changes over time. The study of that change is called *etymology*. *Etymologists* study how words got their meanings by tracing how the words were used throughout history. Often they find that the origin, or beginning, of a word was in another language. You can be an etymologist by using a dictionary to find out where the names for certain occupations come from. You should be able to discover what language the word comes from and also find other words related to the word you are researching.

When you look up a word you will find certain information. In the front of your dictionary should be a page which explains how this information is set up. For instance, if you looked up the word *etymology*, this is what you might find:

**et.y.mol.ogy** (et.e.mal'.a.ji), *n.* the investigation of the origins or meanings of words or word-forms. *etymological a.* *etymologically adv.* *etymologist n.* one versed in etymology [Gk. *etumon*, true meaning; *logos*, a discourse].

First is the word itself, in bold, broken down into syllables, or the separate sounds that make up the word. Next is a guide to how the word is pronounced, or what it sounds like when you say it. (Even though the word is *spelled* "mol" it *sounds* like "mal.") Then the small italicized "*n.*" stands for the kind of word it is, in this case a noun, a "thing." Then comes the definition, or what the word means, followed by other related words. At the end is the information about where the word came from. In this case the word comes from two Greek words, *etumon* (etymo...) and *logos* (...logy). How does the meaning of these two separate words come together to make one with a new meaning? (Hint: "discourse" means to talk about, or to figure out.) Therefore, etymology means: "to figure out the true meaning" of a word.

Now, when you look up **blacksmith**, this is what you might find:

**black.smith** (blak'smith') *n.* [From the color of iron.] **1.** One who makes, shapes and forges iron with a hammer and anvil. **2.** One who makes, repairs and fits horseshoes. - **blacksmithing** *n.*

This entry does not tell you what language the word came from, but it does give you *some* information about its origin. Now you can look at the word and break it into parts. You could start by looking up just one part of the word to see if there is any more information. Since you already know where "black" comes from - the color of the material the blacksmith works with - look up "smith."

**smith** (smith) *n.* [ME, OE *smio.*] **1.** A metalworker, esp. one who works metal when it is hot and malleable. - Often used in combination <silversmith> <goldsmith> **2.** A blacksmith.

While you are looking up one particular word it is a good idea to keep your eyes open for other clues. (And if you look up a word whose definition includes a word you do not know... look that word up, too!) On the very same page as "smith" you might find the word "smite." The two words are so similar that you might look at the definition of "smite" to see if it relates to "smith."

**smite** (smit) *v.* **smote** (smot), **smitten** (smit'n) or **smote, smitten, smites.** [ME smiten < OE smitan] *vt.* - **1. a.** To inflict a heavy blow on, with or as if with the hand, a tool or a weapon. **b.** To drive or strike (e.g. a weapon) forcefully onto or into something else.

Since a person who worked as a "smith" had to hit the metal to shape it, and the word "smite" means "to hit," the word smith probably came from smite.

Try looking up these early American occupations and see what you can learn about the history of each word:

**apothecary**  
**carpenter**  
**cooper**  
**cobbler**  
**farrier**

**midwife**  
**milliner**  
**shipwright**  
**upholsterer**  
**wheelwright**

# EARLY AMERICAN OCCUPATIONS ACTIVITY

The following is a list of jobs that were common more than 150 years ago. Circle all the jobs on the list that you think women would do. Underline any jobs that you think both men and women could do. Leave blank any jobs you think that only men would do.

carpenter	milliner	wheelwright
farmer	cooper	soldier
school mistress	printer	whaler
farrier	parson	midwife
banker	illustrator	sailor
physician	dressmaker	silversmith
peddler	confectioner	potter
boarding house keeper	nurse	lamp lighter
cobbler	glass maker	barber
upholsterer	fisherman	cabinetmaker
locksmith	apothecary	lawyer
mill worker	carpet maker	miller
retail merchant	musician	gunsmith
paper hanger	teacher	writer

## *Additional Activities:*

- Choose three of the occupations listed above that you would have liked to have tried yourself. Give reasons for your choices.
- How many of the jobs listed above are still performed today? Put a check mark on the list next to those that are.

# EARLY AMERICAN OCCUPATIONS ACTIVITY ANSWER KEY

The following is a list of jobs that were common more than 150 years ago. Circle all the jobs on the list that you think women would do. Underline any jobs that you think both men and women could do. Leave blank any jobs you think that only men would do.

carpenter

milliner

wheelwright

farmer

cooper

soldier

school mistress

printer

whaler

farrier

parson

midwife

banker

illustrator

sailor

physician

dressmaker

silversmith

peddler

confectioner

potter

boarding house keeper

nurse

lamp lighter

cobbler

glass maker

barber

upholsterer

fisherman

cabinetmaker

locksmith

apothecary

lawyer

mill worker

carpet maker

miller

retail merchant

musician

gunsmith

paper hanger

teacher

writer

# TOOL ACTIVITY PAGE

Test your knowledge of early American tools, their uses, and what you have learned from the *Early American Crafts* lesson with the activities below.

**PART ONE:** Draw a line to match the illustration of the tool to its name.

traveler

last

tongs

draw shave

auger

drawknife

cobbler's pliers

cross peen hammer

curd chopper



**PART TWO:** Fill in the name of the tool from part one that does the job described (each will be used once).

- bores a hole \_\_\_\_\_
- shaves a surface \_\_\_\_\_
- holds hot metal \_\_\_\_\_
- form to make a shoe \_\_\_\_\_
- makes a piece of metal thin and flat \_\_\_\_\_
- finishes a barrel stave \_\_\_\_\_
- measures a circular or irregular surface \_\_\_\_\_
- used to stretch and secure leather to a shoe form \_\_\_\_\_

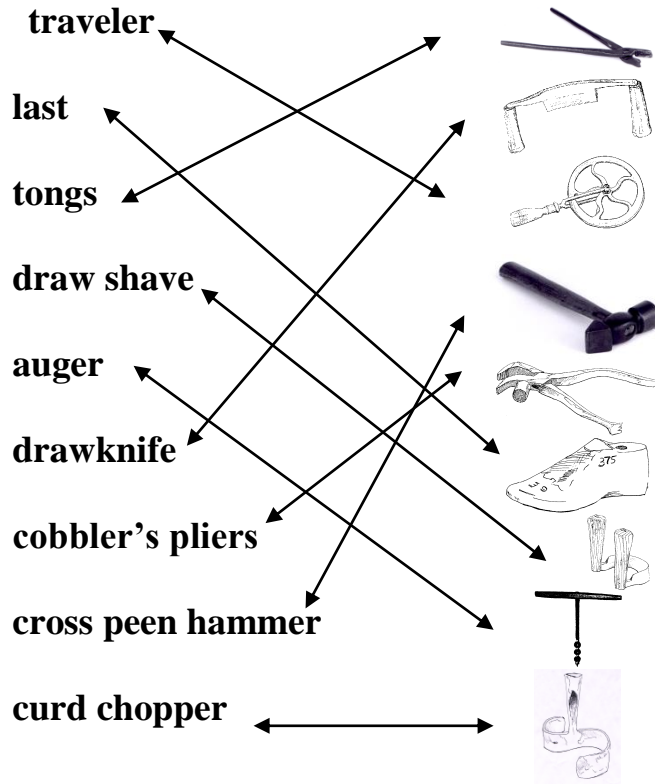
**PART THREE:** Fill in the name of the tool or tools from part one that would be used for the following occupations.

- wheelwright \_\_\_\_\_
- cooper \_\_\_\_\_
- cobbler \_\_\_\_\_
- homemaker \_\_\_\_\_
- blacksmith \_\_\_\_\_

# TOOL ACTIVITY PAGE

Test your knowledge of early American tools, their uses, and what you have learned from the *Early American Crafts* lesson with the activities below.

**PART ONE:** Draw a line to match the illustration of the tool to its name.



**PART TWO:** Fill in the name of the tool from part one that does the job described (each will be used once).

1. bores a hole \_\_\_\_\_ AUGER \_\_\_\_\_
2. shaves a surface \_\_\_\_\_ DRAWKNIFE \_\_\_\_\_
3. holds hot metal \_\_\_\_\_ TONGS \_\_\_\_\_
4. form to make a shoe \_\_\_\_\_ LAST \_\_\_\_\_
5. makes a piece of metal thin and flat \_\_\_\_\_ CROSS PEEN HAMMER \_\_\_\_\_
6. finishes a barrel stave \_\_\_\_\_ DRAW SHAVE \_\_\_\_\_
7. measures a circular or irregular surface \_\_\_\_\_ TRAVELER \_\_\_\_\_
8. used to stretch and secure leather to a shoe form \_\_\_\_\_ COBBLER'S PLIERS \_\_\_\_\_

**PART THREE:** Fill in the name of the tool or tools from part one that would be used for the following occupations.

1. wheelwright \_\_\_\_\_ TRAVELER \_\_\_\_\_
2. cooper \_\_\_\_\_ DRAWKNIFE, DRAW SHAVE, AUGER \_\_\_\_\_
3. cobbler \_\_\_\_\_ LAST, COBBLER'S PLIERS \_\_\_\_\_
4. homemaker \_\_\_\_\_ CURD CHOPPER \_\_\_\_\_
5. blacksmith \_\_\_\_\_ TONGS, CROSS PEEN HAMMER \_\_\_\_\_

# FAVORITE OBJECT ACTIVITY

**Draw** a picture of your favorite object in the *Early American Crafts* lesson. Below your drawing **write** down three things that you remember about it.

You may want to include:

- what it is
- where it came from
- what it is made out of
- how it was made
- why it was your favorite

You may also want to write about what the object was used for and who might have used it.

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The following is a complete list of the artifacts included in the *Early American Crafts* lesson. (Please note that it may not have been possible for all of the objects listed to have been shown in your classroom due to time constraints.)



**FELLING  
AXE**



**TONGS**



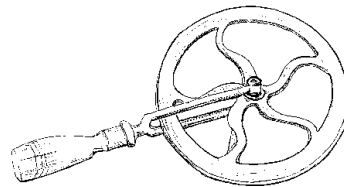
**AUGER**



**CROSS PEEN  
HAMMER**



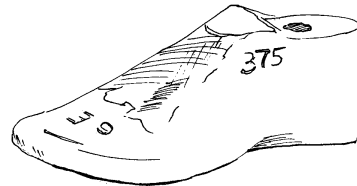
**LADLE**



**TRAVELER**



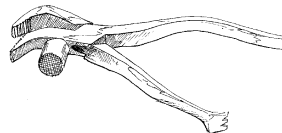
**CURD CHOPPER**



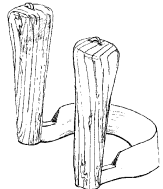
**LAST**



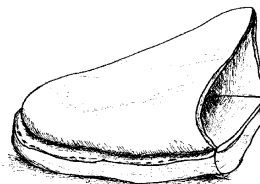
**DRAWKNIFE**



**COBBLER'S  
PLIERS**



**DRAW  
SHAVE**



**SHOE  
SECTION**

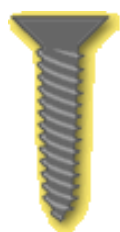
# SIMPLE MACHINES

**Simple machines** are types of machines that do work with one movement. There are 6 simple machines; the inclined plane, the wedge, the screw, the lever, the pulley, and the wheel and axle.



An **INCLINED PLANE** is a slanted surface used to raise an object. A ramp is an inclined plane. When an object is moved up an inclined plane, less effort is needed than if you were to lift it straight up, but you must move the object over a greater distance.

A **WEDGE** is an inclined plane that moves. Most wedges are combinations of two inclined planes, such as a knife or razor.



A **SCREW**, like a wedge, is another form of an inclined plane. A screw is an inclined plane wrapped around a cylinder to form a spiral.

A **LEVER** is a bar that can move freely around a fixed position. The fixed position is called a fulcrum. A seesaw is a lever. The bar is the seesaw board and the middle part that elevates the seesaw is the fulcrum. From experience you know it is much easier to lift a person on a seesaw than it is to pick them up. Examples of other levers include shovels and crowbars.




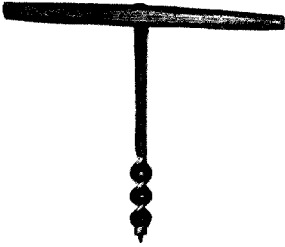
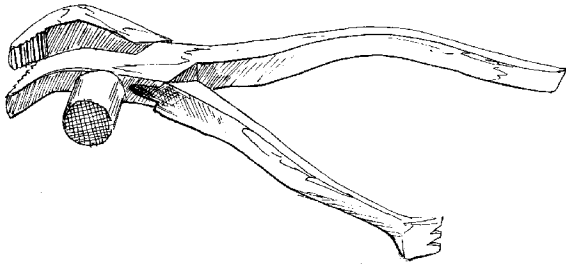
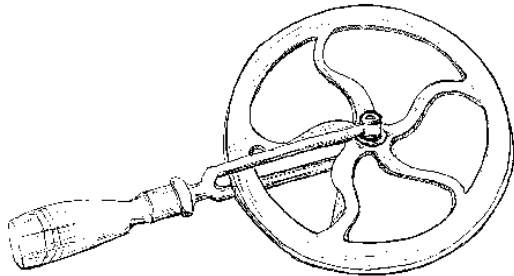
A **PULLEY** is a chain, belt or rope wrapped around a wheel. The mechanical advantage of a pulley system is approximately equal to the amount of supporting ropes or strands.

A **WHEEL AND AXLE** is a lever that rotates in a circle around an axle. The larger wheel rotates around the smaller wheel (Axle). Bicycles, screwdrivers, ferris wheels and gears are all examples of wheels and axles.



# SIMPLE MACHINE IDENTIFICATION

Identify what type of simple machine each tool is an example of; draw examples of the remaining types of simple machines.

<hr/>	 <hr/>
 <hr/>	 <hr/>
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# SIMPLE MACHINE IDENTIFICATION ANSWER KEY

Identify what type of simple machine each tool is an example of; draw examples of the remaining types of simple machines.

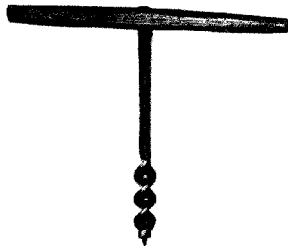
PULLEY

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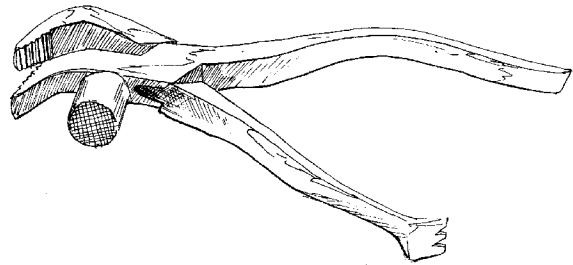
WEDGE

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SCREW

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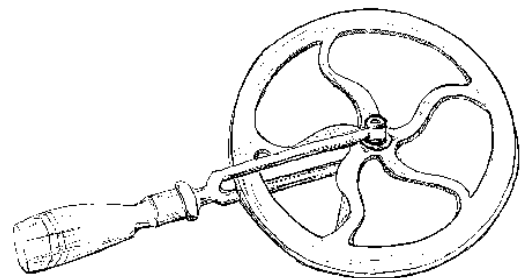


LEVER

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INCLINED PLANE

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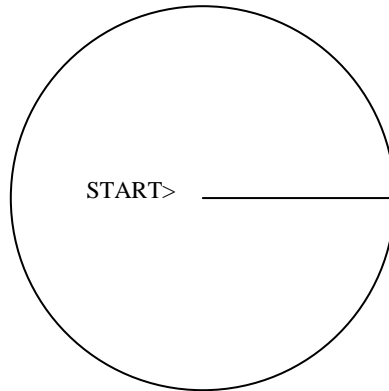


WHEEL and AXLE

# MAKE YOUR OWN TRAVELER

## Directions:

1. Trace the following traveler wheel pattern on construction paper or oak tag.
2. Then cut out that circle and glue the pattern below to it. You will then have a fairly strong 2" diameter circle that will serve as the wheel of your traveler.
3. Take a pencil and force it through the center of the circle so that it fits snugly on the pencil barrel.



## Using the traveler you have made:

To use the traveler, hold the pencil so the radius line (START>) on the circle touches one end of the object you would like to measure. Roll the traveler until the radius line touches the figure again. Place a dot there and continue marking the surface or counting each time the line hits it. When you have rolled the traveler completely around the shape to be measured, count up the dots or number of times the line touched the object, and multiply by 6.28 inches [ $3.14(2) = 6.28$  circumference]. You now know how long the area you measured is.

Try out your traveler by measuring a round object in your classroom such as a globe or a ball.

# BLACKSMITHING IN POETRY

Below is a famous poem by Henry Wadsworth Longfellow. Poets use description in a way that would strengthen anyone's writing. In stanza one Longfellow describes the blacksmith's muscles with the simile "iron bands." Why is this a good choice? In stanza four, what senses does he use to describe the blacksmith's shop? In the last stanza he speaks of the "forge of life." In your own words, what do you think he means?

## The Village Blacksmith

**UNDER** a spreading chestnut-tree  
The village smithy stands ;  
The smith, a mighty man is he,  
With large and sinewy hands ;  
And the muscles of his brawny arms  
Are strong as iron bands.

His hair is crisp, and black, and long,  
His face is like the tan ;  
His brow is wet with honest sweat,  
He earns whate'er he can,  
And looks the whole world in the face,  
For he owes not any man.

Week in, week out, from morn till night,  
You can hear his bellows blow ;  
You can hear him swing his heavy sledge,  
With measured beat and slow,  
Like a sexton ringing the village bell,  
When the evening sun is low.

And children coming home from school  
Look in at the open door ;  
They love to see the flaming forge,  
And hear the bellows roar,  
And catch the burning sparks that fly  
Like chaff from a threshing-floor.

He goes on Sunday to the church,  
And sits among his boys ;  
He hears the parson pray and preach,  
He hears his daughter's voice,  
Singing in the village choir,  
And it makes his heart rejoice.

It sounds to him like her mother's voice,  
Singing in Paradise !  
He needs must think of her once more,  
How in the grave she lies ;  
And with his hard, rough hand he wipes  
A tear out of his eyes.

Toiling, — rejoicing, — sorrowing,  
Onward through life he goes ;  
Each morning sees some task begin,  
Each evening sees it close ;  
Something attempted, something done,  
Has earned a night's repose.

Thanks, thanks to thee, my worthy friend  
For the lesson thou hast taught !  
Thus at the flaming forge of life  
Our fortunes must be wrought ;  
Thus on its sounding anvil shaped  
Each burning deed and thought.

In the autumn of 1839 Mr. Longfellow was writing psalms, as seen above, and he notes in his diary, October 5th: "Wrote a new Psalm of Life. It is *The Village Blacksmith*." A year later he was thinking of ballads, and he writes to his father, October 25th: "My pen has not been very prolific of late; only a little poetry has trickled from it. There will be a kind of ballad on a Blacksmith in the next *Knickerbocker* [November, 1840], which you may consider, if you please, as a song in praise of your ancestor at Newbury [the first Stephen Longfellow]." It is hardly to be supposed, however, that the form of the poem had been changed during the year. The suggestion of the poem came from the smithy which the poet passed daily, and which stood beneath a horse-chestnut tree not far from his house in Cambridge. The tree, against the protests of Mr. Longfellow and others, was removed in 1876, on the ground that it imperilled drivers of heavy loads who passed under it.

Source: Longfellow, Henry and Horace Gregory, Editor. *Evangeline and Selected Tales and Poems*. New York: Penguin Group, 1964.



# RECOMMENDED RESOURCES

(and Works Consulted)



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- Wildung, Frank. *Woodworking Tools at Shelburne Museum*. Shelburne: 1960.

# RECOMMENDED RESOURCES

## MUSEUMS

On the World Wide Web: **IT IS YOUR RESPONSIBILITY TO MAKE SURE EACH SITE IS SUITABLE FOR USE WITH YOUR STUDENTS.**

These addresses are current as of September 1, 2008.

Colonial Williamsburg  
P.O. Box 1776  
Williamsburg, VA 23185  
(757) 229-1000  
[www.history.org](http://www.history.org)

Harwich Historical Society  
80 Parallel Street, PO Box 5217  
Harwich, MA 02645  
(508) 432-8089  
[www.harwichhistoricalsociety.org](http://www.harwichhistoricalsociety.org)

Heritage Museums & Gardens  
67 Grove Street  
Sandwich, MA 02563-2147  
(508) 888-3300  
[www.heritagemuseumsandgardens.org](http://www.heritagemuseumsandgardens.org)

Old Sturbridge Village  
1 Old Sturbridge Road  
Sturbridge, MA 01566  
(508) 347-3362  
[www.osv.org](http://www.osv.org)

Sandwich Glass Museum  
129 Main St., P.O. Box 103  
Sandwich, MA 02563  
(508) 888-0251  
[www.sandwichglassmuseum.org](http://www.sandwichglassmuseum.org)

Shelburne Museum  
U.S. Rte. 7, P.O. Box 10  
Shelburne, VT, 05482  
(802) 985-3346  
[www.shelburnemuseum.org](http://www.shelburnemuseum.org)

Winterthur Museum  
Rt. 52  
Winterthur, DE 19735  
(800) 448-3883  
[www.winterthur.org](http://www.winterthur.org)

Aptucxet Trading Post Museum  
24 Aptucxet Road  
Bourne, MA 02532  
(508) 759-8167  
[www.bournehistoricalsoc.org/aptucxettradingpost.html](http://www.bournehistoricalsoc.org/aptucxettradingpost.html)

Lynn Heritage State Park  
590 Washington St.  
Lynn, MA 01901  
(781) 598-1974  
[www.essexheritage.org](http://www.essexheritage.org)