

## Social Studies in Martha's classroom – 2/28/05

Kids sit in circle and share pictures and explanation of their jobs

Sharon: I'm a blacksmith. I read that they had apprentices. So I drew one guy. Somebody who is working for him and they are also going to become that.

M: We are going to put these up. Do you want them up? Ok. For now, put your drawing back in your folder.

Today you are going to have a chance to introduce yourselves in your colonial jobs.

For example, good afternoon, I am a colonial cabinetmaker. I can help you because I could make you some good furniture. And you might need some things from these other people. For example, you might need some tools from the blacksmith.

So to get ready to do that you are going to fill out an introduction form. So for those of you who didn't do your vacation homework, you are just going to be able to do meeting today. That's the way this project is going to work. You can't do the work if you don't do the homework. (See form)

Here are the important things you need to tell a person when you introduce yourself. You need to tell them: (see form).

All of you are responsible for meeting one person in each profession

Farmer\

Printer

Merchant

Cabinetmaker

Dressmaker

Glassblower

Silversmith

Blacksmith

Tavern owner/innkeeper

When you meet these people you are going to take some notes in your social studies notebook about their job;

Question: Can you meet more than one dressmaker? For example, what if one has a different opinion? If I'm a farmer do I have to meet with another farmer?

M: Everybody clear?

Does that make sense?

Are you with me?

I love the way M is always checking in with the kids to make sure they understand. I do that too in my classes with teachers.

Get together with everybody who has the same job to fill out this form. Then go to interview others.

Questions: Can we sit in the spots?

So, first make some notes, then get your s.s. notebook

Martha meets with kids who didn't do the homework to find out when they will do their work and when they will hand it in. "This is 5<sup>th</sup> grade folks. You won't be able to be involved in this project if you don't do the project assignments on time." High expectations/high standards

Kids go off into groups to fill out their forms.

Silversmiths:

Who do I interact with?

I read about that when somebody brings an old thing made out of silver, then the silversmith makes something else. Some jewelry is made out of silver. I read it in here.

Martha comes by and reads their work. Boy asks, what do you think so far? Martha says, Good. Boy says thanks. Martha says, I also think it is interesting that you had different responses to the questions.  
*Commenting on the children's thinking to get away from right/wrong/yes/no approach*

**Then kids start to interview. Martha comes by and points out:** Oops. They forgot to get their ss notebooks.

**M:** I saw you look back to find something interesting. Can you tell me what you found interesting?  
*Comments based on observations of what the kids do. Lots of question-asking.* Answer: I found it interesting that a silversmith gets to be a silversmith if you are a good artist.

Interview of a farmer: I help people make materials for clothing for example wool are sheep their wool grows and we cut the wool and we give it to clothing makers and also materials for houses like hay can be used for a roof and also wood because we cut down trees. The people I interact with during the day are merchants because I sometimes have to trade seeds and other stuff that I don't have. I also need a blacksmith, clothesmaker because if I give them the wool and also the blacksmith because I need an axe to cut down a tree. Interesting fact is that we cut wool with large scissors and we use them to cut the sheep's wool.

Interview of a silversmith: I'm a silversmith. Silversmith's make metal for the community like forks, spoons, plates, knives. Like silverware? Yeah. Jewels. I mean I also can make most of the time I make any kind of metal. Silversmiths interact with other silversmiths. And also for jr. silversmith's who are trying to learn to be silversmiths they also work with others. Interesting fact: I have to use a hammer and melt some of the metal.

I'm a farmer. I help the community for example the baker, I might give him wheat to make bread. Or if anybody asks I could give fruit and vegetables and meat from the animals. And I interact with my partner Monica, merchants to get all the seeds I need from England, and also interact with the blacksmith if I have a broken tool and to help me make my sickle. Interesting fact is that I cut wheat with a sickle which I am going to come to you (blacksmith) to fix.

Kids interviewing each other in small groups. Writing in their notebooks.

Interesting fact: (about dressmakers) We make 100 dresses a day, get pricked by needles, and get impaled by scissors. *I asked the girl who said this if she knew what impaled meant. She did!*

Merchant – I sell things to people. I interact townspeople. And anyone who wants to trade things.  
Interesting fact: I sell imported things – that means things from around the world.

Martha says to a group – One of the things I heard people saying is that were repeating things they heard. Like when someone said he has a helper, someone else said Oh, you have an apprentice. That's good. You are remembering. *Noting what kids can do, mirroring it back to them*

Monica. I am a farmer. I give people flour and potatoes and crops and stuff. I give materials for clothing like from sheep's wool. I grow potatoes. I also give them house materials like I cut wood and hay. A sickle – I use that. The people that I interact with are other farmers, merchants, customers, the miller – the person who gets the wheat and turns it into flour to make bread, the clothesmaker, the blacksmith – I have a horse who needs horse shows. Interesting fact is that I cut sheep's wool with large scissors.

Some kids introducing to a group. Martha points out that this is a faster way to get the information rather than pair shares. *Observing what kids are doing that is effective and sharing this with the whole group.* We make all kinds of dresses for different occasions. I interact with workers, townspeople, merchants, babies.

Tavern owner – I interact with the townspeople, guests, and servants. Servants because I have to tell them how to help me. I interact with everybody because I need the stuff they have



For the community, I help them have a place to stay if they are on a long journey, have meetings and talk about the problems.

I take care of people – even clean their shoes.

This has gone on for almost an hour. Martha expected chaos but everyone is engaged, cooperative. Kids seem to be finding their way to interview each other. Many keep referring to the chart to make sure that they are interviewing every job.

M: If you can hear my voice clap once, clap twice. When person who is introducing himself now is done, come to the rug.

Martha begins by congratulating them for being so focused. Begins:

Martha writes on chart: Ways we depend on each other

Blacksmiths

Tavern Owners

Asks someone to explain. Martha says back – Oh so you depend on tavern owners for business (building materials – did they have hammers back then?) Says back what she hears to make sure she understood and also to say it again for everyone. Uses comment as a starting point for a related question that extends the thinking

I depend on the blacksmith because I need tools. I am a colonial cabinet maker and I need tools and nails.

I depend on the blacksmith too because I am a farmer – I need horseshoes for my horse and wagon. Do the blacksmiths depend on the farmers? Well when I met with them they said they do depend on the farmers. What do the farmers do for the blacksmiths? Food and business.

I am a dressmaker and we need the blacksmith because we need different kinds of tools like scissors. Do the blacksmiths depend on the dressmakers? To make their clothes. Maybe the dressmakers make those special fire proof aprons?

Can I ask the blacksmith a question? Let's say my wagon is broken? Could you fix it? What kind of broken thing? If your wheel is broken, I could fix it?

Martha: if things got broken they didn't throw things away, they fixed them. Does anybody else do some fixing? Cabinetmaker, dressmaker, farmer

Who is not up here yet? Merchants. Blacksmith depends on merchant because merchant provides the metal to the blacksmith.

Who else depends on the merchants? Silversmiths do. How come? They give (sell) you silver and then you give them money or something you have made in return.

I am a printer and printers interact with merchants because when the printers finish making the newspapers they give the newspapers to the merchants and the merchants sell them.

Printers. We also depend on the blacksmith.

Dressmaker depends on the merchant because after we finish making the dresses we might have them sell it.

Merchants import fabric from Europe and sell it to dressmakers.

Cabinetmaker – do you depend on merchant? I don't think so. But what about the wood you use. Where does it come from? It comes from the West Indies. Cheyenne brings in wood in exchange for spices and sugars.

Dressmaker depends on the farmer because he will give wool (that they get from their sheeps) to us to make clothes.

Everyone depends on the printers. We give them news. Just in case they didn't have radios – Of course they didn't have radios

Tavern owner depends on silversmith to make silverware

Are there other people who depend on the tavern owner? I think everybody does because if there was a fire in your house and you didn't have a place to live or sleep, you could stay there. What other role does the tavern play? They hold meetings there. Oh yeah, and then we could print it in the news.

Everybody depends on everybody. What do you notice about the chart? Asks kids about their noticings. Good teaching is good questioning

I notice that there is like a cycle. It is like the life cycle. It goes around and around and it never stops.

All these people are important. Are there other people in the town?

I think there is a miller – they are people who grind the wheat we make into flour and flour can make cakes and breads. Who else isn't here? Carpenters who are sort of like cabinetmakers.

Shoemakers or cordwainers

Barbers

Maybe not necessarily jobs but what other people live in the town? **Probing, extending.** Citizens.

But all these people are citizens. Whalers. Governor and government officials. Animals. Think hard about what other people are not included here that we have spent a lot of time talking about.

Slaves. British and Dutch people – those are the people who had the jobs

Those people who had those boats – shipmaster and mariners. That would be another job.

Slaves did not have these jobs. What other people did not have these kinds of jobs? Women/wives. They stayed home and cleaned. Isn't that a job called a housekeeper? What other people didn't get to have these jobs? Kids/children

Native Americans

Martha says – we are going to be looking closely at what these people's lives were like.

Can I say one more job that we forgot? Teachers

We've been working on this for a very long time. We have about 20 minutes before lunch. Can we use it for some reading? *The Real Thief*. Martha hands out a list of questions. I expect you to be able to answer one of these questions by the end of the week. Let's look at them together before you go off to independent reading. **Clear directions. Kids know what comes next, what to do, what is expected.**