

## Lesson Plan: Apprenticeship

*Best done after the lesson Identify Jobs,  
and could be done after the lesson Which Job Would You Want*

### Objective:

Students explore the way that people learned their jobs in the 1700s.

**Outcomes:** Students will...

- Read a story about children in the 1700s who were apprenticed to learn a trade.
- Support questions about the story with evidence from the text.
- Sign their own apprenticeship indentures.

### Common Core Standards Addressed:

#### 4<sup>th</sup> Grade Standards

English Language Arts → Reading: Literature

- CCSS.ELA-Literacy.RL.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.RL.4.2  
Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- CCSS.ELA-Literacy.RL.4.3  
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

English Language Arts → Speaking & Listening

- CCSS.ELA-Literacy.SL.4.1  
Engage effectively in a range of collaborative discussions (one-on-one, in



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groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

- CCSS.ELA- Literacy.SL.4.1.a  
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- CCSS.ELA- Literacy.SL.4.1.b  
Follow agreed-upon rules for discussions and carry out assigned roles.
- CCSS.ELA- Literacy.SL.4.1.c  
Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- CCSS.ELA- Literacy.SL.4.1.d  
Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- CCSS.ELA- Literacy.SL.4.2  
Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

## 5<sup>th</sup> Grade Standards

English Language Arts → Reading: Literature

- CCSS.ELA- Literacy.RL.5.1  
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- CCSS.ELA- Literacy .RL.5.2  
Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.



- CCSS.ELA- Literacy.RL.5.3  
Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g. how characters interact).

#### English Language Arts → Speaking & Listening

- CCSS.ELA- Literacy.SL.5.1  
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- CCSS.ELA- Literacy.SL.5.1.a  
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- CCSS.ELA- Literacy.SL.5.1.b  
Follow agreed-upon rules for discussions and carry out assigned roles.
- CCSS.ELA- Literacy.SL.5.1.c  
Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- CCSS.ELA- Literacy.SL.5.1.d  
Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- CCSS.ELA- Literacy.SL.5.2  
Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

#### Items Used:

- Book: *Abigail, Before the Revolution* (pdf on disk if copies are needed)
- Guided Reading Activity (on disk)
- Apprenticeship Indentures (on disk)
- Indenture from 1763, for reference (on disk)
- Scissors, paper, and pens or pencils (not provided)



## Preparation:

- Print one Apprenticeship Indenture for each student. *Recommendation:* Print one copy, fill in part of the information (date, name of teacher as master), then photocopy for students.
- Print guided reading activity (1 worksheet for a group of 3-4 students)
- Provide each student with scissors, writing utensils, and paper to record answers for reading activity.
- *Optional:* If you plan to assign the reading questions as a small group activity, instead of together as a class, use the pdf on the disk to print copies of the chapters you plan to use. Print one copy for each group of 3-4 students.

## Lesson:

1. Students read the book *Abigail, Before the Revolution*. Either the teacher can read it aloud to the class, or students can read together in groups of 3-4. The following chapters in particular deal with apprenticeships:
  - a. Chapter 4 (page 12)
  - b. Chapter 8 (page 26)
  - c. Chapter 11 (page 36)
  - d. Chapter 13 (page 42)
  - e. Chapter 17 (page 54)
2. After each chapter, have small groups work together to answer the evidence-based questions provided in the Guided Reading Activity. One student from each group should record answers on a separate piece of paper.
3. After completing all readings, students should engage in discussion on the themes and events from the book. Discussions can be done in small groups, or as a full class. Some possible discussion questions include:



- a. Compare the apprenticeships of Abigail and Henry. How were their experiences different? How were they the same?
  - b. Were you surprised by how young Henry and Abigail were when they were sent away from their families to live with strangers? Do we have anything like that today?
  - c. Would you rather become an apprentice and learn a trade, or stay to work on your family's farm? Why?
4. Students each receive an apprenticeship indenture (on disk). They decide which job they would like to learn, and fill out the indenture accordingly. *(Note: not all jobs had apprenticeships, but for the purposes of this lesson, the student may choose any 18<sup>th</sup> century job for the indenture.)*
5. Students cut the two halves of the indenture apart, using a unique shape (for instance scallops or waves), so that the two halves can be put back together again to be proved genuine. This was a security measure at the time, and it is why they were called “indentures” – the paper was indented. One copy went to the master, and one to the apprentice’s parents or guardians.
6. Students keep one copy and give the other to the teacher to display in the classroom.

