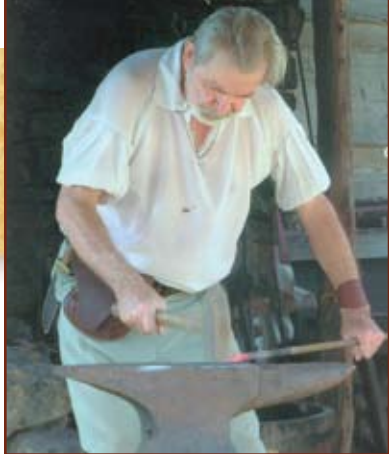


*Trades Unit*



Pricketts Fort Blacksmith, Ronnie Utt

# Unit Introduction

Today, we take for granted the quick and easy availability of supplies and goods, but in the 18th century, there were no grocery stores or shopping malls, only occasional trading posts, or sutlers, that could provide some basic goods. Many items of daily necessity were made within each household, often beautifully embellished and personalized such as those discussed in Domestic Arts. When you needed something you couldn't make yourself, you would ask a craftsman who could make it. Barter of goods or services was the most common method of payment and this extended into the trade between the settlers and the American Indians. This unit spotlights just a few of those crafts that were more fully developed as trades.

The manufacturing of colonial goods fell on those artisans who spent their entire lives learning and perfecting their trades. This early specialization and industrialization included the most essential craftsmen, such as a blacksmith, tinner, woodwright, horner, and potter, available to the early settlers.

A few treasured items were brought carefully across the mountains, as families established homesteads. People on the frontier simply did without many of the comforts of their homeland in Europe when those craftsmen, or the tools they required, were not available.

## Unit Guiding Questions

Which trades were common on the colonial American frontier in the 18th century?

What were the roles of these specific craftspeople in the community?

In what ways did families become more dependent upon trade and industry in the 19th century?

Trades also became more fully developed as the Prickett family endured into the 19th century and saw the beginning of industrialization in America. Each lesson in this unit examines the roles of the craftsman and the manifestation of the art form across the time periods.

## Student Learning Outcomes

Students will understand the roles of trades in the colonies and on the frontier in the 18th century.

Students will understand how the particular trades covered in the unit were affected by industrialization in the 19th century.

Students will understand and experience the materials, processes and artistic elements of clay, iron, tin, horn, and wood.

## Differentiated Instruction

As needed, exceptional students will be paired to facilitate activity successes. As needed, gifted students will use extended resource lists for additional challenges.

## UNIT PRE-VISIT SUGGESTIONS

Read the introductory units on Folk Art and Pricketts Fort History.

Examine the maps to understand the geographic boundaries of the frontier and the colonies in the late 1700s and the states in the late 1800s.

Have students research an historic trade and share findings with the class.

## Works Cited & Resources

"Trades"

[www.history.org/Almanack/life/trades/tradehdr.cfm](http://www.history.org/Almanack/life/trades/tradehdr.cfm)

"Colonial Occupations"

[www.homepages.rootsweb.com/~sam/occupation.html](http://www.homepages.rootsweb.com/~sam/occupation.html)

## VISIT

Visit activities are outlined in individual lessons.

## UNIT POST-VISIT SUGGESTIONS

Find a contemporary artist working in one of the discussed areas and write a profile.

Interview the artist, if possible, and document your findings. How is their artwork, process, and work environment similar and different from the 18th and 19th century?

Create a visual presentation such as an exhibit or video about the artist and art form.