

# GCV&M Curriculum Connections

## The Tinsmith

### Moveable Museum: Grades 3-Adult

In this inquiry-based program, our museum educator brings a selection of shiny wares along with the tools used to make them, allowing your students to observe both the process and the final product. Students are challenged to be a “historical detective” and determine how this technology was used to solve specific problems and meet particular needs. The tinsmith program also provides insights into the role of tinsmiths in early American economies and compares it to that of their 21st-century counterpart— the hardware store.

This program includes an additional fee per participant for a tin ornament they will create and take home.

#### MOVEABLE OBJECTIVES

- Students will explore how certain tools have evolved and why.
- Students will examine the different properties of tin and what makes it so unique.
- Students will identify the manufacturing process of the tin artifacts and understand the availability of materials for their construction.
- Students will recognize the similarities and difference between everyday household items today and tin objects 200 years ago.
- Demonstrate basic tinsmithing skills by creating a simple tin ornament using traditional methods.

#### KEY WORDS

|                             |                              |
|-----------------------------|------------------------------|
| <b>Technology</b>           | <b>Materials</b>             |
| <b>Evolve</b>               | <b>Construction</b>          |
| <b>Peddler</b>              | <b>Apprenticeship</b>        |
| <b>Natural Resources</b>    | <b>Industrial Revolution</b> |
| <b>Compare and Contrast</b> | <b>Metal Properties</b>      |



# The Tinsmith

## 3-12 Connections to NYS Standards

### 3rd Grade

3.3a Geographic factors influence where people settle and their lifestyle. Some geographic factors make a location more suitable for settlement, while others act as deterrents.

### 4th Grade

4.2a Geographic factors often influenced locations of early settlements. People made use of the resources and the lands around them to meet their basic needs of food, clothing, and shelter.

4.6e Entrepreneurs and inventors associated with New York State have made important contributions to business and technology.

### 5th Grade

5.3c The transatlantic trade of goods, movement of people, and spread of ideas and diseases resulted in cultural diffusion. This cultural diffusion became known as the Columbian Exchange which reshaped the lives and influenced the beliefs of people.

5.7a Different types of economic systems have developed across time and place within the Western Hemisphere. These economic systems, including traditional, market, and command, address the three economic questions: what will be produced, how it will be produced, and who will get what is produced?

### 7th Grade

7.2d In New York, the Dutch established settlements along the Hudson River and the French established settlements in the Champlain Valley. Dutch contributions to American society were long-lasting.

### 10th Grade

10.3 Innovations in agriculture, production, and transportation led to the Industrial Revolution, which originated in Western Europe and spread over time to Japan and other regions. This led to major population shifts and transformed economic and social systems.

### 11th Grade

11.1 European colonization in North America prompted cultural contact and exchange between diverse peoples; cultural differences and misunderstandings at times led to conflict. A variety of factors contributed to the development of regional differences, including social and racial hierarchies, in colonial America.

11.5 The United States was transformed from an agrarian to an increasingly industrial and urbanized society. Although this transformation created new economic opportunities, it also created societal problems that were addressed by a variety of reform efforts.