

Lesson Plan – Transatlantic Outreach Program

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Lesson Grade: 6th -12th

Targeted Course: World History

Lesson Title: Learning by Doing – Apprenticeships Then and Now

Focus Questions: How did apprenticeships work in medieval Europe? How do apprenticeships work in modern Germany? How do the two compare?

Targeted Standards: North Carolina Essential Standards for World History – WH.H.3.3: Analyze how innovations in agriculture, trade and business impacted the economic and social development of various medieval societies; WH.H.3.4: Explain how agricultural and technological improvements transformed daily life socially and economically; WH.W.1.3: Use Historical Analysis and Interpretation to evaluate the influence of the past on contemporary issues.

Lesson Overview: This lesson should be part of a larger unit on the middle ages. Specifically, the teacher should have already given a basic overview of the rise of trade, and therefore cities, in medieval Europe. In this lesson, students will learn about the apprenticeship program in Europe. They will learn the reasons for the development of the system, how it worked, and how it changed the daily life of people in medieval Europe. To make the connection from the past to today, students will research modern day apprenticeships in Germany. They will learn how modern apprenticeships work and how they are beneficial to the German economy.

Outcomes for student learning:

1. Students will understand the basic structure of the medieval guild system.
2. Students will understand the impact of the medieval guild system on the economy.
3. Students will understand the basic structure of modern apprenticeships in Germany.
4. Students will understand the impact of modern apprenticeships on the German economy.
5. Students will identify similarities between apprenticeships in the past with apprenticeships today.

Suggested Time Frame: 2-3 class periods

Instructional/Student Resources:

1. Student Handout 1: Apprenticeships Then – Learning by Doing in the Middle Ages – a Webquest
2. Student Product: Help Wanted!
3. Access to the internet
4. Access to drawing paper and drawing materials such as crayons, colored pencils, markers, and/or rulers.
5. Student Handout 2: Apprenticeships Now – Learning by Doing in Modern Germany

Instructional Strategies/Procedures:

Day 1: Distribute the Student Handout 1: Apprenticeships Then – Learning by Doing in the Middle Ages – a Webquest. Students will use the internet to complete the webquest. As students finish, they can begin working

on the Student Product: Help Wanted!. Students can either finish the advertisement for homework or the teacher can choose to give more class time the next day to work on it.

Day 2:

1. Begin class by discussing the previous day's webquest. Allow students to share their responses.
2. Direct students to display their finished advertisements around the room and give time for students to do a gallery walk to see other students' work. One option would be to allow students to vote on the most effective advertisement and give a small prize to the winner. Allow no more than 15 minutes for the advertisement gallery walk.
3. After the gallery walk, distribute Student Handout 2: Apprenticeships Now – Learning by Doing in Modern Germany. Read aloud the introduction.
4. Play the first video listed on the handout. Modern Apprenticeships in Germany video intro: <https://www3.arbeitsagentur.de/web/content/DE/BuergerinnenUndBuerger/ArbeitundBeruf/ArbeitsJobsuche/ArbeitinDeutschland/Asylbewerber/Detail/index.htm?dfContentId=EGOV-CONTENT453692>. Allow students time to complete the video questions listed on the handout. Lead a class discussion about their answers to the questions.
5. Play the second video listed on the handout. BBC News about apprenticeships in Germany: <http://www.bbc.com/news/av/business-35532713/germany-apprenticeships-to-boost-the-workforce>. Allow students time to complete the video questions listed on the handout. Again, lead a class discussion about their answers.
6. Project the website listed next on the handout. As a class, read through the 5 reasons for doing a dual vocation training course. Allow students time to complete the question listed on the handout. Give students time to share their answers.
7. As a wrap-up, give students time to complete the Concluding Thoughts questions at the end of the handout.

Students Products

1. Student Handout 1 – check for completion and understanding.
2. Historical Advertisement – the grading rubric is listed on the Student Product – Help Wanted handout.
3. Student Handout 2 – check for completion and understanding.

Optional Resources – the following articles may serve as a basis for a seminar discussion in class.

1. High Schoolers serve apprenticeships to learn skilled jobs - <https://newsela.com/articles/business-apprenticeships/id/285/> - this article is available on Newsela.com. Students can change the Lexile level to better read the article.
2. German Apprenticeships in South Carolina - <https://www.wsj.com/articles/german-apprenticeships-in-south-carolina-1493939256> - this article is written by the German ambassador to the United States.

Student Handout 1: Apprenticeships Then – Learning by Doing in the Middle Ages – a Webquest

In this webquest, you will learn all about how medieval guilds and apprenticeships within them worked. After completing the webquest, you will use what you have learned to create an advertisement to try to get your classmates to join your apprenticeship program.

Guild, also spelled gild , an association of craftsmen or merchants formed for mutual aid and protection and for the furtherance of their professional interests. Guilds flourished in Europe between the 11th and 16th centuries and formed an important part of the economic and social fabric in that era. ("Guild." Encyclopædia Britannica. Encyclopædia Britannica, Inc., 21 Aug. 2009. Web. 11 July 2017)

Follow the links below and complete the questions with each link.

Link One: Guilds overview: <https://www.youtube.com/watch?v=vnQIHxxx9Dw&t=78s>

1. What is happening in Europe that leads to the development of guilds?
2. What is a guild?
3. What are two positive aspects of guilds?
4. Describe how guilds help train new members.
5. If you were an apprentice for a master craftsman, what do you think would be the hardest part?
6. What are some reasons an apprentice would want to progress to a journeyman and then a master craftsman?

Link Two: Guilds in the Middle Ages Reading: <http://www.lordsandladies.org/guilds-in-the-middle-ages.htm>

1. Read through the list of ways guilds protect workers. Choose two protections you feel are most important, copy them below, and then explain why you think they were the most important.
 - a. Protection 1:
 - b. Protection 2:
2. Read through the section about Protection for Consumers. It describes not only how consumers were protected but also the civic duties in which the guilds were involved. Choose two actions or protections you feel are most important, copy them below, and then explain why you think they were the most important.
 - a. Protection 1:
 - b. Protection 2:

Link Three: Medieval London Guilds: <http://www.lordsandladies.org/medieval-london-guilds.htm>

1. Look through the list of possible guilds from the city of London. Choose one guild from the list and do research to find out more about it. Make sure when you do a search for it, you include the word “medieval” or “middle ages.” Fill in the table below with information.

Occupation you are researching:	
Source 1: (cut and paste the url here)	Source 2: (cut and paste the url here)
List 4-7 facts you find from Source 1 1. 2. 3. 4. 5. 6. 7.	List 4-7 facts you find from Source 2 1. 2. 3. 4. 5. 6. 7.

Link Four: Children of the Middle Ages Video: <https://www.youtube.com/watch?v=yrVise5qvX0>

1. Start the video at 46:50. Stop it at 53:03.
2. Why was getting an apprenticeship in the city of York so great?
3. What is the purpose of the Merchants Hall?
4. What does the narrator learn about apprenticeships from the agreements the masters and apprentices signed?
5. What opportunities did being in a guild give to a young person?

Link Five: Apprenticeship Agreement: <http://sourcebooks.fordham.edu/source/1250weaversapp.asp>

1. Read both apprenticeship agreements on this webpage. Use them to complete the following chart.

I. Arras	II. Marseilles
In what year is the agreement?	In what year is the agreement?
Who is the parent in the agreement?	Who is the parent in the agreement?
Who is the child?	Who is the child?
Who is the master craftsman?	Who is the master craftsman?

How long is the agreement for?	How long is the agreement for?
What is being taught?	What is being taught?
What does the parent promise?	What does the parent promise?
What does the master craftsman promise?	What does the master craftsman promise?
Do you feel the agreement is fair? Explain.	Do you feel the agreement is fair? Explain.

Student Product: Help Wanted!

Pretend you are a master craftsman (of the guild you researched above) who needs apprentices to keep your business going. You decide to create a poster advertising the opening to put up around town. You want to make sure to **include info you learned from all parts of the webquest.**

Requirements:

1. The ad must be done on a full-size piece of paper.
2. It must include color throughout.
3. It must include at least one image or symbol to enhance the ad.
4. It must include at least three positives of the apprenticeship.
5. It must include at least one negative of the apprenticeship.
6. Think about including the following info: job title, job description, length of apprenticeship, expectations, benefits of being an apprenticeship, maybe a fine print warning about anything negative the person should know, etc... Be thorough!!

CYOA RUBRIC			
	Evidence (accuracy, facts, truth)	Effort (neatness, completeness)	Creativity (uniqueness, outside-the box)
Excellent 100%	All facts are correct and about the proper unit. All the most important facts are included and show a deep understanding of the topic.	Everything is neatly written, drawn, and/or colored Everything is very detailed. All job requirements are met. No grammar/spelling errors	Ideas and thoughts are original and/or unique. (use your own words) - Clever! Shows evidence of thoughtful planning
Good 75%	Nearly all facts are correct and are from the proper unit. Most important facts are included and show an understanding of the topic.	Mostly everything is neatly written, drawn, and/or colored. Most things are detailed. Most job requirements are met. Some grammar/spelling errors	Most ideas and thoughts are original and/or unique - a little bit clever. Shows some evidence of thoughtful planning.
Needs Work 50%	Many facts are incorrect or from the wrong unit. Some key facts are missing which shows a lack of understanding of the topic.	Some parts are messy and/or missing color. Few things are detailed. Few job requirements are met. Many grammar/spelling errors	Few original and/or unique thoughts and ideas - not much cleverness. Show little evidence of thoughtful planning.

Assignment:	Evidence	Effort	Eccentricity	Grade Total	÷ 3	Final Avg. Grade

Apprenticeships Now – Learning by Doing in Modern Germany

In 2016, 60% of German high school graduates opted for a vocational apprenticeship instead of attending a university. This modern apprenticeship program has its roots in the apprenticeship programs of the middle ages. Use the following resources to learn more about apprenticeships in modern Germany.

Link One: Video - Apprenticeships in Germany

<https://www3.arbeitsagentur.de/web/content/DE/BuergerinnenUndBuerger/ArbeitundBeruf/ArbeitsJobsuche/ArbeitsinDeutschland/Asylbewerber/Detail/index.htm?dfContentId=EGOV-CONTENT453692>

1. Watch the video and/or read the transcript. Find three ways modern apprenticeships in Germany are similar to medieval apprenticeships you learned about previously. List them here and explain.
 - a.
 - b.
 - c.

Link Two: Germany - Apprenticeships to boost the workforce

<http://www.bbc.com/news/av/business-35532713/germany-apprenticeships-to-boost-the-workforce>

2. List two benefits for students who participate in an apprenticeship.
3. List two benefits for the company who trains apprentices.
4. Apprenticeships seem to work well in Germany. According to the video, why are they hard to imitate in other countries?

Link Three Five reasons for a vocational training in Germany -

<http://www.make-it-in-germany.com/en/for-qualified-professionals/training-learning/training/five-reasons-for-a-vocational-training-in-germany/practice>

5. Read over all five reasons. Choose the reason you feel is the most convincing and explain why.

Concluding Thoughts

6. Using what you learned about medieval and modern apprenticeships, complete the following statement:
At first I thought ... but now I think ...
7. What are two questions you still have after studying about medieval and modern apprenticeships?