

Print Shop Lesson Plans



**For more information
on other programs at the
museum contact:
Public Programs
Department
(615) 741-0830
(800) 407-4324
or online at:
www.tnmuseum.org**



Tennessee State Museum, April 2003, 1,000 copies. Publication authorization #316532,
This public document was promulgated at a cost of \$.67 a copy.

Tennessee Social Studies Curriculum Standards Addressed in Lesson Plans

Kindergarten to Third Grade

- 2.02 Give examples of the interaction of businesses and governments in a market economy.
- 4.03 Understand the rights, responsibilities, and privileges of citizens living in a democratic republic.
- 5.01 Identify major events, people, and patterns in Tennessee, United States, and world history.
- 5.02 Understand the place of historical events in the context of past, present, and future.
- 5.03 Explain how to use historical information acquired from a variety of sources.

Fourth Grade

- 2.02 Give examples of the interaction of groups, businesses, and governments in a market economy.
- 4.03 Understand the rights, responsibilities, and privileges of citizens living in a democratic republic.
- 5.08 Understand the place of historical events in the context of past, present, and future.
- 5.09 Recognize major events, people, and patterns in Tennessee.

Fifth Grade

- 2.02 Give examples of the interaction of individuals, businesses, and governments in a market economy.
- 2.05 Understand the interaction of individuals, families, communities, businesses, and governments of Tennessee and the United States in a market economy.
- 4.03 Understand the rights, responsibilities, and privileges of citizens living in a democratic republic.
- 4.04 Recognize how Americans incorporate the principles of the Constitution into their lives.
- 6.01 Recognize the impact of individual and group decisions on citizens and communities in a democratic republic.

Sixth Grade

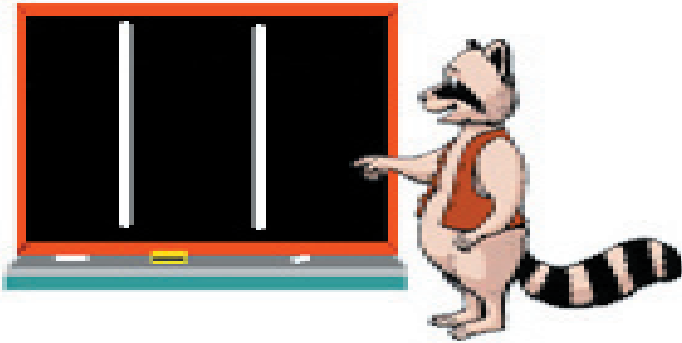
- 4.01 Explain the development of a people's need to belong and organize into a system of governance.
- 4.03 Identify how cooperation and conflict among people influence the division and control of resources, rights, and privileges.
- 6.01 Understand the impact of individual and group decisions on citizens and communities.

Process Standards

- Acquiring Information
- Analysis of Data and Problem Solving
- Communication
- Historical Awareness

Classroom Activities

1. Make a K-W-L chart on the chalkboard or a large piece of paper. In the K column, write down what students say they know about newspapers and Tennessee frontier life. In the W column, write what students would like to learn about newspapers and Tennessee frontier life. At the end of the lesson, write what students learned about newspapers and Tennessee frontier life in the L column.



2. Timeline: You can use the timeline provided in this lesson plan for a variety of activities. For example, divide the class into small groups. Give each group a set of index cards with the timeline events printed on them. Have students try to put them in order. As a class, discuss the correct order for the events and the years in which they occurred. Or, tape pieces of paper labeled with years from the timeline on a wall. Give students papers with events from the timeline. Ask students to place their events under the correct year.

You can also have students analyze the different types of events included in the timeline. Give students a copy of the timeline. Then, ask them to write lists of the events related to topics such as George Roulstone, pioneer settlement of Tennessee, relations between Native Americans and settlers, the Revolutionary War, and Tennessee becomes a state.



3. Bring in several copies of newspapers for students to examine. Discuss the different sections in the newspapers. Ask students which section they find most interesting and why. Have each student select one article and identify how the reporter answered the questions: Who? What? When? Where? Why? How?

4. In small groups, have students create their own school newspapers including articles, illustrations, ads, etc.

5. In the past, many children in the United States had jobs. Discuss the concepts of child labor and apprenticeships with your class. What were the benefits and the costs of being a printer's devil? Did apprentices get to go to school? Did they learn a valuable skill? Did they get to see their families very much? Did they have a lot of time to play? Why do we have laws that prohibit young children from having jobs today in the United States? Do children in other parts of the world always have these same protections?



6. Ask students to imagine they are in frontier Tennessee in the 1790s. They live in a log cabin on a small farm near the frontier settlement of Knoxville. Have students write a story about going to Knoxville to buy a copy of the *Knoxville Gazette* printed by George Roulstone. What do they want to learn from the paper? Why would the newspaper be important to them? Would they want to share their newspaper with their family, neighbors, etc., and why?

7. Have students play a game that illustrates the value

of having news presented in a written format like a newspaper. Whisper a message like “Tennessee became a state on June 1, 1796” to one student and then have the students whisper the message to their neighbors until everyone has gotten the message. Compare what the last student heard to the original statement. If you were living on the Tennessee frontier, could you always depend on information told to you by visiting neighbors or travelers that they had heard from other people? What advantages would newspapers offer? Would there have been any disadvantages to getting information from newspapers?



8. Compare today’s communication with that of

the 1790s Tennessee frontier. Why do we still have newspapers? How have newspapers adapted to the changing world? Do you think we will have newspapers a hundred years from now? Why, or why not?



Henry's Day in the Print Shop

Henry was an apprentice in a print shop. Some people even called him a “printer’s devil.” He lived with the printer Mr. Jones and his family. Every morning he had to get up early to chop firewood and get water from the well for Mrs. Jones to cook breakfast.

Henry went to work in the shop about 6:00 a.m. He helped cut the paper for newspapers and books. He mixed ink. He got tools for the printer to use. He brought lunch from the house to the shop for all the workers.

In the afternoon Henry stacked all the pages the workers printed during the morning. Then, he helped put ink on the printing press. His favorite task was to deliver orders to customers. He swept up the pi, little pieces of metal with letters on them, off the floor.

About 6:00 p.m. Henry left the print shop. He went back to the Jones’s house. He did chores like bring firewood into the house and feed the chickens. He ate corn, chicken, potatoes, and bread for supper. A very sleepy Henry went to bed at 9:00 p.m.

Compare your day with Henry’s day in the chart below.

Time	Henry	Your Name:
5:00 a.m.		
6:00 a.m.		
7:00 a.m.		
8:00 a.m.		
9:00 a.m.		
10:00 a.m.		
11:00 a.m.		
12:00 p.m.		
1:00 p.m.		
2:00 p.m.		
3:00 p.m.		
4:00 p.m.		
5:00 p.m.		
6:00 p.m.		
7:00 p.m.		
8:00 p.m.		
9:00 p.m.		

Working in a Print Shop

Directions: Use the terms from the word bank to fill in the blanks.

Word Bank:

apprentice

printer's devils

journeyman

master

puller

beater

em

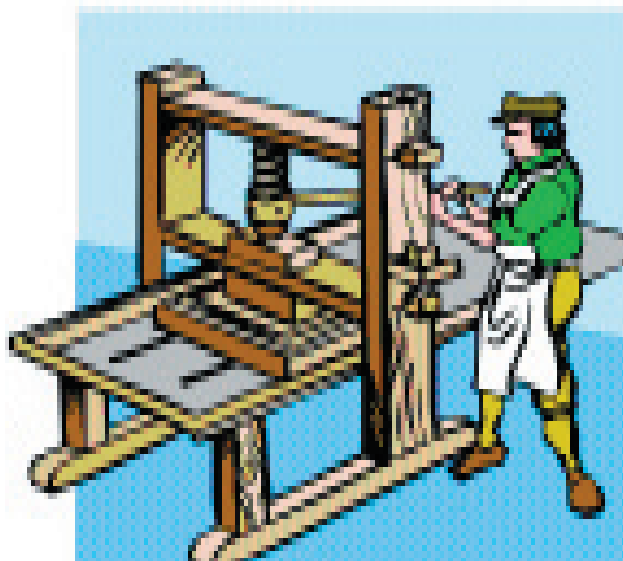
pi

printing press

Henry was a young boy who worked in a print shop. He was an _____ who learned from the _____ printer. Boys like him were sometimes called _____.

Henry watched John, a _____ printer who came from another town. John put the _____ on the printing press to form words. Then, the _____ put ink on the type. The _____ put a blank sheet of paper on the press. The beater made the press stamp the inked em against the paper to print words. Finally, Henry swept the _____ off the floor. There were only a few of these damaged letters on the floor.

The master printer praised Henry and the other workers for doing a good job printing the newspaper.



Working in a Print Shop (Answer Sheet)

Directions: Use the terms from the word bank to fill in the blanks.

Word Bank:

apprentice

printer's devils

journeyman

master

puller

beater

em

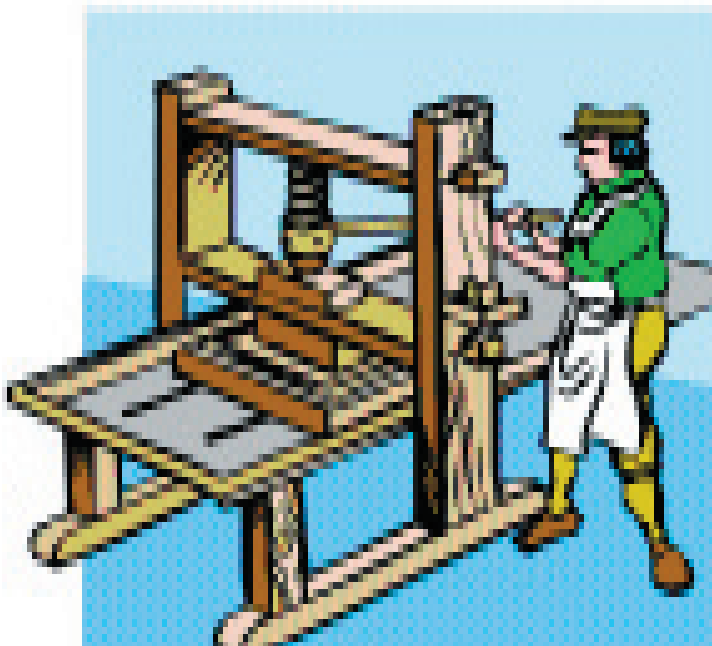
pi

printing press

Henry was a young boy who worked in a print shop. He was an apprentice who learned from the master printer. Boys like him were sometimes called printer's devils.

Henry watched John, a journeyman printer who came from another town. John put the em on the printing press to form words. Then, the beater put ink on the type. The puller put a blank sheet of paper on the press. The beater made the press stamp the inked em against the paper to print words. Finally, Henry swept the pi off the floor. There were only a few of these damaged letters on the floor.

The master printer praised Henry and the other workers for doing a good job printing the newspaper.



Tennessee State Constitution's Declaration of Rights

The United States Constitution includes a Bill of Rights listing specific rights guaranteed to citizens. The 1796 Tennessee Constitution has a similar section called the Declaration of Rights.

With your teacher, read this section of the Tennessee Constitution's Declaration of Rights.

Section 1st That all power is inherent in the people, and all free governments are founded on their authority, and instituted for their peace, safety, and happiness; for the advancement of those ends, they have at all times an unalienable and indefeasible right to alter, reform, or abolish the government in such a manner as they may think proper.

In 1803, George Roulstone printed a lesson* for school children about the Tennessee Constitution. The lesson was written by Willie Blount, who later served as governor from 1809-1815. It had questions about the Constitution and their answers. Can you answer these questions from Blount's lesson?

Q. In whom is all power inherent?

Q. For what purpose are free governments established?

Q. On whose authority are all free governments founded?

Q. Have the people at all times an unalienable... right to alter, reform, or abolish the government?

Discussion Questions

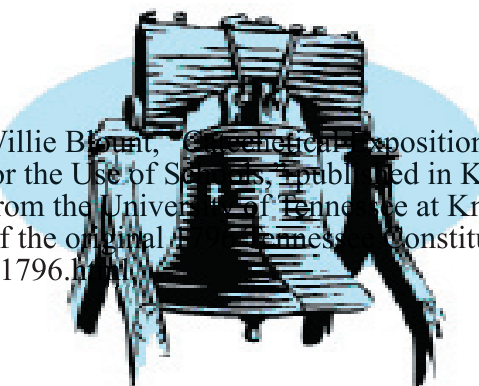
1. In your own words, explain what it means for the people to have control over the state government. What are some ways people can affect the way the state government works?

2. Who is the ultimate boss of the state government? (Hint: The answer is not the governor.) Would the people have the ultimate power? If so, why? What ways could the voters change the state government?

3. How would you define the term "free government"?

4. Why is it important for people to have the power to change the state government? Can you think of any changes that have been made?

*These questions are quoted from: Willie Blount, *Constitutional Exposition of the Constitution of the State of Tennessee: Intended Principally for the Use of Schools*, published in Knoxville by George Roulstone in 1803. This document was obtained from the University of Tennessee at Knoxville, Hoskins Library, Special Collections. You can access a copy of the original *Tennessee Constitution* online at: www.tengenweb.org/law/constitution1796.htm



Tennessee State Constitution's Declaration of Rights

The United States Constitution includes a Bill of Rights listing specific rights guaranteed to citizens. The 1796 Tennessee Constitution has a similar section called the Declaration of Rights.

With your teacher, read this section of the Tennessee Constitution's Declaration of Rights.

Section 1st That all power is inherent in the people, and all free governments are founded on their authority, and instituted for their peace, safety, and happiness; for the advancement of those ends, they have at all times an unalienable and indefeasible right to alter, reform, or abolish the government in such a manner as they may think proper.

In 1803, George Roulstone printed a lesson* for school children about the Tennessee Constitution. The lesson was written by Willie Blount, who later served as governor from 1809-1815. It had questions about the Constitution and their answers. Can you answer these questions from Blount's lesson?

Q. In whom is all power inherent?

A. In the people.

Q. On whose authority are all free governments founded?

A. On the authority of the people.

Q. For what purpose are free governments established?

A. For the peace, safety and happiness of the people

Q. Have the people at all times an unalienable... right to alter, reform, or abolish the government?

A. Yes, in such a manner as they think proper.

Discussion Questions

1. In your own words, explain what it means for the people to have control over the state government.

What are some ways people can affect the way the state government works?

2. Who is the ultimate boss of the state government? (Hint: The answer is not the governor.) Would the people have the ultimate power? If so, why? What ways could the voters change the state government?

3. How would you define the term "free government"?

4. Why is it important for people to have the power to change the state government? Can you think of any changes that have been made?

*These questions are quoted from: Willie Blount, *Complete Political Exposition of the Constitution of the State of Tennessee: Intended Principally for the Use of Schools*, published in Knoxville by George Roulstone in 1803. This document was obtained from the University of Tennessee at Knoxville, Hoskins Library, Special Collections. You can access a copy of the original 1796 Tennessee Constitution online at: www.tengenweb.org/law/constitution1796.htm



Freedom of the Press

Newspapers have the right to print whatever articles they want as long as what they say is true. This is because we have freedom of the press in this country. It is protected by the U.S. and Tennessee Constitutions.

Read the following section from the Tennessee State Constitution. Knoxville printer and newspaper publisher George Roulstone helped to write this part of the constitution in the 1790s.

Tennessee State Constitution, Section 19

That the printing press shall be free to every person to examine the proceedings of the Legislature; or of any branch or officer of the government, and no law shall ever be made to restrain the right thereof. The free communication of thoughts and opinions is one of the invaluable rights of man and every citizen may freely speak, write, and print on any subject, being responsible for the abuse of that liberty. But in prosecutions for the publication of papers investigating the official conduct of officers, or men in public capacity, the truth thereof may be given in evidence; and in all indictments for libel, the jury shall have a right to determine the law and the facts, under the direction of the court, as in other criminal cases.

Discussion Questions

1. What is news? How do you learn about the news?
2. How do people get information about the government?
3. What would happen if reporters were not allowed to talk or write about the government?
4. In your own words, explain why it is important that “every citizen may freely speak, write, and print on any subject.”
5. What is libel? Why is it important that reporters tell the truth? What could happen if they reported something that was not true?



How Did Pioneer Children Learn about the Tennessee State Constitution?

In 1803, George Roulstone printed a lesson* for school children about the Tennessee Constitution. The lesson was written by Willie Blount, who later served as governor from 1809 to 1815. It had questions about the constitution and their answers.

See how many of the following questions from the lesson for pioneer children you can answer. Why is it important to learn about the Tennessee Constitution?

- “When did the convention, which formed the constitution of the State of Tennessee meet; where was it holden [held]; when did it adjourn?”
- “Who was president of the convention?”
- “Who was the printer, and what was his allowance?”
- “Where is the legislative authority [of the state] vested?”
- “Where is the executive power of the state vested?”
- “Where is the judicial power of the state vested?”
- “Where shall the seat of government [capital] be?”
- “On whose authority are all free governments founded?”
- “For what purpose are free governments established?”
- “Shall the printing presses be free to every person to examine the proceedings of the assembly, or of any branch or officer of the government?”
- “May any citizen freely speak, write, or print on any subject?”



*These questions are quoted from: Willie Blount, “Catechetical Exposition of the Constitution of the State of Tennessee: Intended Principally for the Use of Schools,” published in Knoxville by George Roulstone in 1803. This document was obtained from the University of Tennessee at Knoxville, Hoskins Library, Special Collections.

Answer Key

How Did Pioneer Children Learn about the Tennessee State Constitution?

In 1803, George Roulstone printed a lesson* for school children about the Tennessee Constitution. The lesson was written by Willie Blount. It had questions about the constitution and their answers.

See how many of the following questions from the lesson for pioneer children you can answer. Why is it important to learn about the Tennessee Constitution?

- “When did the convention, which formed the constitution of the State of Tennessee meet; where was it holden [held]; when did it adjourn?”
“It met on the 11th of January at Knoxville, and adjourned the 6th of February, 1796....”
- “Who was president of the convention?”
“William Blount”
- “Who was the printer, and what was his allowance?”
“Geo. [George] Roulstone—and his allowance was 166 dollars and 66 cents.”
- “Where is the legislative authority [of the state] vested?”
“In a General Assembly, consisting of two distinct branches, to wit, Senate and House of Representatives.”
- “Where is the executive power of the state vested?”
“In a governor.”
- “Where is the judicial power of the state vested?”
“In such superior and inferior courts of law and equity as the legislature from time to time may establish.”
- “Where shall the seat of government [capital] be?”
“At Knoxville, until the year 1802.” Nashville became the permanent state capital in 1843. Prior to that date, Knoxville, Murfreesboro, and Kingston had served as the state’s capital.
- “On whose authority are all free governments founded?”
“On the authority of the people.”
- “For what purpose are free governments established?”
“For the peace, safety, and happiness of the people.”
- “Shall the printing presses be free to every person to examine the proceedings of the assembly, or of any branch or officer of the government?”
“Yes.”
- “May any citizen freely speak, write, or print on any subject?”
“Yes; he being responsible for the abuse of that liberty.”

*These questions are quoted from: Willie Blount, “Catechetical Exposition of the Constitution of the State of Tennessee: Intended Principally for the Use of Schools,” published in Knoxville by George Roulstone in 1803. This document was obtained from the University of Tennessee at Knoxville, Hoskins Library, Special Collections.



Lesson plans provided by
the Tennessee State Museum



Label the parts of this printing press

- A. Handle
- B. Cap
- C. Foot
- D. Frisket

- E. Till
- F. Platen
- G. Tympan
- H. Carriage



Printing: A Step-by-Step Process

1. Place ems (letters) onto a composing stick.
2. Check for mistakes.
3. Place into form on the galley (tray for type).
4. Lay galley onto press.
5. Check for mistakes.
6. Mix ink.
7. Put ink on press using ink balls.
8. Lay paper onto press.
9. Pull press handle to bring the paper into contact with the inked type.
10. Place paper onto drying rack.



Typesetting

Printers used pieces of type called ems with letters on each one. They arranged the letters to make words. To make the letters appear correctly on the page, they had to be placed on the press backwards. Then, they put ink on the letters. They used a printing press to stamp a piece of paper against the ems. This printed the words on the paper.

Imagine that you are an apprentice. Cut out the letters below. Arrange the letters so that they spell out the words in the word bank. Remember, that the letters have to be placed backwards (see example). [Take the letters and form the words in the Word Bank and glue the letters on a piece of construction paper.]

Word Bank:

GEORGE ROULSTONE

(example) **GEORGE ROULSTONE**

APPRENTICE

BEATER

MASTER

EM

PRINTER'S DEVIL

PI

JOURNEYMAN

PRINTING PRESS

PULLER



A

A

A

A

B

C

D

E

E

E

E

E

E

E

E

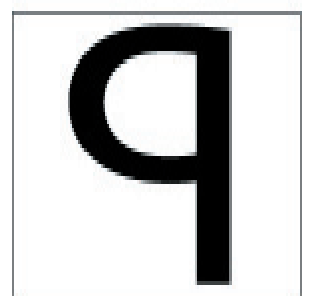
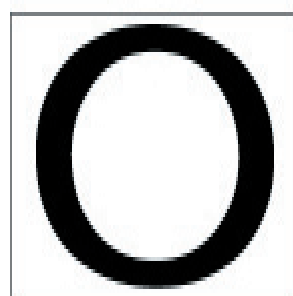
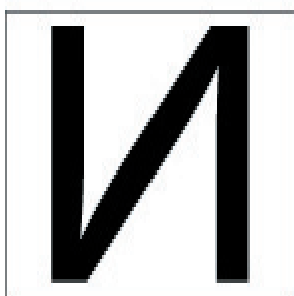
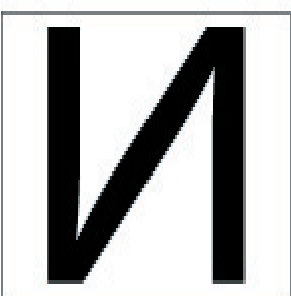
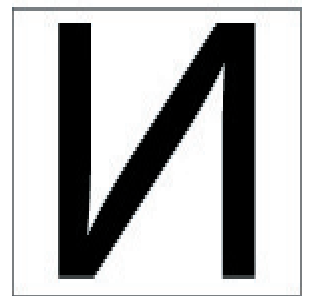
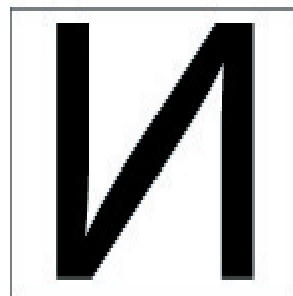
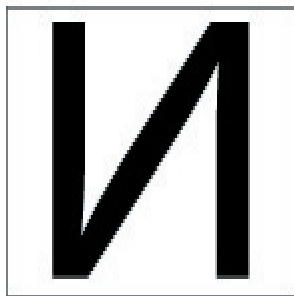
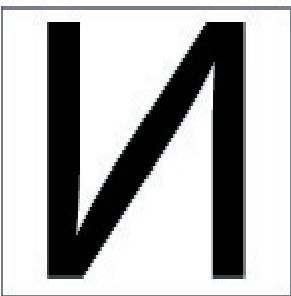
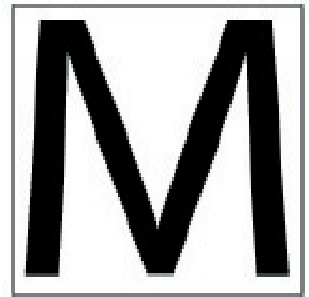
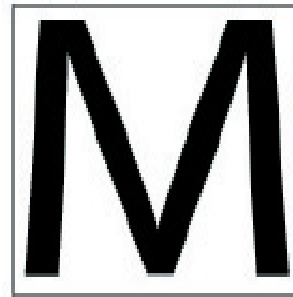
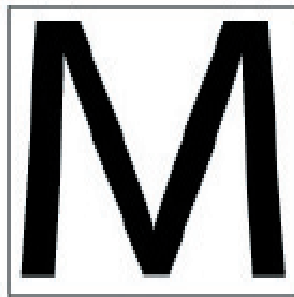
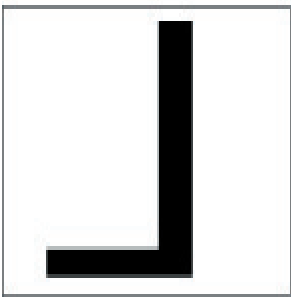
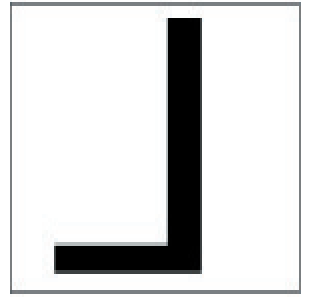
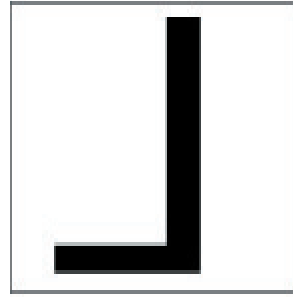
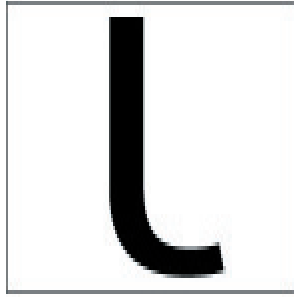
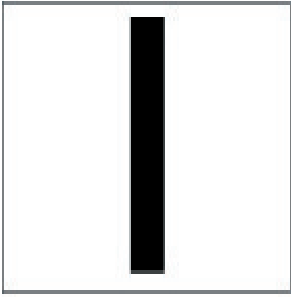
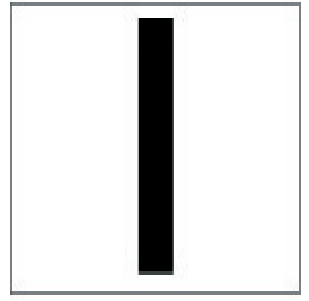
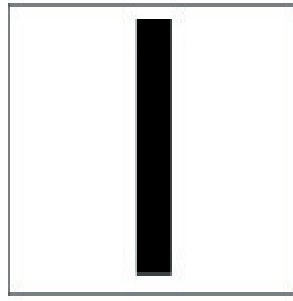
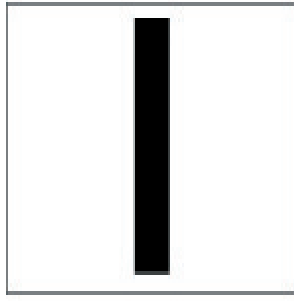
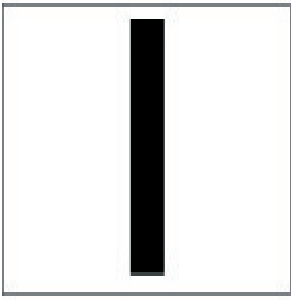
E

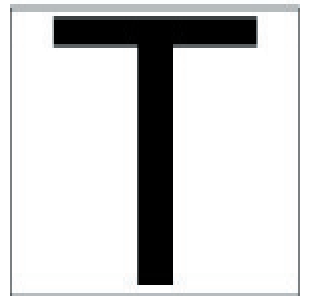
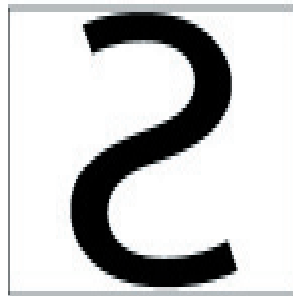
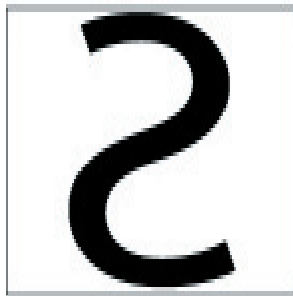
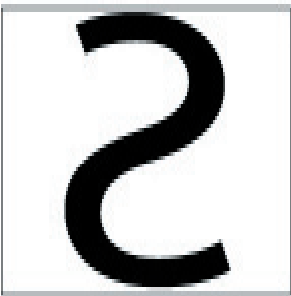
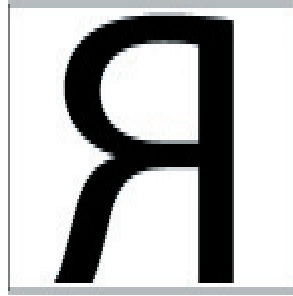
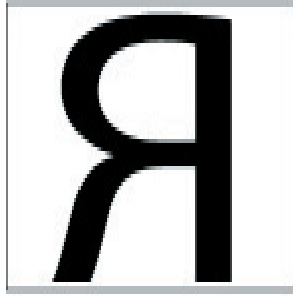
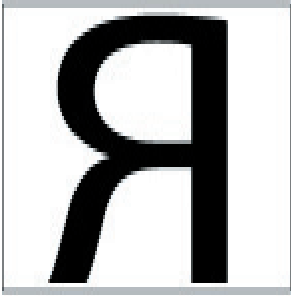
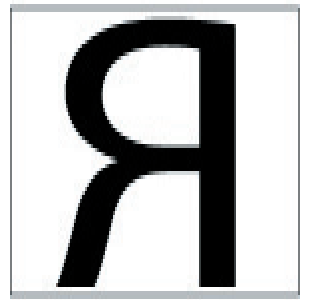
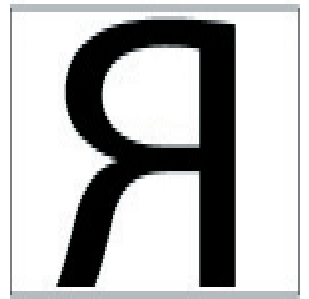
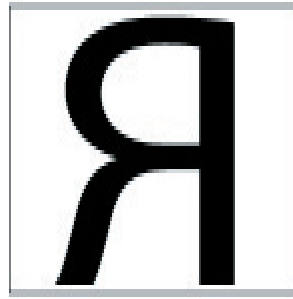
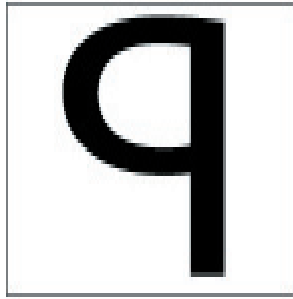
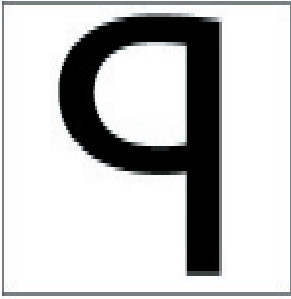
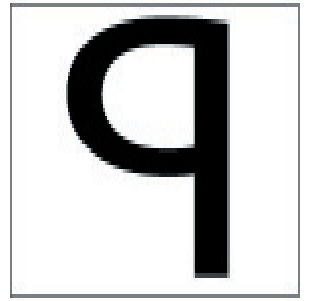
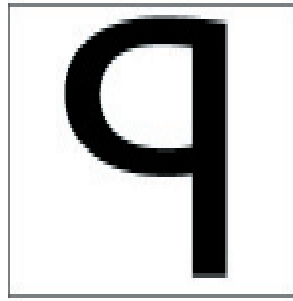
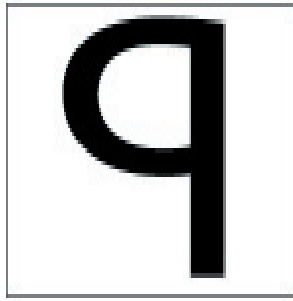
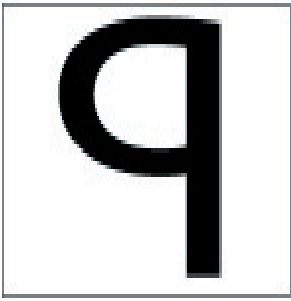
E

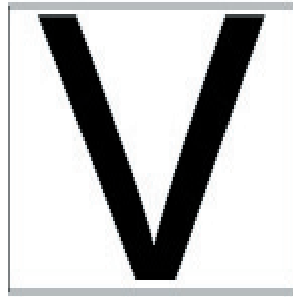
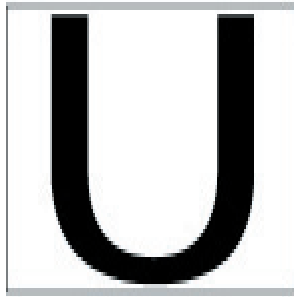
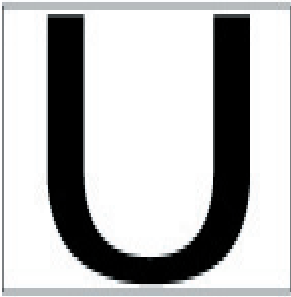
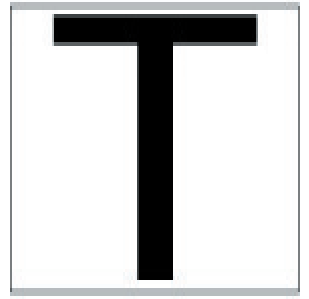
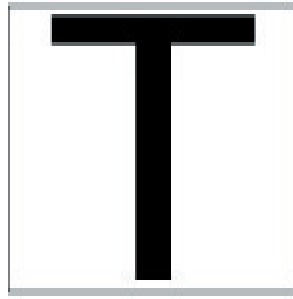
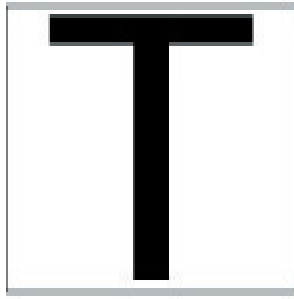
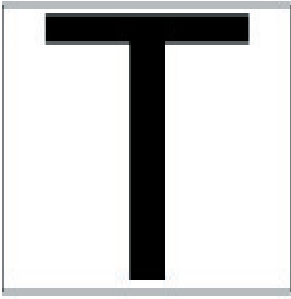
E

G

I







Vocabulary

Apprentice: A person (often a child) who learns a craft or trade from a master artisan. The relationship between apprentice and master was defined by a legal contract.

Master: A person highly skilled in a trade. Examples of eighteenth-century master artisans include: printers, cabinetmakers, blacksmiths, coopers, cobblers, gunsmiths, and potters.

Printer's Devil: This was the lowest level of employment in a print shop, and this position was usually held by young boys. These workers were also known as “factotums” based on the Latin term for “to do everything.”

Journeyman: This title described printers and other artisans who had completed their apprenticeships. They would usually “journey” away from the masters who taught them in order to seek employment elsewhere.

Puller: A puller takes sheets of blank paper and puts them on the printing press. After printing, the puller removes the finished papers and hangs them up to dry.

Beater: A beater inks the press and runs the press's mechanism that stamps the paper against the inked typeface to produce a printed page.

EM: An em is a piece of type containing a letter or symbol. The ems were made of lead and easily damaged.

PI: An em becomes a pi when it is dropped on the floor. The ems were made of lead, and if they were dropped on the floor, they would be damaged. A pi was a damaged piece of type that could not be used again.

Printing Press: This is a machine used to print documents such as newspapers and books. From the mid-fifteenth century until major innovations in printing press operation during the 1830s and 1840s, these machines were operated by hand using type set character by character—a very laborious process.

George Roulstone: He was one of the first printers on the Tennessee frontier. He began publishing the *Knoxville Gazette* on November 5, 1791. Roulstone was designated as the official Tennessee printer and received contracts to print many important government documents when Tennessee was a territory and after it officially became a state in 1796.

Elizabeth Gilliam Roulstone Moore: She was the wife of George Roulstone who continued to operate her husband's printing business after his death in 1804. She assumed his job as the Tennessee state printer, making her one of the first female state officials in Tennessee.

Timeline

1540: Hernando de Soto of Spain leads a group of explorers into the future state of Tennessee.

1756: British troops begin construction on Fort Loudoun (located near present day Vonore, TN).

1760: Cherokees led by Chief Oconostota attack Fort Loudoun in retaliation for the deaths of twenty-eight Cherokees.

1763: The British government outlaws English settlements west of the Appalachian Mountains, including most of what is now Tennessee.

1772: On the East Tennessee frontier, pioneers form the Watauga Association, an early form of self-government.

1775: Richard Henderson, owner of the Transylvania Land Company, negotiates the Treaty of Sycamore Shoals with the Overhill Cherokee opening thousands of acres of Cherokee hunting areas in Middle Tennessee and Kentucky to white settlement.

1776: Colonists issue the Declaration of Independence and go to war against Great Britain.

1776: Cherokees allied with the British attack frontier settlements such as Fort Watauga, Nolichucky, Carter's Valley, and Long Island.

1779: Jonesborough is chartered as the first town in the future state of Tennessee.

1779: James Robertson and his group of settlers arrive at the future site of Nashville.

1780: John Donelson and his group of settlers traveling by boat arrive at the future site of Nashville.

1780: Militia units from the Carolina/Tennessee frontier defeat British forces at the Battle of King's Mountain.

1783: Great Britain and the new United States sign the Treaty of Paris, ending the Revolutionary War.

1791: George Roulstone moves from North Carolina to Tennessee and begins publishing *The Knoxville*

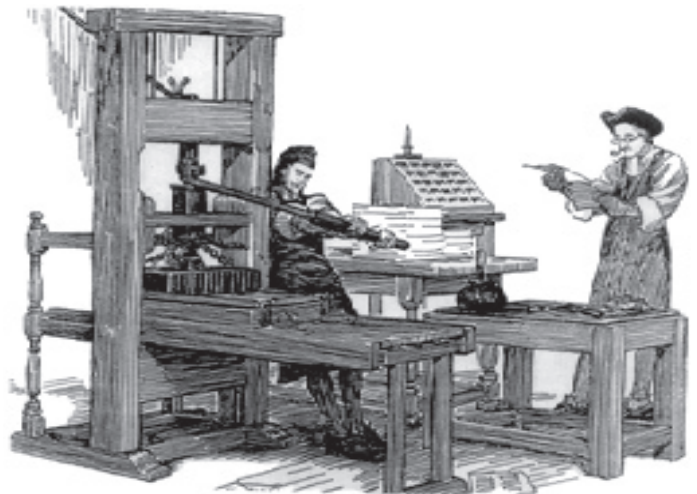
Gazette.

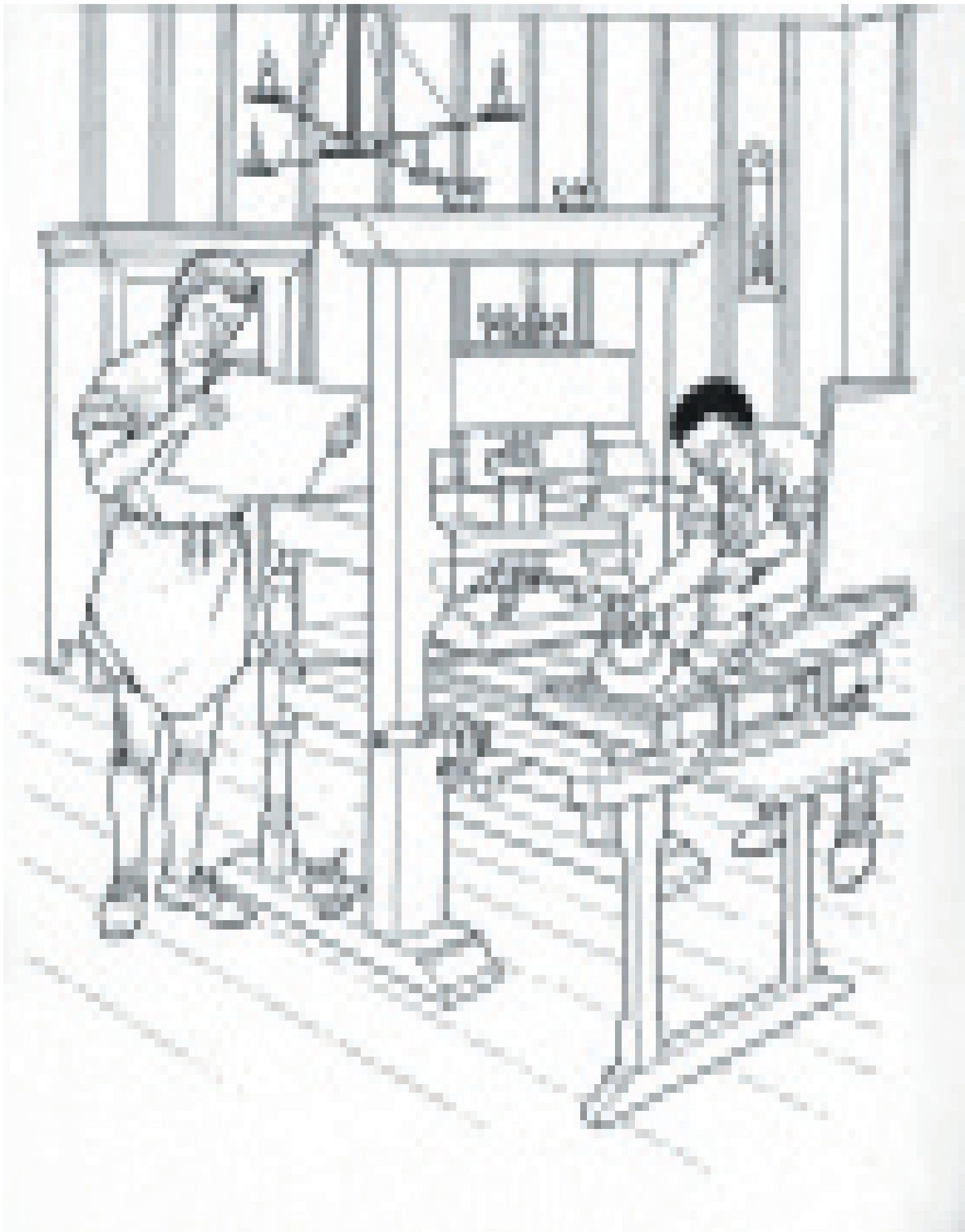
1794: The Tennessee territorial legislative council appoints George Roulstone as the official government printer, and he becomes the first Knoxville postmaster. Roulstone marries Elizabeth Gilliam.

1796: Tennessee becomes the sixteenth state to join the United States.

1803: George Roulstone publishes *Laws of the State of Tennessee*, a three hundred and twenty page book.

1804: George Roulstone dies and his widow Elizabeth Gilliam Roulstone assumes control of his printing business.





Sources

These sources were used in preparing this lesson plan, and they would be very useful for further research on printing in frontier Tennessee.

Copeland, Peter F. *Early American Crafts and Occupations Coloring Book*. New York: Dover, 1994.

Corlew, Robert E., Folmsbee, Stanley J., and Mitchell, Enoch. *Tennessee: A Short History*. Second Edition. Knoxville: University of Tennessee Press, 1981.

Dobson, John. *The Lost Roulstone Imprints*. Knoxville: University of Tennessee Library, 1975.

Finger, John R. *Tennessee Frontiers: Three Regions in Transition*. Bloomington: Indiana University Press, 2001.

Moxon, Joseph, *Mechanick Exercises on the Whole Art of Printing*. Edited by Herbert Davis and Harry Carter. Second Edition. New York: Dover Publications, 1978.

Sears, Joseph Hamblen. *Tennessee Printers, 1791-1945: A Review of Printing History from Roulstone's First Press to the Printers of the Present*. Kingsport: Kingsport Press, n.d.

Van West, Carroll, editor. *The Tennessee Encyclopedia of History and Culture*. Nashville, Rutledge Hill Press, 1998.

Weeks, Terry and Womack, Bob. *Tennessee: The History of an American State*. Montgomery: Clairmont, 1996.

Wroth, Lawrence C. *The Colonial Printer*. Charlottesville: Dominion, 1964.

