

TEACHING AMERICAN HISTORY PROJECT

Lesson Title – Mystic Economy From Stanley Harris and Jeff Burnham

Grade - 5

Background Knowledge

This lesson continues from a previous introductory lesson about economy and links to a study of the Northeast region. Students have a basic understanding about the concept of economic interdependence. Students worked previously to develop interview questions to guide their field trip experience at Mystic Seaport.

Length of class period – **One day field trip and 45 minute in class follow up.**

Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?)

What can we learn about the economy of the Northeast from studying life in a New England whaling community?

Objectives (What content and skills do you expect students to learn from this lesson?)

- **Students will investigate how people made a living in a New England whaling community in the 19th century.**
- **Students will apply concepts of trade, market, and specialization to the local economy of Mystic Seaport.**
- **Students will identify the basic components of how seafaring life relates to the economy of 19th century New England.**

Materials (What primary sources or local resources are the basis for this lesson? – (please attach)

- **Map of Mystic Seaport**
- **Clipboard, paper, and pencil**
- **Student generated questions**

Activities (What will you and your students do during the lesson to promote learning?)

- **Teacher instructs students to use our working definition of economy.**
- **Day One field trip to Mystic Seaport.**
- **Students are grouped in threes.**
- **Students tour seaport and interview interpreters using their previous made questions.**
- **Day Two follow up activity in classroom.**

- **Teacher instructs students to meet with group members to discuss interview responses. (Teacher facilitates discussions using probing questions with individual groups)**
- **Students will compare and contrast their collected findings with group members.**
- **Teacher asks students to create a flow chart describing how individuals and businesses rely on one another in a seaport community.**
- **(extension) Students will make recommendations on how to better the economy of Mystic Seaport.**

How will you assess what students learned during this lesson?

- **Students will demonstrate their knowledge of this subject by successfully completing the Mystic economy flowchart**
- **Informal assessments of group discussions**

Connecticut Framework Performance Standards –

Content Standard 14: Economic Systems

- Explain how different economic systems (traditional, market and command) use different means to produce, distribute and exchange goods and services.
- Describe the relationship among demand, supply and price and their roles in a market system.

Content Standard 15: Economic Interdependence

- Explain why trade encourages specialization.
- Explain how specialization increases interdependence among producers, consumers and nations and consequently leads to a higher standard of living.