



## To Market to Market: Distance Learning

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| <b>Lesson</b>  | <b>Subject:</b> General Stores in mid-1800s to today<br><b>Grade Level:</b> 7 <sup>th</sup> (adaptable for all ages)<br><b>Scope of Lesson:</b> 30-45 minutes. Lesson may also be extended through additional assignments.  |
| <b>Overview/Rational:<br/>Central Focus and<br/>Purpose for<br/>Lesson/Content</b> | General Stores were the cornerstones of towns in Central New York in the mid-1800s. Students will learn about a typical general store, its importance to the community, and how general stores compare to supermarkets today.   |
| <b>Standards:</b><br>New York State New<br>Generation Learning<br>Standards        | <b>Next Generation History/Social Studies 7 Practices</b><br><b>A. Gathering, Interpreting and Using Evidence</b><br>1. Define and frame questions about the United States that can be answered by gathering, interpreting, and using evidence.<br>2. Identify, select, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).<br>5. Make inferences and draw general conclusions from evidence.<br><b>D. Geographic Reasoning</b><br>4. Recognize and analyze how characteristics (cultural, economic, and physical-environmental) of regions affect the history of the United States.<br>5. Characterize and analyze changing interconnections between places and regions.<br><b>Economic and Economic Systems</b><br>1. Explain how economic decisions affect the well-being of individuals, businesses, and society; evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups of people.<br>2. Identify examples of buyers and sellers in product, labor, and financial markets.<br>3. Describe the role that competition has in the determination of prices and wages; identify other factors that help to determine prices. |

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| <b>Objective(s):</b>   | <ul style="list-style-type: none"> <li>• Describe the relationships between people and environments and the connections between people and places.</li> <li>• To know the social and economic characteristics such as customs, traditions, child-rearing practices, gender roles, foods, and religious and spiritual beliefs that distinguish different cultures and civilizations.</li> <li>• Learn about general stores and compare that to supermarkets today</li> </ul>  |
| <b>Learning Targets:<br/>Skills/Procedures</b>   | <ul style="list-style-type: none"> <li>• Learn what a goods a typical general store would sell in the mid-1800s</li> <li>• Identify items found in a general store</li> <li>• Explain the concept of bartering and why it was used</li> <li>• Discuss the role of the general store in the community</li> <li>• Compare a shopping experience in mid-1800s to today</li> <li>• Understand basic bookkeeping in the mid-1800s</li> </ul>  |
| <b>Content Vocabulary:</b><br><i>What specific words in the subject do students need to understand?</i>  | <ul style="list-style-type: none"> <li>• Barter—to trade by exchanging goods or services without using money</li> <li>• Wholesale—the selling of goods in large quantities or amounts to others who will sell them retail</li> <li>• Retail—the sale of goods to the public in small quantities or amounts</li> <li>• General Store—a single store that sells many different things such as candy, dishes, cloth, food, gunpowder, and much more</li> <li>• Daybook—book used to record sales and transactions on a specific day</li> <li>• Ledger— a book used to record money transactions including credits and debits for all customers</li> <li>• Credit—trust given a customer for future payments of good purchased: a balance in an account in a person’s favor</li> <li>• Creditor—a person to whom a debt is owed</li> <li>• Debt—a thing or amount that is owed</li> <li>• Debtor—a person who owes a debt</li> <li>• Merchandise—things bought and sold; to buy and sell or carry on a trade in goods</li> <li>• Storekeeper—person, often a man, who was responsible for all aspects of the general store</li> <li>• Todd’s General Store—general store at The Farmers’ Museum</li> <li>• Supermarket—chain of stores that are large, often offer products at a discount, and carry many goods</li> </ul> |
| <b>Materials Needed:</b><br>Teacher:<br><i>What materials does the teacher need for this lesson?</i><br><br>Student:<br><i>What materials does the student need for this lesson?</i> | <b>Teachers:</b><br>Internet and computer<br>Power Point Presentation<br>Lessons: Lesson One: To Market to Market, Lesson Two: Reading a Ledger, Lesson Three: Geography and Wholesale Goods<br>Optional Lesson: Design your own Bandbox, Todd’s General Store Crossword Puzzle<br><br><b>Student:</b> computer and internet access for remote learning; computer for jump drive, or packet for pen and pencil learning, printouts of PowerPoint and lessons if necessary  |

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| <p><b>Procedure:</b><br/>The lesson may need to be taught for a variety of situations. Please consider how the lesson will be taught In Person, Remotely with Internet Access, or Remotely without Internet Access</p> <p><b>Introduction:</b> Opening Activity ____ Minutes<br/><i>How will you start the lesson to engage and motivate students?</i></p> <p><b>Instruction:</b> ____ Minutes<br/><i>What will you do to engage students?</i><br/>-to develop an understanding of the objective(s)<br/>-to engage to understand the concepts</p> <p><i>What questions will you ask?</i></p> <p><i>What will students do? (Activity)</i></p> <p><i>How will you know if the students are meeting the targets?</i></p> <p><i>What opportunities for practice are given to students?</i></p> | <p align="center"><b>In Person Instruction and/or Live Instruction through Zoom</b></p> <p><b>Introduction 5 minutes</b></p> <ol style="list-style-type: none"> <li>Teachers will introduce the topic <i>From Market to Market: A Visit to Todd's General Store</i>. Teachers will ask students what they know about shopping, supermarkets, and small general stores. Teachers can ask students if they grocery shop with their family and what their experience is at the store.</li> </ol> <p><b>Lesson 20-30 minutes</b></p> <ol style="list-style-type: none"> <li>Teachers will present the PowerPoint by sharing their Zoom screen with the students and/or projecting the PowerPoint in the classroom. Teacher will discuss the topics associated with this lesson, moving through each slide, asking appropriate questions to help students decipher what they see on the slide and how it relates to the topic. Teachers can refer to the notes in the PowerPoint for additional information. Teachers will also help student find connections between the topic and their own shopping experiences.</li> <li>After viewing the PowerPoint, students will be given <i>Lesson 1: To Market to Market</i> to complete. This can be done independently or as a group. If the teacher chooses to have students complete this in class, the teacher can then review the answers as a class. If the class is zooming, lessons can be uploaded to google classroom or other platform for students to access. Student answers will allow the teacher to check for understanding.</li> <li>Teacher may choose to also hand out Lesson Two: Dollars and Sense Bookkeeping and Lesson Three: Geography and Wholesale Goods. These can again be done independently, assigned as homework, or done as a group.</li> </ol> <p><b>Closing 5 minutes</b></p> <ol style="list-style-type: none"> <li>Teacher will review the information learned in the PowerPoint to reinforce the ideas presented about general stores in the mid-1800s Central New York and how they compare to supermarkets today. The teacher can ask students what they learned and what surprised them.</li> </ol> | <p><b>Live Online Instruction with Internet Access (Google Classroom, etc.)</b></p> <p><b>For Live Instruction:</b><br/>Teacher will send a zoom link to students prior to the lesson. Teacher will present PowerPoint through the shared screen to the students. Teacher will upload associated documents including Lessons 1-3 in Google Classroom or other module. Teacher will follow the in person instruction lesson plan.</p> | <p><b>Remote Instruction (not live) or Paper/Pencil Instruction</b><br/>Teacher will upload PowerPoint and associated documents to student learning module. Students with Internet access will view the PowerPoint and complete Lessons</p> <p><b>Students without Internet Access:</b><br/>If the student has computer but no internet, PowerPoint and documents may be put on a jump drive for the student.</p> <p>No computer: PowerPoint with notes and any handouts will be printed for the student.</p> |
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| <p><b>Closure:</b> ____ Minutes<br/><i>How will you end the lesson?</i></p> <p><b>Assessment:</b><br/><i>How will you determine if the students met the lesson targets? (How well did they learn what you wanted them to?)</i></p> <p><b>Parent Connection:</b><br/><i>What instructions, background information, and answers will parents need to assist their student in completing the lesson?</i></p> <p><i>(Additional Readings, instructions, answer keys)</i></p> | <p><b>Supplemental Lessons</b></p> <p>6. Optional Activity: The Teacher can hold a bartering session in class if the students are learning in person. Each student brings in an item that they do not want and has little to no value. One student is designated the shopkeeper. The other students are customers who must barter with the shopkeeper to trade their item. The teacher should decide how to set up the store. Students can be given credit to spend on a new item after all the items have been bartered to the store or the shopkeeper could work with a few students at a time. Multiple shops could be set up, and/or students can take turns being the shopkeeper. The teacher can also provide small items, pencils, erasers, etc. for the store. Each student should end up with something different than what they brought to the store.</p> |  |  |
| <p><b>Differentiation</b><br/><i>How will you provide for students with varying abilities?</i></p> <p><i>Students who will finish the activity quickly or need to be challenged more:</i></p> <p><i>Students with IEP's or 504 Plans:</i></p>  | <ul style="list-style-type: none"> <li>• A printout of the images and the notes will be provided.</li> <li>• Extra time will be provided.</li> <li>• Students may be provided an opportunity to review the PowerPoint again.</li> <li>• If students finish early, they will write a paragraph about what they learned, and/or work on a supplemental research project.</li> <li>• Use subtitles on the power point.</li> <li>• Students with IEP or 504 plans will be treated accordingly. Students will be allowed to sit in the front of the classroom and have a tutor or receive extra help. All bullet points above also apply.</li> </ul>   |  |  |
| <p><b>Resources</b><br/>References for Resources Used:</p>   | <ul style="list-style-type: none"> <li>• Browere, Albertus Del Orient, <i>Mrs. McCormick's General Store</i>, 1844. Fenimore Art Museum Collection</li> <li>• Frost, A.B., <i>Playing Checkers in the General Store, A Book of Drawings</i>, 1904.</li> <li>• <a href="http://harvestofhistory.org">harvestofhistory.org</a></li> </ul>   |  |  |

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|  | <ul style="list-style-type: none"><li>• Malmgren, Christine. <i>Making Sense of Dollars and Cents: Bookkeeping in the 1800s</i>. New York State Historical Association, Cooperstown, NY 1998.</li><li>• Mish, Jo. <i>From Candy to Gunpowder: A Visit to the General Store in 1845</i>, Local History Leaflet, New York State Historical Association, Cooperstown, NY 1996.</li><li>• <i>To Market, To Market: from General Store to Supermarket</i>, Young Yorker Leaflet, New York State Historical Association, 1990.</li><li>• Stores, Circa 1890, The Vintage News <a href="http://thevintagenews.com">Photo collection of stores from the 1800s in the USA &amp; England (thevintagenews.com)</a></li></ul> |
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