



To Market to Market Distance Learning

<p>Lesson</p>	<p>Subject: General Stores in mid-1800s to today Grade Level: 4th (adaptable for all ages) Scope of Lesson: 30-45 minutes. Lesson may also be extended through additional assignments.</p>
<p>Overview/Rational: Central Focus and Purpose for Lesson/Content</p>	<p>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.</p>
<p>Standards: New York State New Generation Learning Standards</p>	<p>Next Generation Reading Standards for Literacy in History/Social Studies 4 NY4R7: Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations), and explain how the information contributes to an understanding of the text. (RI&RL) NY4R9: Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RI&RL) NY4W4: Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.</p> <p>New York State Social Studies Framework</p> <ul style="list-style-type: none"> • Standard 1: History of the United States and New York State: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York. • Standard 3: Geography: Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface. • Standard 4: Economics: Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how

	<p>major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.</p> <p>Next Generation Math Standards NY-4.OA: Use the four operations with whole numbers to solve problems.</p>		
Objective(s):	<ul style="list-style-type: none"> Describe the relationships between people and environments and the connections between people and places. 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. Learn about general stores and compare that to supermarkets today 		
Learning Targets: Skills/Procedures	<ul style="list-style-type: none"> Learn what a goods a typical general store would sell in the mid-1800s Identify items found in a general store Explain the concept of bartering and why it was used Discuss the role of the general store in the community Compare a shopping experience in mid-1800s to today 		
Content Vocabulary: <i>What specific words in the subject do students need to understand?</i>	<ul style="list-style-type: none"> Barter—to trade by exchanging goods or services without using money Wholesale—the selling of goods in large quantities or amounts to others who will sell them retail Retail—the sale of goods to the public in small quantities or amounts General Store—a single store that sells many different things such as candy, dishes, cloth, food, gunpowder, and much more Daybook—book used to record sales and transactions on a specific day Ledger— a book used to record money transactions including credits and debits for all customers Merchandise—things bought and sold; to buy and sell or carry on a trade in goods Storekeeper—person, often a man, who was responsible for all aspects of the general store Todd’s General Store—general store at The Farmers’ Museum Supermarket—chain of stores that are large, often offer products at a discount, and carry many goods 		
Materials Needed: Teacher: <i>What materials does the teacher need for this lesson?</i> Student: <i>What materials does the student need for this lesson?</i>	<p>Teachers: Internet and computer Power Point Presentation Lessons: Lesson One: To Market to Market, Lesson Two: Reading a Ledger, Lesson Three: Geography and Wholesale Goods Optional Lesson: Design your own Bandbox, Todd’s General Store Crossword Puzzle</p> <p>Student: 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</p>		
Procedure:	In Person Instruction and/or Live Instruction through Zoom	Live Online Instruction with Internet Access	Remote Instruction (not

<p>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>Introduction: Opening Activity ____ Minutes <i>How will you start the lesson to engage and motivate students?</i></p> <p>Instruction: ____ Minutes <i>What will you do to engage students?</i> -to develop an understanding of the objective(s) -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>Introduction 5 minutes</p> <ol style="list-style-type: none"> Teachers will introduce the topic From <i>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. <p>Lesson 20-30 minutes</p> <ol style="list-style-type: none"> 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. 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. Teacher may choose to also hand out Lesson Two: Reading and Ledger and Lesson Three: Geography and Wholesale Goods. These can again be done independently, assigned as homework, or done as a group. <p>Closing 5 minutes</p> <ol style="list-style-type: none"> 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. <p>Supplemental Lessons</p>	<p>(Google Classroom, etc.)</p> <p>For Live Instruction: 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>live) or Paper/Pencil Instruction Teacher will upload PowerPoint and associated documents to student learning module. Students with Internet access will view the PowerPoint and complete Lessons</p> <p>Students without Internet Access: 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>Closure: ____ Minutes <i>How will you end the lesson?</i></p> <p>Assessment: <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>Parent Connection: <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>6. To extend the lesson, teachers may choose to have students work on additional lessons and activities relating to Todd's General Store. <i>Design your own Bandbox and Todd's General Store Crossword Puzzle.</i></p> <p>7. 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>Differentiation <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"> • A printout of the images and the notes will be provided. • Extra time will be provided. • Students may be provided an opportunity to review the PowerPoint again. • If students finish early, they will write a paragraph about what they learned, and/or work on a supplemental research project. • Use subtitles on the power point. • 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. 		
<p>Resources References for Resources Used:</p>	<ul style="list-style-type: none"> • Browere, Albertus Del Orient, <i>Mrs. McCormick's General Store</i>, 1844. Fenimore Art Museum Collection • Frost, A.B., <i>Playing Checkers in the General Store, A Book of Drawings</i>, 1904. • harvestofhistory.org 		

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| | <ul style="list-style-type: none">• 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.• <i>To Market, To Market: from General Store to Supermarket</i>, Young Yorker Leaflet, New York State Historical Association, 1990.• Stores, Circa 1890, The Vintage News Photo collection of stores from the 1800s in the USA & England (thevintagenews.com) |
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