

COLONIAL MERCHANTS



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EDUC 327

December 8, 2010

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Introductory Sheet

Theme: Colonial Era/ Merchant Simulation- Learning how to run a business during the colonial time period

Grade Level and Typical Learner:

According to the child development theorist Jean Piaget, 5th graders (at the age of about 11 or 12-years-old) are in the formal operations stage. This is when the students are transitioning from childhood to adolescence in which they are undergoing several physical and cognitive changes (Walsh, 2010). Piaget's theory indicates that students in the formal operations stage "are able to think hypothetically. This means that they can think about situations that have not yet happened, are unlikely to happen or even impossible" (Walsh, 2010). When working through this unit about the colonization of Europeans, these 5th grade students will be enhancing their ability to think hypothetically because they will be running a business as if they were living during the colonial era. The students will be faced with decisions that colonists and store owners would have faced back in the 1600-1700s. Therefore, the students will be progressing in their cognitive growth by thinking hypothetically and about concepts mentally. However, knowing that these students are not *only* developing cognitively but also physically, the students will also be given opportunities to support their developing gross and fine motor skills throughout several of the lessons in this thematic unit. At this stage in life, this typical learner is certainly progressing in athletic abilities and motor skills; therefore, it is essential that they put these characteristics to good use in the classroom (Nickelaid, 2010).

Rationale:

The colonization and settlements of Europeans in the United States form a major portion of the Indiana Academic Standards for 5th grade. At this grade level, 5th grade students learn about ways of life before, during, and after the European colonization in the U.S. Since the colonization of these settlers shaped what happened after their arrival (American Revolution and creation of states), this is an ideal unit to learn all about colonial life and what brought about these changes. Throughout this unit, the students will acquire new knowledge about the political and social life (daily living) of colonial settlers, and the students will spend an ample amount of time learning about colonial economics by participating in a hands-on simulation. Not only will this unit focus on several academic standards (not *just* social studies), but this unit will also embrace two of the NCSS standards of *Time, Continuity, and Change* and *People, Places, and Environments*. These 5th grade students will discuss the differences of daily living from the colonial era compared to the present time. Meanwhile, the students will be engaging in activities regarding the colonial people and the places in which they lived.

Goals: Students will explore/discover answers to these questions:

- Daily life of settlers: What was a typical day in the life of a colonial settler?
- Daily life of settlers: What types of food did they eat? Why?
- Social: What did a frontier community look like? Towns and homes?
- Social: What did children do for fun during these times?
- Economic structure/organization: What did a business or store look like in this era?

- Economic structure/organization: How was a business run? How did business partners work together?
- Economic structure/organization: Where did the store products come from?
- Economic structure: What is a market economy? What was it like in the colonial era?
- Economic structure: How do you keep a budget? How do spending decisions affect your business? Do you always get to make the economic decision as the owner?
- Colonial Characteristics: What were the 13 colonies? Where were they located?
- Colonial Characteristics: What were the major agricultural regions and why?

Standards and Learning Objectives:

Social Studies:

- 5.1.7 Colonization and Settlements: 1607 to 1763. Identify and locate the 13 British colonies that became the United States and describe daily life (political, social, and economic organization and structure).

Objective: Given a sheet of butcher paper and colored utensils, the students will create a map of their chosen colony by including these 2 required items: a drawing of all of the states that make up that colony and labels for the states

Objective: With guidance of the teacher, the students will describe aloud *why* colonial general stores would sell certain types of merchandise (such as guns, hardware, harnesses, etc.).

Objective: Given a sheet of construction paper, the students will write 2 paragraphs: one paragraph describing their store in which they provide important information about the store (location, specialties, products sold), and another paragraph persuading their customers to shop at their store using at least 3 convincing statements.

Objective: Given the Merchant simulation page 17, the students will create spontaneous dialogue in which they must demonstrate these 3 aspects: taking on the role of a colonial character, discuss the decision of which wholesaler to buy stock from, and come to a mutual conclusion as business partners.

Objective: Given a blank sheet of paper and guidelines to follow, the students will write a narrative of at least 3 paragraphs that takes place during the colonial time period.

Objective: When writing the narrative, the students will write 1 paragraph to introduce the character and the setting of the story (the colony in which he/she lives).

Objective: When writing the narrative, the students will write at least 1 paragraph describing the life of this character by including 3 details about colonial life in this colony (such as society, religion, jobs, government, or economy).

Objective: Given Merchant Simulation page 21, the students will make 1 mutual decision as business partners about what to do during this economic depression.

How to teach this standard: This standard will be taught during several of the lessons in this unit because it is the overall standard for this theme. To identify and locate the 13 British colonies, the students will create a map of the colonies, investigate the important resources in the colonies, and make a decision about which colony would be most beneficial for their colonial store. To learn about the daily life of settlers in these new colonies, the students will watch online clips, the students will make some colonial food, the students will make an economic decision daily about their colonial general store, and the students will write a final narrative that must include aspects of a colonists life (such as government, jobs, religion, society, and/or economy). The teacher will guide the students through all of these topics by providing the sources needed to learn this information, dictating specific projects to complete, and showing/demonstrating some of these daily activities.

- 5.3.4 Places and Regions: Locate Native American Indian and colonial settlements on maps and suggest reasons for the locations of these places

Objective: Using their *Indiana Social Studies* textbook, the students will gather at least 3 important resources that would be beneficial to their business if they re-located to one of the 3 colonies.

Objective: Given a sheet of butcher paper and colored utensils, the students will create a map of their chosen colony by including these 2 required items: a drawing of all of the states that make up that colony and labels for the states.

Objective: After creating the map of the colony, the students will sketch/draw at least 3 important resources that would be beneficial to their business if they re-located to this particular colony.

How to teach this standard: To teach this standard, the teacher will direct the students to use their textbooks because there are maps that explicitly show where the 13 colonies were located and there are particular sections that explain the life in these colonies. As the students are using their textbooks, the teacher will have the students create a map of a specific colony and the students will need to include important resources available to the colonists that lived there. Once they have done this project, the students' job is to explain why they would move their general stores to these locations using the new information they previously learned.

- 5.3.9 Human Systems: Identify the major manufacturing and agricultural regions in colonial America and cite ways that agriculture and manufacturing changed between 1600 and 1800.

Objective: Given a blank sheet of paper, the students will identify the major agricultural region of their designated colony by writing at least 1 specific location.

Objective: Given a blank sheet of paper, the students will list at least 2 reasons explaining why or why that region is not a major agricultural area.

How to teach this standard: To teach this standard, the students will be asked to refer to their textbooks once again. Their textbooks have separate chapters/lessons for each of the 3 major colonies, New England, Middle, and Southern. The students will work in their business partner groups to identify the major agricultural regions in their designated colony. Then, they will need to list a few reasons explaining why this is or is not a major agricultural region. They will specifically look at the area in which this colony is located and the resources that are provided to help this colony. The teacher will guide the students with the proper questions and to the proper resources to let them explore.

- 5.4.2 Summarize a market economy and give examples of how the colonial and early American economy exhibited these characteristics.

Objective: After participating in the “Airplane Challenge.” the students will write 5 comparisons relating the challenge to a market economy by using the provided note-taking worksheet.

How to teach this standard: At the very start of the unit, the students will participate in a game/challenge that will help them to understand what a market economy is like. After participating, the students will be asked to evaluate some of the things they did as a group and as individuals to be successful. Then, the teacher will write these explanations on the board and use their explanations to connect to a market economy. To guide the students through understanding and to see the connections, the students will be asked to fill out a note-taking sheet in which they have to write characteristics of both the challenge and the market economy. In the end, the teacher will have explained the distinct connections to the students. This will help the students to explore the characteristics of a market economy during the colonial era as they continue to run their businesses.

- 5.4.9 Identify elements of a personal budget and explain why personal spending and saving decisions are important.

Objective: Given a Profit and Loss Statement, the students will keep track of these 5 items: merchandise, labor, advertising, utilities, and upkeep expenses to determine the year’s profit or loss.

Objective: Given a record sheet, *every* group member will write down the 3 parts of the record sheet: the decision that was made, the consequence of the decision, and what they think the results/consequences will be for their future.

Objective: Given a benefit/consequence note sheet, the students will write as a group at least 2 possible decisions (savings decisions) that the store owner could make as far as giving a raise.

Objective: Given a benefit/consequence note sheet, the students will write at least 2 benefits and/or 2 consequences of the possible decisions.

How to teach this standard: This standard is mostly being incorporated throughout the entire unit since the students are required to keep an updated budget. Technically, the students are not asked to identify the elements of the budget, but they will keep their budgets accurate every day based on the new economic decision they are to make. However, the students will be asked to keep a record sheet in which they have to write what they think the results/consequence would be of their decision: Will their decision help them to save money or will they lose money in the long run? To demonstrate that the students are explaining why these decisions are important, they will be asked to fill out a benefit/consequence sheet, in which they will write who the decision benefits and who it does not benefit. Then, they need to explain why or why not. The teacher will guide the students through the entire budgeting process because it will seem difficult at first. Then, throughout the lessons, the teacher will require that the students use the record sheet and benefit/consequence sheet to show that they are learning and understanding.

Mathematics:

- 5.7.7 Make precise calculations and check the validity of the results in the context of the problem.

Objective: Given a list of merchandise lines and an inventory sheet, the students will make precise calculations by correctly adding the amounts for their chosen lines of merchandise.

Objective: After making precise calculations for their inventory, the students will check the validity of their calculations comparing their total calculations with their business partners (other group members).

How to teach this standard: In order to run a general store, the students have to keep a budget and the first thing that is essential to buy are their lines of merchandise. Given a sheet with the merchandise items listed on it, the students have to choose what they want to sell and how much they want to sell. They will be making precise calculations because they have a limited amount of money that they are not allowed to go over. The teacher will show an example of how to start their merchandise budget and then the students will be required to finish the rest with their business partners. They will need to show all of their adding and subtracting so that the teacher can see that they are making accurate calculations. Then, they will need to go back through and check their calculations and compare them with their other group members. Every business partner for each store should have the exact same merchandise and calculations.

- 5.7.8 Decide whether a solution is reasonable in the context of the original situation.

Objective: After checking the validity of their results, the students will decide whether their solution is reasonable by making sure that their total amount of investment is less than or equal to their total amount *available* for investment.

How to teach this standard: After completing the procedures above, the students will have to decide if their solution was reasonable. To do this they will need to make sure that their total

amount spent was less than or equal to the total amount they have available to invest. At the very beginning of the unit, every group/business was given a specific amount of money to begin with. Now, the students have to decide whether they made a reasonable choice based. The teacher will guide the students through these processes by explaining all of the steps and the requirements of this assignment.

English/Language Arts:

- 5.2.3 Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas.

Objective: Given two different case studies about granting a raise, the students will make a decision as a group in which one group member will write down their decision on a white note card, called a Decision card.

Objective: Given a benefit/consequence note sheet, the students will write as a group at least 2 possible decisions (savings decisions) that the store owner could make as far as giving a raise.

Objective: Given a benefit/consequence note sheet, the students will write at least 2 benefits and/or 2 consequences of the possible decisions

How to teach this standard: To teach this standard, the teacher will give the students the two case studies that have been provided. One case study is written from the perspective of the owner of the store and the other is from the perspective of the employee. The owner needs to decide whether or not to grant a raise to his employees. The employees definitely need this raise and the reasons are explained in the case studies. However, this is a tough decision because the decision can affect both the owner and the employee either positively or negatively. The students need to read through both of these case studies in their groups. Then, they need to recognize and discuss the main ideas from both passages; these will be the decisions that the owner could choose to make. Then, the students will be instructed to write the benefits and/or consequences of those decisions on the handout that will be provided. The teacher will instruct the students using these directions and the students will be responsible for analyzing the main ideas in the passages to help them assess whether or not they will grant a raise or not.

- 5.4.2 Writing: Write stories with multiple paragraphs that develop a situation or plot, describe the setting, and include an ending.

Objective: Given a blank sheet of paper and guidelines to follow, the students will write a narrative of at least 3 paragraphs that takes place during the colonial time period.

Objective: When writing the narrative, the students will write 1 paragraph to introduce the character and the setting of the story (the colony in which he/she lives).

Objective: When writing the narrative, the students will write at least 1 paragraph describing the life of this character by including 3 details about colonial life in this colony (such as society, religion, jobs, government, or economy).

Objective: When writing the narrative, the students will write 1 concluding paragraph that includes a solid ending to the story.

How to teach this standard: At the end of the unit, the students will be required to write a narrative of at least 3 paragraphs. This has to be a story that contains a plot/situation, a descriptive setting, and a solid conclusion. Within this narrative, the students are required to take on the role of a colonial character and tell the story from his/her perspective; what is happening in his/her life at that time? To meet the requirements for this writing assignment, the teacher will provide several trade books that can be used to find appropriate information to include. The students will work on this writing assignment on their own and have a finalized copy ready to present on the very last day of the lesson. The teacher will merely dictate the requirements for the writing assignment and provide the necessary materials.

- 5.5.6 Write for different purposes (information, persuasion, description) and to a specific audience or person, adjusting tone and style as appropriate.

Objective: Given a sheet of construction paper, the students will write 2 paragraphs: one paragraph describing their store in which they provide important information about the store (location, specialties, products sold), and another paragraph persuading their customers to shop at their store using at least 3 convincing statements.

How to teach this standard: During this unit, the students will be required to create an advertisement in the form of a writing assignment. The students will have to write at least 2 paragraphs in which their job is to inform the public of their store and products, persuade them to shop at their general store, and describe their store and its location. The teacher will explain exactly what is necessary for their advertisement and the students will be responsible for completing it following these guidelines. The teacher will also teach about the importance of advertising using other advertisements that were designed and used in the past. The overall goal is to allow the students to practice writing, meanwhile trying to benefit their store.

- 5.7.6 Use volume, phrasing, timing, and gestures appropriately to enhance meaning.

Objective: Using the narratives that the students already have written, the students will present their individual stories to the entire class by incorporating these 3 items: appropriate volume, phrasing, and timing to enhance the meaning.

How to teach this standard: To teach this standard, the students will be giving a final presentation at the end of the unit. To teach the students how to use the appropriate volume, phrasing, timing, and gestures, the teacher will demonstrate each of these aspects before the students present. The teacher will show appropriate and inappropriate ways of presenting and ask the students to identify. Then, the students will know exactly what is expected of them. To

present these aspects, the students will read their created stories and incorporate each part of this standard. The students will be graded using a rubric to make sure that they met these guidelines.

- 5.7.9 Speaking Applications: Deliver narrative (story) presentations that:
 - establish a situation, plot, point of view, and setting with descriptive words and phrases.
 - show, rather than tell, the listener what happens.

Objective: Given a blank sheet of paper and guidelines to follow, the students will write a narrative of at least 3 paragraphs that takes place during the colonial time period and must include these items: a situation/plot, a point of view, and a setting.

Objective: When delivering this presentation, the students will show, rather than tell, the listener what happens by incorporating appropriate gestures to enhance meaning.

How to teach this standard: To teach this standard, the students will be using the same presentation from above. The students were already required to write the narrative that includes a situation/plot, the character point of view, and a descriptive setting. Now, it is the student's responsibility to present their story to the class and incorporate gestures that will show the listeners exactly what is happening in the story. Actions will help bring the story to life and keep the listeners attentive. The teacher will demonstrate exactly what is expected so that there are not questions or concerns before the presentations begin. Once again, the students will be graded on these aspects using a provided rubric.

Physical Education:

- 5.1.1 Demonstrate the ability to integrate locomotor and nonlocomotor movements in more complex skills.
- 5.6.2 Engage in the challenge of new activities

Objective: Given an orange and the directions for the game, the students will engage in a challenging activity by practicing their locomotor skills (walking, running, hopping, skipping, and/or crawling) and transporting the orange down the gym court and back using the least number of body parts possible

How to teach this standard: These two standards sort of go hand-in-hand. The teacher will gather of the necessary materials for this activity to engage the students in a new challenge. The students will still be working toward their next economic decision by participating in this activity; however, the results will not be determined by their decisions. The results will be determined by the results of the activity. The teacher will teach the students exactly how to participate in the physical activity. Then, the teacher will make a clear connection between the game and the general store simulation.

Visual Arts:

- 5.7.1 Apply elements (line, shape, form, texture, color, value, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis, and unity) in work that effectively communicates ideas.

Objective: Given a sheet of butcher paper and colored utensils, the students will create a map of their chosen colony by including these 3 required elements: line, shape, and color, to effectively communicate which colony they drew.

How to teach this standard: To teach this visual arts standard, the students will be instructed to include line, shape, and color in the creation of their colony maps. The teacher will explain how these 3 elements are essential to art and that they will be working on a piece of art. The teacher may also choose to collaborate with the art teacher for more ideas if needed. By creating the map of the colony including these elements, the students will also be learning about the 13 different colonies and their individual characteristics that may be beneficial to their businesses.

Fine Arts: Theatre:

- 5.6.4 Create spontaneous dialogue to express feelings.

Objective: Given the Merchant simulation page 17, the students will create spontaneous dialogue in which they must demonstrate these 3 aspects: taking on the role of a colonial character, discuss the decision of which wholesaler to buy stock from, and come to a mutual conclusion as business partners.

How to teach this standard: To teach this standard, the teacher will talk about spontaneous dialogue and how they have been practicing this during every lesson when they make their mutual decisions. However, for this lesson, the students will be required to really get into character. They need to truly act as business partners during the skit and consider their feelings as if they were actually having this discussion/meeting during the colonial time period. The teacher will fully explain the directions and ask questions that will guide the students right into their spontaneous skits.

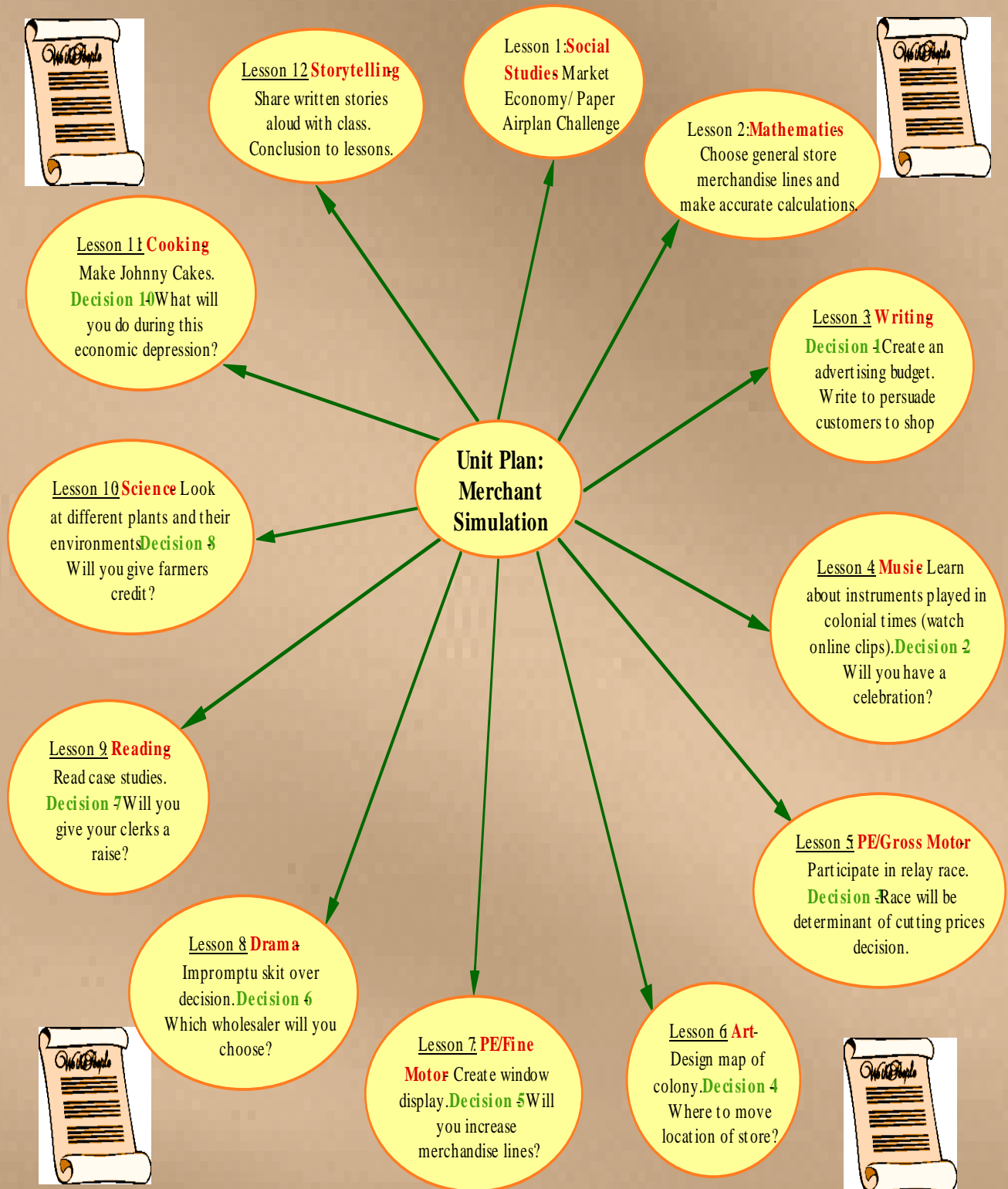
Science:

- 5.4.5 Explain how changes in an organism's habitat are sometimes beneficial and sometimes harmful.

Objective: By observing the 4 plants and having a grand discussion, the students will explain orally 1) how weather can be either beneficial or 2) how it can be harmful to crops.

How to teach this standard: To teach this standard, the teacher will use 4 pre-grown plants. Each of these plants will have been cared for in a different manner, one without water, one with too much water, and one that was frozen. The teacher will ask questions about each of these plants that will require the students to explain how changes in one's habitat can sometimes be beneficial and sometimes harmful. Then, the students will need to connect this to the life of a farmer and his crops during the colonial time period. The students will get to observe this scientific activity and connect it with their social studies concept.

Kidspiration Unit Web



Letter to Parents

Dear Parents/Guardians,

Our 5th grade class is starting a unit on the colonial time period during the 1600-1700s. Throughout this unit, the students will be taking part in a simulation in which they will work with a specific group of classmates that will become their business partners. Your child and his/her business partners will run their own general store as if they lived in the colonial days. Every day, the students will keep an on-going budget of their expenses for their business; they will also make economic decisions that may affect their businesses positively and sometimes negatively. Each decision that will be made will connect with some aspect of the colonial time period. For instance, if the students are making a decision about which merchandise lines to include in their general store, we will also be learning about the types of goods that were sold in general stores during the colonial era. We will discuss the necessities of the people who lived during this time, why these items were necessities, and how our businesses should consider these aspects when making this decision. By the end of this unit, I am expecting that every student has an increased knowledge of the colonial time period and how life was different than compared to today.

Now that I have shared with you what our class will be learning about, I bet you are wondering why we will be spending such a great amount of time on this topic. Our Indiana Academic Standards for 5th grade include several standards that require the students to learn about the colonization and settlements of Europeans in the United States. Since the colonization of these settlers shape what happened after their arrival to the New World (such as the American Revolution and the creation of our states), this is an ideal unit to learn all about colonial life and what brought about these changes. Not only will we spend an ample amount of time focusing on these social studies standards, but we will also embrace several other subject areas, such as reading, writing, math, science, physical education, and more. Your children will be very engaged in the activities that I have prepared. During one of our lessons, I intend on having the students create their own advertisements to promote their business. I also intend on incorporating some physical activity so that the students will be actively engaged. Our physical activity will involve lots of movement, yet the results will be the determinant of a positive/negative consequence for their stores. Every day will bring a new and exciting activity! I know that the students will enjoy this unit and everything that we are learning.

If you have any questions about what we are learning or how this will benefit your child, please feel free to contact me at pmkelly@spartans.manchester.edu or call me at (219) 781-9589. I am willing to discuss any questions or concerns. Also, please ask your child daily about their new experiences with this unit. I hope that they will be excited to share their new knowledge with you!

Thank you,

Miss Kelly

Trade Books for Colonial Unit

Crossingham, J., Kalman, B. (2000). *Colonial Home*. Canada: Crabtree Publishing Co.

This is a historical fiction book that shows students the home life of the colonial settlers during the 1600-1700s. What was life like for these colonists? How did they live? What did their homes look like? First, the students will read about the colonies and life in the wilderness. Then, they students will see pictures and descriptions of the different parts of the colonial home, such as the kitchen, the bedchamber, the fireplace, the plantation, and the slave quarters. Basically, the students will take a book tour through the colonial home life.

Decaire, C., Gourley, C. (1999). *Welcome to Felicity's world: 1774 Growing up in colonial America*. Middleton: American Girl Publishing.

This is a nonfiction book that shares the story of a nine-year-old colonial girl named Felicity. Felicity is actually a fictional character, but the story and the letters and diary entries come from real people during this time period. During the time of this story, Felicity and her family are fighting for their freedom against England. Throughout this entire book, the students will look at maps and read letters and diary entries from shopkeepers, plantation owners, slaves, etc. in which they share their story. Along with these pieces, the students will learn about the average life of a colonial settler living in Virginia, the colony in which Felicity lived. The students will learn how they dressed, how they danced, what they did at specific times during the day, what the childrens' roles were, and so much more. Mostly though, they will see an example of what it was like for the colonists to fight for their freedom. This leads into the historical concept of the Revolutionary War.

Erickson, P. (2001). *Daily life in the pilgrim colony 1636*. New York: Clarion Books.

This is a nonfiction book that begins with the journey of the pilgrims traveling to the New World. The students will read and learn about why the pilgrims were moving to this new area and what their travels were like. Then, the book goes into detail about the life they faced during this new exploration of the New World. There are readings about the town and the colony, the family, the home, a typical day, the men's work, the women's work, the children, government and religion, and even more. Since this is a nonfiction book, the book is told like a story, yet there are still historical facts and information for the students to learn about.

Kalman, B. (1996). *The general store*. Canada: Crabtree Publishing Co.

This book is very essential to this unit because it is all about the general store in the colonial town. In this story, the students will see that the general store was a place where goods were bought, but also traded. It shows and explains the types of goods that were sold, such as food, clothing, and farm equipment. A very interesting part of this book also explains how the storekeeper was not *only* the storekeeper; his duty was also to serve as the postmaster, banker, and lawyer. This book is a very useful tool to learn all about the colonial general store. The students will learn how a business looked and function during this time period; plus, they will

see that this general store was not just a place of business, but also a meeting and chatting place for the townspeople to congregate and catch up.

Locker, T. (1991). *The land of gray wolf*. New York: Dial Books for Young Readers.

This book is written from the perspective of a chief, named Gray Wolf, of an unnamed tribe. He tells a story about how he refuses to trade with the “Light Eyes” because of their harmful ways; they are clearing land for farming which will destroy their forests. However, in the story, Gray Wolf dies and his son and the rest of the tribe are forced onto a reservation. Eventually, the “light eyes” will leave their farms because they use up all of the soil. This is a sad story about how the Native American lands were taken over and destroyed by the new settlers from another part of the world.

McGovern, A. (1964). *If you lived in colonial times*. New York: Scholastic Book Services.

This book is written for elementary-aged students, yet it includes many facts and information about the colonial era. In the beginning, the students will see a timeline that begins with Columbus’s discovery and ends with the 13 colonies becoming known as the United States. Throughout the rest of the book, the students will see what the colonial people dressed like, where they bought their clothing, what they ate, whether the children went to school and what it was like, what books children read, what medicines were used, how did they travel, what the mail service was like, and so much more. This book describes, in great detail, the life of a colonist in the New World.

Sewall, M. (1995). *Thunder from the clear sky*. New York: Atheneum Books for Young Readers.

This is a historical fiction book that shares the story of fictional characters, yet the idea is based on the real struggles between Native American villages and the England colonists. This story alternates between two different perspectives: a Wampanoag Indian and a pilgrim. This is the story of how these two different types of people meet and then they come to realize that their beliefs clash. The pilgrims feel that they must civilize these “red” people to follow the England/Pilgrim ways. However, the Native Americans have a different belief and culture that will eventually lead to an all out war between these two groups. By reading this book, the students will get to see some of the struggles that both the pilgrims *and* Native Americans faced due to this new voyage to the New World.

Steffoff, R. (2002). *American voices from colonial life*. New York: Marshall Cavendish Children’s Books.

This is a chapter book that illustrates the early days of discovery and exploration of the New World, through the founding of the 13 colonies, through the Revolutionary War, and then the founding of the United States. There are also some excerpts on the Native American groups that were present through some of these times and the struggles with the new people. Throughout this book the students will read about daily life of the new settlements, the role of

government, religions and beliefs, and economic trade and commerce. This is a very detailed book with several facts about this colonial time period and its occurrences.

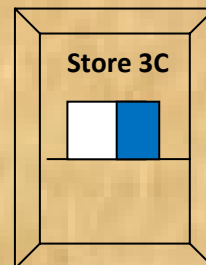
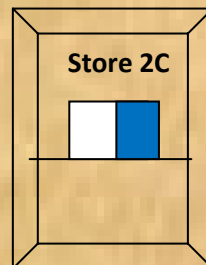
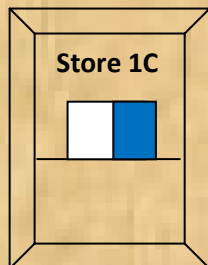
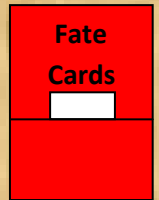
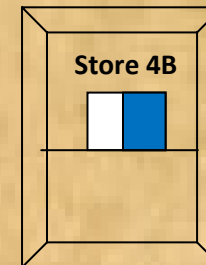
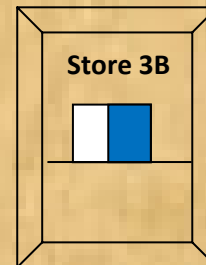
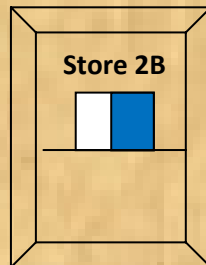
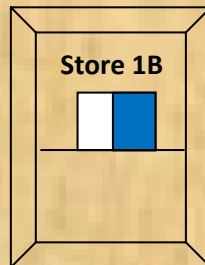
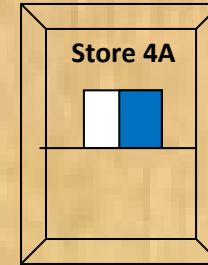
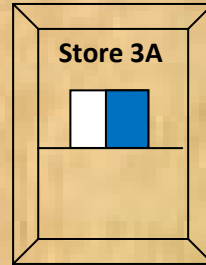
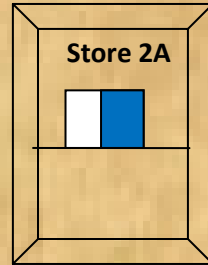
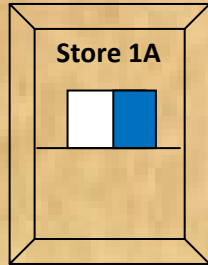
Raymer, D. (2000). *Welcome to Kaya's world: 1774 Growing up in a native american homeland*. Middleton: American Girl Publishing.

This is a historical fiction book about a young Native American girl named Kaya. She was part of the Nimiipuu tribe that lived in what is now the United States before the Pilgrims began to arrive. Throughout this story, the students will learn what life was like for the average Native American, what it was like to ride horses and live in tepees since you were a baby. They will learn about their hunting techniques for food, about the shelter they lived in, and about their nomadic style (how they would pick and move to follow the changing seasons). Students will also hear some of the legends that the older, wiser Indians would share with the youngsters, such as Kaya. This is a story about the life of the Native Americans *before* the new “pale-faces” changed their world.

Wilder, L. (1932). *Little house in the big woods*. New York: Harper Collins Publishers Inc.

This is a story written from the perspective of a little girl who grew up with her Ma, Pa, and her sister Mary. During this time, we learn about the family life and how each person had to do their part in and outside the home. The children had chores to do every single day and it was never argued that they must be done; Laura and Mary knew that it was their responsibility as a family member living in their house. In the story, the students will also read about Laura's first encounter with seeing a town and the townspeople. Her experiences will help the students to realize what it was like to live out away from a town full of people, what it was like to live in a small log house in which loving, caring, and helping were important. This is a novel that really explains the home life of a colonist before the United States grew to be what it is today.

Colonial Store Decisions



- ❖ For this interactive bulletin board, the students will make an economic decision for their colonial stores every day. After discussing the decision for the day, the students will write their group decision on a white note card and then put it in their correct pocket on this bulletin board. Then, at the end of the day, the teacher will collect all of the white decision cards and determine the results for the stores based on the decisions made (results are included in lesson plans). Then, the teacher will write each group's consequence on a blue note card and return them to the bulletin board. The next day the students will return to the board to see the consequence (good/bad) for their decision. Also, every group will draw a fate card every other day. These cards may help or hurt their businesses, but sometimes that is just fate.

Field Trip Description

For our educational field trip, my 5th grade class will visit the Historic Forks of the Wabash in Huntington, Indiana just west of our elementary school. This is a historical site of the Miami Indian tribe that camped here for many years until settlers moved into the picture. This field trip includes a tour of the home of the Miami Indian chief, in which the students will get to see an authentic recreation of a Miami wigwam and the official treaty grounds between the Miami Indians and the U.S. government. Then, along with visiting this camp site of the Miami Indians, the students will also visit the Nuck family's log house from 1843 and a one-room school house. During this walking tour, a tour guide will provide much information behind the history of this location and how life changed when the colonial settlers arrived. The children will also be able to "interact with spinners and weavers, discover kids' chores, and participate in hands-on activities" (Historic Forks).

As part of this unit, I feel that it would be adequate to take this field trip a little later into the unit just before the students will write their final story of a character during the colonial time period. After going on this field trip, some students may even choose to write from the perspective of an Indian tribe member and their hardships. There are various opportunities involved with this field trip and I feel that the students will acquire great insight into the lives of the early Miami Indians and colonial settlers.

The cost of the field trip is only \$4.00 for students. Teachers and school staff are admitted for free. Tours and programs can be called in and scheduled for a one hour session or an all-day experience. The students will truly receive some hands-on visuals of everything that we have been learning, and they most likely remember more about colonial daily life by witnessing it themselves!

Contact Information: Historic Forks of the Wabash (260) 356-1903

Website: <http://www.historicforks.org/education/schooltours.html>

Location: U.S. 24 and State Road 9



Pre-Test Assessment Answer Key
“Characteristics of the Colonial Era”

Name _____

Date _____

Directions: Follow the writing prompt below. Be sure to write in complete sentences and use correct punctuation.

Writing Prompt: Using what you already know, write a three paragraph story about a character during the colonial time period (1600-1700s). This is a fictional character because you are making him/her up, but I want you to discuss these three concepts: 1) Who is your character and where does he/she live? (Location, description). 2) What is the typical day like for your character? (Describe job, school, duties, etc.) 3) Where does your character/ character’s parents acquire the goods that are necessary to live?

This will not be graded, but the teacher can use the information given in this writing prompt to see what the students already know. As the teacher, think about these concepts as you are reading their responses:

- 1) Was their location or description of where they lived in a rural area? Did they discuss farming or small towns? Did they discuss their types of houses? Did they incorporate anything about any of the 13 original colonies or that type of location?
- 2) When they described the typical day for their character, did they talk about the life as a farmer, plantation owner, store owner or clerk, lumber mill worker, etc.? If it was a child, did they discuss going to school on a daily basis? Did they discuss children’s jobs in the home?
- 3) When they discussed where they would get their goods, did the students write about a general store? Did they write about trading or only buying goods? Did the students know that most colonial communities had a general store? Did they mention trading with England?

*These are simply concepts that will be taught and discussed throughout the unit. Read and see what your students already know. At the end, the post-test will basically cover all of these answers and test your students’ newly gained knowledge.

Post-Test Assessment
“Characteristics of the Colonial Era”

Name _____ Date _____

Directions: There are 5 questions for this assessment. Each question requires a short answer (3-4 sentences). Answer each question to the best of your ability and be sure to write in complete sentences. Each question is worth 5 points!

- 1. Describe a market economy.** (Give at least 2 of the 5 characteristics)

- 2. What does a colonial community look like?** (Provide at least 2 characteristics)

- 3. Describe the daily life of a colonist settling in the New World. Think back to our general stores and the types of items you sold. This will help to remind you what colonists did during a typical day in the 1600-1700s.** (Provide 2 characteristics)

4. After running a general store during the colonial time period, explain why spending and saving decisions are important. You made several decisions about spending and saving. Now, explain why these are important when running a business. (Give at least 2 reasons.)

5. For this question, I have provided you with a very small budget and the necessary information. Fill in each empty section of the budget accurately, using your budgeting skills that you have acquired.

Information: During your previous year of running your general store, you had acquired a new sales income of \$30,000. However, you had to spend \$15,000 on new merchandise lines and \$7,000 to pay your employees. From that you racked up a total of \$22,000 in expenses. After subtracting your expenses from the amount you started with, you only made a profit of \$8,000 that year.

- Now, your job is to fill in the rest of the budget for the following year. Figure out your new sales income by adding on your running profit to the previous year. However, this year you decided to increase both your merchandise expenses and your labor expenses by \$2,000 each. Fill in the figures that belong for numbers 1, 2, 3, 4, and 5. Your new running profit has been provided for you. Check your calculations!

	Colonial Budget					
	Sales Income	Merchandise Expenses	Labor Expenses	Total Expenses	Profits or Losses	Running Profit
Previous Year's Figures	30,000	15,000	7,000	22,000	8,000	8,000
Year 1774	1)	2)	3)	4)	5)	12,000

Post-Test Assessment Answer Key
“Characteristics of the Colonial Era”

Name _____ **Answer Key** _____ Date _____

Directions: There are 5 questions for this assessment. Each question requires a short answer (3-4 sentences). Answer each question to the best of your ability and be sure to write in complete sentences. Each question is worth 5 points!

- 1. Describe a market economy.** (Give at least 2 of the 5 characteristics)

Any of these 5 characteristics are acceptable: private property, freedom of enterprise (organize resources as you please), freedom of choice, competition, and limited government interference.

- 2. What does a colonial community look like?** (Provide at least 2 characteristics)

Any of these characteristics are acceptable: women wear bonnets and dresses, colonists live in log houses, colonists travel using horses and buggies, there is typically a one-room school house, there is typically a church, a general store, a mill, sometimes homes and plantations are farther away from the colonial towns, etc.

- 3. Describe the daily life of a colonist settling in the New World. Think back to our general stores and the types of items you sold. This will help to remind you what colonists did during a typical day in the 1600-1700s.** (Provide 2 characteristics)

Several acceptable answers: Many new settlers were farmers; however, some people worked as clerks in a general store, as a blacksmith, as an apprentice, in a lumber mill, etc. Often times, goods were traded for other goods rather than just bought with money. Many people hunted their own food or grew their own food. They shopped at general stores for other items that they could not grow or sell, such as guns, harnesses, plows, hardware, etc. The only form of transportation was on horseback and/or wagon.

- 4. After running a general store during the colonial time period, explain why spending and saving decisions are important. You made several decisions about spending and saving. Now, explain why these are important when running a business.** (Give at least 2 reasons.)

When running a business an owner needs to recognize the importance of what *needs* to be spent and what *needs* to be saved. In order for a store to stay in business, the owner needs to make sure that he/she is making a profit. If the store is not making a profit, the owner is not making a profit. Then, the store will more than likely create a larger debt, rather than continue to grow. Also, when running a business, a store owner needs to recognize the importance of saving money because sometimes there are unexpected events that cannot be prevented (such as a storm that tears down part of the building and needs repairs). If a store owner does not save, then he/she may lose his/her business and profit when these unfortunate occurrences happen.

- 5. Colonial Budget:** 1) 38,000 2) 17,000 3) 9,000 4) 26,000 5) 12,000



Technology and Literature

In this unit, technology will be incorporated by showing some online clips to help the students put visuals with some of the topics we will be learning about. For instance, during the beginning of this unit, I will show the class a clip of the introduction to the Little House on the Prairie show so that we can pick out some of the characteristics of their lifestyle and compare it to the students' prior knowledge of a colonial community. Then, later on in the unit, I will show the students three more online clips so that they will be able to see some different forms of music during the colonial time period. We will look at some clips from the John Wayne movie, *McLintock* when they are having a celebration.

Literature will be incorporated throughout a great amount of this unit. During several lessons, I have arranged for the students to use their *Indiana Social Studies* textbooks. They will refer to this textbook to read about the differences of the colonies, to read about what life was like in these colonies, and to refer to maps when needed. Also, at the end of the unit, the students are required to write a final paper from the perspective of a character during the colonial time period. There are specific requirements that must be met and to meet those requirements, the students will use any or all of the trade books that I have provided as resources to help them further develop their writing. Since this paper will be about the character's life, several of these trade books have information about different settlers and several are written from the Native American point of view. The students will be encouraged to use these books as resources.

Unit Plan: Lesson 1

Lesson: Social Studies- Airplane Challenge vs. Market Economy

Length: 40-45 minutes

Source: “The Paper Airplane Challenge: A Market Economy Simulation”

http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED459101&ERICExtSearch_SearchType_0=no&accno=ED459101

Age or Grade Level intended: 5th grade

Academic Standard(s):

Social Studies:

- 5.4.2 Summarize a market economy and give examples of how the colonial and early American economy exhibited these characteristics. (Only working on this part of the standard at this time.)

Performance Objectives:

- After participating in the “Airplane Challenge.” the students will write 5 comparisons relating the challenge to a market economy by using the provided note-taking worksheet.

Assessment:

- I will use the provided answer key to see if the students were able to make clear connections between the airplane challenge and a market economy. These characteristics will show that the students know and understand a market economy.

Advanced Preparation by the Teacher:

- 10 hula hoops (get from gym teacher)
- Several pieces of paper (can be recycled paper)
- Masking tape to mark boundaries
- Black/White Board
- Dry erase markers
- “Airplane Challenge vs. Market Economy” Note-taking worksheet
- “Airplane Challenge vs. Market Economy” Answer Key

Procedure:

Introduction/Motivation: Ask the students, “What is a market economy?” Listen for answers. (**Bloom: Knowledge; Gardner: Verbal/Linguistic**) Tell the students that a market economy is “an economic system in which economic decisions and the pricing of goods and services are guided by the citizens of a country and businesses, and there is little government control” (dictionary.com). Write this definition on the front board and tell the students that they

are going to play a game that will help them fully understand this definition. Tell the students that the name of the game is “Airplane Challenge.”

Step-by-Step Plan:

1. First, begin by having the students count off by fives to split them up into 10 different groups (there are 50 students in this placement, therefore these numbers are high).
2. Tell the students that these people in these groups are going to be their partners for a project they will do over the next few weeks so they will want to work together and help each other as much as possible (these will be the same students for the Merchant Simulation Project).
3. After splitting the students into the 10 different groups, explain the challenge of this game before handing out the needed materials.

Directions:

- a. The object of the challenge is to throw as many paper airplanes through a hula hoop in 3 minutes.
 - b. Each group must choose ONE person to throw all of the airplanes.
 - c. Each group must choose ONE person to hold the hula hoop.
 - d. Each group must *create* the airplanes AND *throw* the airplanes through the hoop during the 3 minutes of the challenge. (None of the airplanes can be pre-made.)
 - e. Therefore, each group must decide what will be the job of the other 3 members for this challenge- make airplanes, count the number of airplanes, etc.
 - f. Every group must keep track of how many airplanes successfully make it through the hole of the hula hoop (BE HONEST).
 - g. After the challenge is over, every student must return to their seat and be quiet until further discussion.
4. Tell the students that any of the groups who do not follow any of these rules will be disqualified.
 5. Be sure to have the boundaries for the game set up ahead of time. Put a piece of masking tape down to represent the boundary of the thrower and the boundary for the hula hoop person.
 6. Tell the students that there is a very “lucky” prize for the winner of this challenge. (The prize will be that the winning team will receive the highest starting balance for the Merchant Simulation- more money, more choices, possibly more success). Do not tell what the prize is at this point because the students will not understand until they get the assigned project.
 7. Ask the students if there are any questions for this challenge. (**Bloom: Comprehension; Gardner: Verbal/Linguistic**)
 8. Give the students 2 minutes to practice making different airplanes and testing them out. (**Bloom: Application; Gardner: Visual/Spatial, Interpersonal, Bodily Kinesthetic**) The students will want to find the model of a paper airplane that flies the best to win this challenge.
 9. You may see that the students will try to hide their prototype of the airplane from the other groups. (As a teacher, you can use this in the future to explain private property for market economies.)

10. Begin the challenge! (**Bloom: Application; Gardner: Bodily Kinesthetic, Interpersonal**) Walk around the room and observe how each different group works together to try to win this challenge.
11. After 3 minutes, stop the students and direct them to their seats.
12. Determine who had the most successful planes that flew through the hula hoop; determine the winner.
13. Distribute the “Airplane Challenge vs. Market Economy” note-taking sheet.
14. Tell the students that they need to fill in the characteristics of the airplane challenge and compare them to the characteristics of a market economy as you discuss the challenge as a group.
15. Ask the students, “What were some things that you did as a group or individual during this challenge?” Listen for answers. (**Bloom: Evaluation; Gardner: Verbal/Linguistic**) Answers may include the specific jobs that each student did, how they worked together as a team, how they structured their team to be successful, etc.
16. Ask the students, “Why did you choose to run your group the way you did?” (**Bloom: Synthesis; Gardner: Verbal/Linguistic**) Listen for answers. Responses will include ideas about wanting to win because it was a competition, this was the best/worst way to handle it, etc.
17. Make a list of student responses on the front board. At the end of the discussion, you will have made a list of words that can be connected with a market economy.
18. After making the list of words and discussing the connections aloud, have the students individually complete the note-taking worksheet (if they have not done so already). (**Bloom: Evaluation; Gardner: Intrapersonal, Logical**)

Examples of Connections:

- Private property: Students did not show other teams what plane prototype works so it was private.
 - Freedom of Enterprise (organize resources in the production of goods and services): Who had which job; how they chose to design the planes.
 - Freedom of Choice: They made the decisions about what would be best for their team.
 - Competition: This was a rivalry- the students wanted to win a prize just as sellers want the highest profit and buyers want the best product. Everyone competes for something.
 - Limited government interaction: Teacher did not give any hints as to the best way to be successful.
19. Have the students turn in the note-taking worksheet so that you can assess whether or not the students understood the concept of a market economy.

Closure:

After completing the Airplane Challenge, tell the students that they will now understand what their prize will be after you explain their new project. Briefly describe the project since you will discuss it in more detail in the future. Tell the students that they will be starting a project called “Merchant.” For this project, they will remain in the groups that they participated in during the challenge. Tell the students that their overall goal of the project will be to work together, as a team, to run a business during the colonial era. They will give their business a

name, choose what they want to sell, choose the cost of the items, choose the number of employees, maintain a budget, and so much more. Tell the students that they will start this simulation in depth next class period, but explain that the winners of the Airplane Challenge will start their business with the MOST money. Explain that this truly is a prize because it may make their business decisions much easier in the future; we will see!

Adaptations/Enrichment:

Girl with ADHD: When it is time to hand out papers, I will let the girl distribute them to the class. When it is time to participate in the challenge, I may suggest that this student be the one to throw the paper airplanes.

Boy with Listening Comprehension Disability: This student has a hard time completing tasks when there are many steps explained at once. For this student, I could explain the directions to the challenge one at a time and demonstrate each step so that he can physically see what will need to happen to be successful. This student may have trouble when I am only verbalizing the directions, therefore demonstrations can be useful.

Girl with Visual Impairment: Since this student is not able to see the front board from the back of the room, I would have this student sit closer to the front. I want this student to be able to see the connections I will write on the board so she can make connections.

Boy with Hearing Impairment: For this student, I could have the rules/directions for the Airplane Challenge typed out so that the student can read what he is supposed to do. I want this student to be able to participate so it is important that he can read the directions. Also, for the note-taking worksheet, I have written directions on what to do so he knows how to fill it out.

Self Reflection:

1. Were the students able to make the connection between the challenge and the market economy?
2. Did the simulation work?
3. What can I do to improve this lesson? Was it ok that I chose this type of interactive lesson with such a large number of students (there are about 50 students in my student teaching class)?
4. Was this lesson an engaging lesson that really sparked the students' interests for this upcoming unit?
5. Will this understanding of a market economy be useful for the Merchant simulation?

Name _____

Date _____

Airplane Challenge vs. Market Economy



Directions: Write 5 characteristics of the Airplane Challenge that can be compared to those characteristics of a market economy. First, write an airplane challenge characteristic, then explain how a market economy is similar to the challenge.

Airplane Challenge Characteristics

1.

2.

3.

4.

5.

Market Economy Characteristics

1.

2.

3.

4.

5.

Name _____ **Answer Key** _____ Date _____

Airplane Challenge vs. Market Economy



Directions: Write 5 characteristics of the Airplane Challenge that can be compared to those characteristics of a market economy. First, write an airplane challenge characteristic, then explain how a market economy is similar to the challenge.

Airplane Challenge Characteristics

6. Private Property
7. Freedom of Enterprise- organize resources in the production of goods and services
8. Freedom of Choice
9. Competition- owners compete to make largest profit possible, buyers compete to find best product.
10. Limited government

Market Economy Characteristics

1. Student airplanes were privately hidden so that other teams could not steal the idea.
2. Students chose who had which job and what was the best technique to win.
3. Students made the choices of which airplane design to use.
4. Students were competing for a prize
5. Teacher did not give any hints as to what is the most successful way to win.

Unit Plan: Lesson 2

Lesson: Mathematics-Colonial Store Inventory

Length: 45 minutes to 1 hour

Source: Merchant Simulation (Mr. Rumble)

Age or Grade Level Intended: 5th grade

Academic Standard(s):

Social Studies (Overall Standard):

- 5.1.7 Colonization and Settlements: 1607 to 1763. Identify and locate the 13 British colonies that became the United States and describe daily life (political, social, and economic organization and structure). (Only working on the underlined portions at this time).

Mathematics:

- 5.7.7 Make precise calculations and check the validity of the results in the context of the problem.
- 5.7.8 Decide whether a solution is reasonable in the context of the original situation.

Performance Objective:

- With guidance of the teacher, the students will describe aloud *why* colonial general stores would sell certain types of merchandise (such as guns, hardware, harnesses, etc.).
- Given a list of merchandise lines and an inventory sheet, the students will make precise calculations by correctly adding the amounts for their chosen lines of merchandise.
- After making precise calculations for their inventory, the students will check the validity of their calculations comparing their total calculations with their business partners (other group members).
- After checking the validity of their results, the students will decide whether their solution is reasonable by making sure that their total amount of investment is less than or equal to their total amount *available* for investment.
 - Students will alter their choices of merchandise if their total is not less than or equal to their available amount to spend.

Assessment:

- After collecting the inventory sheets, I will use a rubric to grade their beginning inventories.
- Total points: 30 points possible

Advanced Preparation by Teacher:

- Copies of pages 3, 4, and 5 of Merchant Simulation booklet
- Internet: website- <http://www.youtube.com/watch?v=8BgH6yUUeUw>
- White paper

- Popsicle sticks (one for each student in the class)
- Blackboard and Chalk
- Paperclips
- Rubric

Procedure:

Introduction/Motivation:

Ask the students if they remember what a market economy is from the previous lesson? Listen for answers. **(Bloom: Knowledge; Gardner: Verbal/Linguistic)** Remind the students that a market economy is when economic decisions and the pricing of goods and services are guided by the citizens of a country and businesses, and there is little government control. Tell the students that to fully understand how a market economy works, they will take part in a simulation called Merchant. In this simulation, all students will work in the groups that were established during the first lesson to run a general store in the colonial era.

Step-by-Step Plan:

1. Hand out a plain white sheet of paper to the students. Tell the students to draw what a frontier/colonial community looks like to them. **(Bloom: Knowledge; Gardner: Musical/Art)**
2. After allowing a couple minutes for the students to draw, ask the student, “What were some characteristics of a colonial community that you drew?” Listen for answers. **(Bloom: Knowledge; Gardner: Verbal/Linguistic)** Ideas may consist of these: horse and buggies, dirt roads, log houses, farms/plantations, small school house/church, mill, etc. Write some of these ideas of a colonial community on the board as the students share aloud.
3. Tell the students that we are going to watch a short clip that will introduce the class to a colonial/frontier community. Have the students jot down some of the characteristics that they see. **(Bloom: Comprehension; Gardner: Intrapersonal, Visual/Spatial)**
 - <http://www.youtube.com/watch?v=8BgH6yUeUw> (Little House on the Prairie)
4. After watching the clip, discuss some of the characteristics of a colonial community that were presented from this old TV show, Little House on the Prairie: bonnets/dresses, log houses, horse and buggies, doctor, school house, reverend/church, Olsen’s mercantile (store), mill, etc.
5. Hand out the Merchant packet pages 3-5. This is to begin the simulation.
6. Have the students split up into their groups of 5 students. Tell the students to read the Introduction page (pg. 3) as a group since they will become business partners. **(Bloom: Comprehension; Gardner: Visual/Spatial, Interpersonal)**
7. Briefly explain the project after the groups have read over the introduction. Tell the students that:
 - Groups are business partners running a general store
 - Groups will be given a specific amount of money
 - Groups will decide what goods to carry and how to sell the goods
 - Groups will face several tough decisions that business owners would deal with

8. Now, tell the students that you are going to tell each group the amount of money that they have will have to open their store. There will be 10 stores total, 5 different stores competing in 2 different communities.
 - Store A receives \$50,000
 - Store B receives \$48,000
 - Store C receives \$45,000
 - Store D receives \$40,000
 - Store E receives \$38,000
9. The winning team from the previous lesson's game becomes Store A. They will start with \$50,000. To decide which other teams receive which amounts of money, put popsicle sticks in a can, one for each student in the classroom. Begin drawing popsicle sticks randomly. The first name of a person in a group, other than the winning group, will win the next available money. (Ex. Group 1 starts with 50,000. Then, Sally's name is drawn. Her group also starts with 50,000 in the other community. Then, John's name is drawn; his group starts with 48,000. Then, proceed until every group has a specified amount of saved money to start their business.)
10. Tell the students, "Now you are going to practice your math skills and decide on your merchandise lines for your store."
11. Discuss page 4 with the students aloud. These are all of the products that a general store in the colonial era might sell.
12. Ask the students, "Why would a general store sell these types of products? Most general stores nowadays do not sell them." Listen for answers. (**Bloom: Knowledge; Gardner: Verbal/Linguistic**)
13. Explain that during the early colonial era, times were different. These were the needed products that people needed to live, eat, and survive. If they wanted people to buy their products, they had to sell what the people needed. Ask students questions about these types of merchandise ("Why would a *general* store sell...")
 - Guns- for hunting and protection
 - Harnesses- for horses (only form of transportation)
 - Plows- most people were farmers
 - Hardware- for building things for home
14. After discussing the daily life of the colonial communities, have the groups read page 4 and 5 to fill out their inventory. Explain that they need to decide if they want the minimum, average, or full line of the merchandise. Then, they need to keep track of the calculations. (**Bloom: Application, Gardner: Interpersonal, Logical/Mathematical**)
15. On page 5, it is VERY important that every student in every group fill out the inventory sheet. They must have the item, the line, how much money they will spend on the item and the TOTAL amount spent. As a group, they must work to stay under their allotted amount of money, but they need to buy the necessary goods. (**Bloom: Application; Gardner: Interpersonal, Logical/Mathematical**)
16. Before turning in their inventory sheets, every group needs to make sure that their calculations all add up the same, that they have agreed on the chosen merchandise, and that they have stayed within their budget.
17. Every student/group must check the validity of their calculations making sure to stay under their total investment. Every student needs to show the calculations on their

inventory sheet. Do not use a calculator. **(Bloom: Evaluation; Gardner: Interpersonal, Logical/ Mathematical)** This is where their store business begins!

18. Turn in inventory sheet when finished. (Have each group paper clip their sheets together since every sheet should be the same because they are business partners.)

Closure:

Tell the students that they have one last task to officially become a business owner. As a group, each store must come up with a store name. Give a few minutes to decide. Then, tell the two different communities that they have 3 minutes to decide on a town name in which they will all be competing. **(Bloom: Application; Gardner: Verbal/Linguistic, Interpersonal)** In order to get full credit for this simulation, they **MUST** have these two names. Then, tell the students, “Now that you have decided on your inventory for your colonial general store and you have a store and town name, you are officially a business owner with your other 4 business partners. Welcome to the world of a market economy!”

Adaptations/Enrichment:

Girl with ADHD: When it is time to hand out the papers for the Merchant simulation, I will let this student hand out the different papers to the class.

Boy with Listening Comprehension Disability: This student has a hard time completing tasks when there are many steps explained at once. When the class is given time to choose their merchandise lines, I will ask one specific person in his group (a business partner) to work through these steps with him since they have to make decisions, calculate their math, and decide if their choices are reasonable all at the same time.

Girl with Visual Impairment: Since this student is not able to see the front board from the back of the room, I would have this student sit closer to the front. I want this student to be able to see the clip that I show so that the student can make connections to the colonial time period.

Boy with Hearing Impairment: For this student I will have the rules/steps to choosing the merchandise lines typed out so that he can read exactly what he needs to do. I want the student to be able to work through the steps of this simulation so I will make sure he has typed directions.

Self-Reflection:

1. This lesson seems a bit independent for the students. Did this lesson give the students too much freedom?
2. Did the students understand *why* they are choosing their own merchandise lines?
3. Did I explain the directions clear enough before allowing the students to work independently?
4. Is there a better way to introduce this simulation?
5. What can I improve for this lesson? Was it engaging enough? Did the students appreciate the freedom?

Name _____

Date _____

Colonial Merchandise Inventory Rubric

Student's Total Amount Available for Investment: \$ _____

	Criteria			Points
	0	2	5	
Completion of Inventory Sheet	Inventory Sheet is not filled out at all.	Inventory sheet has chosen merchandise lines filled out, but lacks store /town names.	Inventory sheet has chosen merchandise lines filled out AND includes store/town names.	
	0	2	5	
Investment Amounts	Inventory sheet does not include <i>any</i> amounts of investment nor the total calculated amount.	Inventory sheet includes only 1 of the following: 1) the amounts of investment or 2) the total calculated amount.	Inventory sheet includes both the amounts of investment PLUS the total calculated amount.	
	0	5	10	
Calculations	Calculations had more than 2 errors, making the total completely incorrect.	Calculations had 1-2 minor errors, making the total amount incorrect.	Calculations are added correctly with no mistakes.	
	0	-	10	
Total Available Investment	Student's total investment is not equal to or less than the total available amount for investment.	X	Student's total investment is equal to or less than the total available amount for investment.	
			Total	_____/ 30

INTRODUCTION

Beginning today your classroom becomes a western community at the start of the twentieth century. You and your fellow students are going to become owners of several competing general stores in three small frontier towns.

FRONTIER COMMUNITIES While participating in **MERCHANT**, you will experience many problems storeowners faced in frontier communities. As your town map shows, each community has grown to include many specialists and stores to serve persons living in the community and living nearby. There are general stores, banks, a stable, a buggy shop, a blacksmith, a doctor, churches, and assorted other shops. These people and their businesses serve more than just the townspeople. They also serve farmers, ranchers, and others who live within 25-75 miles of the town.

YOUR STORE In each community four general stores will compete against one another for sales. Three to four partners will own each store. You and your partners will make a number of decisions and perform a number of jobs which will influence your store's success or failure.

PREPARING YOUR STORE As **MERCHANT** begins, you and your partners will receive an amount of money with which you will start your business. Together you will have to decide what kind of goods your store will carry and how you should invest your money in stock for you to sell. And then, before your store can open, you must draw its floor plan, showing how you want to arrange the interior. Next you must figure out how many people you need to hire to work in your store, when they will work, and how much salary you should pay them. Finally, before you open your store, you must design an imaginative window display and newspaper advertisement.

DECISIONS Once your store opens for business, you and your partners will face many decisions which will affect your sales and your profits. Your goal is to make the best decisions you can in order to achieve larger profits than the stores with which you are competing. You and your partners must work together to make decisions about problems such as these:

- Should we increase or decrease our advertising budget?
- Should we change our store's location?
- Should we have a sale featuring certain merchandise?
- Should we raise all clerks' pay — or only a certain clerk's pay?
- Should we add new lines of merchandise?
- Should we take the leadership of organizing a community celebration?
- Should we sell only on a cash basis, or should we allow credit to those who have no money right now?

After you make each decision, your teacher will tell you how your decision affects your year's profits. You will keep a running record of your profits and losses so that you will always know how much money you and your partners have made in comparison with the other partnerships with which you are competing.

As you participate in **MERCHANT**, you will gain an understanding of what life was like in little towns out on the frontier, how a general store operated, and how free enterprise and competition between stores works. Think very carefully about all your decisions before you make them. Good luck in your experiences with capitalism!

STORE INVENTORY

BEGINNING INVESTMENT In MERCHANT the competing partnerships do not have equal amounts of money to invest in their new stores. The amounts below represent how much money each partnership has saved and borrowed in order to open its store.

Store A \$50,000 Store B \$48,000
 Store C \$45,000 Store D \$38,000

MERCHANDISE DECISIONS Your first step in preparing for business is deciding what type of merchandise you and your partners wish to carry in your store. Since your store must meet many persons' needs, it must be a **general** store. Be careful. If you

do not carry enough variety, you will lose customers. On the other hand, watch out or you will spread your stock too thin by trying to carry too much merchandise. In such a case, you might not have enough room, enough money, or enough of each item to attract customers.

LIST OF MERCHANDISE LINES This next list shows merchandise lines you may want to stock in your general store. The list includes the minimum investment of money you must spend to carry a particular line, an average investment, a full line investment, and a description of the merchandise in each line.

MERCHANDISE LINES

Line Item	Type of Investment			Line Description
	Minimum	Average	Full Line	
DRY GOODS	\$ 800	\$ 1,400	\$ 1,800	sheets, pillow cases, blankets, pillows, comforts, spreads, table cloths, napkins, towels, wash clothes
DRUGS and MEDICINE	\$ 1,000	\$ 2,200	\$ 3,000	drugs, medicines, patent medicines, herbs
FARM EQUIPMENT	\$ 8,000	\$10,000	\$14,000	plows, wagons, seeders
FURNITURE	\$ 9,000	\$12,000	\$17,000	kitchen, dining room, living room, bedroom
HARDWARE	\$4,000	\$ 7,000	\$10,000	hammers, nails, plumbing, tools, lanterns, lamps
HARNESS	\$ 500	\$ 1,000	\$ 1,500	horse collars, harnesses, vet supplies
READY TO WEAR	\$4,000	\$ 6,500	\$ 8,000	men's, women's, children's clothes
SHOES	\$ 2,500	\$ 4,000	\$6,000	all types shoes and boots
GROCERIES	\$ 5,000	\$ 6,500	\$8,000	everything except meat.
MEATS	\$ 800	\$ 1,200	\$ 1,800	meat, fish, and poultry
NOTIONS	\$ 1,500	\$ 2,500	\$ 3,500	buttons, ribbons, lace, thread, needles, pins, combs, brushes, hair pins, sewing supplies
YARD GOODS	\$ 1,400	\$ 2,000	\$ 2,800	cotton, wool, linen, silk
PAINT	\$ 1,000	\$ 1,200	\$ 1,500	paint, brushes, wallpaper
LUMBER	\$ 1,200	\$ 1,800	\$ 2,500	lumber, windows, etc.
SPORTING GOODS	\$ 1,500	\$ 2,000	\$ 2,500	guns, ammunition, fishing supplies, balls, bats, etc.

GIFTWARE	\$ 350	\$ 500	\$ 600	giftwares, special items
SEASONAL ITEMS	\$ 300	\$ 400	\$ 600	Christmas, 4th of July fireworks
HOUSEHOLD SUPPLIES	\$ 100	\$ 200	\$ 300	soap, cleaners, etc.
KITCHEN WARE	\$ 1,800	\$ 2,600	\$ 3,000	dishes, silverware, pots, pans, etc.
MUSICAL INSTRUMENTS	\$ 800	\$ 1,400	\$ 2,000	pianos, guitars, banjos
SCHOOL SUPPLIES	\$ 500	\$ 800	\$ 1,000	books, paper, pencils

BEGINNING INVENTORY

Store Name _____

Town Name _____

Partners' Names _____

Total Amount Available for Investment \$ _____ *

Line Item	Type of Investment (Minimum, Average, Full Line)	Amount of Investment

TOTAL INVESTMENT
(Must not exceed *)

Unit Plan: Lesson 3

Lesson: Writing-Advertisement

Length: 45 minutes to 1 hour

Source:

- Merchant Simulation (Mr. Rumble)
- Advertisements- http://historyproject.ucdavis.edu/ic/index.php?region=-1&topic=438&standard_cal=-1&collection=-1&index=0&per_page=24&query=

Age or Grade Level Intended: 5th grade

Academic Standard(s):

Social Studies: (Overall Standard)

- 5.1.7 Colonization and Settlements: 1607 to 1763. Identify and locate the 13 British colonies that became the United States and describe daily life (political, social, and economic organization and structure). (Only working on the underlined portions at this time).

English/Language Arts:

- 5.5.6 Write for different purposes (information, persuasion, description) and to a specific audience or person, adjusting tone and style as appropriate.

Performance Objectives:

- Given a sheet of construction paper, the students will write 2 paragraphs: one paragraph describing their store in which they provide important information about the store (location, specialties, products sold), and another paragraph persuading their customers to shop at their store using at least 3 convincing statements.
- Given the Merchant simulation page 11, the students will make a decision as a group in which one group member will write down their 1 mutual decision on a white note card, called a Decision card.
- Given a record sheet, *every* group member will write down 2 of the 3 parts of the record sheet: the decision that was made and what they think the results/consequences will be from making this decision.

Assessment:

- To assess the students' advertisements, I will use the provided rubric checking to see that each student has correctly incorporated the 4 parts: a description paragraph, a persuasion paragraph, a store logo and name, and correct grammar and punctuation.
- To assess the students' simulation decision pages, I will collect the white Decision cards from the interactive bulletin board. Then, I will use a student checklist giving each student completion points for completing the decision correctly. If they do not a group decision, this group will not get a check and they will be asked to correct the assignment. This assignment does not have specific criteria because every group may make a different decision and different answers are acceptable.

- The record sheets will be collected later in the lesson so that the teacher can determine that the students are keeping up to date on this information.

Advanced Preparation by the Teacher:

- Front white board/ Dry erase markers
- 2 examples of store advertisements
- Rubric to grade advertisements paragraphs
- Checklist of names (completion of decision)
- Colored Pencils/crayons
- Merchant pg. 11
- Large sheets of white/tan construction paper (for advertisement)
- White note cards (Decision Cards)
- Blue note cards (Consequence Cards)
- Answer key to determine results of Merchant Decision 1
- Record Sheets

Procedure:

Introduction/Motivation:

Ask the students, “When you are running a general store and you have chosen the products you want to sell, what do you think is your next step as a store owner?” Listen for answers. **(Bloom: Knowledge; Gardner: Verbal/Linguistic)** Ask these types of questions to lead to the next step: Who will buy your products? How will the people of your town know that they want to shop at *your* store? How will you get those customers at *your* store? Listen for answers. **(Bloom: Knowledge; Gardner: Verbal/Linguistic)** Explain to the students that the whole reason for running a store is to make money from it, make a profit. Tell the students to remember that each of their stores is competing against the other general stores in their community. Ask the students, “What do you have to do to get the town customers to shop at your store?” Listen for answers. **(Bloom: Knowledge; Gardner: Verbal/Linguistic)** Answer: Create a store advertisement.

Step-by-Step Plan:

1. Tell the students that today they are going to create an advertisement for their stores.
2. Explain the requirements for this advertisement and then allow each group of business owners about 5 minutes to collaborate. (Each person needs to write their individual advertisement)
3. To explain the requirements, ask the students, “What do you think one should include in an advertisement to get consumers to come to their store?” Listen for answers. **(Bloom: Knowledge; Gardner: Verbal/Linguistic)** Write the responses on the front board.
4. Some responses may include:
 - Catchy logo for store
 - Store name and location
 - Products they sell
 - Why they should shop at this particular place

5. Show the class a couple of different store advertisements. Ask the students, “What types of items are on these advertisements that would be attracting to customers?” Listen for answers. **(Bloom: Evaluation; Gardner: Visual/Spatial; Verbal/Linguistic)**
6. Discuss the necessary items, such as the logo, store name, and location. Then, discuss how it is important that the advertisement list some of their products because the customers will most likely go to the store with the best products and prices. **(Bloom: Knowledge; Gardner: Verbal/Linguistic)**
7. Tell the students that their individual tasks are to write 2 paragraphs: one is to describe their store in which they need to provide information about the store (name, logo, location, etc.). The other paragraph is to persuade their customers- *why* they should shop at their store (this can include things about the prices and what makes this particular store special compared to others). **(Bloom: Application; Gardner: Visual/Spatial; Logical)**
8. Be sure that the students understand the concept of persuasion. This may need to be a teaching point. Persuasion is when you are trying to convince someone to do something. In this case, the students want to convince the town customers to shop at *their* store.
9. Tell the students to remember who their audience is in this situation. Ask the students, “Who is the audience?” Listen for answers. **(Bloom: Comprehension; Gardner: Verbal/Linguistic)**. Answer: Customers
10. Remind the students that when we talk to customers, we are trying to catch their attention and please them.
11. After writing the advertisement, they must design a picture to represent their store logo (groups should decide together what they want theirs to look like). **(Bloom: Application; Gardner: Visual/Spatial)**
12. Tell the students to turn in their advertisements after they are complete. Remind the students there are 4 important aspects they will be graded on: Description paragraph, persuasion paragraph, store logo and name, and correct grammar and punctuation.
13. After completing the advertisements, hand out the next pages for the Merchant Simulation booklet- pg. 11-12. This is Merchant decision 1.
 - o Decision: At the present time, you do not spend much money on advertising. Will you increase your advertising budget, decrease your advertising budget, cut out all advertising expenses, or leave your budget the same?
14. Have each group of business partners get together because they are going to do this next step together.
15. First, each person must spend about 5 minutes reading the problem for the simulation, and respond to the questions themselves. **(Bloom: Application; Gardner: Intrapersonal)**
16. Then, all of the groups need to come together and have a 10-15 minute discussion about their questions. **(Bloom: Application/Evaluation; Gardner: Verbal/Linguistic/ Interpersonal)**
17. Lastly, one partner needs to write the group’s final decision on a white note card (these are called the Decision Cards). Then, a person in the group needs to take that note card over to the interactive bulletin and put the card in their correct slot (for instance, Store 1A would put their decision card in the Store 1A slot.)
18. Tomorrow, when we begin the lesson, the students will start by returning to the interactive bulletin board and taking their (blue note card) a Consequence Card from their

designated slot. The Consequence Card will tell the students the results of their decisions (the results cannot be determined until the teacher looks at all cards).

19. After each of these steps, each individual partner needs to take out their Record Sheets. On this sheet, each student writes the decision that their group made and their own, individual thoughts about what that decision will bring for their business. (This is where they write: Do they disagree with the group decision? What results do they think the decision will have?) (**Bloom: Evaluation; Gardner: Intrapersonal, Logical**)
20. At the end of the day, collect the Decision Cards from the interactive bulletin board and determine results.

Closure:

After every group has completed the Merchant's Decision 1 about their advertising budget, have a grand conversation about the decisions made. Ask the students, "What decision did your group make? Why did your group make that decision? What do you think will be the results of making this decision? Will you really bring in more customers? Why?" Listen for answers. (**Bloom: Analysis; Gardner: Verbal/Linguistic**) Be sure to allow each group to briefly discuss their decision for the day. After the discussion, tell the students that every day they will be faced with a decision for their business. They need to get used to working together as business partners and try to do what is best for their business. Tomorrow, the students will get to claim their Consequence Cards from the interactive bulletin board to tell them the results of their decisions today!

Adaptations/Enrichment:

Girl with ADHD: When it is time to hand out papers, I will let the girl distribute them to the class. When it is time to participate in the Merchant Simulation decision, I may suggest that this student be the one lead the discussion so that she has a job to do to keep her on task.

Boy with Listening Comprehension Disability: This student has a hard time completing tasks when there are many steps explained at once. For this student, when it is time to write the advertisements, I will write out a short description of what belongs in each paragraph. Then, the student will have something visual to follow.

Girl with Visual Impairment: Since this student is not able to see the front board from the back of the room, I would have this student sit closer to the front. I will be writing important information to include when creating an advertisement so I want the student to be able to see this. When it is time to work through the Merchant Simulation booklet pages, I can enlarge the print so this student can read the decision easier.

Boy with Hearing Impairment: For this student, I can also provide the student with directions about what to write in each paragraph of the advertisement. If the student has written directions in front of him, then he should be able to keep up with this activity.

Self-Reflection:

1. Was it a good idea to use the creation of the advertisement as a way to get the students to discuss the advertising budget?
2. Did the students understand how to answer the decision problem?
3. Should I have explained the decision problem better?
4. Are the students making the connection to the colonial businesses still?
5. Did the students understand what it means to persuade? Should that have been covered more in-depth?

Name _____

Date _____

Colonial Store Advertisement

	Criteria					Points
	0	1	2	3	4	
Descriptive/ Informative Paragraph	There is no descriptive/informative paragraph.	Paragraph does not describe the store with any important necessary information , such as the location, products, etc.	Paragraph contains a description of the store, but lacks the important information and the different products sold.	Paragraph contains a description of the store and the product sold, but lacks other important store information.	Paragraph contains a description of the store, the products sold, and important store information (location, specialties, etc.)	
Persuasive Paragraph	There is no persuasive paragraph OR the paragraph is not written to the appropriate audience.	Paragraph is written to the appropriate audience and provides 0 convincing statements.	Paragraph is written to the appropriate audience and provides 1 convincing statement.	Paragraph is written to the appropriate audience and provides 2 convincing statements.	Paragraph is written to the appropriate audience and provides 3 convincing statements.	
Store Logo and Store Name	Ad does not include a drawn store logo, nor a written store name.	X	Ad includes the store name, but lacks a drawn logo.	Ad includes a drawn store logo, but lacks the store name.	Ad includes a drawn store logo and a written store name.	
Grammar and Punctuation	The ad has more than 5 grammar or punctuation errors.	The ad has 5 grammar or punctuation errors.	The ad has 3-4 grammar or punctuation errors.	The ad has 1-2 grammar or punctuation errors.	The ad is free of grammar or punctuation errors.	
					Total	

MERCHANTS' DECISION 1

Directions:

Step 1 Spend about 5-10 minutes reading the following problem and answering for yourself the questions related to the problem.

Step 2 After 5-10 minutes, discuss with your partners the problem, the questions, and the possible answers.

Step 3 After about 10-15 minutes of discussion, one partner fills in the STORE DECISION space.

Step 4 Each partner writes comments on the results he/she expects the decision to have. (If you disagreed with your partners, this is your opportunity to show in writing that you do not think the majority decision is a correct one!)

A man from the weekly newspaper came by yesterday to talk to you about increasing your yearly advertising budget. He explained that if you increase your advertising, more people will know what your store has to offer and you will likely increase your sales. He will be back later today for your decision. (At the present time you are spending \$1,000 a year on advertising.)

QUESTIONS TO CONSIDER

1. How much does advertising help our sales?
2. Would we really lose a lot of sales if we cut out all advertising?
3. Will an increase in advertising mean at least an equal increase in sales?
4. ?

DECISION At the present time you do not spend much on advertising. You can make any one of four decisions:

1. Leave your advertising budget as it is.
 2. Decrease your advertising budget somewhat.
 3. Cut out all advertising expenses.
 4. Increase your advertising budget.
- If you decide to decrease or increase your yearly advertising budget, the decrease or increase must be in \$500 sums (for example, \$500, \$1,000, \$1,500).

STORE DECISION:

Results for Consequence Cards

- b. using each person's natural abilities;
- c. making group decisions (learning how to compromise while working within a group).

NOTE: For the next 11 HOURS the objectives, materials, and many procedures will be the same. For Hour 4 these are all given in detail, but for the remaining 10 HOURS the only instructions given are those that differ (i.e., how to interpret the decisions the partnerships have made).

HOURL 4

OBJECTIVES:

1. The students will read DECISION 1.
2. The partnerships will discuss the situation and make their decisions.
3. The consequences of the partnerships' decisions will be read and the partnerships will record their profits and losses for the year.
4. The students will discuss and evaluate DECISION 1, their actions, and the consequences.

MATERIALS:

1. STUDENT HANDBOOKS

PROCEDURES:

1. Have each student carefully read DECISION 1 and either write or mentally answer each of the "Questions to Consider."
2. Have partnerships meet together and decide on their course of action and record it on the DECISION 1 sheet.
3. Have each member of the partnership complete his/her part of DECISION 1 form. (Each member writes a brief analysis of what he/she believes the consequences of the decision will be.)
4. Using this chart, determine each store's SALES INCOME for Year 1.

% OF LAST YEARS' SALES INCOME

Advertising Budget	A*	B	C	D
\$1,000 =	100%	100%	100%	100%
\$1,500 =	105%	106%	110%	120%
\$2,000 =	107%	110%	115%	130%
\$2,500 =	110%	112%	120%	140%
\$3,000 =	112%	115%	125%	150%
\$3,500 =	112%	115%	125%	150%
\$4,000 =	112%	115%	125%	150%

*A = If all stores in the same town raise advertising at least \$500.

B = If two of the other three stores in the same town raise advertising by at least \$500. (Decrease 5% for the one store that does not.)

C = If one of the other three stores in the same town raises advertising at least \$500. (Decrease 10% for the other two stores that do not.)

D = If only one store in the same town in-

creases advertising by at least \$500 and the other three do not. (Decrease other stores by 20% each.)

5. Go over the examples for STORES A, B, C, and D right of "Previous Year's Figures" on the PROFIT AND LOSS STATEMENT, page 31. Then help partnerships fill out their PROFIT AND LOSS STATEMENTS. Once you have helped them do this, they will have little trouble on successive years.
 6. Discuss and calculate DECISION 1, the actions of the various partnerships and the consequences of these actions. Among the topics you might want to cover:
 - a. how advertising affects business;
 - b. how advertising might affect business and rural life at the turn of the century;
 - c. how business may have been different in 1900-1910;
 - d. how advertising may have been different in 1900-1910;
 - e. why more advertising can result in a higher percentage of profit;
 - f. what is meant by an "Optimum Investment";
 - g. why if more stores advertise, each has a smaller percentage of net profit.
 7. Have students turn in DECISION 1 for your evaluation. There are several alternative ways you might evaluate these decisions:
 - a. Simply assign a letter or numerical grade as you might on any class assignment.
 - b. Award a bonus to those partnerships which do the best jobs of analyzing DECISION 1. For example, you might give a \$1,000 Sales Income Bonus or a \$750 Merchandise Expense Credit.
 - c. Penalize any partnerships which have done poor or hasty analysis by cutting Sales Income or adding to Merchandise Expenses.
- See the MERCHANTS' PROFIT AND LOSS STATEMENT for how 7b and 7c above would affect a store's profits.

HOURL 5

OBJECTIVES:

(See Hour 4.)

MATERIALS:

(See Hour 4.)

PROCEDURES:

1. Follow procedure 1, Hour 4, except work with DECISION 2.
2. Once each partnership has completed DECISION 2, read the following results of the Fourth of July celebration. Increase in SALES INCOME over the previous year:
 - a. If only one store in the town stages the Fourth of July event, the increase to that

Advertisement #1:



Kellogg's
SHREDDED KRUMBLES

Krumbles
is the real energy food

NATURE carefully puts into the whole wheat grain the elements that lend pep, vim, vigor to the body. Our method brings out the natural sweetness and tempting flavor.

That is why Krumbles means so much to those who eat it. All the energy of all the wheat is in Krumbles—the valuable mineral salts that are hidden away in the bran as well as the rest of the grain, the elements that go toward making muscles and bone and rebuilding weary nerve cells.

Krumbles is made in the same, big, modern kitchens with Kellogg's Toasted Corn Flakes, Kellogg's Krumbled Bran, Kellogg's Drinket, etc., and each package is guaranteed by this signature—

H.K. Kellogg ©1920, by K.T.C.F. Co.

*Wholesome as the
the Krumbles*

Kellogg's
**SHREDDED
Krumbles**
ALL WHEAT SEEDING CARE
H.K. Kellogg
KELLOGG TOASTED CORN FLAKE CO.
OSAKA

Shredded
Corn
Flakes
Shredded
Wheat
Krusk
all Kellogg's

Advertisement #2:

PURIFY THE BLOOD!

MOFFAT'S
VEGETABLE

LIFE PILLS
AND
PHENIX BITTERS.

The high and envied celebrity which these pre-eminent Medicines have acquired for their invariable efficacy in all the diseases which they profess to cure, has rendered the usual practice of puffing not only unnecessary, but unworthy of them. They are known by their fruits; their good works testify for them, and they thrive not by the faith of the credulous.

IN ALL CASES OF

<p>Asthma. Acute and Chronic Rheumatism. Affections of the Bladder and Kidneys. BILIOUS FEVERS and LIVER COMPLAINTS. In the south and west, where these diseases prevail they will be found invaluable. Planters, Farmers, and others, who once use these Medicines will never afterwards be without them. Bilious Cholice. Serous Looseness. Biles. Colds and Coughs. CONSUMPTION. Used with the greatest success in this disease. Corrupt Humors.</p>	<p>DYSPEPSIA. No person with this distressing disease should delay using these medicines immediately. Eruptions of the Skin. Erysipelas. FEVER AND AGUE. For this scourge of the western country these medicines will be found a safe, speedy, and certain remedy. Other medicines leave the system subject to a return of the disease—a cure by these medicines is permanent. Try them, be satisfied, and be cured. Foulness of the Complexion. GENERAL DEBILITY. Gout. Giddiness. Gravel. Headaches, of every kind.</p>	<p>Inward Fever. Inflammatory Rheumatism. Impure Blood. Jaundice. Loss of Appetite. Leprosy. LIVER COMPLAINTS. MERCURIAL DISEASES. Never fails to eradicate entirely all the effects of Mercury inflammation. Night Sweats. Nervous Debility. Nervous Complaints, of all kinds. Organic Affections. Palpitation of the heart. Painter's Cholice. PILES.—The original proprietor of these medicines was cured of piles of 35 years standing by the use of the Life Medicines alone.</p>	<p>Pains in the head, side, back, limbs, joints, and organs. RHEUMATISM.—Those afflicted with this terrible disease will be sure of relief by the Life Medicines. Rush of Blood to the head. Salt Rheum. Swellings. SCROFULA or KING'S EVIL. Ulcers of every description. WORMS of all kinds, are effectually expelled by these medicines. Parents will do well to administer them whenever their existence is suspected. Relief will be certain.</p>
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The Life Pills and Phœnix Bitters
PURIFY THE BLOOD,
AND THUS REMOVE ALL DISEASE FROM THE SYSTEM.

A single trial will place the LIFE PILLS and PHENIX BITTERS beyond the reach of competition, in the estimation of every patient.

Dr. William B. Moffat's Office,
335 BROADWAY, CORNER OF ANTHONY STREET, N. Y.

The wrapper of these medicines are sewed up in white wrappers and labels, together with a pamphlet called "Moffat's Good Samaritan," containing the directions, etc., in which is a drawing of Broadway from 44th street to our Office, by which strangers visiting the city can very easily find us. The wrappers and Samaritan are copyrighted, therefore those who procure them with the white wrappers can be assured that they are genuine. Be careful not to buy those with yellow wrappers, and if you do, be satisfied that they come direct from us, or don't touch them.

Merchant Simulation Record Sheet

Decision Made	Consequence Card	Thoughts about Future Spending

Unit Plan: Lesson 4

Lesson: Music-Colonial Celebrations

Length: 45-50 minutes

Source:

- Merchant Simulation (Mr. Rumble)
- Youtube.com (clips)

Age or Grade Level Intended: 5th grade

Academic Standard(s):

Social Studies: (Overall Standard)

- 5.1.7 Colonization and Settlements: 1607 to 1763. Identify and locate the 13 British colonies that became the United States and describe daily life (political, social, and economic organization and structure). (Only working on the underlined portions at this time).
- 5.4.9 Identify elements of a personal budget and explain why personal spending and saving decisions are important.

Performance Objectives:

- Given the Merchant simulation page 13, the students will make a decision as a group in which one group member will write down their decision on a white note card, called a Decision card.
- Given a record sheet, *every* group member will write down 2 of the 3 parts of the record sheet: the decision that was made and what they think the results/consequences will be from making this decision.
- Given a Profit and Loss Statement, the students will keep track of these 5 items: merchandise, labor, advertising, utilities, and upkeep expenses to determine the year's profit or loss.
- Given a Profit and Loss Statement, the students will calculate the year's sales income based on the results presented on their Consequence Card.

Assessment:

- To assess the students' simulation decision pages, I will collect the white Decision cards from the interactive bulletin board. Then, I will use a student checklist giving each student completion points for completing the decision correctly. If they do not a group decision, this group will not get a check and they will be asked to correct the assignment. This assignment does not have specific criteria because every group may make a different decision and different answers are acceptable.
- The record sheets will be collected later in the lesson so that the teacher can determine that the students are keeping up to date on this information.

- I will not assess the students on their knowledge about celebrations. This information is so that they understand what they would be funding during that time period.

Advanced Preparation by the Teacher:

- Record Sheet
- Profit and Loss Statement
- Checklist of names (completion of decision)
- Fate Cards
- Internet (clips)
- Updated bulletin board:
 - White Decision Cards
 - Blue Consequence Cards
 - Fate Cards
- Merchant Simulation- pg. 13
- Answer Key to determine results of Merchant Decision 2

Procedure:

Introduction/Motivation:

Ask the students, “What decision were all of your businesses faced with during our previous lesson?” Listen for answers. **(Bloom: Knowledge; Gardner: Verbal/Linguistic)** Remind the students that they had to decide whether they wanted to increase their advertising budget, decrease their budget, or leave the budget as is. Have one student from every store return to the interactive bulletin board to claim their Consequence Card from the appropriate slot. **(Bloom: Application; Gardner: Bodily/Kinesthetic)** Ask the students, “What were the benefits gained if you decided to increase your advertising budget?” Listen for answers. **(Bloom: Knowledge; Gardner: Verbal/Linguistic)** For instance, if every store chose to increase their advertising budget by \$500, everyone’s profit for the year increased by 150%. If the certain stores decided to decrease their budget by \$500, they lost some of their profit for the year. Ask the students, “Why would increasing your advertising budget bring you more customers?” Listen for answers. **(Bloom: Knowledge; Gardner: Verbal/ Linguistic)** Explain to the students that more advertising allowed for more people to see your special offers so they may have decided to shop at your store rather than the other stores. Ask the students, “If you did not benefit from your decision made, how do you think that will affect your next decision regarding money spending?” Listen for answers. **(Bloom: Evaluation; Gardner: Verbal/Linguistic)** The students need to realize that their decisions will impact whether or not they make a profit. If they want to succeed, they need to make a profit.

Step-by-Step Plan:

1. Tell the students to take out their record sheets and fill in the 3rd part that they did not fill in during the last lesson (the Consequence Card space). This is where they write the result of their decision. **(Bloom: Application; Gardner: Visual/Spatial)**
2. Then, pass out the copies of the Profit and Loss Statements to the students. Explain to them that this is where they will keep track of their spending and whether or not they make a profit or lose money during that year.

3. First, tell every student to take out a yellow highlighter and highlight the row that indicates whether they are store A, B, C, or D. This will prevent confusion. **(Bloom: Application; Gardner: Visual/Spatial)**
4. Guide the students through filling out this Profit and Loss Statement in the beginning. Tell them to first write the amount of money they spent on their Merchandise lines. Then, tell the students that they must add \$2,000 towards labor expenses (if they spent \$15,000 the year before, they are spending \$17,000 this year). **(Bloom: Comprehension; Gardner: Visual/Spatial)**
5. Tell the students that now they need to write in their Advertising Expense. During the last class, if they made the decision to increase their budget \$500, they need to write that their new advertising expense is \$1500. **(Bloom: Comprehension/Application; Gardner: Visual/Spatial)**
6. Now, tell the students to write in the same amounts for the Utilities Expenses and the Upkeep Expenses. **(Bloom: Comprehension/Application; Gardner: Visual/Spatial)**
7. Then, they need to add all of their expenses together (columns 2 through 6) to put in the total expenses. **(Bloom: Comprehension/Application; Gardner: Visual/Spatial)**
8. Now, have the students go back and figure out their sales income by applying the results on their Consequence Card (if it said that you increase your sales income by 105%, they need to figure 105% of the previous year and write it in the box). **(Bloom: Comprehension/Application; Gardner: Visual/Spatial)**
9. Then, give the students a couple of minutes to complete columns 8 and 9. These are easier and they can do that on their own. **(Bloom: Comprehension/Application; Gardner: Visual/Spatial)**
10. Now, tell the students that today, they will have to make another decision to determine the fate of their business. Remind the students that *always* choosing to spend the money will not necessarily be a good thing; and *always* choosing not to spend the money will not necessarily be a good thing.
11. Tell the students to be sure to make logical decisions for their individual businesses and remember that everything will not work out in your favor whether you have more money or not.
12. Hand out the next page from the Merchant Simulation booklet, pg. 13. This is Merchant decision 2:
 - The editor of the local newspaper proposes that all merchants contribute \$200 each to promote a huge Fourth of July Celebration. He claims that this celebration will do wonders for town businesses. Will you choose to support the celebration by contributing \$200 or not?
13. Have each group of business partners get together because they are going to do this next step together.
14. First, each person must spend about 5 minutes reading the problem for the simulation, and respond to the questions themselves. **(Bloom: Application; Gardner: Intrapersonal)**
15. Then, all of the groups need to come together and have a 10-15 minute discussion about the questions. **(Bloom: Application/Evaluation; Gardner: Verbal/Linguistic/Interpersonal)**

16. Lastly, on partner needs to write the Store Decision on a white Decision card. Then, they need to choose a different person to put their decision in the appropriate slot on the bulletin board.
17. After each of these steps, each individual partner needs to take out their record sheet and fill in the decision that was made and their thoughts about the decision. **(Bloom: Evaluation; Gardner: Intrapersonal, Logical)**
18. At the end of the day, collect the Decision Cards from the interactive bulletin board and determine results.
19. After the decisions have been made and collected, tell one member from stores A and B to return to the interactive bulletin board. **(Bloom: Synthesis; Gardner: Bodily/Kinesthetic)** Every day, two of the four stores in each community will draw a Fate Card. The Fate Card will simulate other events that *could* occur when owning a business and may affect you positively or negatively.
 - Example: “Your store was robbed of \$1200 last night. You must deduct that money from your profit.”
20. Tell those groups to return to their seats and update their budgets. If they lost or gained money, have the students reflect this change in their upkeep expenses.

Closure:

Tell the students, “Now that you have made your decisions about whether or not you will fund a celebration in your town for more publicity, you need to see what a celebration looked like during the colonial period. Go to this website, <http://www.youtube.com/watch?v=J1ItG1cFok&feature=related> and show the first minute and a half. Tell the students to pay particular attention to the type of music in the background: What kinds of instruments do they use? Then, show this next clip from this website: <http://www.youtube.com/watch?v=qvvLvN4z16U&feature=related>. Ask the students, “Do you know what instrument this gentlemen is playing?” Listen for answers. **(Bloom: Knowledge; Gardner: Visual/Spatial, Verbal/Linguistic)** Tell the students that this is a banjo and these were very popular to make music during these days, just as the violin was very popular. Finally, show this last clip of a Fourth of July celebration: <http://www.youtube.com/watch?v=gVSFDBBmb3U&feature=related>. Show the first 30 seconds and then move forward to the 3 minute and 30 second mark to about 4 minutes. This clip shows two different types of events that a Fourth of July celebration might include during these days. Ask the students, “How might this type of celebration help your individual businesses?” Listen for answers. **(Bloom: Synthesis; Gardner: Visual/Spatial, Verbal/Linguistic)** Tell the students that many people like to attend these very large, fun, and extravagant celebrations. Even people from other places may come to visit, which may lead to more customers and more profits.

Adaptations/Enrichment:

Girl with ADHD: When it is time to hand out papers, I will let the girl distribute them to the class. When it is time to participate in the Merchant Simulation decision, I may suggest that this student be the one lead the discussion so that she has a job to do to keep her on task.

Boy with Listening Comprehension Disability: This student has a hard time completing tasks when there are many steps explained at once. When the student has to complete the Merchant decision, I will type out each step that should be completed. Then, the student will have directions to refer to so that he knows what to do next.

Girl with Visual Impairment: Since this student is not able to see the front board from the back of the room, I would have this student sit closer to the front. I want the student to be able to see the fun clips that I intend on showing. When it is time to work through the Merchant Simulation booklet page, I can enlarge the print so this student can read the decision easier.

Boy with Hearing Impairment: For this student, I can also provide the student with directions about what to do when filling out the Merchant simulation pages. If the student has written directions in front of him, then he should be able to keep up with this activity.

Self-Reflection:

1. Do the students understand how the process of the fate cards and the decisions they make will affect their businesses?
2. Do the students enjoy using the interactive bulletin board and discovering where their decision has led them next?
3. Is this interactive bulletin board a good idea? Is this a simple process to grasp/
4. What about this lesson is confusing the students?
5. Were these clips that were chosen good ones to use to incorporate music and celebrations from the colonial days?

MERCHANTS' DECISION 2

Directions:

Step 1 Spend about 5-10 minutes reading the following problem and answering for yourself the questions related to the problem.

Step 2 After 5-10 minutes, discuss with your partners the problem, the questions, and the possible answers.

Step 3 After about 10-15 minutes of discussion, one partner fills in the STORE DECISION space.

Step 4 Each partner writes comments on the results he/she expects the decision to have. (If you disagreed with your partners, this is your opportunity to show in writing that you do not think the majority decision is a correct one!)

The editor of the local weekly newspaper proposes that all merchants contribute \$200 each to promote a huge Fourth of July celebration. The money will be spent for publicity and fireworks. Such a celebration, the local editor claims, will do wonders for town business. Farmers and shoppers from miles around, even people from neighboring towns, will flock to the celebration.

DECISION You can either support the proposed celebration by contributing the \$200 or you can choose to ignore the celebration. **Note well:** Follow the model on pages 11-12 to write your **STORE DECISION** and **PARTNERS' COMMENTS**. Use your own paper.

QUESTIONS TO CONSIDER

1. Will such a celebration likely attract business to your store?
2. Will all other store owners likely contribute the \$200?
3. How will you feel if you don't contribute the \$200 and your store profits from the celebration?
4. ?

STORE DECISION:

- store in Sales Income is 10%. All others in the town increase 1%
- b. If two stores in the same town stage the Fourth of July event, the increase to these stores in Sales Income is 15% each. All others in the town increase 5%.
 - c. If three stores in the same town stage the Fourth of July event, the increase to the three stores in Sales Income is 18% each. The fourth store in the town increases 1%.
 - d. If all four stores in the town stage the Fourth of July event, the increase in Sales Income to each is 20%.
3. Help the partnerships record the consequences of their decisions on their PROFIT AND LOSS STATEMENTS. If a store participated, it must add \$200 to advertising expenses for this year.
4. Discuss and evaluate DECISION 2. Among the topics you might want to cover:
- a. What was a Fourth of July celebration like in 1910?
 - b. Why were Fourth of July celebrations so important?
 - c. What would people think of merchants who sponsored such a celebration today?
 - d. Why might people tend to do their business at a store that sponsors such a celebration?

HOUR 6

OBJECTIVES:
(Same as Hour 4.)

MATERIALS:
(Same as Hour 4.)

- PROCEDURES:**
1. Follow procedure 1, Hour 4, except work with DECISION 3.
 2. Once the partnerships have completed DECISION 3, read the following consequences: Increase in SALES INCOME over the previous year:

	A*	B	C
Cut prices 5% =	125%	130%	150%
Cut prices 10% =	150%	170%	200%
Cut prices 15% =	180%	200%	250%

*A = If all stores in same town cut prices at least 5%.

B = If two or three stores in same town cut prices at least 5%. (Stores in same town not cutting prices at least 5% each lose 10% of their sales.)

C = If only one store cuts prices at least 5%. (All other stores each lose 20% of their sales.)

3. Have each partnership complete PROFIT AND LOSS STATEMENTS for the year.
4. Topics for discussion and evaluation:
 - a. Why do sales increase the amount of merchandise sold?

- b. Is there actually any more money spent at sales than would have been spent otherwise?
- c. Where does this money come from?
- d. Sales mean more merchandise sold but less profit for each item sold. How can this affect business?

HOUR 7

OBJECTIVES:
(Same as Hour 4.)

MATERIALS:
(Same as Hour 4.)

- PROCEDURES:**
1. Follow procedure 1, Hour 4, except work with DECISION 4.
 2. Once each partnership has completed DECISION 4, read the following consequences: Sales Income compared with previous year's Sales Income

STORE A: If no stores move = 100%
If only A moves = 130%
If A and 1 or 2 other stores move = 120%

If A does not move and 1 or more other stores move = 85%
If all stores move = 110%

STORE B: If no stores move = 100%
If only B moves = 130%
If B and 1 or 2 other stores move = 120%

If B does not move and another store does move = 80%
If all stores move = 110%

STORE C: (Store C should not move)
If no store moves = 150%
If 1 store moves = 130%
If 2 stores move = 120%
If all stores move = 110%

STORE D: If no stores move = 100%
If only D moves = 130%
If D and 1 or 2 other stores move = 115%
If D does not move and another store does move = 80%
If all stores move = 110%

3. Have the partnerships fill out their PROFIT AND LOSS STATEMENTS for the year.
4. Among topics for discussion and evaluation:
 - a. What did the coming of the automobile mean to the world?
 - b. What did the automobile mean to the buggy shops, livery stables, etc.?
 - c. Why would stores want to move or have to move because the main street moved?
 - d. What would happen to stores that did not

Unit Plan: Lesson 5

Lesson: PE: Gross Motor- The Cost of Playing

Length: 45 minutes

Source: Merchant Simulation (Mr. Rumble)

Age or Grade Level Intended: 5th grade

Academic Standard(s):

Social Studies:

- 5.1.7 Colonization and Settlements: 1607 to 1763. Identify and locate the 13 British colonies that became the United States and describe daily life (political, social, and economic organization and structure). (Only working on the underlined portions at this time).

Physical Education:

- 5.1.1 Demonstrate the ability to integrate locomotor and nonlocomotor movements in more complex skills.
- 5.6.2 Engage in the challenge of new activities.

Performance Objectives:

- Given an orange and the directions for the game, the students will engage in a challenging activity by practicing their locomotor skills (walking, running, hopping, skipping, and/or crawling) and transporting the orange down the gym court and back using the least number of body parts possible.
- Given a record sheet, *every* group member will write down the 3 parts of the record sheet: the decision that was made, the consequence of the decision, and what they think the results/consequences will be for their future.
- Given a Profit and Loss Statement, the students will keep track of these 5 items: merchandise, labor, advertising, utilities, and upkeep expenses to determine the year's profit or loss.
- Given a Profit and Loss Statement, the students will calculate the year's sales income based on the results presented on their Consequence Card.

Assessment:

- The students' consequences for their businesses will be determined by their placement at the end of the game. The results and fates are listed at the end of the step-by-step. The assessment will be the result they are given due to their placement, 1st, 2nd, 3rd, etc.
- The Record and Profit and Loss sheets will be collected at this time and will be evaluated using the provided rubric. They are worth 20 points.

Advanced Preparation by the Teacher:

- Merchant Simulation pg. 14

- Rubric for record and profit and loss sheets
- Large area
- 10 oranges (for the 10 groups)
- Cones (get from gym teacher)
- Paper and pencil (for recording during game)
- Profit and Loss Statements (previous lesson)
- Record sheets (previous lesson)
- Updated bulletin board:
 - White Decision Cards
 - Blue Consequence Cards- for Decision 2 and 3
 - Fate Cards

Procedure:

Introduction/Motivation:

As a recap, ask the students, “What aspect of colonial times did we learn about during our previous lesson?” Listen for answers. **(Bloom: Knowledge; Gardner: Verbal/Linguistic)**
 Answer: We watched a few clips and discussed the type of music that was incorporated at a celebration during the colonial time period. We also discussed the importance of publicizing our businesses by promoting a Fourth of July celebration. Have one student from every store return to the interactive bulletin board to claim their Consequence Card from the appropriate slot. **(Bloom: Application; Gardner: Bodily/Kinesthetic)** Then, ask the students, “Did the businesses who contributed to the celebration make a profit?” Listen for answers. **(Bloom: Knowledge; Gardner: Verbal/Linguistic)** Yes, those businesses did receive more profits. Have the students take out their record sheets and write in the Consequence Card results for their decision made about the celebration. Then, have the students take out their Profit and Loss Statements and figure out the next year’s sales income and their profit or losses based on the Consequence Card information. **(Bloom: Comprehension/Application; Gardner: Visual/Spatial)** Tell the students that their celebration budget decision will be reflected in the advertising expenses. They should already know how this works, but guide the students where needed. Tell the students that today, we are going to discuss price cuts and how they can be beneficial to profit increases.

Step-by-Step Plan:

1. Have the students get into their business groups.
2. Hand out Merchant Decision 3, page 14, to every student and read the situation aloud to the class: “Recently, you read the following comment in a leading national magazine: ‘When stores cut their prices and hold sales, they have a larger turnover of their goods and they make a higher profit.’”
3. Ask the students, “Why would it make sense to cut the prices at your general store to make a higher profit?” Listen for answers. **(Bloom: Analysis; Gardner: Verbal/Linguistic)** Answers may consist of these: By reducing prices, people may be more likely to purchase more than what is needed at that particular time because they know that the price will eventually return to where it used to be. OR By reducing prices

at our store, more people may actually leave their original shopping spot and go to where the prices are lowered, bringing more customers and greater profit to a business.

4. After discussing this question, ask the students, “Do you think that price cuts would harm our profits?” Listen for answers. **(Bloom: Analysis; Gardner: Verbal/Linguistic)**
Answers may consist of these: No, everyone may believe that they are good for their business. OR Yes, price cuts would harm their profits because if everyone reduces their prices, no one store will receive more business over another.
5. Tell the students that they will not be making this decision about price cuts for their own store this time; it will be determined by playing an active game.
6. Take the students to a gym or large area where they can run, jump, skip, etc.
7. Have all of the groups line up to do a relay race. Each group needs to choose one group member to begin, and then every member will have a chance to participate after.
8. Explain these directions for the game: **(Bloom: Application; Gardner: Bodily/Kinesthetic)**
 - The goal of the game is for every group member to transport an *orange* (the fruit) to the other side of the gym, around a cone, and back to their starting spot.
 - The trick is that they have to transport this orange using the fewest number of body parts possible, AND they cannot use their hands no matter what.
 - For every body part that they use, they will be charged \$1.00. For instance, if a person puts the orange between their chin and their chest, they will be charged \$2.
 - During the relay, one member of the group must record the number of body parts used during each turn.
 - The next trick is that every group member must practice a different locomotor skill (walk, run, hop, skip, slide, crawl, etc.) while transporting the orange.
 - Finally, at the end, each group needs to add up the number of body parts they used, which will equal the number of dollars they are charged.
 - The teacher needs to record who came in first, second, third, and fourth, out of the 4 stores in each community. One set of stores will compete against each other: A, B, C, D *and* the other stores will compete against those in their community.
9. Have the students return back to the classroom to discuss the results of the game.
10. These are the results:
 - 1st place (lowest money charged): cut prices 15%, making 250% profit
 - 2nd place : cut prices 10%, making 200% profit
 - 3rd place: cut prices 5%, making 150% profit
 - 4th place(highest money charged): NOT cut prices, Lose 10% of sales
11. Have these results written on the Blue Consequence note cards (should be 3 of each note card since there will be 3 groups representing 1st-4th places). There are 3 of each of the stores A, B, C, D.
12. Give the appropriate businesses their cards and have them take out their budget sheets from the previous lesson. They must record their profits or losses again. This information will be for Year 3. (For example, if they made a 250% profit, they will calculate 250% of the previous year’s sales income to determine this year’s sales income. **(Bloom: Application; Gardner: Visual/Spatial)**)
13. After having each group update their sales income, have stores C and D from all 3 communities return to the interactive bulletin board to draw a fate card for their store.

14. Tell them that these profits and losses need to be reflected in the Upkeep expenses.
15. Then, have each member take out their record sheet and update that sheet with the decision that was made based off the game. They must also add the result from the Consequence Cards.
16. At this point in time, tell the students to turn in the Profit and Loss statements and their Record sheets so that the teacher can see if they are keeping up to date and doing their math correctly.

Closure:

After completing their Profit and Loss Statements and their Record sheets, bring the class together for discussion. Ask the students, “Why do you think that I chose to use this type of activity to help make your next decision?” Listen for answers. **(Bloom: Evaluation; Gardner: Verbal/Linguistic)** Tell the students that sometimes decisions with businesses cannot be controlled. For instance, you may have an extra supply of apples that are not selling because they are just too expensive for people to buy. If these items are not selling, you are actually going to lose money because they will eventually go bad. To get the items to sell, you have to have a sale so that people will buy them before you lose all of your profit. Tell the students that this is called “Supply and Demand.” If you have an over-supply of something, you may need to cut the price to get them to sell. If there is a high demand for a product, but you have only a limited supply, you may want to increase the prices. You will make more profits because people will buy them because it is a necessity. As a business owner, you do not always control what needs to happen in your business to keep profits coming.

Adaptations/Enrichment:

Girl with ADHD: When it is time to hand out papers, I will let the girl distribute them to the class. When it is time to participate in game, I may suggest that this student be the recorder so that she is staying on task.

Boy with Listening Comprehension Disability: This student has a hard time completing tasks when there are many steps explained at once. When the student has to complete the budget and record sheet, I will go through each step with this student so that he can see how to do it. Then, I will type up directions so that he can follow them next time.

Girl with Visual Impairment: When it is time to work through the Merchant Simulation booklet page, I can enlarge the print so this student can read the decision easier. Then, I will also be sure to write the Consequence cards larger for this student to read.

Boy with Hearing Impairment: For this student, I can also provide the student with directions about what to do when filling out the budget and record pages. If the student has written directions in front of him, then he should be able to keep up with this activity

Self-Reflection:

1. Were the students able to make the connection between the activity and how the decision process worked?

2. Did the students enjoy the activity?
3. Was the activity challenging enough for the students? Did they try to use the fewest number of body parts total?
4. How are the budget and record sheets working out? Do the students understand this process?
5. Is there anything I need to consider that will help with the math portion of this activity?

MERCHANTS' DECISION 3

Directions:

Step 1 Spend about 5-10 minutes reading the following problem and answering for yourself the questions related to the problem.

Step 2 After 5-10 minutes, discuss with your partners the problem, the questions, and the possible answers.

Step 3 After about 10-15 minutes of discussion, one partner fills in the STORE DECISION space.

Step 4 Each partner writes comments on the results he/she expects the decision to have. (If you disagreed with your partners, this is your opportunity to show in writing that you do not think the majority decision is a correct one!)

Recently you read the following comment in a leading national business magazine: "When stores cut their prices and hold sales, they have a larger turnover of their goods and they make higher profits." You decide to discuss this advice with your partners.

QUESTIONS TO CONSIDER

1. Should you take this advice seriously and try cutting your prices?
2. What would likely happen if you cut your prices 5%? 10%? 15%?
3. What would likely happen if you cut your prices and your competitors do not?
4. What if your competitors cut their prices and you do not?
5. ?

DECISION After you and your partners have talked over the above questions, you will have to make a decision about whether or not to hold more sales and to cut your prices. If you decide to cut prices, you must decide by how much: 5%? 10%? 15%? **Note well:** Follow the model on pages 11-12 to write your **STORE DECISION** and **PARTNERS' COMMENTS**. Use your own paper.

Name _____ Date _____

Record Sheets/ Profit and Loss Statements

	Criteria					Points
	0	1	2	3	4	
Completion of Record Sheet	None of the record sheet is completed.	Some, but not all, of the 3 parts are completed for each of the 3 days.	All 3 parts of the record sheet are completed for 1 day.	All 3 parts of the record sheet are completed for 2 days.	All 3 parts of the record sheet are completed for 3 days.	
Completion of Profit and Loss Statement	None of the Profit and Loss Statement is completed.	Some, but not all, of Year 1, 2, and 3 are filled in.	Year 1 is the only one completely filled in.	Year 1 and 2 are completely filled in.	Year 1, 2, and 3 are completely filled in.	
Mathematical Calculations	There are 7 or more errors in math calculations.	There are 5-6 errors in math calculations.	There are 3-4 errors in math calculations.	There are 1-2 errors in math calculations.	All of the Profit and Loss mathematical calculations are correct.	
Consistency with Group	The math statistics are inconsistent with the other 4 group members.	X	X	X	The math statistics are consistent with the other 4 group members.	
					Total	___/20

Unit Plan: Lesson 6

Lesson: Art-“On the Move”

Grade Level: 5th grade

Academic Standard(s):

Social Studies:

- 5.3.4 Places and Regions: Locate Native American Indian and colonial settlements on maps and suggest reasons for the locations of these places.

Visual Arts:

- 5.7.1 Apply elements (line, shape, form, texture, color, value, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis, and unity) in work that effectively communicates ideas.

Performance Objectives:

- Using their *Indiana Social Studies* textbook, the students will gather at least 3 important resources that would be beneficial to their business if they re-located to one of the 3 colonies.
- Given a sheet of butcher paper and colored utensils, the students will create a map of their chosen colony by including these 3 required elements: line, shape, and color, to effectively communicate which colony they drew.
- After creating the map of the colony, the students will sketch/draw at least 3 important resources that would be beneficial to their business if they re-located to this particular colony.

Advanced Preparation by Teacher:

- Unit 3, Chapter 5 (*Indiana Social Studies* Textbook)
- Butcher Paper
- Markers/Crayons/Colored Pencils

Lesson Plan:

- The teacher will review with the students what their previous decision was for their business (whether or not to cut prices). Then, the teacher will introduce their next decision: Will you move the location of your business? Why or why not?
- The teacher will explain which of the original 13 colonies each of the community of businesses are located in: one community is currently located in the New England Colonies, another in the Middle Colonies, and the last in the Southern Colonies.
- Then, the teacher will give each group a large sheet of butcher paper and the colored utensils. **Then, she will explain the directions the students: Using chapter 5 in their textbooks, the students need to look at the maps, read about the land, and note what would be beneficial to their business in one of the 3 colonies.**

- After organizing this information, the students need to draw a map of the colony they chose to re-locate to, sketch at least 3 important resources beneficial to their business, and include a key that specifically states what their pictures represent on the map.
- After designing the map, the group needs to work together to write a paragraph explaining why they chose to move to this new colony or why they chose to stay in their original colony. What aspects of that colony are beneficial to your business?
- The teacher will use this information to create the Consequence Cards for the following day to update their Profit or Loss Statements for their businesses.

Assessment: The teacher will have each group present their map of their chosen colony to the rest of the class, explaining why they made the move. Then, she will collect the maps and check to see if the groups' resources align with their chosen colony. Each correct resource will be 5 points (3 resources required).

Results for Consequence Card

- store in Sales Income is 10%. All others in the town increase 1%
- b. If two stores in the same town stage the Fourth of July event, the increase to these stores in Sales Income is 15% each. All others in the town increase 5%.
 - c. If three stores in the same town stage the Fourth of July event, the increase to the three stores in Sales Income is 18% each. The fourth store in the town increases 1%.
 - d. If all four stores in the town stage the Fourth of July event, the increase in Sales Income to each is 20%.
3. Help the partnerships record the consequences of their decisions on their PROFIT AND LOSS STATEMENTS. If a store participated, it must add \$200 to advertising expenses for this year.
 4. Discuss and evaluate DECISION 2. Among the topics you might want to cover:
 - a. What was a Fourth of July celebration like in 1910?
 - b. Why were Fourth of July celebrations so important?
 - c. What would people think of merchants who sponsored such a celebration today?
 - d. Why might people tend to do their business at a store that sponsors such a celebration?

HOUR 6

OBJECTIVES:
(Same as Hour 4.)

MATERIALS:
(Same as Hour 4.)

PROCEDURES:

1. Follow procedure 1, Hour 4, except work with DECISION 3.
2. Once the partnerships have completed DECISION 3, read the following consequences: Increase in SALES INCOME over the previous year:

	A*	B	C
Cut prices 5% =	125%	130%	150%
Cut prices 10% =	150%	170%	200%
Cut prices 15% =	180%	200%	250%

*A = If all stores in same town cut prices at least 5%.
 B = If two or three stores in same town cut prices at least 5%. (Stores in same town not cutting prices at least 5% each lose 10% of their sales.)
 C = If only one store cuts prices at least 5%. (All other stores each lose 20% of their sales.)
3. Have each partnership complete PROFIT AND LOSS STATEMENTS for the year.
4. Topics for discussion and evaluation:
 - a. Why do sales increase the amount of merchandise sold?

- b. Is there actually any more money spent at sales than would have been spent otherwise?
- c. Where does this money come from?
- d. Sales mean more merchandise sold but less profit for each item sold. How can this affect business?

HOUR 7

OBJECTIVES:
(Same as Hour 4.)

MATERIALS:
(Same as Hour 4.)

PROCEDURES:

1. Follow procedure 1, Hour 4, except work with DECISION 4.
2. Once each partnership has completed DECISION 4, read the following consequences: Sales Income compared with previous year's Sales Income

- STORE A:** If no stores move = 100%
 If only A moves = 130%
 If A and 1 or 2 other stores move = 120%
 If A does not move and 1 or more other stores move = 85%
 If all stores move = 110%
- STORE B:** If no stores move = 100%
 If only B moves = 130%
 If B and 1 or 2 other stores move = 120%
 If B does not move and another store does move = 80%
 If all stores move = 110%
- STORE C:** (Store C should not move)
 If no store moves = 150%
 If 1 store moves = 130%
 If 2 stores move = 120%
 If all stores move = 110%
- STORE D:** If no stores move = 100%
 If only D moves = 130%
 If D and 1 or 2 other stores move = 115%
 If D does not move and another store does move = 80%
 If all stores move = 110%

3. Have the partnerships fill out their PROFIT AND LOSS STATEMENTS for the year.
4. Among topics for discussion and evaluation:
 - a. What did the coming of the automobile mean to the world?
 - b. What did the automobile mean to the buggy shops, livery stables, etc.?
 - c. Why would stores want to move or have to move because the main street moved?
 - d. What would happen to stores that did not

Unit Plan: Lesson 7

Lesson: PE: Fine Motor- New Merchandise

Grade Level: 5th grade

Academic Standard(s):

Social Studies:

- 5.1.7 Colonization and Settlements: 1607 to 1763. Identify and locate the 13 British colonies that became the United States and describe daily life (political, social, and economic organization and structure). (Only working on the underlined portions at this time).

Performance Objectives:

- Given the Merchant simulation page 16, the students will make 1 mutual decision as a group in which one group member will write down their decision on a white note card, called a Decision card.
- Using any of the materials available, the students will create a window display for a merchandise line that must include these 3 items: a drawing of the merchandise, a short description, and it must be creative and colorful.

Advanced Preparation by Teacher:

- Profit and Loss Statements/Record Sheets (given in previous lessons)
- White and colored paper
- Markers/Colored Pencils/Crayons
- Scissors and glue
- Tissue boxes, shoe boxes, toilet paper rolls, etc. (items students bring from home)
- Student Checklist
- Merchant Simulation pg. 16
- White Decision Cards

Lesson Plan:

- The students need to return to the interactive bulletin board to collect their Consequence Card from the decision they made during the previous lesson. Then, they need to use that information to update their Profit and Loss Statements and their Record Sheet.
- Then, the teacher needs to have a brief discussion about the results and why the students either gained or lost profits.
- Then, the teacher needs to explain the next business decision for the students' economic businesses: Will you add a new merchandise line? Why or why not? What will it be? Do you believe it will increase your profit?
- After following the discussion procedure used in previous lessons, the students need to write their decision on a Decision Card and return it to the appropriate slot on the interactive bulletin board. The teacher will collect these after school to determine the consequence of these decisions.

- Then, the teacher needs to introduce the P.E. Fine Motor portion of the lesson: the students will create a window display for their new Merchandise line. If they chose not to add a new line, they still must create a display for one of their merchandise lines.
- The students can use *any* materials that are available to create this display: boxes, paper, writing utensils, paper towel rolls, glue. (They will use their fine motor skills to write, cut, draw, etc.) Items they will be graded on: drawing of merchandise, short description, and creativity.

Assessment: The teacher will assess their decision by collecting the Decision Cards from the interactive bulletin board and using a student checklist, the teacher will give each student completion points for completing the decision correctly. The teacher will use the provided rubric to assess the window displays.

Window Display Rubric

	Criteria					Points
	0	1	2	3	4	
Drawing of Merchandise	Does not include a drawing of the merchandise.	X	X	X	Includes a drawing of the merchandise.	
Description	Does not include a description of the merchandise at all.	X	X	X	Includes a description of the merchandise: at least one sentence.	
Creativity	The display has no color, does not incorporate different materials, and lacks organization	Display lacks color and other materials, but is neat and/or organized.	Display is somewhat creative: colorful, neat, and organized. Needs more materials.	Display is somewhat creative: colorful and incorporates different materials.	Display is very creative: colorful, neat, organized, incorporates different materials.	
					Total	

MERCHANTS' DECISION 5

Directions:

Step 1 Spend about 5-10 minutes reading the following problem and answering for yourself the questions related to the problem.

Step 2 After 5-10 minutes, discuss with your partners the problem, the questions, and the possible answers.

Step 3 After about 10-15 minutes of discussion, one partner fills in the STORE DECISION space.

Step 4 Each partner writes comments on the results he/she expects the decision to have. (If you disagreed with your partners, this is your opportunity to show in writing that you do not think the majority decision is a correct one!)

Your store does not carry a number of merchandise lines. You wish to increase your merchandise lines, and you have concluded that you have room for one additional line. At the present time not one of your competitors carries any of the following five merchandise lines: automotive supplies, camera equipment, feed and seed supplies, electrical fixtures and supplies, a soda fountain. You and your partners need to decide whether you wish to add one of these new lines or one of the lines you ignored when you began your store.

QUESTIONS TO CONSIDER

1. Should you gamble with a new line that might either flop or be highly successful?
2. Should you play it safe by choosing an old reliable line that will guarantee you at least some profit?
3. At this moment in history what merchandise line does the public most likely want?
4. ?

DECISION Your partnership should discuss the above questions while examining and choosing one merchandise line from this list:

- 1 dry goods (men's, women's, children's ready-to-wear for work and dress; sheets, bedding, towels, yard goods)
- 2 notions (sewing and knitting supplies)
- 3 groceries and meats
- 4 hardware (farm, garden, carpentry, plumbing tools and supplies)
- 5 paint and painting supplies
- 6 shoes (work, dress, boots)
- 7 variety (combs, ash trays, small gifts)
- 8 drugs and a druggist
- 9 furniture
- 10 sporting goods (hunting, fishing, guns)
- 11 automotive supplies
- 12 feed and seed supplies
- 13 electrical tools, supplies, and fixtures
- 14 soda fountain
- 15 cameras and photography equipment

Note well: Follow the model on pages 11-12 to write your **STORE DECISION** and **PARTNERS' COMMENTS**. Use your own paper.

Results for Consequence Cards

- move? Why?
 e. What would be the reasons for the \$10,000 moving costs?

HOOR 8

OBJECTIVES:
 (Same as Hour 4.)

MATERIALS:
 (Same as Hour 4.)

PROCEDURES:

- Follow procedure 1, Hour 4, except work with DECISION 5.
- Once the partnerships have completed DECISION 5, read the following consequences:
 INCREASE IN SALES

Merchandise Line Added	A*	B	C	D
#11 =	25%	15%	10%	5%
#12 =	10%	8%	5%	1%
#13 =	25%	15%	10%	5%
#14 =	25%	10%	8%	5%
#15 =	20%	10%	8%	5%
#1-#10 =	0%	6%	5%	4%

*A = Exclusive (only one store in town).

B = Two stores in town handle the line.

C = Three stores in town handle the line.

D = All stores in town handle the line.

- Have partnerships complete their PROFIT AND LOSS STATEMENTS.
- Among topics for discussion:
 - New lines and why they were new: auto supplies, feed and seed supplies, electrical supplies, soda fountain, photography. (Feed might not actually be new since some stores would have handled this for many years.)
 - Why different lines mean more profit than others.
 - Why having an exclusive line means a bigger percentage of profit.

HOOR 9

OBJECTIVES:
 (Same as Hour 4.)

MATERIALS:
 (Same as Hour 4.)

PROCEDURES:

- Follow procedure 1, Hour 4, except work with DECISION 6.
- Once partnerships have made DECISION 6, announce that there is no change in SALES INCOME for this year. Have partnerships fill out their PROFIT AND LOSS STATEMENTS using the same SALES INCOME as last "year."
- Among topics for discussion:
 - What were your personal feelings about each salesman?

- Did these feelings affect your decision?
- Did promises of lower prices influence you?
- Can you always believe such promises?
- What if the Sure Shot Company goes bankrupt?
- What about special orders?
- Did you consider ordering from more than one salesman?

HOOR 10

OBJECTIVES:
 (Same as Hour 4.)

MATERIALS:
 (Same as Hour 4.)

PROCEDURES:

- Follow procedure 1, Hour 4, except work with DECISION 7.
- Once the partnerships have made DECISION 7, read the following results:
 - If all stores in the same town agree to a 25% raise, it is accepted and the partnerships add 25% to their labor costs.
 - If all stores in the same town agree to no raises, the clerks must accept or all go on strike = No change in labor costs.
 - If all stores in the same town agree to a raise less than 25% (say 10 or 15%), the raise is accepted and the partnerships must add this cost to their labor costs.
 - If one store in the town offers a 25% raise and the others offer less, the clerks accept the 25% and strike the other stores. The store offering the 25% must add this amount to its labor costs. This store also has a 10% increase in Sales Income. All other stores lose 10% from their Sales Income for the year.
 - If other decisions arise, use your own judgment.
- Among topics for discussion:
 - Why would employees ask for a raise?
 - Do you believe the employees deserve a raise? How much? Why?
 - How would an employee raise affect your business? Your profits?
 - Could you give employees a raise, but fire others so your total labor expenses would stay the same?
 - If the employees go on strike, what are your alternatives? How does this affect business? Your profits?

HOOR 11

OBJECTIVES:
 (Same as Hour 4.)

MATERIALS:
 (Same as Hour 4.)

Unit Plan: Lesson 8

Lesson: Drama- The Wholesaler Decision

Grade Level: 5th grade

Academic Standard(s):

Social Studies:

- 5.1.7 Colonization and Settlements: 1607 to 1763. Identify and locate the 13 British colonies that became the United States and describe daily life (political, social, and economic organization and structure). (Only working on the underlined portions at this time).

Fine Arts: Theatre:

- 5.6.4 Create spontaneous dialogue to express feelings.

Performance Objectives:

- Given the Merchant simulation page 17, the students will make 1 mutual decision as a group in which one group member will write down their decision on a white note card, called a Decision card.
- Given the Merchant simulation page 17, the students will create spontaneous dialogue in which they must demonstrate these 3 aspects: taking on the role of a colonial character, discuss the decision of which wholesaler to buy stock from, and come to a mutual conclusion as business partners.

Advanced Preparation by the Teacher:

- Merchant Simulation pg. 17
- White Decision Cards
- Student Checklist

Lesson Plan:

- The students need to return to the interactive bulletin board to collect their Consequence Card from the decision they made during the previous lesson. Then, they need to use that information to update their Profit and Loss Statements and their Record Sheet.
- Then, the teacher needs to have a brief discussion about the results and why the students either gained or lost profits.
- Next, the teacher needs to explain the next business decision for the students' businesses: You are presented with the background of three wholesalers from whom you may purchase your stock from. Which company will you choose to buy from? (Teacher needs to explain what a wholesaler is and why this is important to a business.)
- Following the discussion procedure used in previous lessons, the students need to act out this decision as if they were truly having a business meeting during the colonial era. They need to take on the roles of the business partners. The students also need to consider what would be important to a colonial general store when dealing with a wholesaler.

- The teacher will randomly select a few different groups to re-enact their impromptu skit for this decision.
- Then, the students must write their decision on a Decision Card and return it to the appropriate slot on the interactive bulletin board. The teacher will collect these after school to determine the consequence of these decisions.

Assessment: The teacher will assess their decision by collecting the Decision Cards from the interactive bulletin board and using a student checklist, the teacher will give each student completion points for completing the decision correctly. Because this is impromptu, I will not grade the students on specific criteria. As I walk around and observe, I will give participation points to all of the groups who are getting into character.

MERCHANTS' DECISION 6

Directions:

Step 1 Spend about 5-10 minutes reading the following problem and answering for yourself the questions related to the problem.

Step 2 After 5-10 minutes, discuss with your partners the problem, the questions, and the possible answers.

Step 3 After about 10-15 minutes of discussion, one partner fills in the STORE DECISION space.

Step 4 Each partner writes comments on the results he/she expects the decision to have. (If you disagreed with your partners, this is your opportunity to show in writing that you do not think the majority decision is a correct one!)

During the last week three different salesmen from three different wholesalers visited your store. You told them you would decide by tomorrow which wholesaler you would buy your stock from.

Mr. Ecks of Sure Shot The first salesman to call on you was Eddie Ecks of the Sure Shot Wholesale Company. Sure Shot is a new company and Eddie Ecks is a handsome, well-dressed, charming, fast-talking, and hard-selling salesman. He guarantees you that his company will provide you with any line of merchandise you need and will do it more cheaply than any other wholesaler. The catch in buying from Mr. Ecks is that Sure Shot demands an exclusive contract. This means that if you decide to buy from Sure Shot, you must buy everything from them. Eddie claims that this is the only way Sure Shot can control stock and guarantee you the lowest prices.

Mr. Wye of General Wholesale William Wye was the second salesman to call. He is also young and energetic, but he does not have the hard sales pitch that Eddie Ecks does. Over coffee William explained that his company guarantees that it will provide you with all lines of merchandise you need. He pointed out that General Wholesale does not care if you buy from other wholesalers. He also guaranteed speedy delivery and help in setting up new lines. He also assured you that General Wholesale's prices will be competitive with any other wholesalers. The only catch is that you must buy all items you order in lots of a dozen or more. This means, for example, that if you were to buy pins, plows, or horse saddles from General Wholesale, you would have to order at least 12 of each. William explained that only through such quantity buying could General Wholesale offer you the low prices and service for which the company is famous.

Mr. Zed of A. H. Friendly The third salesman visiting you was your old friend Zackary Zed of A. H. Friendly Wholesale House. You have been doing most of your buying from Zack ever since you opened your store. His service has always been excellent though you have often grumbled a little about prices which seem a little high. Among Friendly Wholesale's extra services have been help in preparing your advertising and advice on window displays. Zack's company does not care if you order from other companies and they do not tell you how many items you must order. However, the main problem with Friendly Wholesale is that the company leadership does not always show imagination. For example, Friendly Wholesale almost never risks carrying a new line of merchandise until the item has proven itself by selling well. Instead, Friendly just keeps plugging away with the same old lines of merchandise, year after year.

QUESTIONS TO CONSIDER

1. What are each company's strengths?
2. What are each company's weaknesses?
3. How much should our decision about which company to buy from be influenced by whether we like or dislike the company's salesman?
4. What are our store's present sales needs?
5. Which company would likely best fill our present needs?
6. ?

DECISION Since your store must regularly order merchandise, you must make a decision. Which wholesaler will you buy from? Discuss the questions above and make your decision. **Note well:** Follow the model on pages 11-12 to write your **STORE DECISION** and **PARTNERS' COMMENTS**. Use your own paper.

Results for Consequence Cards

- move? Why?
 e. What would be the reasons for the \$10,000 moving costs?

HOUR 8

OBJECTIVES:
 (Same as Hour 4.)

MATERIALS:
 (Same as Hour 4.)

PROCEDURES:

1. Follow procedure 1, Hour 4, except work with DECISION 5.
2. Once the partnerships have completed DECISION 5, read the following consequences:

Merchandise Line Added	A*	B	C	D
#11 =	25%	15%	10%	5%
#12 =	10%	8%	5%	1%
#13 =	25%	15%	10%	5%
#14 =	25%	10%	8%	5%
#15 =	20%	10%	8%	5%
#1-#10 =	0%	6%	5%	4%

- *A = Exclusive (only one store in town).
- B = Two stores in town handle the line.
- C = Three stores in town handle the line.
- D = All stores in town handle the line.

3. Have partnerships complete their PROFIT AND LOSS STATEMENTS.
4. Among topics for discussion:
 - a. New lines and why they were new: auto supplies, feed and seed supplies, electrical supplies, soda fountain, photography. (Feed might not actually be new since some stores would have handled this for many years.)
 - b. Why different lines mean more profit than others.
 - c. Why having an exclusive line means a bigger percentage of profit.

HOUR 9

OBJECTIVES:
 (Same as Hour 4.)

MATERIALS:
 (Same as Hour 4.)

PROCEDURES:

1. Follow procedure 1, Hour 4, except work with DECISION 6.
2. Once partnerships have made DECISION 6, announce that there is no change in SALES INCOME for this year. Have partnerships fill out their PROFIT AND LOSS STATEMENTS using the same SALES INCOME as last "year."
3. Among topics for discussion:
 - a. What were your personal feelings about each salesman?

- b. Did these feelings affect your decision?
- c. Did promises of lower prices influence you?
- d. Can you always believe such promises?
- e. What if the Sure Shot Company goes bankrupt?
- f. What about special orders?
- g. Did you consider ordering from more than one salesman?

HOUR 10

OBJECTIVES:
 (Same as Hour 4.)

MATERIALS:
 (Same as Hour 4.)

PROCEDURES:

1. Follow procedure 1, Hour 4, except work with DECISION 7.
2. Once the partnerships have made DECISION 7, read the following results:
 - a. If all stores in the same town agree to a 25% raise, it is accepted and the partnerships add 25% to their labor costs.
 - b. If all stores in the same town agree to no raises, the clerks must accept or all go on strike = No change in labor costs.
 - c. If all stores in the same town agree to a raise less than 25% (say 10 or 15%), the raise is accepted and the partnerships must add this cost to their labor costs.
 - d. If one store in the town offers a 25% raise and the others offer less, the clerks accept the 25% and strike the other stores. The store offering the 25% must add this amount to its labor costs. This store also has a 10% increase in Sales Income. All other stores lose 10% from their Sales Income for the year.
 - e. If other decisions arise, use your own judgment.
3. Among topics for discussion:
 - a. Why would employees ask for a raise?
 - b. Do you believe the employees deserve a raise? How much? Why?
 - c. How would an employee raise affect your business? Your profits?
 - d. Could you give employees a raise, but fire others so your total labor expenses would stay the same?
 - e. If the employees go on strike, what are your alternatives? How does this affect business? Your profits?

HOUR 11

OBJECTIVES:
 (Same as Hour 4.)

MATERIALS:
 (Same as Hour 4.)

Unit Plan: Lesson 9

Lesson: Reading- Pay Raises

Grade Level: 5th grade

Academic Standard(s):

Social Studies:

- 5.4.9 Identify the elements of a personal budget and explain why personal spending and saving decisions are important.

English/Language Arts:

- 5.2.3 Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas.

Performance Objectives:

- Given two different case studies about granting a raise, the students will make a decision as a group in which one group member will write down their decision on a white note card, called a Decision card.
- Given a benefit/consequence note sheet, the students will write as a group at least 2 possible decisions (savings decisions) that the store owner could make as far as giving a raise.
- Given a benefit/consequence note sheet, the students will write at least 2 benefits and/or 2 consequences of the possible decisions.

Advanced Preparation by the Teacher:

- Profit and Loss Statements and Record Sheet (given in previous lessons)
- White Decision Cards
- Benefit/Consequence Note sheet
- Two case studies (owner and employee viewpoint)
- Student Checklist
- Results for Consequence Cards

Lesson Plan:

- The teacher will review with the students what their previous decision was for their business (which wholesaler to choose).
- Then, the students need to return to the interactive bulletin board to collect their Consequence Card from the decision they made during the previous lesson, and use that information to update their Profit and Loss Statements and their Record Sheet.
- After updating these important sheets, the teacher will introduce the new decision for this lesson by handing out two different case studies to each group. One case study is written from the store owner's viewpoint and the other is from the employee viewpoint.
- The students are to read both case studies as a group concerning the topic of granting a raise. After they read, they must complete the Benefit/Consequence Note Sheet over the readings. The directions are on the note sheet.

- After filling out the note sheet, the students need to discuss the possible decisions and then make *their* group decision by writing the decision on a White Decision Card and returning it to the interactive bulletin board. The teacher will collect these after school to determine the consequence of these decisions.

Assessment: The teacher will assess their decision by collecting the Decision Cards from the interactive bulletin board and using a student checklist, the teacher will give each student completion points for completing the decision correctly. To assess the groups Benefit/Consequence note sheet, the teacher will collect the sheets. Since the students must have at least 2 possible decisions and at least 1 benefit and consequence to go with each decision, the note sheet will be worth 6 points (1 point for each box).

Results for Consequence Card

- move? Why?
 e. What would be the reasons for the \$10,000 moving costs?

HOUR 8

OBJECTIVES:
 (Same as Hour 4.)

MATERIALS:
 (Same as Hour 4.)

- PROCEDURES:**
- Follow procedure 1, Hour 4, except work with DECISION 5.
 - Once the partnerships have completed DECISION 5, read the following consequences:

INCREASE IN SALES

Merchandise Line Added	A*	B	C	D
#11 =	25%	15%	10%	5%
#12 =	10%	8%	5%	1%
#13 =	25%	15%	10%	5%
#14 =	25%	10%	8%	5%
#15 =	20%	10%	8%	5%
#1-#10 =	0%	6%	5%	4%

- *A = Exclusive (only one store in town).
- B = Two stores in town handle the line.
- C = Three stores in town handle the line.
- D = All stores in town handle the line.

- Have partnerships complete their PROFIT AND LOSS STATEMENTS.
- Among topics for discussion:
 - New lines and why they were new: auto supplies, feed and seed supplies, electrical supplies, soda fountain, photography. (Feed might not actually be new since some stores would have handled this for many years.)
 - Why different lines mean more profit than others.
 - Why having an exclusive line means a bigger percentage of profit.

HOUR 9

OBJECTIVES:
 (Same as Hour 4.)

MATERIALS:
 (Same as Hour 4.)

- PROCEDURES:**
- Follow procedure 1, Hour 4, except work with DECISION 6.
 - Once partnerships have made DECISION 6, announce that there is no change in SALES INCOME for this year. Have partnerships fill out their PROFIT AND LOSS STATEMENTS using the same SALES INCOME as last "year."
 - Among topics for discussion:
 - What were your personal feelings about each salesman?

- Did these feelings affect your decision?
- Did promises of lower prices influence you?
- Can you always believe such promises?
- What if the Sure Shot Company goes bankrupt?
- What about special orders?
- Did you consider ordering from more than one salesman?

HOUR 10

OBJECTIVES:
 (Same as Hour 4.)

MATERIALS:
 (Same as Hour 4.)

- PROCEDURES:**
- Follow procedure 1, Hour 4, except work with DECISION 7.
 - Once the partnerships have made DECISION 7, read the following results:
 - If all stores in the same town agree to a 25% raise, it is accepted and the partnerships add 25% to their labor costs.
 - If all stores in the same town agree to no raises, the clerks must accept or all go on strike = No change in labor costs.
 - If all stores in the same town agree to a raise less than 25% (say 10 or 15%), the raise is accepted and the partnerships must add this cost to their labor costs.
 - If one store in the town offers a 25% raise and the others offer less, the clerks accept the 25% and strike the other stores. The store offering the 25% must add this amount to its labor costs. This store also has a 10% increase in Sales Income. All other stores lose 10% from their Sales Income for the year.
 - If other decisions arise, use your own judgment.
 - Among topics for discussion:
 - Why would employees ask for a raise?
 - Do you believe the employees deserve a raise? How much? Why?
 - How would an employee raise affect your business? Your profits?
 - Could you give employees a raise, but fire others so your total labor expenses would stay the same?
 - If the employees go on strike, what are your alternatives? How does this affect business? Your profits?

HOUR 11

OBJECTIVES:
 (Same as Hour 4.)

MATERIALS:
 (Same as Hour 4.)

October 13, 1750

Dear Diary,

It is the year 1750 and my business has been prospering thus far. Settlers from all over the Middle Colonies travel to my market town to bring their crops, livestock, grain, and lumber to trade. Often times, these settlers shop at my general store to buy the items they cannot make, such as shoes, paint, and iron tools. However, to keep my business growing, I have had to hire on about 5 employees to assist me in running the store. Now that the times are moving forward and more and more settlers are relocating to these New World colonies, the cost of living is rising. My employees have requested a raise so that they can continue to support their families. Knowing that a raise is needed because my employees truly are struggling to make ends meet on the frontier or that they could possibly go on strike against my business, I have decided to seriously consider granting this raise. I want to help my employees and I want to keep the hardworking, loyal workers that I have, but this will be a tough decision; I am taking my chances with this raise because it can bring either positive or negative consequences to my business. By permitting the raise, I will have to deduct more from my profits. Then, at any point in time, my business can actually have a reduced amount of sales due to the increased cost of living; other settlers may choose not to purchase my stock. Once I give the raise, I cannot back out. The deal is final! As a store owner, I am faced with a tough decision. What is best for my business?

William Hay

October 13, 1750

Dear Diary,

Today, I was working at Will Hay's general store here in Philadelphia. We finally did it! We asked for a raise! My wife said that I needed to confront Mr. Hay because we are barely surviving with my income. Johnny, Sally, and William have had to stop attending school just to help keep up at home. The livestock need tending to, the crops need to be cared for, and mother needs help preparing food that can go a long way for awhile. Since we are low on money, I have been working extra hours making deliveries for Mr. Pelham at the lumber mill. It doesn't pay much, but a little will make a difference. If Mr. Hay could give me a raise at the store, I may be able to get my children back into school. Then, I may be able to care for the farm rather than be away. I really need this raise! I told my dear wife that he is considering this decision, but I know he faces a tough one and overall, it could end up hurting our family more. If our profit gains decrease and he does choose to grant us the pay raise, it is possible that some will lose their jobs. I do not want that to be me because then we will be in an even bigger bind. What will Mr. Hay do? What should he do? We really need this money right now. I can only hope and wait to see what tomorrow and the future brings.

Matthew Johnson

Benefit/Consequence Note Sheet

Directions: Write at least 2 possible decisions that the store owner could make for his/her general store. Then, write the benefit OR consequence for the owner *and* the benefit OR consequence for the employee. If it is possible that one decision can be both a benefit and a consequence, you may write both.

Possible Decisions	Benefit (owner)	Consequence (owner)	Benefit (employee)	Consequence (employee)

Unit Plan: Lesson 9 ½ - Writing Assignment

*The teacher needs to introduce this writing assignment a few days before the final lesson because the final product will be used in the last lesson of the unit plan. The teacher will have the students work on this assignment during their guided reading group times for the next two days since the students must be doing something with reading and writing during that time.

Lesson: Colonial Narrative

Academic Standard(s):

Social Studies:

- 5.1.7 Colonization and Settlements: 1607 to 1763. Identify and locate the 13 British colonies that became the United States and describe daily life (political, social, and economic organization and structure).

English/Language Arts:

- 5.4.2 Writing: Write stories with multiple paragraphs that develop a situation or plot, describe the setting, and include an ending.

Advanced Preparation by the Teacher:

- Blank paper
- Textbook: *Indiana Social Studies: The United States: Making a New Nation*
- Books about colonial life: (from library)
 - *If You Lived in Colonial Times* by Ann McGovern
 - *In the Middle Colonies* by Deborah Benchmark
 - *Growing Up in a New World: 1607-1775* by Brandon Miller
 - *Colonial Home* by Bobbie Kalman and John Crossingham
 - *American Voices from Colonial Life* by Rebecca Stetoff
 - *Colonial America* by Mary Kay Carson (pg. 38-42)

Performance Objectives:

- Given a blank sheet of paper and guidelines to follow, the students will write a narrative of at least 3 paragraphs that takes place during the colonial time period and must include these items: a situation/plot, a point of view, and a setting.
- When writing the narrative, the students will write 1 paragraph to introduce the character and the setting of the story (the colony in which he/she lives).
- When writing the narrative, the students will write at least 1 paragraph describing the life of this character by including 3 details about colonial life in this colony (such as society, religion, jobs, government, or economy).
- When writing the narrative, the students will write 1 concluding paragraph that includes a solid ending to the story.

Lesson Plan:

- The teacher will recap with the students what this entire unit has covered so far. Ask questions such as “What time period have we been working with? How is this time period different from today?”
- Then, the teacher will introduce the writing assignment, telling the students that this assignment will be due on the last day of this unit (2 days). It can be done in school and the teacher will give the materials needed.
- The students are to write a narrative in which they must write from the perspective of a character in the colonial time period: a farmer/father, a young girl, a new settler, etc.
- In this story, the students must include at least 3 paragraphs: 1) Introducing the character and setting of the story, 2) Describing the plot (the life of the character- must include 3 details about life in colonial times), 3) Ending to the story.
- The students are to have this story completed by the beginning of the social studies lesson on the final day to present to the class, and then turn in to the teacher.

Assessment: The teacher will not collect these stories until the final lesson *after* each student presents their story to the class. The teacher will use a rubric to grade the stories (included in lesson 12).

Unit Plan: Lesson 10

Lesson: Science- Unfortunate Weather

Grade Level: 5th grade

Academic Standard(s):

Social Studies:

- 5.3.9 Human Systems: Identify the major manufacturing and agricultural regions in colonial America and cite ways that agriculture and manufacturing changed between 1600 and 1800.

Science:

- 5.4.5 Explain how changes in an organism's habitat are sometimes beneficial and sometimes harmful.

Performance Objectives:

- Given a blank sheet of paper, the students will identify the major agricultural region of their designated colony by writing at least 1 specific location.
- Given a blank sheet of paper, the students will list at least 2 reasons explaining why or why that region is not a major agricultural area.
- By observing the 4 plants and having a grand discussion, the students will explain orally 1) how weather can be either beneficial or 2) how it can be harmful to crops.

Advanced Preparation by the Teacher:

- Blank Paper
- Consequence Cards
- Pre-grown bean plants (4)- can be grown or bought
- White Decision Cards
- Student Checklist
- Merchant Simulation page 19
- Results for Consequence Cards

Lesson Plan:

- The teacher will review with the students what their previous decision was for their business (whether or not to give a raise). Then, the students need to return to the interactive bulletin board to collect their Consequence Card from the decision they made in previous lesson.
- The students need to use that information to update their Profit and Loss Statements along with their Record Sheet. Meanwhile, the teacher needs to have a brief discussion about the results and the losses or gains.
- Assign each different store of partners one of the 3 colonies: New England, Middle, or Southern Colonies. They need to use their textbooks to identify where the major agriculture regions were in their designated colony. Then, they need to give at least 2 reasons for why that region is or is not a major agricultural area.

- The teacher needs to have a discussion about their lists and lead into the science activity: Ask, “What other factors can occur in these highly agricultural areas that may be harmful to the crops/plantations? Can these changes be beneficial in any way?” Discuss.
- Bring out your 4 pre-grown plants. One should have been treated as if in a drought (no water). One should have been treated as if in a flood (too much water). One should have been treated as if in the cold (freezer). One should have been cared for properly- food, water, sunlight.
- Have the students observe the different plants. Explain what type of weather they have been through. Then, have a discussion with the students about how the weather could have been an unfortunate event for farmers in the colonial time period; some lost their crops.
- Introduce next decision: Merchant Simulation page 19. Decision: Will you give credit to farmers who lost their crops and cannot pay for needed merchandise? Students will follow the same routine and one member must write their decision on a white decision card to return to the interactive bulletin board.

Assessment: The teacher will assess their decision by collecting the Decision Cards from the interactive bulletin board and using a student checklist, the teacher will give each student completion points for completing the decision correctly. The teacher will conduct an informal assessment of observation regarding the answers to the plant/crop questions. This will all be part of a grand discussion.

MERCHANTS' DECISION 8

Directions:

Step 1 Spend about 5-10 minutes reading the following problem and answering for yourself the questions related to the problem.

Step 2 After 5-10 minutes, discuss with your partners the problem, the questions, and the possible answers.

Step 3 After about 10-15 minutes of discussion, one partner fills in the STORE DECISION space.

Step 4 Each partner writes comments on the results he/she expects the decision to have. (If you disagreed with your partners, this is your opportunity to show in writing that you do not think the majority decision is a correct one!)

Ever since you opened your store's door for business you have given credit to almost anyone who asked for it. For example, you have allowed farmers to pay their bills when their crops were sold. Sometimes persons have taken over a year to pay their bills. A few have even gone bankrupt and have never been able to pay you for the merchandise they purchased. (Each year you have been losing about \$1,200 in unpaid bills. This figure is part of your UPKEEP expenses.) This year is going to be a bad one for farmers' crops because of the weather. And in town many people do not have steady work and can find only part-time jobs. If this trend continues and you keep giving credit to customers, you will probably lose at least \$3,000 in bad debts this year alone.

QUESTIONS TO CONSIDER

1. What will happen to your business if you lose \$3,000 or more this year?
2. Will your customers remain loyal to you and buy from you if you cut off their credit? Or will they go elsewhere? Do they even have the cash to buy from anyone?
3. Should you allow your customers credit, but only up to a certain amount, say \$30?
4. ?

DECISION Discuss the above questions and make a decision about whether or not you will continue to give your customers credit. **Note well:** Follow the model on pages 11-12 to write your **STORE DECISION** and **PARTNERS' COMMENTS**. Use your own paper.

STORE DECISION:

Results for Consequence Cards

PROCEDURES:

1. Follow procedure 1, Hour 4, except work with DECISION 8.
2. Once partnerships have made DECISION 8, read the following consequences:
 - a. If one to three stores in town go on cash, reduce their expenses for UPKEEP to \$800 and their sales by 20%. Add 25% sales to the stores that keep credit and make their UPKEEP expenses \$3,000.
 - b. If all stores in town go on cash basis, reduce their expenses for UPKEEP to \$800 and their sales by 10%.
 - c. If all stores in town retain credit, leave SALES INCOME the same as last year's and increase UPKEEP expenses to \$3,000.

Rationale: In the first two decades of the twentieth century, giving long-term credit to farmers was customary. Stores that tried to sell for cash lost business by it.

3. Have partnerships complete PROFIT AND LOSS STATEMENTS for the year.
4. Among topics for discussion:
 - a. Why was credit so important to farmers during this period of time?
 - b. Is credit still important to farmers? Why?
 - c. Is credit buying important to other people? Why?
 - d. Why do some people fail to pay off their debts?
 - e. What can the merchant do about those losses?

HOOR 12

OBJECTIVES:
(Same as Hour 4.)

MATERIALS:
(Same as Hour 4.)

PROCEDURES:

1. Follow procedure 1, Hour 4, except work with DECISION 9.
2. Once the partnerships have completed DECISION 9, read the following consequences:
 - a. New lines:

Merchandise	A*	B	C	D
Line Added				
• Major Appliances	25%	20%	15%	10%
• Record Players	12%	8%	4%	3%
• Cosmetics	10%	6%	4%	2%
• Toys	15%	10%	6%	3%

*A = Exclusive (only one store in town)
 B = Two stores in town handle the line.
 C = Three stores in town handle the line.
 D = All stores in town handle the line.
 - b. For all lines added that are not "new" lines, refer to schedule under procedure 2, Hour 8.
3. Have partnerships figure their new Sales Income

and complete their PROFIT AND LOSS STATEMENTS.

4. Topics for discussion are basically the same as Hour 8. Emphasize how products evolved as American life changed.

HOOR 13

OBJECTIVES:
(Same as Hour 4.)

MATERIALS:
(Same as Hour 4.)

PROCEDURES:

1. Follow procedure 1, Hour 4, except work with DECISION 10.
2. Once partnerships have made DECISION 10, announce the following results:
 - a. Sales Income down 50%.
 - b. Merchandise Expense down 30%.
 - c. Other expenses (except for what was cut) remain the same.
3. Have partnerships complete their PROFIT AND LOSS STATEMENTS.
4. Among topics for discussion:
 - a. What is a depression?
 - b. How does it affect business?
 - c. Is cutting labor costs a good idea?
 - d. What happens to the clerks if they are laid off?
 - e. Should more or less credit be given during a period like this? Why?
 - f. How does the above decision affect business?
 - g. Who are the big losers during a depression?
4. "Winners" or "most successful partnerships" can now be determined in each town.

HOOR 14

OBJECTIVES:

1. The student will discuss the knowledge, attitudes and skills he has acquired and practiced during this simulation.
2. The student and teacher will evaluate the simulation.

MATERIALS:
1. STUDENT HANDBOOKS

PROCEDURES:

1. Depending upon your students' age and ability, have them complete the EVALUATION AND DEBRIEFING in the way you feel is best.
 - a. Consider having partnerships meet in a "town meeting" for a discussion of the questions.
 - b. Have everyone write on certain questions.
 - c. Be sure you have a general de-briefing discussion to tie together common experiences and problems.

Unit Plan: Lesson 11

Lesson: Cooking- Economic Depression/Johnny Cakes

Grade Level: 5th grade

Academic Standard(s):

Social Studies:

- 5.1.7 Colonization and Settlements: 1607 to 1763. Identify and locate the 13 British colonies that became the United States and describe daily life (political, social, and economic organization and structure).

Performance Objectives:

- Given Merchant Simulation page 21, the students will make 1 mutual decision as business partners about what to do during this economic depression.
- Given a white note card, one group member will write the 1 mutual decision on the card and return it to the interactive bulletin board.

Advanced Preparation by the Teacher:

- Johnny Cake history article (*Slumps, Grunts, and Snickerdoodles* by Lila Pearl)
- Johnny Cake recipe
- Johnny Cake ingredients: cornmeal, salt, sugar, water, butter, milk
- Hotplate and cooking utensils
- Merchant Simulation pg. 21
- White Decision Cards
- Results for Consequences
- Consequence Cards

Lesson Plan:

- The teacher will review with the students what their previous decision was for their business (will they give credit to farmers). Then, the students need to return to the interactive bulletin board to collect their Consequence Card from the decision they made in previous lesson.
- The students need to use that information to update their Profit and Loss Statements along with their Record Sheet. Meanwhile, the teacher needs to have a brief discussion about the results and the losses or gains.
- Then, the teacher will tell the students that today we will be making Johnny Cakes, a popular food made during the colonial time period. The teacher needs to have all of the ingredients laid out and ready to use.
- Allow the students to measure the correct amount of the ingredients and the teacher can run the hotplate. As everyone is making the Johnny Cakes, ask the students questions such as these to lead to the next decision: “Why would these cakes be made often during this time period? Does this food cost a lot of money? Are they easy/hard to make?”

- Explain the history behind Johnny Cakes (found in copied article). Explain that colonists made these because they were cheap since they required very few ingredients; they were fast and easy to make.
- Lead into the topic of an economic depression: What is it? How does it affect stores and people?
- Introduce next decision: Merchant Simulation page 21. The students need to follow the same routine and discuss what they would do if there was an economic depression during the time they were running their store.
- Students will follow the same routine and one member must write their decision on a white decision card to return to the interactive bulletin board.

Assessment: The teacher will assess their decision by collecting the Decision Cards from the interactive bulletin board and using a student checklist, the teacher will give each student completion points for completing the decision correctly. The students will not be assessed on their ability to make Johnny Cakes; they just get to apply them to this time period and enjoy eating them.

MERCHANTS' DECISION 10

Directions:

Step 1 Spend about 5-10 minutes reading the following problem and answering for yourself the questions related to the problem.

Step 2 After 5-10 minutes, discuss with your partners the problem, the questions, and the possible answers.

Step 3 After about 10-15 minutes of discussion, one partner fills in the STORE DECISION space.

Step 4 Each partner writes comments on the results he/she expects the decision to have. (If you disagreed with your partners, this is your opportunity to show in writing that you do not think the majority decision is a correct one!)

A major economic depression has swept across the country. Unemployment is high, money is scarce, and your sales are down almost 50%. Unless you do something, you will lose a great deal of money this year.

QUESTIONS TO CONSIDER

1. Is there anything you can do as a small store owner in one town? Or is the problem too big, too national, for you to do anything about it?
2. Would a big sales campaign pull in customers?

3. Should you cut prices?
4. What about dropping some of the lines you are carrying?
5. Would your customers resent your cutting the number of hours your store is open?
6. Should you cut labor costs by firing some of your clerks?
7. ?

DECISION Discuss the above questions and make your decision. **Note well:** Follow the model on pages 11-12 to write your **STORE DECISION** and **PARTNERS' COMMENTS**. Use your own paper.

Results for Consequence Cards

PROCEDURES:

1. Follow procedure 1, Hour 4, except work with DECISION 8.
2. Once partnerships have made DECISION 8, read the following consequences:
 - a. If one to three stores in town go on cash, reduce their expenses for UPKEEP to \$800 and their sales by 20%. Add 25% sales to the stores that keep credit and make their UPKEEP expenses \$3,000.
 - b. If all stores in town go on cash basis, reduce their expenses for UPKEEP to \$800 and their sales by 10%.
 - c. If all stores in town retain credit, leave SALES INCOME the same as last year's and increase UPKEEP expenses to \$3,000.

Rationale: In the first two decades of the twentieth century, giving long-term credit to farmers was customary. Stores that tried to sell for cash lost business by it.

3. Have partnerships complete PROFIT AND LOSS STATEMENTS for the year.
4. Among topics for discussion:
 - a. Why was credit so important to farmers during this period of time?
 - b. Is credit still important to farmers? Why?
 - c. Is credit buying important to other people? Why?
 - d. Why do some people fail to pay off their debts?
 - e. What can the merchant do about those losses?

HOOR 12

OBJECTIVES:
(Same as Hour 4.)

MATERIALS:
(Same as Hour 4.)

PROCEDURES:

1. Follow procedure 1, Hour 4, except work with DECISION 9.
2. Once the partnerships have completed DECISION 9, read the following consequences:
 - a. New lines:

Merchandise	A*	B	C	D
Line Added				
• Major Appliances	25%	20%	15%	10%
• Record Players	12%	8%	4%	3%
• Cosmetics	10%	6%	4%	2%
• Toys	15%	10%	6%	3%
 - *A = Exclusive (only one store in town)
B = Two stores in town handle the line.
C = Three stores in town handle the line.
D = All stores in town handle the line.
 - b. For all lines added that are not "new" lines, refer to schedule under procedure 2, Hour 8.
3. Have partnerships figure their new Sales Income

and complete their PROFIT AND LOSS STATEMENTS.

4. Topics for discussion are basically the same as Hour 8. Emphasize how products evolved as American life changed.

HOOR 13

OBJECTIVES:
(Same as Hour 4.)

MATERIALS:
(Same as Hour 4.)

PROCEDURES:

1. Follow procedure 1, Hour 4, except work with DECISION 10.
2. Once partnerships have made DECISION 10, announce the following results:
 - a. Sales income down 50%.
 - b. Merchandise Expense down 30%.
 - c. Other expenses (except for what was cut) remain the same.
3. Have partnerships complete their PROFIT AND LOSS STATEMENTS.
4. Among topics for discussion:
 - a. What is a depression?
 - b. How does it affect business?
 - c. Is cutting labor costs a good idea?
 - d. What happens to the clerks if they are laid off?
 - e. Should more or less credit be given during a period like this? Why?
 - f. How does the above decision affect business?
 - g. Who are the big losers during a depression?
4. "Winners" or "most successful partnerships" can now be determined in each town.

HOOR 14

OBJECTIVES:

1. The student will discuss the knowledge, attitudes and skills he has acquired and practiced during this simulation.
2. The student and teacher will evaluate the simulation.

MATERIALS:
1. STUDENT HANDBOOKS

PROCEDURES:

1. Depending upon your students' age and ability, have them complete the EVALUATION AND DEBRIEFING in the way you feel is best.
 - a. Consider having partnerships meet in a "town meeting" for a discussion of the questions.
 - b. Have everyone write on certain questions.
 - c. Be sure you have a general de-briefing discussion to tie together common experiences and problems.

History of Johnny Cakes

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soon adopted) were really the Indians' "breads." Samp was a porridge of cornmeal and water, cooked to a lumpy thickness over an open fire, while pone was a small rounded or oval cake of cornmeal with just enough water added to make the grains stick together.

The molded cake was then placed in the hot ashes of the fire and baked. It was always a little gritty and cindery but to the first settlers it seemed the nearest thing to bread, as they knew it, and they were determined to try to improve it with the addition of yeast, milk, sugar and salt, and thus bake it into a proper loaf—high, light, and crusty.

The first attempt to bake a "raised" loaf of cornbread must have caused bafflement and despair among the New England settlers. For the yeast did not perform its usual action of puffing up the dough mixture to at least double its size, and after the cornbread was baked in the fireplace oven with care, it came out looking just as flat and tasting just as crumbly-textured as the crudely baked corn pone of the Indians.

What the colonists did not know at the time was that, unlike wheat and (to some degree) rye flour, cornmeal contains no gluten, the elastic protein substance that makes wheat-flour doughs sticky and stretchy. When yeast releases its gas into a sticky dough mixture, small air-filled cells are formed and the entire mass enlarges. But when gas is released into a cornmeal mixture, it cannot be captured and therefore makes its way out into the surrounding air.

So the colonists' hopes fell as flat as their cornmeal bread and they were soon back to baking Indian pone, improving the flavor somewhat by adding salt and sugar, milk and butter, and baking their bread on a greased fireplace griddle,

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pancake fashion, to avoid the gritty coating it acquired when baked directly in the ashes.

Another change that quickly came about was the method of grinding the cornmeal itself. New England was full of small but powerful gushing streams and waterfalls. By the 1630s the Indian-style samp mortars, as they were called, were being replaced by gristmills, with millstones that were kept turning by a water-powered wheel.

One of the great advantages of Indian-style pone was that it could be baked quickly, even at a wayside campfire if need be. Also, it traveled well. A “pancake” of cold cornmeal bread could be carried in one’s saddlebag to be toasted over a fire for good on-the-move eating. If it could be slathered with butter or maple syrup while hot, or dipped in a stew gravy, so much the better. These cornmeal cakes came to be quite popular with the early traveling preachers and judges who did their rounds of duty in the scattered New England settlements, and it was not long before their traveling bread got to be known as “journey cake.”

In Rhode Island, which was becoming famous for its exceedingly fine, white, waterground cornmeal, the name “journey cake” somehow slid into “jonnycake.” Other places picked up the word and, assuming it had something to do with the name John (which it did not), inserted the “h,” making it “johnnycake.”

Today the name “journey cake” has virtually disappeared, while “johnnycake” remains in fairly common use. Rhode Island, however, continues to hold fast to “jonnycake”—no “h”—and to use only white cornmeal in its recipe, although white *or* yellow is perfectly acceptable everywhere else!

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Little by little, other grains began to creep into baked cornmeal products, adding new flavors and textures, and pleasing the palates of the bread-hungry colonists. “Rye ’n Injun” was the name of one early improvement. It contained a mixture of rye flour and cornmeal. Rye was a grain that took to the New England soil more readily than wheat.

Boston brown bread, which became the traditional accompaniment to Saturday night baked beans, was so good it was almost a pudding. It called for about equal quantities of cornmeal, wheat, and rye flour, and it was sweetened with molasses and sometimes raisins. It was originally prepared by steaming, in an English-style pudding bag, and is nowadays baked in covered cylindrical molds or in coffee cans so that it is moist and springy and the slices are always round.

And then there was anadama bread, a cornmeal and wheat bread that actually had enough wheat flour in it to be raised by yeast. The story behind anadama bread is that there was once a New England fisherman who grew exceedingly tired of the cornmeal mush served up for dinner day after day by his unimaginative wife, Anna. Adding several fistfuls of wheat flour, some yeast, and some molasses to Anna’s mush, he set the entire mess to rise, baked it, and ate the hot delicious loaf, while muttering angrily to himself between satisfying mouthfuls, “Anna, damn her!”

Even though the improved wheaten loaves continued to gain popularity as time went by, the New England colonists never forgot the early versions of Indian corn pone that saw them through the first days, months, and years in the New World. Here is a recipe for johnnycake as it might have been prepared in seventeenth-century New England.

Recipe for Johnny Cakes

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* JOHNNYCAKE

1 cup yellow or white cornmeal
¾ teaspoon salt
2 teaspoons sugar
1 cup water
2 tablespoons butter
¼ cup milk
butter, or margarine, and oil for frying
butter or margarine for topping
maple or pancake syrup

• Measure cornmeal, salt, and sugar into a medium-size mixing bowl. Measure water and the 2 tablespoons butter into a medium-small saucepan and heat to a rolling boil.

• Immediately pour hot mixture over cornmeal mixture, in a slow trickle, stirring constantly. When butter has melted and all liquid has been absorbed, add milk. Mixture should be fairly thick.

• Heat a large griddle or skillet. Add butter, or margarine, and oil in about equal quantities and spread them around to cover the entire surface generously. When fat is sizzling, drop johnnycake batter onto skillet from a large tablespoon, forming cakes that are about 4 inches in diameter. When golden-brown and crisp on underside, lift carefully with a broad-edged spatula or pancake turner, and turn and brown other side.

• Serve cakes hot from griddle, topped with additional butter and with maple or pancake syrup. Johnnycake is good at breakfast time. It can also be eaten at dinner with meat and gravy. Makes 12 4-inch cakes.

Unit Plan: Lesson 12

Lesson: Storytelling- Colonial Storytelling

Grade Level: 5th grade

Academic Standard(s):

Social Studies:

- 5.1.7 Colonization and Settlements: 1607 to 1763. Identify and locate the 13 British colonies that became the United States and describe daily life (political, social, and economic organization and structure). (This is presented in their stories that they will read aloud.)

English/ Language Arts:

- 5.7.6 Use volume, phrasing, timing, and gestures appropriately to enhance meaning.
- 5.7.9 Speaking Applications: Deliver narrative (story) presentations that:
 - establish a situation, plot, point of view, and setting with descriptive words and phrases.
 - show, rather than tell, the listener what happens.

Performance Objectives:

- Given a blank sheet of paper and guidelines to follow, the students will write a narrative of at least 3 paragraphs that takes place during the colonial time period and must include these items: a situation/plot, a point of view, and a setting. (This part should already be done since it was introduced a few lessons earlier.)
- Using the narratives that the students already have written, the students will present their individual stories to the entire class by incorporating these 3 items: appropriate volume, phrasing, and timing to enhance the meaning.
- When delivering this presentation, the students will show, rather than tell, the listener what happens by incorporating appropriate gestures to enhance meaning.

Advanced Preparation by the Teacher:

- Grading rubrics-presentation and narratives
- Profit and Loss Statements and Record Sheets (from previous lessons)
- Updated Consequence Cards for previous lesson

Lesson Plan:

- The students need to return to the interactive bulletin board to receive their Consequence Cards for their decisions made during the previous lesson. Then, they need to update their Profit and Loss Statements and their Record Sheets.
- Since that was the last decision made for their business, the teacher needs to have a discussion about the results of all of their economical decisions: “Who were the more successful partnerships in each town? What made them more successful? Was it always the business that started with the most amount of money? What made certain stores less successful?”
- Collect all of the Profit and Loss Statements along with the Record Sheets.

- After having this discussion, tell the students that we are now going to transition over to the colonial narratives that they have been writing the last couple of days.
- Begin with one student to read their narratives aloud to the rest of the class. Explain that they need to read the story with appropriate volume, phrasing (expression), and timing (not too fast). Tell them to use gestures that will help the class to understand exactly what they are trying to portray in the story.
- Be sure that every student has enough time to present their stories. Use the provided rubric to grade the presentations as they are presenting.
- Then, collect the stories after they present.

Assessment: The presentations and narratives will be graded using the provided rubric. Then, the Profit and Loss statements and the Record sheets will be graded using the same rubric that was used in a previous lesson. This is the second time that these sheets have been collected and it will be the final time since it is the end of the unit.

Name _____ Date _____

Colonial Narratives/Presentation

	Narrative Criteria					Points
	0	1	2	3	4	
Paragraph 1 Characteristics	Does not have an introductory paragraph.	Has an introduction paragraph, but it does not include the character and setting.	Introduces the setting of the story (name of colony), but not the character.	Introduces the colonial character, but not the setting (name of colony).	Introduces the colonial character and the setting in which the story takes place (name of the colony).	
Paragraph 2 Characteristics	Does not have a body paragraph.	At least 1 paragraph, but it does not include any of the required details.	At least 1 paragraph that includes 1 of the required details.	At least 1 paragraph that includes 2 of the required details.	At least 1 paragraph that includes at least 3 details (society, religion, jobs, government, or economy).	
Paragraph 3 Characteristics	Does not have an ending paragraph.	X	X	Includes an ending paragraph, but it is lacking in the concluding area.	Includes an ending paragraph that brings the story to a solid conclusion.	
Grammar and Punctuation	Narrative has 6 or more grammar or punctuation errors.	Narrative contains 5 grammar or punctuation errors.	Narrative contains 3-4 grammar or punctuation errors.	Narrative contains 1-2 grammar or punctuation errors.	Narrative contains 0 grammar or punctuation errors.	
Presentation Criteria						
	0	1	2	3	4	
Volume	Volume was too soft to be understood.	X	Volume was somewhat soft, but was able to	Volume was decent, but needs to be louder.	Used appropriate volume for the whole class/teacher	

			be understood.		to hear.	
Phrasing and Timing	X	Phrasing was monotone (without expression) and the timing was too fast or too slow.	Phrasing was monotone (without expression) but the timing was decent.	Used appropriate phrasing, but the timing was either too fast or too slow.	Used appropriate phrasing (various expressions) and the speaking rate added to presentation.	
Gestures	Did not incorporate the use of gestures during speaking.	X	X	Used a minimal amount of gestures to enhance the meaning of the story.	Used several appropriate gestures to enhance the meaning of the story.	
Presentation	Did not participate in the giving of the presentation .	X	X	X	Participated in the giving of the presentation.	
					Total	/32

Name _____ Date _____

Record Sheets/ Profit and Loss Statements

	Criteria					Points
	0	1	2	3	4	
Completion of Record Sheet	None of the record sheet is completed.	Some, but not all, of the 3 parts are completed for each of the 3 days.	All 3 parts of the record sheet are completed for 1 day.	All 3 parts of the record sheet are completed for 2 days.	All 3 parts of the record sheet are completed for 3 days.	
Completion of Profit and Loss Statement	None of the Profit and Loss Statement is completed.	Some, but not all, of Year 1, 2, and 3 are filled in.	Year 1 is the only one completely filled in.	Year 1 and 2 are completely filled in.	Year 1, 2, and 3 are completely filled in.	
Mathematical Calculations	There are 7 or more errors in math calculations.	There are 5-6 errors in math calculations.	There are 3-4 errors in math calculations.	There are 1-2 errors in math calculations.	All of the Profit and Loss mathematical calculations are correct.	
Consistency with Group	The math statistics are inconsistent with the other 4 group members.	X	X	X	The math statistics are consistent with the other 4 group members.	
					Total	___/20

References

- Historic Forks of the Wabash. (2010). Educational *programs and tours*. Retrieved from <http://www.historicforks.org/education/education.html>.
- Nickelaid, E. (2010, May 14). Physical development of 7-to-12 year olds. Retrieved from <http://www.livestrong.com/article/123121-physical-development-12yearolds/>
- Walsh, K. (2010, April 23). Piaget's theory of cognitive development. Retrieved from <http://alevelpsychology.co.uk/a2-psychology-aqa-a/unit-3/cognition-development/cognitive-development/piaget-s-theory-of-cognitive-development.html>