

PROJECT TITLE: Shopping During and After the American Revolution

AUTHOR:

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SUBJECT & GRADE LEVEL

Social Studies Second Grade

CLASSROOM PRACTICE

- 1. Teaching Thesis & Guiding Questions:** What was shopping like before, during and after the American Revolution? What was shopping like for George Washington and where did his products come from?

It is important to teach students more than just the facts about a founding father. By teaching how Americans shopped in the 18th century and the challenges Washington faced buying only “American” products student will develop a better understanding and appreciation for Washington’s beliefs and local farmers and producers local to them. It is also important to show students’ how early America was connected to other parts of the world and how this has changed/stayed the same in present day America. Students will also appreciate the relationships America has with other countries now, and how easy it is for Americans to get anything they need whenever they need it.

- 2. Suggested Grade Level and Length of Activities:** Second Grade, 1, 1 hour session

- 3. Significance & Relevance:**

- Virginia History Standards of Learning –
 - 🌐 VA 2.11 The student will identify George Washington as an Americans whose contributions improved the lives of other Americans.
 - 🌐 VA 2.8 The student will distinguish between the use of barter and money in the exchange for goods and services.
 - 🌐 VA2.7 The student will describe the differences between natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings).
 - 🌐 VA 2.9 The student will explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.

- 4. OAH Historical Inquiry Skills –**

- **Historical Analysis and Interpretation:** Students will distinguish differences between items made in America and items made outside of America. The students will construct a graphic diagram to show the differences.

- **Historical Issues – Analysis and Decision-Making:** Students will identify the issues/problems with buying American. They will choose between goods for Washington's home and justify why they chose the good they chose.

5. Lesson Objectives –

- The Student will be able to compare quality of goods made in America and in England during George Washington's presidency.
- The student will be able to select colonial products and furnishing to help George Washington's home, Mount Vernon.
- The student will be able to decide from their own research whether it was easy or hard to buy all American Made products during the American Revolution.
- The student will be able to locate the continent where each certain goods were created and compare the distance they had to travel to get to George Washington.

6. Annotated list of supplemental resources

George Washington's Mount Vernon - Explore Mount Vernon. (n.d.). Retrieved March 14, 2010, from http://www.mountvernon.org/learn/explore_mv/index.cfm/

This website gives great information on George Washington's house and him as a person. This website is kid friendly and easy to navigate.

George Washington's Mount Vernon - Collections. (n.d.). Retrieved March 14, 2010, from <http://www.mountvernon.org/learn/collections/index.cfm/>

This website shows pieces that were owned by George Washington and are at Mount Vernon. Each object can be clicked on for more detailed information like where it came from, who made it, where it was made, and what Washington used it for.

7. Lesson Plans or Instructional Activities –

- Lesson Plan – Students will use a catalog to “shop” for George Washington's home, Mount Vernon. Through inquiry they will learn how hard it was to buy American made goods during Washington's presidency.
- Catalog – The catalog that students will use to shop from. The catalog contains pictures of goods produced during Washington's presidency. The catalog also tells where the item was made and what it was made of.
- Graphic Organizer – An organizer to compare two items in the catalog. This requires students to use higher level thinking to draw conclusions.
- Map- Students will label a map showing where certain goods came from during early America. This activity will get students thinking about the global perspective of shopping.

7. Technology (if applicable) - This lesson uses a virtual tour of Mount Vernon for to students to see first hand what George Washington's house looks like. The virtual tour contains many of the items found in the catalog and the students are able to see what Washington bought and where he put them in his home. The closure of this lesson uses a google map to show where goods were manufactured. The google map has the manufactures' location of all the goods in the catalog pin pointed, so the students can see how far the goods had to travel to get to Mount Vernon.

8. Modifications, Differentiation, and Extensions –

- Modification- This lesson can be modified by using a simpler graphic organizer or working in groups or whole class to select items from the catalog.
- Differentiation- this lesson is extremely visual which makes it good for autistic children.
- Extension – If you would like to extend this lesson you can have students do research on more items in Washington’s house. They can use the e museum on the Mount Vernon website to do their research. <http://emuseum.mountvernon.org/code/emuseum.asp>
- Extension- You can also extend your lesson by calculating how far goods had to travel to get to Mount Vernon. The google map link can help you do this.

9. Related Materials & Resources –

- Lesson Plan
- Catalog
- Graphic Organizer and Sample Graphic Organizer
- Blank map
- <http://www.mountvernon.org/virtual/vrtour.html>
- <http://maps.google.com/maps/ms?client=firefox-a&hl=en&ie=UTF8&msa=0&msid=114617874741269643221.000486b99fe786e632c45&z=2>