



Lesson 8.2 “Evolution of the Economy”

Unit 8: Changing Times on the Farm

Lesson Objectives

- Students will analyze graphs, charts, and nonfiction text to understand changes in New Hampshire’s economy.
- Students will define bartering and identify its advantages and disadvantages compared with a currency-based system.
- Students will define supply and demand and apply the concept to an historic economic situation.

Lesson Competencies

- I can analyze and explain changes in society and how they impact people in the past and present. (Moose SS)
- I can investigate and describe basic economic principles and explore how they impact communities. (Moose SS)
- I can locate relevant key ideas using text features, including visual and graphic information, to make connections within or across sources and explain how various parts of information contribute to overall meaning. (ELA 3)

Essential Questions

How has New Hampshire come to be the way it is?

Focus Questions

How did the changes in farming from the 1600s to the 1900s reflect economic changes?

Estimated Time

Two 40-minute class sessions

Materials & Equipment

Group sets of “What Is Worth the Most?”
Sets of four objects of varying economic value
“An Expanding Economy” for projection
“An Expanding Economy, Questions for Educator Reference”
Group sets of “Go Barter!” game boards and pieces
Class set of “The Great Sheep Boom” reading and questions



Educator Introduction & Rationale

From the 1600s when European explorers arrived in New Hampshire through to today, farming techniques have evolved with changing technologies and life styles. The Abenaki farmed the “three sisters,” as well as hunting, gathering, and foraging, and they taught the first Europeans how to survive in a new land. Through communal farming, self-sufficient farms, the evolution of industrial farming and the advent of the railroads, New Hampshire’s farming changes reflected both what was happening in its communities as well as the larger world. Economic changes from the barter system through usage of various kinds of currency and trade with others reflected the evolution of farming; the two are tied together. See the Educator Overview for more information.

This is the second lesson in Unit 8: Changing Times on the Farm. This lesson can stand alone. In this lesson, students investigate the economic changes that accompanied centuries of developing farming techniques. Students first activate background knowledge about the barter system through assessing four common objects and their value. A discussion about a graphic showing an expanding economy gives students a visual description of the impact of widening economic opportunity. Students then play “Go Barter!” to experience the barter system. A reading about the Great Sheep Boom completes students’ investigation of economic change through New Hampshire’s farming evolution.

Please adapt all the material in this lesson, as necessary, to meet the needs of the students in your classroom. Please note, lesson vocabulary and definitions are at the end of the document. You may wish to preview these with your students. There is a vocabulary reinforcement activity and comic on the economy for students who need more practice with the basics of the lesson. Two extension activities invite students to investigate current-day New Hampshire imports and exports and to create a class market day.

Learning Activity

Activation

What is worth the most? Divide students into small groups. Show the class four different objects. Consider a mix of household, classroom, and personal items (e.g., a mobile device or a watch). Ask the students to work together to rank the objects in order of how valuable they think the items are and then explain their rankings. A worksheet with guiding questions is provided. Ask each group to share their rankings and reflect together on the guiding questions. If there were significant differences between how groups ranked the objects, discuss why that might be. If it was difficult for groups to agree on how to rank the objects, discuss what made it challenging.

Direct Instruction & Discussion

Barter to currency to international trade. Explain to students that it is difficult to agree on what an object is worth because individuals have different ways of judging and placing value on objects based on their needs and their experiences.

Pose these questions: If you went grocery shopping, and you only had those four objects to use to pay for the groceries, which would you use? Does this need change the value of the objects? Why?

Possible outcome: Students may determine that one of the objects in the group would be of more use or need to the person running the grocery store. It's possible that they already chose that object to buy the groceries; but they may look at that object as having more value than before.

Explain to students that during the colonial period, the colonies did not share a common system of **currency** (or money). Even if a colony did have currency, it wasn't necessarily common for someone to have that currency regularly available at their house. Any items that were needed to meet household or personal needs were often obtained by **barter**. Bartering allowed people to get what they needed by exchanging **goods** and **services** they had for the goods and services they did not have but needed. This **economy** changed over time to an economic system where mostly people use currency, though bartering still occurs all around the world today. Even in communities across the United States, people still barter or trade to get what they need if they do not have the cash to pay the price.

Distribute or project "An Expanding Economy." Discuss the graphic together, using the suggested questions. Record student ideas on the graphic.



Guided Practice

Barter game. Explain to students that they will play “Go Barter!” This game will help them experience and understand the barter system. The students should imagine the group they are playing with are residents of their New Hampshire town 200 years ago.

They will be dealt a hand of cards that shows what they’ve been able to produce on their own small farm. Following the instructions, their goal is to barter in order to get a hand of 10 cards representing what they need for the year.

Teaching tip: A game mat is provided to help students organize their cards and keep track of what they have. You may wish to preview the types of cards with your students to ensure they understand the necessity of each item. (For example, they need to collect three different wood cards because wood was such a heavily used resource.)

Teaching tip: This a good spot to pause if you divide the lesson between two teaching periods.

Direct Instruction

Supply and demand. Reflect on the card game with students. Did anyone have difficulty obtaining goods? Did they have difficulty bartering away any of their own goods? What do they think created the difficulty?

Explain that the amount of a good or service that’s available and the degree that people want or need that good or service are always doing a kind of economic balancing act called **supply and demand**. When something is in short supply but in high demand, the value of that good or service goes up. If there is too much of a good or service and not much demand, the value of that good or service goes down. So, if a player had a hand with a lot of grain cards but all the other players already had grain in their hands, too, that would be a high supply, low demand situation. That item would be hard to barter away. But if the player had a lot of grain cards and none of the other players had grain cards yet, the first student’s grain cards would be of higher value and in greater demand.

Display “Expanding Economy” again and use the graphic to support further discussion of key factors that impact supply and demand:

- Transportation
- Weather
- Available land (for growing crops and raising animals)
- Competition from other farms

Independent Practice

Supply, demand, and sheep. Explain to students that they will do an independent activity that investigates a supply-and-demand situation from New Hampshire’s history. Distribute “The Great Sheep Boom” and direct students to complete the reading and math activities.



Reinforcement

1. **Vocab illustrations.** Provide students with the “Draw Your Vocabulary” page. Choose words from the lesson and ask students to create illustrations that define the words.
2. **Economic comics.** Build on the vocab illustrations by challenging students to create a short comic strip that tells a story based on the barter system or the concept of supply and demand.

Extension

1. **New Hampshire imports and exports.** What New Hampshire products are sold outside of the state? Investigate manufacturers based in New Hampshire to find out what they make and where it goes.
2. **Class market.** Students can create their own stalls for a class market day. What will they sell? Decide as a class how items will be purchased. Using a class currency? Or through a barter system?



Supporting Materials

Resources for "The Great Sheep Boom" reading and worksheet:

- L. G. Connor, "A Brief History of the Sheep Industry in the United States," *Agricultural History Society Papers*, vol. 1 (1921); pp. 89–197
www.jstor.org/stable/pdf/44216164.pdf
- Salisbury Historical Society, "The Great Sheep Boom and Stone Walls," www.salisburyhistoricalsociety.org/the-great-sheep-boom-rock-walls/



Standards

“Moose on the Loose” Content:

- ✓ Students will understand that economic activities in New Hampshire were varied and have changed over time with improvements in transportation and technology. (3-5.T4.1)
- ✓ Students will understand that improved technology such as the steam engine and telegraph made transportation and communication faster and easier. They will understand that this led to rapid industrialization in the state and the world and the growth of various industries and manufacturing. (3-5.T5.1)
- ✓ Students will understand that industrialization in the 19th century changed patterns of settlement as well as the way people lived in New Hampshire. (3-5.T5.3)

“Moose on the Loose” Skills:

- ✓ Gathering, Interpreting, and Using Evidence (3-5.S1.1, 3-5.S1.2)
- ✓ Effective Historical Thinking (3-5.S3.1)
- ✓ Comprehensive Geographic Reasoning (3-5.S4.1)
- ✓ Understanding Economics and Economic Systems (3-5.S5.1, 3-5.S5.2)

New Hampshire Social Studies Frameworks:

- ✓ Economics: Economics and the Individual (SS:EC:4:1.3, SS:EC:4:1.4)
- ✓ Economics: Basic Economic Concepts (SS:EC:4:2.3, SS:EC:4:2.4)
- ✓ Economics: Cycles in the Economy (SS:EC:4:3.1)
- ✓ Economics: Financial Institutions and the Government (SS:EC:4:4.1)
- ✓ Geography: Places and Regions (SS:GE:4:2.1, SS:GE:4:2.2)
- ✓ Geography: Environment and Society (SS:GE:4:5.1, SS:GE:4:5.2)
- ✓ US / NH History: Economic Systems & Technology (SS:HI:4:4.1, SS:HI:4:4.3)

NCSS Themes:

- ✓ Theme 3: People, Places, and Environments
- ✓ Theme 7: Production, Distribution, and Governance

C3 Frameworks:

- ✓ Economic Decision Making (D2.Eco.1.3-5, D2.Eco.2.3-5)
- ✓ Exchange and Markets (D2.Eco.3.3-5, D2.Eco.4.3-5, D2.Eco.5.3-5, D2.Eco.7.3-5)
- ✓ Human Population: Spatial Patterns and Movements (D2.Geo.8.3-5)
- ✓ Causation and Argumentation (D2.His.17.3-5)

Common Core ELA:

- ✓ Key Ideas and Details in Informational Text (RI.4.1, RI.4.3)
- ✓ Integration of Knowledge and Ideas in Informational Text (RI.4.7)
- ✓ Range of Reading and Level of Text Complexity in Informational Text (RI.4.10)
- ✓ Vocabulary Acquisition and Use (L.4.4a, L.4.6)

Common Core Math:

- ✓ Generalize place value understanding for multi-digit whole numbers in Number and Operations in Base Ten (4.NBT.A.2)
- ✓ Use place value understanding and properties of operations to perform multi-digit arithmetic (4.NBT.B.4)



Lesson Vocabulary

barter	(verb) Exchanging goods and services you have for the goods and services you need
blacksmith	(noun) A person who makes items from iron and other heavy metals
cooper	(noun) A person who makes barrels
cordwainer	(noun) A person who makes shoes
currency	(noun) Money in any form
economy	(noun) Relating to the system by which goods and services are made, bought, and sold
fleece	(noun) The coat of wool covering an animal, such as a sheep
goods	(noun) Objects made by labor, either by hand or by machine
mason	(noun) 1 A person who builds things with stone 2 A moose born on the slopes of Mount Sunapee and the figurehead of the Moose on the Loose
merino sheep	(noun) A kind of sheep originally from Portugal that has extremely soft wool
product	(noun) An object made by labor, either by hand or by machine
services	(noun) In the economy, actions that are bought and sold, such as a haircut or cleaning a house
supply and demand	(noun) The economic cycle where the price of goods and services is directly affected by how much people want them and how much of them there are
tailor	(noun) A person who makes items with cloth, like clothes
textiles	(noun) Types of cloth or fabric
wool	(noun) Soft curly hair cut from a sheep or other animals that has been spun to make yarn or thread