

Lesson Plan Title: New Harmony Economics

1814- Present

IN Academic Standards:

4.4.1 Give examples of the kinds of good and services produced in Indiana in different historical periods. Goods: tangible objects, such as food or toys, which can satisfy people's wants and needs. Services: actions that someone does for someone else, such as dental care or trash removal.

Materials/Resources: Poster, art supplies (markers, scissors, colored paper, glue, pencils, pens), access to a computer with internet.

Objectives/Learning Targets: Students will be able to put together a poster of exported goods from different time periods, including 1814- present in New Harmony. Students will be able to compare past and present exports in New Harmony.

Assessment: Pre: Students make observations and research New Harmony's current exports and money making opportunities. During: Students will learn about all exports that were used in 1814 in New Harmony. Post: Students will be able to put together a poster of exported goods from different time periods, including 1814- present in New Harmony.

Introduction/Motivation/Springboard: Introduction: Students will watch a video of what to expect in New Harmony. <https://www.youtube.com/watch?v=O0fKwgOsAYM>
This video allows for the students to get a sneak peek into what they will be seeing in New Harmony. It will assist them in understanding the different goods and services used in New Harmony.

Procedures/Activities/Tasks/Examples: Before students are to go on their trip to New Harmony they will first research and make observations about New Harmony's current exports and money making opportunities. The teacher will divide all students into groups of four, and each group will research this topic. As groups are researching this topic they will be looking for things that are current, as well as things that interest them. Groups will document their findings on a poster board, showing that they have comprehended the material they found. While the students are in New Harmony, they will take notes, or pictures of the things they learn. These notes/pictures will be used on the same poster board that they completed before the trip. Once the students get back from the trip, they will be separated back into their original groups of four. Once back in these groups they will share their notes/pictures that they took while in New Harmony. Students will then discuss what they learn or observed about New Harmony's goods and services in 1814. Once the discussion is over, they will get out their poster that they made before the trip and add additional information to the board. The new information that they add will be about New Harmony's exports in 1814. The students will then take turns presenting their posters in front of the class. Each group will share what they found. Then the teacher will lead the class in a discussion about what was presented. Asking questions such as "what did you learn?" "What is something that you find interesting in either present day or 1814 exports in New Harmony?"

Closure Activity/Extensions/Homework: To tie up the lesson, the teacher will lead a discussion on ideas that the students have on items that the New Harmonists could have made and/or exported to make money in 1814, as well as the present. This discussion will allow the students to give their opinion on what they thought of New Harmony and how they think it could have been improved.