

## **Economic Frustrations in Mud Village**

**Objective:** Students will read a fictional scenario describing some manufacturing issues related to geography. Students in groups (Home, and Expert) will summarize various groups concerns mentioned in scenarios, then will strategize the best way to solve the concerns.

**Materials:** Map, Scenario Summary, Expert Readings (Factory, Traders, Shop Keepers, Laborers), Worksheet.

### **Activity**

**Step 1** - Students are placed into groups of 4 each student has a copy of the scenario and the group shares a map. This is their home group. Students decide a group / community name. Then as a group - One student reads the scenario, while others follow along on their paper. They then examine the map. In their groups they summarize the scenarios key ideas on the worksheet. (10 min)

**Step 2** - While students are reading the scenario - teacher walks around and in each group gives a “card” for each student, identifying which expert group they have been assigned.

**Step 3** - Students move to their expert groups. In their groups, one student reads aloud the expert reading the others follow along. Students then complete expert section of worksheet. (10 min)

Step 4. - Students report back to their home groups. Each expert reports out what their problem was. Students then answer the questions on the sheet, trying to determine if there was a common problem, is there a solution and if so what ? (10 min)

Step 5 - As students problem solve in their groups / community meetings, the teacher listens in offering suggestions if students are stuck, or if they have solution, make sure they have figured out what are the costs (such as road building/ bridges or canal) , who will pay for it and how?

Step 6. Each groups reports out what their problem was and how they solved it ( 10)

### **Closure :**

Step 7 - Teacher summarize activity - main ideas - what is a public good vs private goods. How were groups individual interests/ making money - advanced by a public good (and the use of taxes to afford it)

### **Questions for Students to Consider during activity**

- 1) When the students are in the home group at the beginning of the lesson, the teacher can ask the class as whole to review the map in depth and consider some of the following questions : - Why are the Factories in the Hills - (answer: fast running streams, power source for mills)
- 2) At the end of the activity - ask why is it an advantage to having a lake high in the hills? (ans. food source, fresh water source, water for canal - utilize gravity) What if there wasn't a lake up there? Would it impact the solution chosen - such as canal?

- 3) If your community solves the transportation problem what the possible positive and negative impacts? (economic growth, more immigrants would this impact positively or negatively wages? , talented people attracted to economic opportunities, crime? sanitation issues due to increase in population)
- 4) What is the difference between public goods and private goods? Did your community consider a “public project”?

### **Further Discussion after activity - connections to history.**

#### **1) Why did people want to connect the Great Lakes with the Atlantic Ocean? How was that goal achieved?**

- a) What event stimulated the need to connect the Great Lakes? What land was added?
- b) How were towns impacted by transportation innovations / inventions? Why did some towns/ cities win / lose? Why were some new towns created? Consider New York City, Boston and Philadelphia? Who were busier at first? How did canals impact their growth?

#### **2) How does the physical features determine the best transportation routes?**

- a) What physical features did Philadelphia, Boston and New York City share that allowed them to become early colonial cities?
- b) What physical features of New York State and New York City aided the development of canals over Massachusetts (Boston), Pennsylvania (Philadelphia) ?
- c) Review a physical map of New York state determine where it might be easiest to build a canal, and form a hypothesis about the best location. Students will compare their hypothesis with the actual location of the Erie Canal.
- d) Have students review New York State map and have them locate and name at least five towns and four cities along the Erie canal, and identify major products shipped using the canal.

#### **3) Westward expansion provided opportunities for some groups while harming others.**

- a) The Erie Canal as a gateway to westward expansion that resulted in economic growth for which state? (New York)
- b) What groups of people gained lost economic / cultural opportunities ? (Irish immigrants working on its construction, and its use by religious groups, such as the Mormons, to move westward ? How the development of the canal affected the Haudenosaunee nations? Slavery? Abolitionist movement?
- c) What are some important canals in the world today ? (Suez, Panama)

#### 4) Connections to Current Events

a ) What about today - what transportation networks are important for trade? How has the internet impacted the transportation networks and the workers - Are traders now more powerful than store owners? what about the impact of manufactures ?

b) Are public goods important? Why are some people against public goods ( better highways, schools, garbage incinerator plant, sewage treatment plant, airports ) ( possible answer: taxes, loss of private land, negative impact on neighboring land)

c) New York State is investing money in a new project called “CNY Inland Port” have students read articles, debate the value of the public investment , and how to decide where to build it. Have students or print out some of the reader comments.

- **“Wheels in motion for CNY inland port”** Charles McChesney, The Post-Standard on September 25, 2012 at 6:36 AM, updated October 02, 2015 at 7:53 PM ([http://www.syracuse.com/news/index.ssf/2012/09/wheels\\_in\\_motion\\_for\\_cny\\_inlan.html](http://www.syracuse.com/news/index.ssf/2012/09/wheels_in_motion_for_cny_inlan.html))

- **“New York State gives \$420,000 to inland port project in Manlius”** By Rick Moriarty | [rmoriarty@syracuse.com](mailto:rmoriarty@syracuse.com) on August 22, 2013 at 5:50 PM, updated October 02, 2015 at 7:50 PM; ([http://www.syracuse.com/news/index.ssf/2013/08/new\\_york\\_state\\_gives\\_420000\\_to\\_inland\\_port\\_project\\_in\\_manlius.html](http://www.syracuse.com/news/index.ssf/2013/08/new_york_state_gives_420000_to_inland_port_project_in_manlius.html))

- **“Residents speak out against proposed CNY inland port;”** By Elizabeth Doran | on October 13, 2015 at 9:52 PM, updated October 16, 2015 at 10:29 AM ( [http://www.syracuse.com/news/index.ssf/2015/10/cny\\_inland\\_port\\_proposal\\_jamesville.html](http://www.syracuse.com/news/index.ssf/2015/10/cny_inland_port_proposal_jamesville.html))