

*Full Experience Narrative:*

The *Made in Maine Field Trip Experience* is tailored to fourth grade students who will learn about Maine's natural resources and how they contribute to Maine's economy. The pre-visit activities feature a slide show to visually connect students to Maine products and industry and a fun card game, "Go Maine." A tour of Colby's museum will highlight artworks that illustrate Maine's natural resources and their connections to our economy. Students will get a chance to create Alex Katz-inspired watercolor collages of their favorite Maine landscape during their museum studio session. Back at school, as a post-visit activity students will create and present original skits that showcase Maine products or industry. Don't let the curtain close before you and your class experience what's great about being Made in Maine!

*Description of Tour and Studio at the Museum:*

**Artworks on the Guided Tour may include:**

<b>Title</b>	<b>Artist</b>	<b>Gallery</b>
<i>Town of Skowhegan</i>	<i>Yvonne Jacquette</i>	<i>Gordon Gallery</i>
<i>Clam Diggers</i>	<i>Lois Dodd</i>	<i>Bernard and Barbo Osher Gallery</i>
<i>A Forest near Portland, Maine</i>	<i>Charles Codman</i>	<i>Arthur Vining Davis Gallery</i>
<i>The Party in the Maple Syrup Camp</i>	<i>Eastman Johnson</i>	<i>Cohen Gallery</i>
<i>Maine Cow / Cows in a Yellow Field</i>	<i>Alex Katz</i>	<i>Katz Gallery</i>
<i>Snake</i>	<i>Maine Artist</i>	<i>Sage Gallery</i>
<i>From Seeing Cape Split</i>	<i>John Marin</i>	<i>Cohen Gallery</i>
<i>Headlands and Sea</i>	<i>Rockwell Kent</i>	<i>Cohen Gallery</i>

**Studio Workshop (optional)**

Watercolor Collage Workshop- Students will discuss the types of Maine landscapes they observed in the paintings at the Museum. They will create a postcard-sized Maine watercolor collage landscape to entice current residents and new visitors to explore and appreciate the beauty of Maine.

*Maine State Learning Results:*

A2. Making Decisions Using Social Studies Knowledge and Skills - Students will make individual and collaborative decisions on matters related to social studies using relevant information and research and discussion skills.

C.Economics: Students draw on concepts and processes from economics to understand issues of personal finance and issues of production, distribution, and consumption in the community, Maine, the United States, and world.

C2. Individual, Cultural, and International, and Global Connections in Economics: Students understand economic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities.

## BEFORE THE VISIT

**Lesson Title:** Economics 207, part 1

**Objectives:** Students will understand how Maine's natural, human and capital resources help(ed) to create Maine's diverse economy.  
Students will understand the similarities and differences between the various economic regions of Maine.  
Students will understand how the geographic features of Maine affect the diverse regions on Maine.

**Materials:** Apple TV or other projection device, [slideshow of Maine industry and commerce, https://docs.google.com/presentation/d/15eiq4ZBf0AkCV-2JJBiiVHx8x9jksL50Nu9wmqs8Lgw/e/dit?usp=sharing](https://docs.google.com/presentation/d/15eiq4ZBf0AkCV-2JJBiiVHx8x9jksL50Nu9wmqs8Lgw/e/dit?usp=sharing)  
samples of Maine made products and Maine commerce advertising that students brought in as homework from lesson 1, [Go Maine game cards https://drive.google.com/open?id=0BzfJknkK0KvHWjVSSDJD2pCSnAxLTZiakFEeDIYZ1pJSkdN](https://drive.google.com/open?id=0BzfJknkK0KvHWjVSSDJD2pCSnAxLTZiakFEeDIYZ1pJSkdN)

**Duration:** 30-40 minutes

### Procedures:

*Explain* that today's activity will connect the natural resources learned about in the previous activity to Maine's economy. Review the meaning of economy and introduce these economic terms.

**economy-** the wealth or resources of a country or region, especially in terms of the production and consumption of goods and services

**industry-** processing of raw materials (natural resources) and manufacture of goods

**commerce-** buying and selling, especially on a large scale

**supply/production-** the total amount of a specific good or service that is available to consumers

**demand/consumption-** a consumer's desire and willingness to pay a price for a specific good or service

**labor-** human work used in the production of goods and services

*Show and tell* with slideshow connecting the natural resources to various Maine industry and commerce. Students should share the samples of Maine made products and Maine commerce advertising that they brought in. Can be done as a presentation or as a group discussion where students offer examples. Can connect products to places on the wall map from last activity.

Natural Resource	Industry or Commerce supported	Sample Maine Businesses
bedrock	granite and other rock, public buildings, monuments, paving blocks	Millennium Granite Quarry & Stoneworks, MacKenzie Landscaping, Walker and Weeks Architectural firm used Maine granite in the Cleveland Public Library, Rockport Stone Works provided granite for the Smithsonian Institution, Hallowell granite was used for the State House in Augusta,
exposed bedrock	tourism, recreation	Registered Maine guides, State Parks, Acadia National Park, Maine Tourism Association, Off the Beaten Path by Wayne Curtis
till	gravel, concrete, clay bricks	State of Maine road/bridge construction, K&W Aggregates gravel
mountains	tourism, recreation (hiking)	Sugarloaf Mountain Ski Resort, Registered Maine guides, State Parks, Acadia National Park, Maine Tourism Association, Off the Beaten Path book by Wayne Curtis
beaches	tourism, recreation, seafood (clams, crabs)	Old Orchard Beach community (restaurants, hotels, gift shops..., Pemaquid Beach snack shack,
plains/soil	agriculture (farming-raising animals and growing crops), potatoes, eggs, milk, blueberries, corn, apples, strawberries,	Raye's Mustard, Lemeaux's Orchards, Gifford's Ice Cream, Hannaford, Oakhurst Milk, The Quality Egg of New England, Johnny's Selected Seeds, Wyman's of Maine (frozen blueberries)
trees	logging, lumber, paper, furniture, wood products, evergreen tips	Sappi Paper, Old Town Canoe, Morning Sentinel, Delorme, Moosehead Furniture, Cianbro, Hammond Lumber, Pride Manufacturing, Maine Heritage Timber, Maine Pine Log Homes, Central Maine Wreath
fresh water	hydropower,	Central Maine Power, Sappi Paper,

	transportation, tourism, recreation, fishing	Northern Outdoors, Weatherby's Maine fishing and hunting lodge, Sebago Water Sports
ocean	tourism, recreation (sailing), seafood (lobster), fishing (salmon), transportation (importing and exporting)	Cousins Maine Lobster (from Shark TanK), Lincolnville Lobster Pound, State Parks, Acadia National Park, Maine Tourism Association, Maine International Trade Center, Bonechi Imports, Maine Woods Biomass Exports, Maine Sailing Adventures, Craig Brook National Fish Hatchery, OOB Parasailing
people	consumers and producers, healthcare, retail, education, construction, technology, call centers, banking, newspapers, government, television & radio	Bangor Savings Bank, Morning Sentinel, LL Bean, T-Mobile, Hannaford, Inland Hospital, Colby College, ITS (IT services), Maroon Insurance Agency

Play the Go Maine card game as a whole or small groups. Each card has a picture of either a natural resource or a product/industry/commerce. Play like Go Fish with players trying to make and set down pairs of cards that have a natural resource and a product/industry/commerce that it supports. The winner is the student with the most card pairs set down.

**Assessment:**

Teacher will observe students playing the card game. Students should be able to create logical pairings and justify their pairings with examples.

**Differentiation:**

\*Students work in pairs/groups as needed.

\*Teacher modeling.

\*Extensions can include researching a Maine company or product and share findings.

Researching buildings that have been made with Maine granite would be a good project.

<https://www1.maine.gov/dacf/mgs/explore/mining/sites/aug03.pdf>

<http://quarriesandbeyond.org/states/me/me-structures.html>



## AFTER VISIT LESSON

**Lesson Title:** Economics 207, part 2

**Objectives:** Students will identify the major natural, human and capital resources in Maine and connect them to the industries that they support.  
Students will recognize the similarities and differences between the economic regions of Maine

**Materials:** Optional “Dress Up” Opportunity. Can be as simple as a student reading his/her notes, wearing a hat, or go all out and dress up as the character. The students could create backgrounds, use real Maine products for props and invite an audience.

**Duration:** Could be done in one class or several classes

### Procedures:

Students will create little skits. Students will “act out” their character. They will be either a producer or a consumer of a Maine product. Students can go all out and dress up or just have a script/words without any props. For example: One student is the maple syrup farmer who taps the trees, boils down the syrup, bottles and labels merchandise to sell. The other student is the store owner, such as LL Bean, who buys it. Students can add in comedy, etc. trying to sell to different companies. They can compete for bids, etc. This is a great opportunity to include every learner!

**Assessment:** Students understand the learning goals by “acting” the parts as well as “observing” other students play their parts.

### Differentiation:

- \*Students at different levels of the spectrum team up
- \*Special Needs students can easily fit into an acting role with or without speaking parts
- \*GT Students can research their specific roles by doing such things as researching companies who buy Maine products, compare organic products vs non organic, etc
- \*Artistic students may create props/costumes for their class