

Teacher: Henry Couch

Title: Comparative advantage: A Historical Case Study FLVS Course: Economics 5.07 (DBA) Enrichment

Topic: Understanding Comparative Advantage Grade level: 9-12

FLVS Turning Points Grant Lesson/ Activity/Content	
Summary: <i>(A short 3-5 sentence summary of the Activity and how it will be delivered)</i>	Students will read Alexander Hamilton’s Report to Congress on the Subject of Manufacturing (1791) and discuss how this would impact the economic concept of comparative advantage. It is designed as an optional enrichment opportunity for students in conjunction with the 5.07 Discussion Based Assessment in Economics.
National Standards for History Era: Link	Era 3 Revolution and the New Nation (1754-1820s) Standard 2: The impact of the American Revolution on politics, economy, and society Standard 3: The institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights
State Standard(s): Link to SSS Link to Next Gen SSS	SS.912.A.1.6: Use case studies to explore social, political, legal, and economic relationships in history.
Themes/Concept:	Hamilton and the development of a mixed economy in the early United States
Essential questions (2-5 questions) <i>(What you want the students to know)</i>	What is comparative advantage? How would the balance of trade be affected by manufacturing in the US?
Learning Goal(s): <i>(What you want students to understand)</i>	Students should be able to understand the economic concept of comparative advantage and how it applied to the development of the economy of the United States.
Launch Activity (Hook)	
Knowledge & Skills <i>(People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)</i>	Student should be able to read, interpret and apply a primary source to an actual economic event. Terms: Balance of Trade, comparative advantage, Bank of the United States People: Alexander Hamilton
Lesson <i>(The lesson itself; Procedure)</i> Assignment: Read Hamilton’s “Report to Congress” (see link below) and explain how he feels that the comparative advantage of combining both agriculture and manufacturing will stimulate the economy. In your discussion give at least 5 specific examples for stimulating manufacturing in the United States, the benefits of each example to Economic growth, and the impact on the U.S. balance of trade with European powers. What is his feeling toward children and women in the work force? What unintended consequences	

will this change create?

Assessment Evidence: *What evidence will show that students met the learning goal?*

Resources and instructional tools: *(Including Video Sources, Text Resources, Research Strategy)*

Alexander Hamilton's Report to Congress on the Subject of Manufactures (1791)

<http://press-pubs.uchicago.edu/founders/documents/v1ch4s31.html>