

Early American Trade (Wanna' Trade?)

Big Ideas of the Lesson: Trade and Interdependence (The Importance of Trade)

How has trade been important to people in the United States? 1500's – Present

Lesson Abstract: (summary of main points)

For ages people have traded goods to get things that they wanted that were not available to them. In ancient times people risked their lives to trade for something as simple as spices or silk. Students will explore the idea of trade in the early United States using images of trading post to encourage thought and discussion. The images are taken from the Library of Congress website. Students will look at where the trading posts are and attempt to find their approximate locations geographically on their U.S. maps. Students will discuss the early fur trade as well as other items they know people may have traded for. They will also discuss the concept of early trading and how it worked. In conclusion, students will participate in a Trading Post experience.

Content Expectations or Standards: (G.L.C.E.'S Grade Level Content Expectations...based on Michigan curriculum standards.)

6 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.

6 – G4.1.1 Identify and explain examples of cultural diffusion within the Americas (e.g., baseball, soccer, music, architecture, television, languages, health care, Internet, consumer brands, currency, restaurants, international migration).

6 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

6 – E1.1.1 Explain how incentives vary in different economic systems (e.g. acquiring money, profit, goods, wanting to avoid loss in position in society, job placement).

Integrated G.L.C.E.'S (Grade Level Content Expectations...based on Michigan curriculum standards.)

(ELA-Essay on trade in the United States)

W.PS. 06.01 (Writing – Personal Style grade 6) Student will...exhibit personal style and voice to enhance the written message in both narrative (e.g. personification, humor, element of surprise) and informational text (e.g. emotional appeal, strong opinion, credible support)

Key Concept(s)

Economic interdependence, trade, primary resources, analyze, cultural diffusion, scarcity

Instructional Resources: Selected photos of trading post from the Library of Congress Website to be used to as focus of discussion on trade.

Additional Resources: Dictionary, Student Text or Internet. (Students will need working definitions for Key Concepts.

Equipment/Manipulative:

Projector and white board to show Trade Post Scenes (or teacher can print copies and display them on the board)

Day-2 permission slips from parent for student participation in the Trading Booth project, allowing them to bring in an item and trade it for the experience.

Day 2 -Items to trade brought in by teacher and students (candy, books, chips, model cars, sun glasses, scarves, trading cards etc. (Things of low value)

Day 2- Student made signs and displays for simulated trading booth.

Student Resource

Desk Maps

Dictionaries

Social Studies folder or notebook (to define terms and write notes and ideas)

Pen or pencil

Items to trade

Parent permission slip

Teacher Resources

Library of Congress website

Pictures of trading

General background on trade and Interdependence (for discussion)

Board/markers or chalk

Construction Paper (For Trading Post signs)

Markers

Day 2- small Ziploc bags of popcorn-one for each student

Lesson Sequence: (50 minute class period)

Day 1-

The teacher is to show picture of Native Americans at trading booth and ask students what activity the people in the picture are participating in.

Discuss responses and the fact that trading was the first form of shopping that may date back to pre historic times.

Discuss trade and interdependence.

Have students look up the definitions and copy them.

Display other pictures of trading post and what may have been there to trade.

Ask question: "Why is trade important?" "What kinds of things did early North Americans trade?" (Major trade items fur, beans, corn, animal pelts, hatchets, beads, meat knives, horses etc.) "Do people still trade?"

What differences do you see in the photographs? Why are they different?

*Students to write ideas in their notes.

Tell students that on Day 2 they are going to participate in a Trading Post Experience.

Pass out Trading Post permission slip. Read and discuss.

Day 2- Tables will be set up in the classroom to create a simulated Trading Post. Teacher will be the shopkeeper. Students to lay out items they brought to trade on tables in the classroom. Student items will become the merchandise for trade. The teacher will give each student a small bag of popcorn (representing crops) to trade with the shopkeeper. After drawing numbers students will trade their beans/corn (popcorn) with the post owner for an item they want. After everyone is finished they may trade with each other. The teacher may return bags of popcorn to eat while they write a one page essay on the importance of trade and respond to Questions for Thought in their journals.

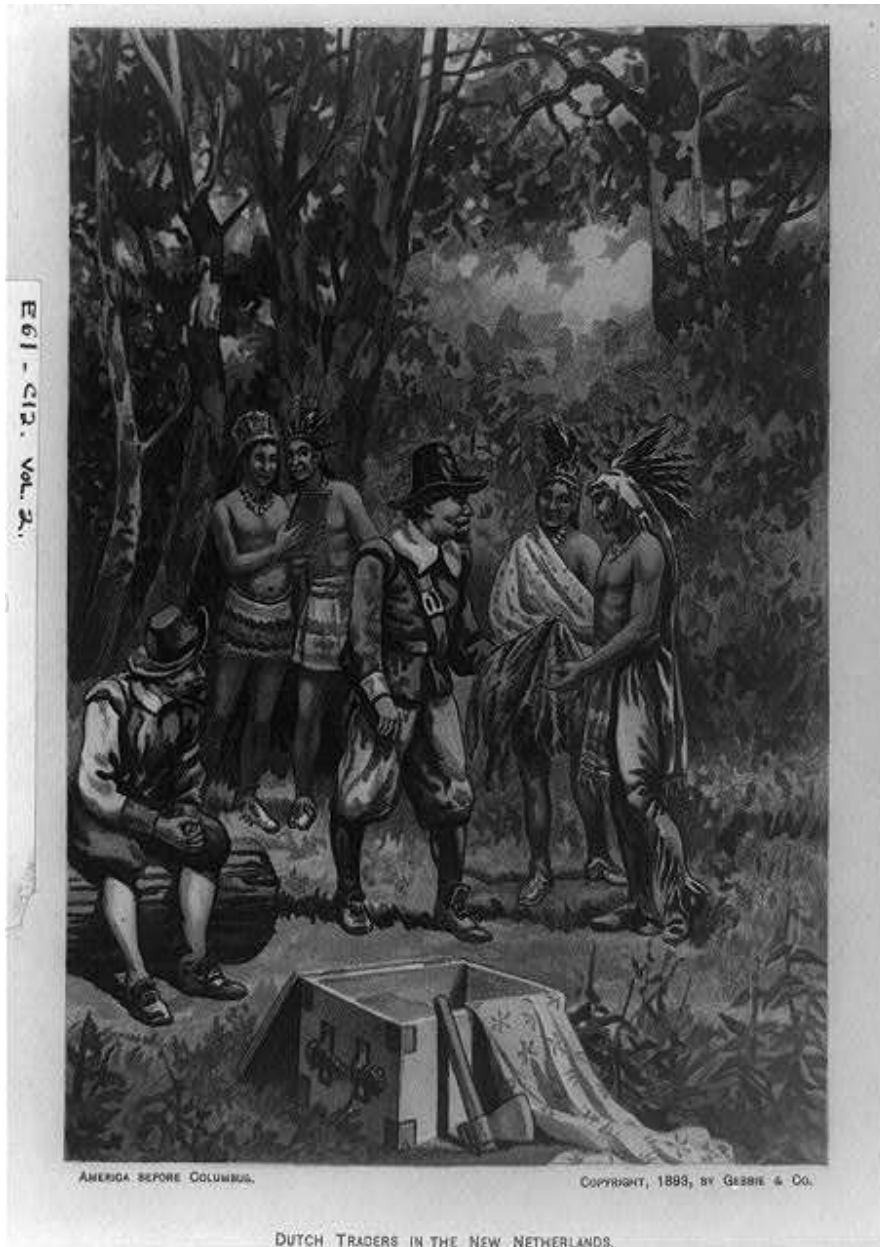
Questions for Thought:

1. Do we still trade in the United States today?
2. Is the currency an efficient method for trade? Explain.
3. Was everyone's trade selection worth the same amount or should there have been a difference? Explain.
4. Why were trading posts important?

Assessment:

Journal entries may be read aloud and discussed. The teacher may grade from the oral writings or have student rewrite them and collect them for a grade. (You may use the Writing Rubric provided for scoring.)

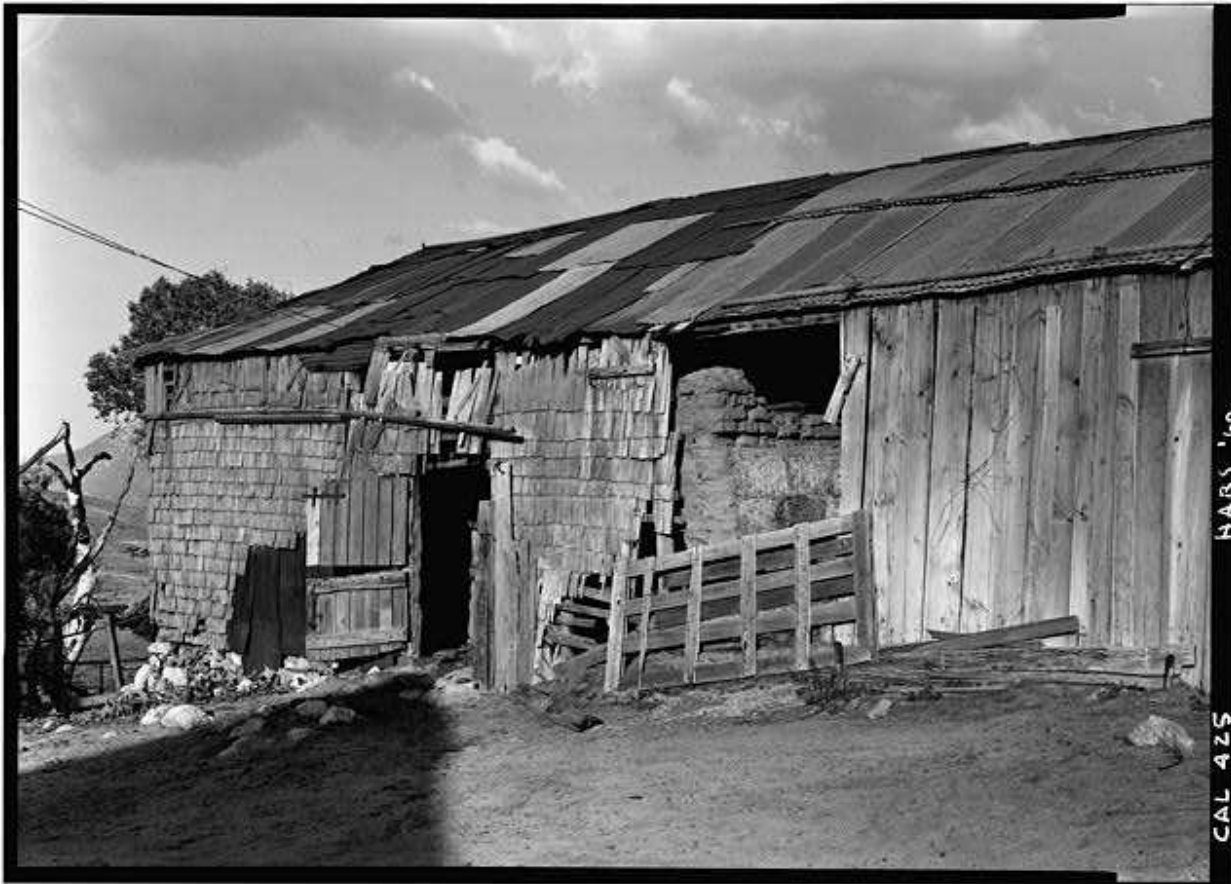
Lesson may be extended to discuss modern day trade, International Trade and trade rules or organizations. (Example: NAFTA)



Dutch Traders in the New Netherlands-lithograph by Annie C. Cady 1893
Reproduction # LC-USZ62-3014



Curiosity Shop Juneau, Alaska 1895- Trading Post (Tlingit carvings and Skins in front of Martins old Curiosity Shop. Library of Congress)



Warner Barn Trading Post –San Felipe Rd. St. HW S2
San Diego, CA (Survey Jack E. Boucher Photographer – October 2, 1960) Library
of Congress



Gakona Lodge and Trading Post (LOC American Memory-Built in America-Historic American Bldgs. Gakona Area Arkansas)



Trading Post in Sitka, Alaska -1900 (L.C. photograph by Fred W. Carlyon-U.S. Historical, Cultural Collections.



TRADING BOOTH EXPERIENCE Permission Slip

This week your child is studying the importance of trade and the Fur Trade in early North America. At the end of this week's lesson we are going to simulate a trading post experience. Students may bring in an item they own to put in the trading booth so that we may role play the concept of trade. Items could be things like an old book, model car, or t-shirt. Students need parental permission as these items will not be returned once someone purchases them in the trading booth. Therefore, we are asking your permission to allow your child to donate the item they select to trade.

My child, _____, has my permission to trade his/her _____ (name and describe the item). It is my understanding that the item will not be returned.

Parent Signature

Student Signature

(Permission slip example)

Writing Rubric

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
Topic: Why is trade important? Explain.	Writing addresses topic but lacks detail. Little explanation is give to support response. Grammatical errors present in writing.	Writing addresses topic and gives some support for response. Little detail is given to illustrate response. There are a few grammatical errors.	Writing addresses topic and gives support for response. Student uses examples to illustrate response. Few errors are present.	Writing addresses topic and gives support for response. Writing is engaging and illustrates response. Good effort in presentation.

- Teacher can add a Shop Keepers Log...to show trades.
- Field Trips to The Detroit Historical Museum or Greenfield Village to emphasize trade.