

Lesson Title: Bartering Along the Santa Fe Trail
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Second Grade, Social Studies
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Teaching Traditional American History Program

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<http://www.chillihistoryproject.com/>

Lesson Overview: This lesson allows students to explore the historical Santa Fe Trail and learn how bartering contributed to the commerce/economics of that time period.

Essential Question: How did the practice of bartering by Native Americans, Hispanics, and early tradesmen affect commerce along the trails west?

Objectives: After completing this lesson the student will be able to:

- Communicate accomplishments of how a variety of people traded goods and resources using bartering during a historical period.

Missouri Social Studies Grade Level Expectations

Missouri, United States and World History

1. Knowledge of the continuity and change in the history of Missouri, the United States and the world

B (2) Knowledge of the contributions of non-Missourians

- Compare and contrast the habitats, resources, art and daily lives of Native American peoples, Woodland and Plains Indians.

Missouri Social Studies Grade Level Expectations
Missouri, United States and World History

1. Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
 - A (1) Knowledge of basic economic concepts, being able to explain and use them to interpret historical and current events
 - Show how people trade using money and bartering

Missouri Communication Arts Level Expectations
Reading

1. Develop and apply skills and strategies to the reading process
 - F Pre-Reading
 - Develop and apply pre-reading strategies to aid comprehension
 - access prior knowledge
 - preview
 - predict and confirm or reject
 - set a purpose for reading
 - G During Reading
 - During reading, develop and utilize strategies to
 - self-question and correct
 - infer
 - predict and check using cueing systems
 - meaning
 - structure
 - visual
 - H Post-Reading
 - Apply post-reading skills to identify the **main idea** and **supporting details**
 - question to clarify
 - reflect

- analyze
- draw conclusions
- **summarize**
- **paraphrase**

Materials: Items needed for this lesson are as follows:

- 1 copy of the nonfiction resource book: Along The Santa Fe Trail: Marion Russell's Own Story by Marion Russell (Shared Reading)
- Prior to the lesson collect a variety of Santa Fe Trail/Western frontier books. Example: Friday the Arapaho Boy by Marc Simmons (fiction)
- 1 Santa Fe Trail Bartering Question Sheet per student
- 1 KWL chart per student

Class Time: Two 30-minute Social Studies/Shared Reading class periods.

Teacher Input: This lesson will begin on Day One by asking students what they know about the Santa Fe Trail, who traveled it, and what the term bartering means (explain that bartering is the direct trading of goods, services, and resources without using money). Students will record prior knowledge on their KWL chart.

- 1) A picture walk will take place for the following resource material: Along The Santa Fe Trail: Marion Russell's Own Story (read during Shared Reading time). Students will use visual cues to predict what will take place in the text.
- 2) Next, students will be asked to fill in the What You Would Like To Learn portion of the KWL chart.

- 3) After the picture walk the teacher will read: Along The Santa Fe Trail: Marion Russell's Own Story to the class. The book used for this lesson acts as a background resource of travel on the Santa Fe Trail and builds upon the student's prior knowledge.
- 4) Upon completion of the book (this will take two days of Shared Reading time) a Santa Fe Trail Bartering Question Sheet will be given out to enable the students to express their understanding of the material that was presented.

Questions for review/assessment: Questions for the Santa Fe Trail Bartering Question Sheet (master of student copy is at the end of this lesson) are as follows:

- Q. What is the meaning of the term goods?
- Q. The word needs can pertain to goods you can't live without. What goods can't you live without?
- Q. Why do you think these early Santa Fe travelers bartered and traded with each other?

Activities:

Day 1

At the beginning of the lesson the teacher will give each student a Santa Fe Trail K-W-L Chart. The first two sections (What I Know, What I Want To Know) of the chart will be filled out on Day 1. The teacher will model the first two sections with the third portion of the chart being filled out on Day 2 of the lesson (an example of

the KWL Chart is included at the conclusion of this lesson plan).

Day 2

After the discussion of contributions each ethnic group made along the Santa Fe Trail the KWL Chart will be completed for the learning section. All students will share their answers for the learning portion of the KWL Chart.

Students will be divided into groups of four (depending on class size). Each student will be provided with 4 items to trade or barter (pencils, pencil grips, erasers, highlighters, 1 homework pass from each subject, free computer time coupon, lunch with the teacher certificate are some of the items used in each student's barter bag-with no two bags the same in each group) with those in their respective groups. Each student will be required to make at least 3 trades in their small groups. You may need to remind students that each individual must be happy with the exchange that is made. After the bartering/trading has taken place we will come together as a class and discuss the strategies they used and how trade affects our economics system, as we apply it to the world of trade in today's society. This exercise will provide students with a hands on opportunity to investigate bartering.

Closure: Day 2-The Santa Fe Trail provided a means to exchange goods between a variety of ethnic groups. Students will see the importance of commerce and the relationship of goods and resources. Stress should be made to students that a country needs to have many resources to meet its citizen's needs without being dependent on other countries.

Assessment: For a final assessment the students will fill in the What I Have Learned portion of the Santa Fe Trail K-W-L Chart and the Santa Fe Trail Bartering Question Sheet.

Extension: If the students finish early they may choose to read one of the many Santa Fe Trail books or brochures that have been compiled for this lesson.

Future ideas for lessons might include the following:

- The teacher will develop a Math lesson using bartering and trading for the student to better understand the economics of commerce along the Santa Fe Trail.
- Have students classify goods and resources found along the Santa Fe Trail.

Graphics: Bartering Question Sheet and Answer Key, K-W-L Chart and Assessment Guide.

References: Along The Santa Fe Trail: Marion Russell's Own Story by Marion Russell, and Friday the Arapaho Boy by Marc Simmons.

“A People without history are like the wind on the buffalo grass...”

Lakota

Santa Fe Trail Bartering Question Sheet

Name _____

Date _____

1. What is the meaning of the term goods?

2. The word needs can pertain to goods you can't live without. What goods can't you live without?

3. Why do you think these early Santa Fe travelers bartered and traded with each other?

Santa Fe Trail Bartering Question Sheet

Answer Key

1. What is the meaning of the term goods?
 - A. Items of like value you purchase by bartering or trade for.

2. The word needs can pertain to goods you can't live without. What goods can't you live without?
 - A. Student answers will vary but some items could include the following: water, food, clothing, and shelter.

3. Why do you think these early Santa Fe travelers bartered and traded with each other?
 - A. Student answers will vary according to what they know about Native American goods, Hispanic trade items, and early commerce traders of the Santa Fe Trail.

Name: _____ Date: _____

Santa Fe Trail and Bartering K-W-L Chart

Day 1-What do you already know about the Santa Fe Trail and bartering? Next, what would you like to learn about this subject? Complete the first two columns of the table below.

Day 2- Now that you have read and discussed some examples of the Santa Fe Trail and bartering list elements you can take away from this exercise in the last column of the KWL chart.

What I Already Know About The Santa Fe Trail and Bartering	What I Would Like To Learn About Those Who Traded Along The Santa Fe Trail	What I Have Learned About The Economics On The Santa Fe Trail
1)	1)	1)
2)	2)	2)
3)	3)	3)
4)	4)	4)

Santa Fe Trail and Bartering K-W-L Assessment Guide

Day 1-The teacher will conduct a walk around as an informal assessment for strengths and weaknesses to determine understanding for this activity. K-W-L Charts will be gathered on Day 2 and graded using the following rubric.

Criteria	Excellent-4	Fair-3	Poor-2
Stayed on task			
Spelling/Grammar			
Sentence Structure			
Spelling			
Neatness			
Total			

*Failure to return rubric will result in a loss of five points.

