Lesson Title: Early American Economic Exploration
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Lesson Overview: Students will explore how early Americans (both Native Americans and early settlers to the west) used systems of trade and barter to establish simple economies. Students will explore different frontier trades associated with the Colorado Santa Fe trail in the 1830s and 1840s.

Inquiry Questions: How did the early inhabitants of America manage money and resources?

Colorado Academic Standards: SOCIAL STUDIES Fifth Grade, Standard 3. Economics
1. Explain how patterns of trade shaped the development of Early America.
evidence outcomes:
b. Compare ways in which people and communities exchanged goods and services. For example: Barter and monetary exchange.
c. Identify the goods and services that were traded among different cultures and regions.
d. Describe how patterns of trade evolved within Early America.

Materials:
Slides

Settlers- Horse tokens (1 per student), Tool tokens (2 per student), Silver tokens (5 per student)

Natives- Food tokens (3 per student), Water tokens (2 per student), Pelt tokens (1 per student)

Tokens can be made out of construction paper or math manipulatives can be creatively used to represent the different trading quantities. Students will select three tokens from their six at random.

Background Knowledge/Contextual Paragraph for Teachers: As early-Americans moved west they came into contact with native tribes. In 1821 William Becknell opened the Santa Fe trail which stretched from Missouri to New Mexico. This new opportunity allowed Americans to trade with natives and Mexicans along the

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newly established borders. Students will explore different aspects of resource management and bartering as they imagine venturing out onto the Santa Fe Trail of the 19th century.

Building Background Knowledge for the Student: Students will have already toured the Old Bent Fort virtual tour, as well as having learned about the Age of Discovery through western expansion. Students will visit the Colorado Pioneer museum either prior to learning, or as a follow-up to the lesson.

Instructional Procedures and Strategies:
For this lesson the class will be divided into two groups: natives and settlers. The purpose for the settlers is to trade for food and supplies for the remainder of their journey, whereas the natives will trade for tools, silver, and horses. Students will have to manage a simple budget where each trade-item is assigned a fixed value (for the purpose of the lesson).

Day 1: Introduce the Concept Old Bent's Fort Slides 5 min. Group Discussion 15 min. Grouping Students 5 min. Introduce Google Slides 15 min. TOTAL TIME: 40 min.	Remind students of the Bent's Old Fort virtual tour. Engage students in a whole-class discussion about how early Americans and Natives engaged in trade. Introduce the Santa Fe Trail. Split class into 2 groups representing natives and settlers. Introduce the Google Slide assignment.
Day 2: Barter and Discussion Set up the "Fort Shop" during plan time, or, have students create decorations during Morning Meeting which will then be placed on certain desks/areas of the room for	Peer Support: Students enter the classroom "Fort Shop". The Fort will be located in the classroom or pod. Students selected as natives will be the shop proprietors. Settlers will walk to different "vendors" (students may set up their

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the shop. Interactive Bartering 25 min. Small-Group Slide Work 15 min. TOTAL TIME 40 min.	desks with small Ute-themed decorations to add to the atmosphere/fun) and negotiate trades based on their available goods. Students will have 15 minutes to barter, then, they will gather in their original groups to check their supplies. Students will then be given an additional 10 minutes to make final trades. Once the time has elapsed, have students retrieve their computers to work on their Google Slides. Students may work in small groups within their settler/native groups of 2-3 learners to work through their slides.
Day 3: Reflection Group Discussion 5 min. Peer Support- Bartering 15 min. Independent Work- Comprehension Question/Self-Reflection 20 min.	Group Discussion: Determine if students need more time to barter/finish their bartering slides prior to engaging in the comprehension question. Peer Support: Final trades in the Fort Shop. Independent Work: Students answer the comprehension question in their slides and rate themselves on a rubric (1-4).

Formative Assessment Options:
Google Slides Assignment-
Students will complete a Google Slides assignment (see attached) that includes a self-reflection. Data collected from slides and from student reflections will guide next-steps.

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Schoology Discussion Post w/ Peer Response (Comprehension Question)

Resources: Wonders Leveled Reader: The Great Plains Colorado Pioneer Museum- Beads, Blankets, and Buffalo Bent's Old Fort Virtual Tour- https://www.nps.gov/beol/learn/photosmultimedia/virtual-tour-of-fort.htm

Texts for Independent Reading or for Class Read Aloud to Support the Content	
Informational/Non-Fiction	Fiction
"Traveling The Santa Fe Trail" by: Linda Thompson https://www.getepic.com/book/60030665/traveling-the-santa-fe-trail	
Wonders: The Great Plains	
The Ute: A True Book by: Kevin Cunningham and Peter Benoit	