



Lesson Title: The role of gathering of food and materials

Lesson Overview: In this lesson students will compare and contrast how people get the food and materials they need to survive now vs. in the past. This lesson specifically focuses on the time period in Colorado history when settlers were coming from the East and their interactions with the natives of the land. This lesson can be a stand alone or in conjunction with a field trip to the El Pueblo Museum in Pueblo, specifically focused on the “cultural crossroads” guided tour.

Inquiry Questions: How did people get what they needed to survive during westward expansion? How is the way that people exchange goods and services different now than it was in the past? How did the native’s ability to trade change their way of life?

Colorado Academic Standards:

Grade 3.1 “Explain how producers and consumers exchange goods and services in different ways.”

Grade 3.2 “Identify how people in the past influence the development and interaction of different communities or regions”

Materials: Chart paper, markers, photographs and reading materials included within the lesson, bartering cards.

Background Knowledge/Contextual Paragraph for Teachers: Students will need to have background knowledge about the native americans of the area prior to westward expansion. Some of this background knowledge can be built if teacher choose the previously mentioned field trip. Students will need to understand what westward expansion, and what drove settlers to want to move west to places like Colorado.



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Building Background Knowledge for the Student: Attached you will find resources to help build background knowledge.

https://www.historycolorado.org/sites/default/files/media/documents/2020/full_nuu-ciu_strong_resource_guide_cde.pdf please note that pages 90-93 are used during the lesson

Instructional Procedures and Strategies:

Divide students into groups with chart paper and markers- Pose the question

“How do we get what we need to survive in today’s world?”

Students should use chart paper to draw or write all the different ways that people get what they need

Examples: grocery and convenience stores, restaurants, super markets, ect.

Have students share ideas.

Use this reading (2 pages from the linked reading above) and have groups table talk about how the native americans got horses, and what changes that made in their lives.

Next, have groups investigate the 2 primary source pictures as groups. Be sure students understand that these images come from the time of westward expansion. Ask students what they notice about the images. Question students about how they think people got what they needed in the past?

(Students should come to the conclusion that while some people may have used money, most people traded with each other or bartered)



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Bartering activity- print cards attached within this lesson. The goal is for students to barter with each other using the cards they begin with in order to get what they need to survive winter. In order to survive winter they need 1 wheat, 1 meat (choice of several meat options within cards) 1 wool (note that sheep count as wool and meat), and 1 tool. Pass out 4 of the same card to each student. Note that some cards are NOT necessary for survival. Teacher can choose to make this as hard or as easy as they choose for students to be able to get what they need or to have items unnecessary and thus no chance for survival.

Students need to be sure they are truly bartering, a 1-1 trade. At the end bring students together and see who survived. Be sure to bring up misconceptions; for example some students may decide that a horse was necessary for survival..explain why this did not meet the perimeters set forth at the beginning.

Have students return to groups to discuss what challenges they had in bartering. What challenges they think the pioneers and natives faced in the winter when supplies would be at their lowest.

Have groups create new posters about how people got what they needed in the past to survive, with gallery walk to conclude lesson.

Formative Assessment Options: Students can complete a Venn Diagram comparing and contrasting how people get what they need to survive in present times and how they get what they needed to survive in pioneer times.

Resources:



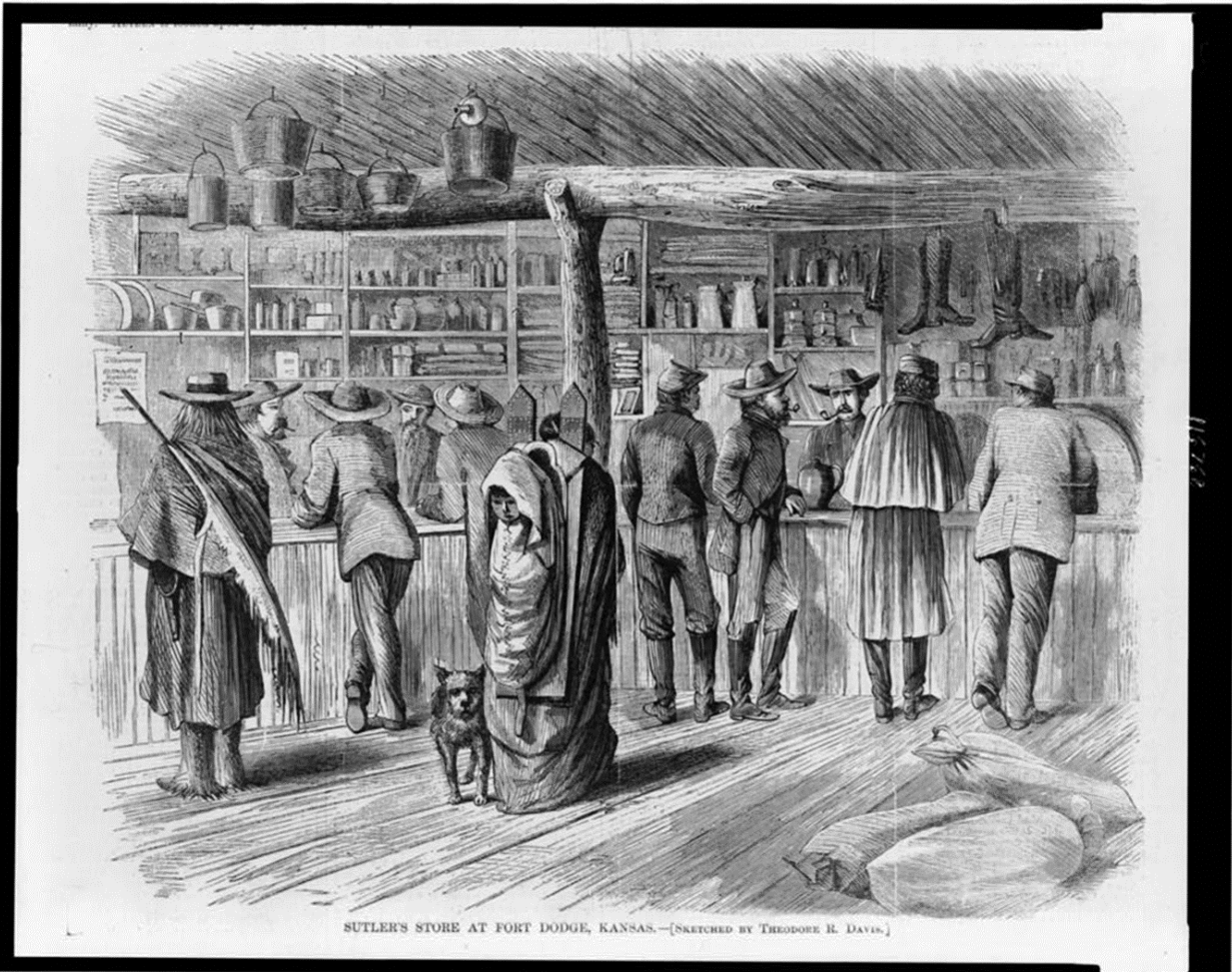
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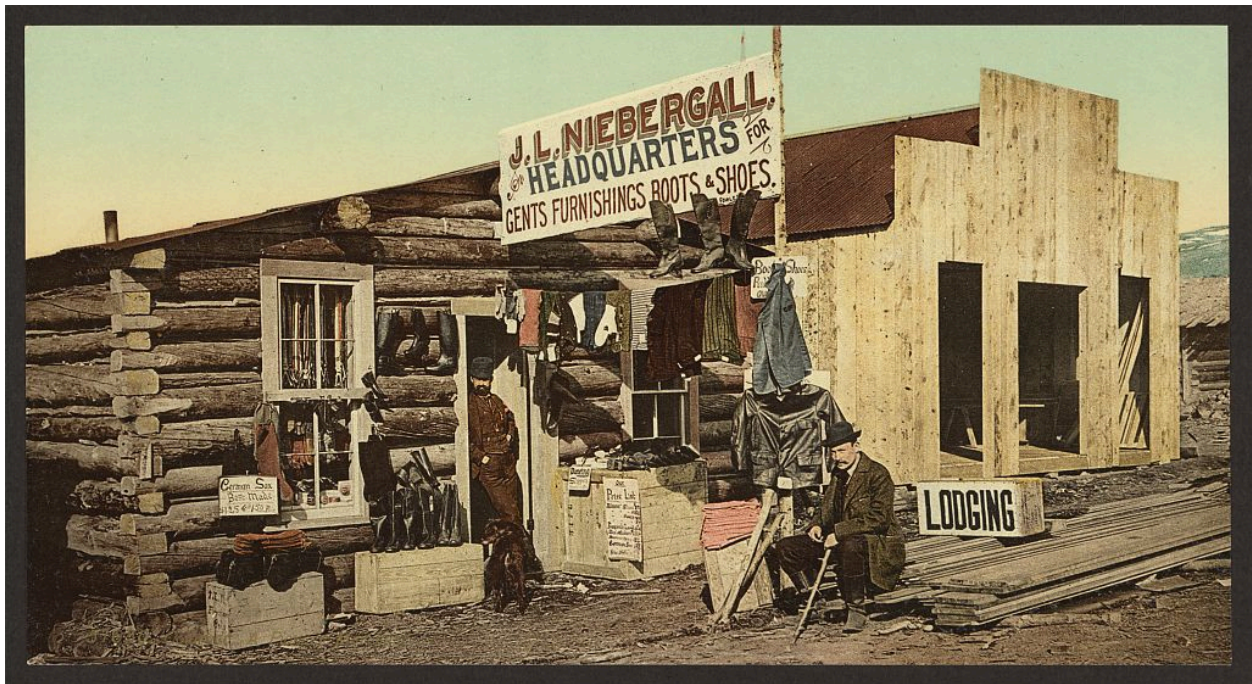
Texts for Independent Reading or for Class Read Aloud to Support the Content	
Informational/Non-Fiction	Fiction
https://www.historycolorado.org/sites/default/files/media/documents/2020/full_nuu-ciu_stro ng_resource_guide_cde_.pdf Page 90-93, shared reading within groups	

PRIMARY SOURCE PICTURES

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Cripple Creek, Colorado Store Front



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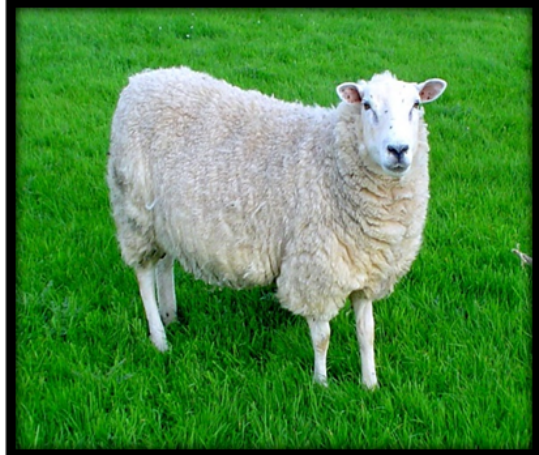


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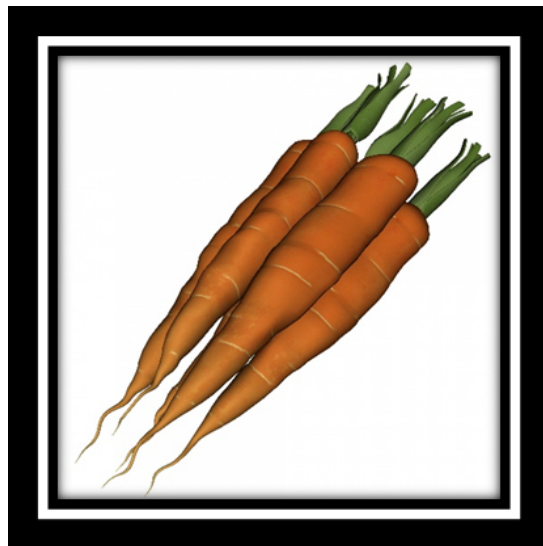
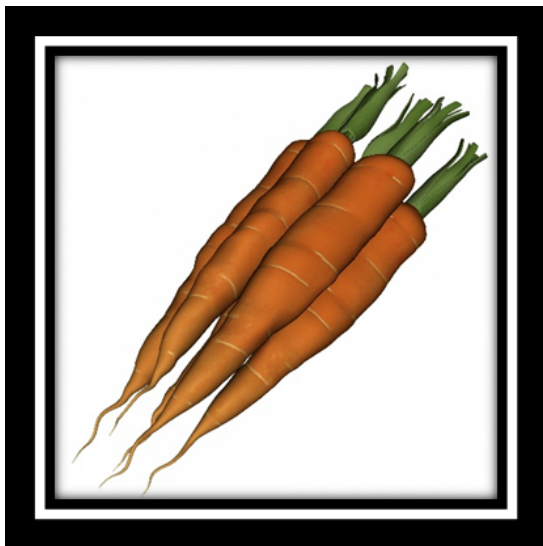
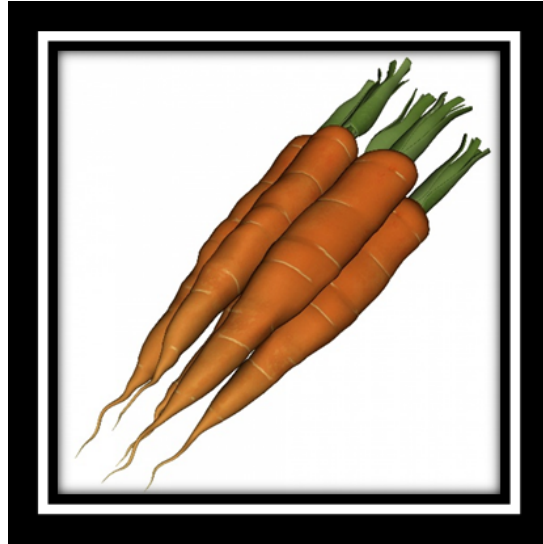
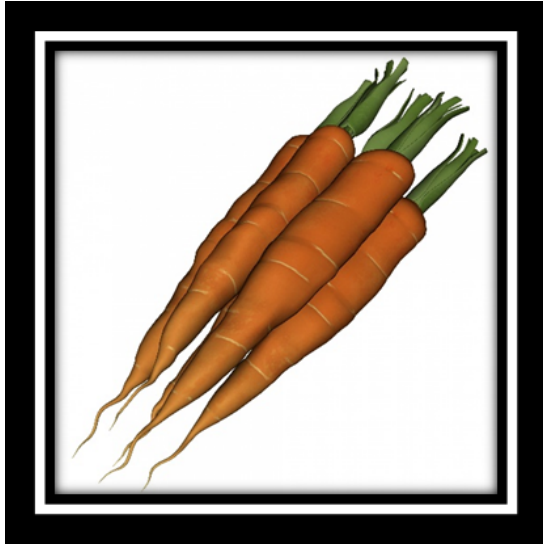


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