

### 5<sup>th</sup> Grade – Nebraska in the United States – Lesson 3

<b>Grade 5</b>	<p><b>Theme:</b> We Are Nebraska In the United States</p> <p><b>Lesson Title:</b> Trading in Nebraska, 2-3 days</p> <p><b>Literacy Strategies:</b> note-making, QAR, nonlinguistic representation, Quick Writes</p>
<b>Objectives / Learning Targets</b>	<ol style="list-style-type: none"> <li>1. I can analyze a picture of French explorers by completing a picture analysis of primary source for French exploration</li> <li>2. I can describe the exploration of the French in the 1600s and 1700s by analyzing and recalling the reading of the exploration</li> <li>3. I can visualize my understanding of the French exploration by illustrating the information of the reading of the exploration</li> <li>4. I can demonstrate an understanding of the fur trading in Nebraska in the 1700s by performing a fur trade simulation activity</li> <li>5. I can interpret understanding of the fur trade in Nebraska by drawing conclusions in answering the fur trade questions</li> </ol>
<b>Background Information</b>	<p>By the early 1700s Spain laid claim to the southwestern regions of what would become the United States. Britain was setting up colonies along the eastern coast and into Canada. France set explorers along the Mississippi River where La Salle claimed the Ohio River Valley and the all the tributaries as part of New France. The land was named Louisiana. This land included Nebraska.</p> <p>The French moved onto the plains and set up regular trade with the Native Americans of the central Missouri River basin (Nebraska) by 1703. They had treaties of peace and friendship with the Missouri River tribes.</p> <p>The French supplied guns to the Pawnee, Osage, Missouriia, Kansas, and Wichita tribes. This would give these tribes some great advantages over their enemies, the Apache. The Spanish were also trading items to the Native Americans but forbid gun trade to the Plains tribes.</p> <p>(Information provided by: Europeans Compete for Trade <a href="http://www.nebraskastudies.org">www.nebraskastudies.org</a>)</p>
<b>Materials &amp; Resources</b>	<p>Social Studies Textbook – Building A Nation</p> <p>Websites:</p> <p>Anticipatory Set – <i>Shooting the Rapids</i>  <a href="http://www.nebraskastudies.org/0300/frameset.html">http://www.nebraskastudies.org/0300/frameset.html</a></p> <p>Map of United States Rivers  <a href="http://www.enchantedlearning.com/usa/rivers/">http://www.enchantedlearning.com/usa/rivers/</a></p> <p>Map of Louisiana Territory (French)  <a href="http://www.historymuseum.ca/virtual-museum-of-new-france/colonies-and-empires/colonial-expansion-and-alliances/">http://www.historymuseum.ca/virtual-museum-of-new-france/colonies-and-empires/colonial-expansion-and-alliances/</a></p> <p>Fur Traders and Missionaries and The Fur Traders (page 1 and 2)  <a href="http://www.nebraskastudies.org/0300/frameset.html">http://www.nebraskastudies.org/0300/frameset.html</a></p>
<b>Content Standards/ Indicators</b>	<p>SS 5.2.3a – (Economics) Students will be able to identify the functions and characteristics of money (e.g. store value, medium of exchange, unit of accounting)</p> <p>SS 5.2.12a – (Economics) Students will be able to investigate Early United States specialization and trade (e.g. fur, tobacco, cotton, lumber)</p> <p>SS 5.3.6a – (Geography) Students will be able to explain the influences of physical and human geographical features on historical events in the United States</p> <p>SS 5.4.2a – (History) Students will be able to demonstrate an understanding of the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, by era</p>

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	<p>LA 5.1.5b – (Vocabulary) Students will be able to select and apply knowledge of context clues and text features to determine the meaning of unknown words</p> <p>LA 5.1.5c – (Vocabulary) Students will be able to acquire new academic and content –specific grade-level vocabulary, relate to prior knowledge and apply to new situations</p> <p>LA 5.1.6d – (Comprehension) Students will be able to summarize and analyze a literary text and/or media, using key details to explain the theme</p> <p>LA 5.1.6o – (Comprehension) Students will be able to demonstrate an understanding of text via multiple mediums (e.g. writing, artistic representation, video, or other mediums)</p> <p>LA 5.3.3e –(Reciprocal Communication) Students will be able to collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others’ ideas to clearly express one’s own views while respecting diverse perspectives</p>
<p><b>Procedures &amp; Routines</b></p> <p><b>Gradual Release of Instruction</b></p>	<p><b><u>Anticipatory Set:</u></b></p> <ol style="list-style-type: none"> <li>1. Teacher will display the painting, <i>Shooting the Rapids</i> (See Primary Document Picture Analysis in Lesson Resources).</li> <li>2. Teacher will have the students answer the picture analysis questions independently.</li> <li>3. Teacher will have the students share their answers with their face partner using RallyRobin – Kagan Structure</li> </ol> <p style="text-align: center;"><b><i>French Exploration of Nebraska</i></b></p> <p><b><u>Modeled:</u></b></p> <ol style="list-style-type: none"> <li>4. Teacher will have students place the interactive note-taking organizer in their notebooks. (See <i>Interactive Notebook in Lesson Resources</i>)</li> <li>5. Teacher will model how to complete note-taking organizer by completing the first couple of questions by reading p. 241 and answering the questions- <i>What is a trading post? What did the French learn from the Native Americans?</i> (See <i>Interactive Notebook in Lesson Resources</i>)</li> <li>6. Teacher will model how when the French claimed the territory of Nebraska as part of New France, they changed the Native American way of life by setting up trading post and trading with the Natives. (see website: <a href="http://www.nebraskastudies.org/0300/frameset.html">http://www.nebraskastudies.org/0300/frameset.html</a> - page 1 and 2 -<u>Fur Traders and Missionaries and The Fur Traders</u>)</li> </ol> <p><b><u>Shared:</u></b></p> <ol style="list-style-type: none"> <li>7. Teacher will have students read the rest of p. 241-243 with an elbow partner and complete their Interactive Notebook page. (See <i>Interactive Notebook in Lesson Resources</i>)</li> <li>8. Teacher will check for student’s understanding by having students share their responses in whole group discussion.</li> <li>9. Teacher will have students share their answers with elbow partner about some things that were traded between the French and the Native Americans.</li> </ol> <p><b><u>Guided:</u></b></p> <ol style="list-style-type: none"> <li>10. Teacher will guide students, as they read p.241-243 and use their note-taking organizer. (See <i>Interactive Notebook in Lesson Resources</i>)</li> <li>11. Teacher will guide students to understand the role of the French and Native American traders and the goods that they traded. Students will use their interactive notebook. (See <i>Interactive Notebook in Lesson Resources</i>)</li> </ol> <p><b><u>Independent:</u></b></p> <ol style="list-style-type: none"> <li>12. Teacher will have students complete a summary of what they learned about the French</li> </ol>

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	<p><i>exploration in Nebraska and the Fur trading in Nebraska. (See Interactive Notebook in Lesson Resources)</i></p> <p style="text-align: center;"><b><i>Fur Trading in Nebraska Activity</i></b></p> <p><i>Teacher will model how to play the Fur Trade Game (See Fur Trading Game in Lesson Resources). Teacher will check student's understanding of playing the Fur Trade Game, by having them share the directions with elbow partner-RallyRobin (Kagan Structure)</i></p> <p><i>Students will interact and play the Fur Trading Game while the teacher oversees the student's trading interactions. (See Fur Trading Game in Lesson Resources)</i></p> <p><i>Teacher will have students reflect on the trading game. Students will complete the Fur Trading Game Reflection Sheet. (See Fur Trading Game in Lesson Resources)</i></p>
<b>Summary</b>	<p>Teacher will have students complete the exit slip:</p> <ol style="list-style-type: none"> <li>1. Who lived in Nebraska prior to European explorers/traders?</li> <li>2. How did the French justify claiming North American land as belonging to France?</li> <li>3. How do you think the Native Americans felt about trading with the Europeans?</li> </ol>
<b>Optional</b>	<p>Have students discuss the following and work in teams to come up with a solution: After completing good trades with French, can you propose an alternative option rather than the few explorers claiming the land for France? What is your idea better than Villasur's?</p>

#### Differentiated Lesson Ideas

##### Extension Ideas:

Have students read about famous Nebraska Fur traders (Manuel Lisa, Joshua Pilcher, Lucien Fontenelle, and Peter Sarpy) and complete a biography report about the fur trader's impact in Nebraska. (Find information on website:

[http://nebraskastudies.org/0400/frameset\\_reset.html?http://nebraskastudies.org/0400/stories/0401\\_0122.html](http://nebraskastudies.org/0400/frameset_reset.html?http://nebraskastudies.org/0400/stories/0401_0122.html))

##### Extra Support:

Teacher will use the reverse note-taking procedure. Teacher will supply the students with the answer key for interactive notebook page (teacher copy). Student will need to find information in text by text tagging in text with post-it notes and create the question. Students will add question to the answer and illustrate their understanding.

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*LESSON RESOURCES*

Anticipatory Set – Primary Document Picture Analysis



Shooting the Rapids, by Frances Anne Hopkins, 1879. French explorers used canoes and dugouts to travel throughout the interior of the New World.

Picture provided by: <http://www.nebraskastudies.org/0300/frameset.html>

Picture Analysis Questions for Students

1. What do you see in this painting?
2. Infer what you think might be happening.
3. What questions do you have about this picture or what is taking place?

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Interactive Notebook Page

Read Chapter 7 lesson 2 (p. 240-243) to complete the notebook page

Students will read the lesson and complete note taking activity. Students will draw pictures that represent statements from the reading

Teacher Copy- Interactive Notebook Page 1

<b>Trading post were used to trade items between the French and the Native Americans</b>	<b>French learned new skills from the Native Americans like how to build canoes and make snowshoes.</b>

<b>French wanted to explore the Mississippi River that the Native Americans spoke about.</b>	<b>Marquette and Jolliet explored the Mississippi River in hopes of finding the Northwest Passage.</b>

<b>Robert La Salle claimed the Mississippi River Valley for France.</b>	<b>La Salle also claimed all the tributaries. A tributary is a stream or river that flows into a larger river.</b>

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Teacher Copy- Interactive Notebook Page 2

<p>La Salle named this territory Louisiana and it became a part of New France. La Salle named the land to represent France and he respected his King (Louis XIV)</p>	<p>During the late 1600s and 1700s the French built trading posts, forts and missions in Ne France.</p>

Map provided by: <http://www.enchantedlearning.com/usa/rivers/>



The Missouri River, Wabash River, Ohio River, and Illinois River are all tributaries to the Mississippi.



Map provided by:

The territory of Nebraska became part of the French territory, known as Louisiana.

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Map provided by:

<http://www.historymuseum.ca/virtual-museum-of-new-france/colonies-and-empires/colonial-expansion-and-alliances/>

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Teacher Copy- Interactive Notebook Page 3

Teacher will model and read from:

<http://www.nebraskastudies.org/0300/frameset.html> (page 1 and 2)

European goods manufactured for trade with Native Americans, including glass beads, metal rings, lead musket balls, part of a flintlock musket, metal scissors, a metal hatchet, a metal pot, and arrow points fashioned from metal objects.

*Summary*



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Interactive Notebook Page

Name: \_\_\_\_\_

Read Chapter 7 lesson 2 (p. 240-243) to complete the notebook page  
*Students will read the lesson and complete note taking activity. Students will draw pictures that represent statements from the reading*

#### Interactive Notebook Page 1

What was a trading post? (Vocabulary)	What did the French learn from the Native Americans? (Recall)

What did the French think of the river that the Native Americans spoke about? (Infer)	Why did the French hope to gain when they explored to the west? (Analyze)

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Interactive Notebook Page 2

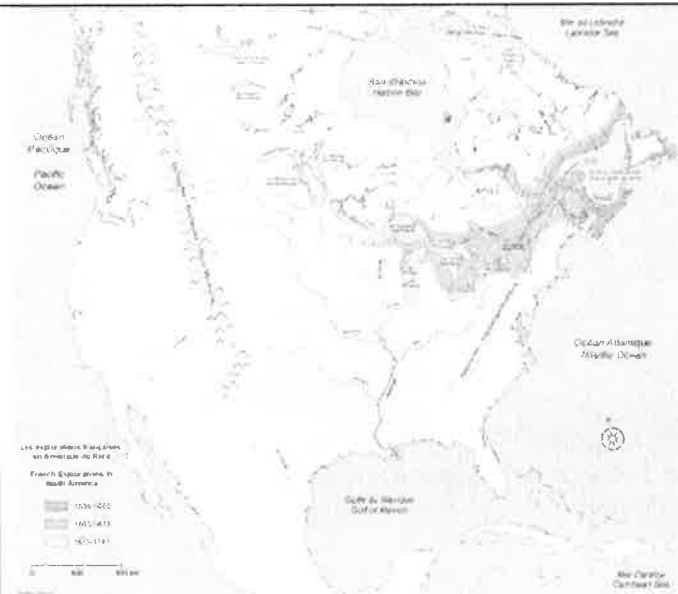
What did Robert La Salle claim? (Recall)	What is a tributary? (Vocabulary)

Why do you think La Salle named the new territory Louisiana? (Analyze)	What did the French do with the new territory during the 1600s and 1700s? (Recall)

Map provided by: <http://www.enchantedlearning.com/usa/rivers/>



List the tributaries of the Mississippi River? (Locate)



Map provided by: <http://www.historymuseum.ca/virtual-museum-of-new-france/colonies-and-empires/colonial-expansion-and-alliances/>

Find Nebraska on the map. What do you know about the territory of Nebraska after La Salle claimed the land? (Locate and analyze)

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Interactive Notebook Page 4

Teacher will model and read from:

<http://www.nebraskastudies.org/0300/frameset.html>

What were some items traded between the French and the Native Americans of Nebraska? (Recall)

*Summary:*

*(Summarize what you learned about the French Exploration in Nebraska and the Fur trading in Nebraska)*

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### *Lesson Resources*

## FUR TRADING GAME

Some possible good trades:

blanket = deer	fish hooks = raccoons
file = raccoon	long rope = deer
mirror = beaver	knife = beaver
tin pot = buffalo	needles = deer
beads = beaver	axe = buffalo
pair of shoes = beaver	scissors = deer
combs = beaver	spoons = beaver
shirt = beaver	long gun = buffalo

Materials Needed:

- French Trading Cards
- Native American Trading Cards
- Number Cube
- Possible good trades

Prep:

1. Teacher will print cards for class. (Printing will vary per class but possible 10 sheets of French trading cards and 10 fur trading cards)
2. Teacher will cut out the cards, shuffle and place them in two piles (Native American Traders and French Traders)

Directions:

1. Teacher will assign students to be either French traders or Native American traders by having students number off 1-2. All 1's will be the French traders and all 2's will be the Native American traders.
2. Students will roll a number cube (1-6) to see how many cards they will get to draw. Each student will draw the card from the selected group per assigned. (Example: Native American traders will draw from the trading cards that show buffalo, deer, raccoon, or beaver)
3. Teacher will have selected spots in the classroom for trading rendezvous - a place for traders to meet and trade/barter their items.
4. Teacher will explain some good possible trades by showing the students the chart to show the value of their items.
5. Teacher will set the timer (to be determined by teacher) and have students trade items with each other.
6. Students will reflect on items that they traded.

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**FUR TRADING GAME**

FRENCH TRADERS (1)

BLANKET	FISH HOOKS	LONG ROPE	FILE
MIRROR	KNIFE	TIN POT	BULLETS
BEADS	AXE	SHOES	SCISSORS
SHIRT	COMBS	SPOONS	GUN
BLANKET	FISH HOOKS	LONG ROPE	FILE
MIRROR	KNIFE	TIN POT	BULLETS
BEADS	AXE	SHOES	SCISSORS
SHIRT	COMBS	SPOONS	GUN



## FUR TRADING GAME

Fur Trading Game Reflection Sheet:

Name: \_\_\_\_\_

1. What role did you play in the game?

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2. What items did you start with at the beginning of the game?

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3. Who did you trade with and what items did you trade?

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4. Do you think your trade was a good trade? Explain.

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5. Did you have any issues when trying to trade? Explain.

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6. What do you think occurred when the French and the Native Americans traded in the 1700s, (do you think it was always peaceful and fair)? Explain.

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