

Supporting Question Two: **How did the use of trade goods show** **differences in what people valued?**

Featured Sources

- **Source A:** Three-Way Trade—Follow the flow of trade goods as they moved through Native New York to learn what the Lenape, Mahican, and Dutch traded.
- **Source Set B:** Journey of Wampum Slideshow—Examine illustrations and captions to learn how wampum was produced and its importance in Native societies.
- **Source Set C:** Journey of a Dutch Kettle Slideshow— Examine illustrations, captions, and objects to learn how metal from Dutch kettles was reworked to meet Native purposes.
- **Source Set D:** Journey of a Beaver Slideshow— Examine illustrations and captions to learn the importance of Native knowledge in processing beaver furs and for what purpose the Dutch used beaver pelts.

Student Tasks

- *Trade Goods: Differences in Values*

Student Outcomes

KNOW

Native people and the Dutch participated in a trade relationship for reasons that were influenced by differing cultural value systems. The Dutch depended on Native knowledge in order to survive (food, services, information) and acquire the wealth-generating goods they desired (furs, wampum). Native people viewed Dutch traders as a source of new materials (metal) that improved Native life. Native nations of Long Island produced wampum, a shell bead highly valued in Native societies. Native wampum producers traded it for European goods such as metal; the Dutch traded wampum and European goods with the Mahicans for furs; the Mahicans traded wampum with tribes farther north for furs to trade with the Dutch.

UNDERSTAND

The fur trade depended on establishing relationships (economic and diplomatic) based on Native practices of exchange. Both Native and Dutch people participated in trade to acquire what they desired and for survival. What was traded and why reflects the values Native people and the Dutch held.

DO

Write two inferences about how the use of trade goods reflects differing value systems. First complete a graphic organizer that summarizes how trade goods were used. Then apply evidence to make inferences about how this reflects different values.

Standards**[C3 Dimension Standards]**

D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions.

[CCSS: 4-5 Grade Specific Standards]

CCSS.ELA-LITERACY.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

[CCSS: Corresponding Anchor Standards]

CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Supporting Question Two Lesson Procedures

Anticipatory Set

- Ask students what the word *value* means. Explain that “value” has several meanings. One is the actual monetary worth of something. Another meaning involves a more personal measure of worth, such as how important certain things, beliefs, principals or ideas are to someone. Different things are worth more or less to different people, meaning they have more or less value. Values help determine one’s behavior. Consider giving the following examples:

A person who values family cares about their partner, children, and home life.

A person who values the environment practices not polluting.

A person who values health will have a healthy diet and exercise regularly.

Discussion questions:

What things do you believe in and are willing to stand up for?

Where do you think you get your values from?

Which of your values comes from your culture?

How do your values guide/influence your behavior?

Review

- Ask students to share out conclusions constructed in supporting question one, Part C on the ***Why did exchange matter to Native people and the Dutch?*** worksheet illustrating why exchange was important in Native societies. Remind students of the three essential understandings from supporting question one: (1) Native nations have participated in exchange for centuries as a means of caring for and keeping communities together. (2) The fur trade brought together two cultures with very different value systems. (3) For Native peoples, cultural values emphasizing the building and keeping of relationships influenced behavior and exchange.

Teacher Tip: The essential understandings in the text has been adapted into kid friendly language. See the academic language here: Native nations of the Northeastern Atlantic coast have engaged in exchange over centuries as a means of social cohesion. The fur trade brought together two distinct cultures with very different value systems. For Native peoples, cultural values emphasizing relationship building and maintaining social balance influenced human interactions of exchange.

Part A—Summarize: How were trade goods used?

Teacher TIP: When students select a trade good slideshow (i.e., Journey of Wampum, Journey of a Dutch Kettle, Journey of a Beaver Fur), they will see an interactive graphic story that provides a summary of each good and how it was used. The slideshows can be completed individually, with partners, or in groups. So that students appreciate how the uses of each trade good reflects the cultural values of Native people and the Dutch, students might work with a partner to complete Part A of the graphic organizer or the class can be broken into groups with each group assigned a trade good slideshow to complete the corresponding trade good section in Part A (i.e., Wampum, Metal, Fur).

- In Part A of the worksheet **Trade Goods: Differences in Values**, students will use evidence from the three separate slideshows to summarize how Native people and the Dutch used wampum, Dutch kettles, and beaver fur.
- We recommend students view the slideshows twice and wait to complete the worksheet **Trade Goods: Differences in Values** until the second viewing.

Teacher Tip: Wampum, Dutch kettles, and beaver fur were not the only trade items Native people sought. They also valued cloth, glass beads, and other metal objects such as hatchets.

Part B— Making Inferences

- To complete Part B of the **Trade Goods: Differences in Values** worksheet, students will apply the evidence they summarized in Part A to write two inferences on how the use of trade goods reflects what Native people and the Dutch valued. Students may work individually or with a partner to complete Part B of the worksheet.

Check for Understanding

- As a closing discussion, invite students to share their inferences and cite evidence from the slideshows they examined.
- While inferences may vary, students should understand how Native people carefully sought out trade goods that reinforced cultural value systems of social cohesion and reciprocity and adopted the most useful goods to use them in ways that blended into existing Native culture as evident in the reworking of metal from Dutch kettles.

Preview

- Next, students will examine how differing cultural value systems regarding exchange led to misunderstandings, particularly as it relates to land exchanges.
- Introduce the next section by previewing supporting question three: What did land exchanges mean to Native people and the Dutch?