

The Value of Exchange

Grade Six



OBJECTIVES

Students will investigate the relationship between the Jefferson Peace Medal and the first nickel of the Westward Journey Nickel Series™. They will make decisions about bartering similar to those that Lewis and Clark made. They will reflect on and write about the similarities and differences between their decisions and those of the Corps of Discovery.



CLASS TIME

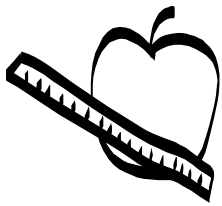
One 45- to 60-minute session



NATIONAL STANDARDS

This lesson reflects some of the national standards of learning as defined by the National Council for the Social Studies (NCSS), the National Council on Economic Education (NCEE), and the National Council for Teachers of English (NCTE). These standards are listed below:

- Social Studies: People, Places, and Environment
- Social Studies: Production, Distribution, and Consumption
- Economics: Gain from trade.
- Language Arts: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
- Language Arts: Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).
- Language Arts: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- Language Arts: Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.



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MATERIALS

- One small foam ball
- Peace Medal nickels (1 per student)
- Copies of the “Lewis and Clark Expedition” overview from the Resource Guide
- Chart paper/chalkboard
- Markers/chalk
- 1 overhead projector
- 1 overhead transparency of the “Louisiana Territory Map” from the Resource Guide
- 1 erasable overhead projector marker
- Scenario cards
- One die
- Writing paper



PREPARATIONS

- Gather Peace Medal nickels (1 per student).
- Make copies of the “Lewis and Clark Expedition” overview from the Resource Guide (1 per student).
- Create a “Supply List” on a piece of chart paper or on the chalk board that consists of these items: 2 brass kettles, 5 ivory combs, 2 handkerchiefs, colored glass beads, 1 corn mill, 2 calico ruffled shirts, 80 fish hooks, 20 needles, 4 butcher knives, 3 rings.
- Make an overhead transparency of the “Louisiana Territory Map.”
- Create a rubric to guide student’s final response essay.



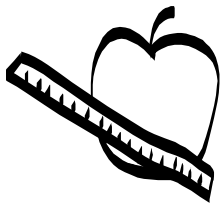
GROUPINGS

- Whole group
- Pairs
- Independent work



TERMS AND CONCEPTS

- Obverse (front)
- Reverse (back)
- Louisiana Purchase
- Lewis and Clark
- Corps of Discovery
- Peace Medal
- American Indians
- Barter
- Money as a medium of exchange
- Decision-making



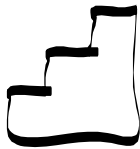
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BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

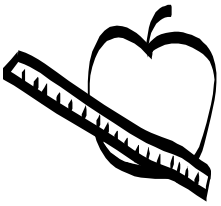
- Lewis and Clark's Corps of Discovery
- Bartering as a means of exchange
- Medals as symbols of success or praise
- U.S. geography
- Conducting a class discussion



STEPS

Session 1

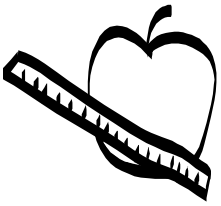
1. Assess the students' pre-activity knowledge of the Lewis and Clark expedition (the Corps of Discovery) by conducting a short game (about 3 minutes). Holding a small foam ball, make a statement about Lewis and Clark's expedition and then toss the ball to a student in the class. Direct the student to repeat the process. If the student cannot make a statement about this journey, they should simply say "pass" and toss the ball to another student. As students are playing this game, record or ask one student to sit out of the game to record all the statements made.
2. Ask the students if they have heard about the new Westward Journey Nickel Series that the United States government is producing during 2004 through 2006. Describe this series as background information.
3. Distribute a Peace Medal nickel to each student and allow them time to thoroughly examine each side.
4. Explain the terms "obverse" and "reverse" and ask students to describe the image on the coin's obverse. The students should be able to explain that this side shows an image of President Thomas Jefferson. They should also realize that this is the same image as on the obverse of the pre-2004 Monticello nickel.
5. Ask the students to turn the nickel over and describe the images on the reverse. Ask the students to make predictions about the coin's design. Who are the individuals shaking hands and why might they be shaking hands?
6. Explain that this design was used on a series of special medals that were carried by Lewis and Clark during their journey. Display a transparency of the Jefferson Peace Medal reverse.
7. Ask the students if they've ever received a medal before. Ask why they received the medal and how it was given to them. Students should understand that a medal is given to mark a special occasion or achievement, such as a success in a competition.



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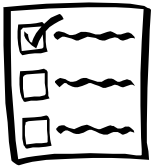
They should realize that it is an honor to be given a medal.

8. Distribute copies of the “Lewis and Clark Expedition” overview from the Resource Guide. Direct students to read this page either independently or in pairs.
9. Based on this reading, ask students why they think Lewis and Clark would bring medals on their expedition. Students should understand that the medals were brought as gifts for the American Indians they met while traveling west. Also note that Lewis and Clark planned to bring many supplies along with them for the American Indians, and only some of them were meant as gifts.
10. Discuss why Lewis and Clark carried other supplies for the American Indians they encountered. Instruct them to consider money in our modern world. Ask them to explain how people traveling between countries that use different currencies can still spend money. Explain that our money is only useful to us because people accept it as having a certain value.
11. As a class, discuss the value that American money had to the Indians Lewis and Clark met. Students should realize that our money did not have much value to these people, but some of the supplies that Lewis and Clark carried were of more interest.
12. Explain that the students are going to play a game as a class. The game involves making the kind of decisions about supplies that the Corps of Discovery may have had to make for their trip. Display the “Supply List” and the transparency of the “Louisiana Territory Map.”
13. Explain that the students will take turns reading a series of scenario cards which ask them to make decisions about trading or bartering supplies. A student volunteer will first mark the Corps of Discovery’s location on the map for each scenario.
14. Next, the class will consider these scenarios together as if they were in the Corps of Discovery. After each card is read, the class will have two minutes to discuss what they should do. At the end of the two minute period, the class will take a vote to see what they should try to trade.
15. Once the class makes its decision, the teacher will roll a die. If the number on the die is odd, the trade was accepted and the team can move on to the next scenario. If the number on the die is even, the trade was denied and the team must add to their offer. The goal of the game is to make it through all of the scenarios with enough supplies to survive.
16. Direct the students as they play this game, offering appropriate guidance throughout its duration.
17. After the activity, divide students into pairs and direct them to discuss what considerations they needed to take into account each time they made a decision about what to trade.



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18. Based on this conversation, assign students the task of independently writing a response essay to compare and contrast the class decision-making experience with the experiences of the Corps of Discovery. Pose these questions: “If you had been on the expedition with Lewis and Clark, what strategies would you have used to make peace with the American Indians while still keeping enough supplies for your trip? How does this compare with your classroom experience?” Distribute a rubric to help guide the students’ writing.



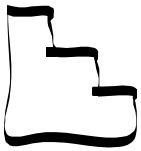
ASSESSMENT

- Take anecdotal notes about the students’ participation and involvement during the class and pair discussions.
- Evaluate the essays for composition and content.



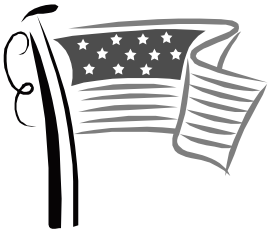
ENRICHMENT/EXTENSIONS

- Add additional scenarios to the bartering game for students to consider.
- Direct students to conduct research about the experiences of the Corps of Discovery. Based on this research, have the students write more bartering scenarios for the game.
- Invite students to explore the history of money in the United States.



DIFFERENTIATED LEARNING OPTIONS

- Direct the students to play the bartering game in small groups rather than as an entire class.
- Create copies of the scenario cards for students to see as they are being read.
- Allow students to present the information for their essay in an alternate format.



Bartering Game

Scenario Cards

SCENARIO 1

Five months into your two-year journey, you meet the Teton Sioux of modern day South Dakota. You offer their chief a medal, a laced uniform coat, and a cocked hat with a feather. He does not feel that he has received enough presents. What else would you offer him?

SCENARIO 2

While in modern day North Dakota, a squall hits your pirogue (boat) and washes many of your supplies overboard. You are able to rescue some of the supplies, but not all of your blankets were saved. The weather is extremely cold and you must trade for furs to help you keep warm. What would you offer for three fur coverings?

SCENARIO 3

In modern day Montana, Sacagawea's brother, the great chief Cameahwait of the Shoshone tribe, tells you that you will find no animals to eat while crossing over the Bitterroot Mountain range. It is the end of the summer, but it gets cold in the mountains. What would you offer the Shoshone in exchange for food to carry with you? Or would you take the chance that you would find food along the way?

SCENARIO 4

You are a year and a half into your adventure. After leaving the Nez Percé tribe in modern day Idaho, one of the dugout canoes you built has hit a rock and split in two. All of your bedding is wet, but all of your food was lost. It is late October and the weather is getting cold. What do you need and what would you trade in order to get those items?

SCENARIO 5

You have finally reached the Pacific Ocean! Upon your arrival, five Clatsop Indians come down to camp carrying fish. One of these men is wearing a sailor's jacket and pants. At this point, do you want to barter for the fish? Why or why not? What would you be willing to trade?