

INTRODUCTION

Through this Social Studies unit, grade 7 students will be introduced to the concept of barter, trade, and sharing by exploring outcome RW7.1 which requires students to explain the role of barter, trade, and sharing in traditional economies in Canada and the circumpolar and Pacific Rim countries. This unit will allow students to understand resources and wealth and examine various worldviews about the use and distribution of resources and wealth in relation to the needs of individuals, communities, nations, and the natural environment (Saskatchewan Curriculum). Students will examine both modern societies and traditional societies, and connect how economies are affected by obtaining goods and services. They will begin to understand the important role barter and trade has played in Canada's complex history.

To commence this unit, the students will take part in a virtual Mackenzie Art Gallery visit. The specific exhibition that they will engage with is in partnership with the Remail Modern museum located in Saskatoon. The exhibition highlights Indigenous artists who cover concepts including themes of identity, relationships to land, social issues and taking action, and popular influences (Mackenzie Art Gallery Extension Materials). The artists featured include Sherry Farrell Racette, Ruth Cuthand, David Garneau, Jane Ash Poitras, Adrian Stimson, Wally Dion, and Mary Longman. The complexity of the concepts covered and the diversity of experiences shared make this exhibition an important experience for students. It can be tied into many subject areas, however, the Art Gallery visit will act as a bridge as the students move into discussing trade and barter. Specifically, works by Sherry Farrell Racette will be highlighted in the classroom allowing students to explore the significance and beauty of traditional Metis Beadwork. As a class, students will read the illustrated storybook *The Flower Beadwork People*, written and illustrated by Sherry Farrell Racette. Beadwork holds an important place in Canada's history and was a common trade commodity. Beadwork is how the concept of trade and barter will be introduced to students.

Throughout the unit, students will participate in art, inquiry, games, group work, and reflection. They will be tasked with researching a specific item or good that was traded in Canada during the Fur Trade. Students will be given flexibility on how they choose to represent their learning. In subsequent lessons, an Elder as well as student's senior relatives will be invited into the classroom to discuss their experiences regarding barter, sharing, and trade. Students will compare traditional practices of barter and trade to that of modern society. To conclude the unit, students will complete a trading simulation where they learn about different countries exports and understand how world events directly affect economies. To demonstrate their learning, students will write a one-page opinion piece stating whether or not they believe economies based on barter and trade are sustainable.

UNIT OUTLINE

Lesson #	Overview (description of the lesson)	Materials (resources & advanced prep required)
1	<p>Complete the virtual Mackenzie Art Gallery visit. The virtual visit will take place in the classroom on the projector. Each student will be briefed on what the expectations are for them; be respectfully engaged throughout the entirety of the tour. Each student will complete an exit slip after completing the virtual visit. They will have to state 3 things they learned, 2 things they found interesting/exciting, and 1 thing they still wonder or are curious about.</p>	<p>Cost of tickets, arrange for virtual tour, exit slip.</p>
2	<p>To begin, we will complete a quick review of the virtual Mackenzie Art Gallery visit. We will review the exit slips completed last class. Students will share the 1 thing they are still curious about (their responses may inform future lesson content). As a class, we will complete a read aloud of the illustrated storybook <i>The Flower Beadwork People</i>, written and illustrated by Sherry Farrell Racette. As a class we will then watch the video on Metis beadwork. We will have a group discussion about what beadwork is, the sacredness of it, how it is currently being used to repair cultural ties and spiritual beliefs to Indigenous artists, and discuss the role it plays in Canada's history (specifically with trade and barter). While watching and listening to the video of Brenda Mercer of the Miywasin Friendship Centre in Medicine Hat sharing her talent for beading and some stories about her life as a Sixties Scoop survivor, students will complete a beadwork activity. On a blank piece of paper, students will draw an outline of a design (examples may include native plants, something meaningful to students, or something they learned from the MAG tour). The students will then fill in their outline with pointillism or small dots using markers. The finished result will be similar to Indigenous beadwork.</p>	<p>Copy of <i>The Flower Beadwork People</i>, written and illustrated by Sherry Farrell Racette. Beads,</p> <p>Video on Metis beadwork</p> <p>Video of Brenda Mercer of the Miywasin Friendship Centre in Medicine Hat sharing her talent for beading and some stories about her life as a Sixties Scoop survivor.</p> <p>Information from: https://www.cbc.ca/kidscbc2/the-feed/do-you-know-what-beading-is</p> <p>Art supplies (paper, markers, pencils)</p>

<p>3</p>	<p>LESSON PLAN BELOW:</p> <p>Students will get into groups of 6 and they will play the board game Catan. As a class, we will go over the instructions to the game and the concepts of trade and barter will be introduced. We will discuss how beadwork was a means of trade and then discuss other goods traded during the Fur Trade. In partners, students will select one of the items traded during the Fur Trade to research and create an informative project or representation on. Students will be provided an opportunity to engage with their classmates work. This will be similar to an Art Gallery visit, where students quietly and respectfully learn through art and finished products in front of them. Each student will be tasked with recording three facts they learned about barter and trade through these projects. They will submit them as a formative assessment.</p>	<p>Info from: Teaching.usask.ca Saskatchewan Archaeological Society</p> <p>Summative Assessment Rubric</p> <p>Computers, art supplies</p> <p>Catan Board Games (x4)</p>
<p>4</p>	<p>Invite an elder and/or student's relatives into the classroom to share about trade, barter, and sharing and their experiences of the changing economies during their lifetimes as well as share traditional stories passed along to them. Ideally, having a variety of perspectives, experiences, and stories shared to students. The presenters will be encouraged to bring the tangible goods and artifacts that were traditionally traded into the classroom; only if they are comfortable bringing it with them and if it is culturally appropriate.</p> <p>The students will complete a KWL chart for the presentations. Before learning from the elders/relatives, students will record what they already know about trade, barter, and sharing. After the presentations, students will record what they learned as well as what they are still wondering about.</p>	<p>Prior to having the elders and/or relatives join the classroom, provide the appropriate offerings to show respect (tobacco, sweet grass, sage, etc.) Touch base with each individual presenting prior to entering the classroom to ensure you have the correct information when introducing each individual.</p> <p>KWL charts</p>
<p>5</p>	<p>The class will start with a review of last class, with students sharing their favourite part of the</p>	<p>Venn Diagrams</p>

	<p>guests presentations. We will then transition from traditional practices of trade, bartering, and sharing, to learning about modern trade and how it is still used in modern society. The students will be split into groups. Two groups will brainstorm as many different types of trade, barter, and sharing that are still used today within their community (ie. helping someone move, small home improvement projects, social media influencers being gifted items to promote a brand, etc.). The other two groups will brainstorm as many different types of international trade, barter, and sharing that are used by Canada today (ie. petroleum, cars, wheat, etc.) As a class, we will go over each groups answers. The students will then create a Venn diagram comparing and contrasting the different types of trade and barter.</p>	
<p>6</p>	<p>Students will divided into small groups to play the National Geographic Trading Game. Each group will be assigned a different country (United Kingdom, China, Colombia, Saudi Arabia, and Ghana) as well as provided trading cards. Each trading card will have a different export with a corresponding point value. The students will have to trade their country's goods for products of other countries. After 10 minutes of trading amongst students, a world situation will be announced which affects the point systems. The goal is for each student to get the most points by trading their items. This game will strengthen students understanding of trade and barter, while also illuminating world situations that have occurred and how these situations directly impact the economy. Students will also learn about other countries common exports.</p> <p>As a reflection activity, students will complete a one-page double spaced opinion piece stating whether or not economies based on barter, trade, and sharing are sustainable. They will use what they learned while playing the trading game as well as information</p>	<p>National Geographic Trading Game – instructions and directions</p>

	<p>gained from previous lessons to inform their writing. They will be encouraged to include current events as examples to support their opinion. For example, how the COVID pandemic affected the economy, or why gas prices rise during major world events. There is no correct answer, the goal is for students to think critically and begin to question what they know about the economy.</p>	
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Lesson Plan

Subject: Social Studies

Grade: 7

Guiding Question(s) (specific to this lesson):

What is trade and bartering? How has trade, barter, and sharing impacted Canada's history? What are examples of trade and barter traditionally used by Indigenous, First Nations, and Metis peoples in Canada?

Outcomes: (What should students know, understand and be able to do as a result of this lesson?)

RW7.1

Explain the role of barter, trade, and sharing in traditional economies in Canada and the circumpolar and Pacific Rim countries.

Indicators (Assessment Evidence):
(What will students do to show what they have learned?)

a) Role play the practices of barter, trade, and sharing used to obtain goods and services.

Assessment Strategies: (formative-*before & during* & summative - *end*)

Formative Assessment: Students will record three facts that they learned about traditional barter and trade by engaging with their classmates finished projects. They will hand in these facts on a piece of loose leaf with their names.

Summative Assessment: Rubric for poster/project

	Beginning	Approaching	Meeting	Exceeding
Understanding of Trade and Barter	Having trouble showing understanding of trade and barter.	Provided some information about trade and barter, however, more clarification is required.	Provided in-depth information about trade and barter.	Provided in-depth information about trade and barter and how they have impacted traditional economies in Canada.
Inclusion of Required Components	Project is missing majority of the required key components.	Project is missing 2-3 of the required key components.	Project is missing 1 of the required key components.	Project included a title, pictures/visuals, explanation of how the good/commodity was made, how the good/commodity was traded, and 4 interesting facts.
Accuracy of Information	Most of the information included is inaccurate or incorrect.	Information included had both accuracies and inaccuracies.	Majority of information included was accurate with 1-2 errors.	Only accurate and applicable information was included.

Instructional Strategies: (specific strategies)

- Experiential learning – games & simulation
- Group inquiry projects – poster creation

Adaptive Dimension: Differentiated Learning (what adaptations in content, process, product and learning environment will be provided to meet diverse student needs?)

- Opportunity for students to move around for the entirety of the lesson, very student focused, they can choose their learning environment/area they will complete their group tasks (at a table, on the floor, in the hallway, somewhere quiet, etc.)
- The instructions for both the set and development will be orally given to the students, as well as written on the board for students to refer back to.
- Variety of mediums allowed for research project (ie. paper poster, diorama, digital poster, voice recording, etc.)
- Students can choose groups in which they play Catan in as well as the partner they will complete their inquiry project with. Students can choose to complete the inquiry project independently. For any student who would like to work with a partner but is unable to find one, the teacher can create a strategic pairing or group of three when necessary.

Materials Needed:

- Multiple Catan board games
- Poster and project materials (art supplies)
- Computers

Learning Experiences: This lesson will span over 3 class periods (120 minutes)

Set (60 min)

Students will get into groups of 6 and they will play the board game Catan. As a class, we will go over the instructions to the game and the concepts of trade and barter will be introduced. The definitions will be written on the board alongside the guiding questions of the lesson.

Setup & Rules of Catan:

- 1) Each player places one village and one road.
- 2) In reverse order, each player places another village and a road.
- 3) Collect a card for every hexagon your village touches.

Each hex produces a different resource:

- clay (bricks)
- forest (lumber)
- mine (ore)
- farm (wheat)
- pasture (wool)

- 4) Play starts. When the number listed on a hex next to one of your settlements is rolled, you will receive that resource. If you have multiple settlements next to that resource, you receive one resource card for each settlement.
- 5) Players may trade resources (or other things) with any other player, a harbor or the "bank." Trades: With a 3:1 harbor, a player may trade three of any one resource for one of her choice. With a 2:1 harbor, a player may trade two of the required resource for one of her choice. At any time, a player may trade four of one resource for one of her choice.
- 6) Game is finished when one player has 10 points or the it has reached 40 minutes.

Through engaging with this game, students will begin to understand the concepts of trading and bartering for resources.

After engaging with the game, the students will be asked how this game and the concepts of barter and trade relate to the Mackenzie Art Gallery visit and what we did last class (learn about beadwork).

We will discuss how beadwork was a means of trade and then discuss other goods traded during the Fur Trade. The students will learn about iron goods, beaver pelts, guns, tools, medicine, horses, animal products, etc. As a class we will go through the trade items listed on pages 27-57 of the [Saskatchewan Archaeological Society Trappers and Traders Teacher's Guide](https://thesas.ca/wp-content/uploads/2018/12/Trappers-and-Traders-Teachers-Guide.pdf). This document shows the item name in English, French, Cree and Michif, a picture of the item, the preparation/construction/use, and the importance or relevance to the Fur Trade.

Information to be taken from:

<https://thesas.ca/wp-content/uploads/2018/12/Trappers-and-Traders-Teachers-Guide.pdf>

https://teaching.usask.ca/indigenoussk/import/indigenous_peoplesof_saskatchewan.php

Development (1.5 hours)

In partners, students will select one of the items traded during the Fur Trade to research and create an informative project or representation on. Students can choose the medium of which they will represent their item. Projects could include, but are not limited to paper poster,

diorama, digital poster, video, PowerPoint, etc.). Students will be given the above rubric at the start of the class so they understand how they will be assessed. Students will be provided 1 hour to research on computers and gather information and resources for their project. They will have the first 30 minutes of the following class to put together their projects.

Closure (20 min)

Students finished projects will be displayed around the classroom. Students will be provided 20 minutes to engage with their classmates work. This will be similar to an Art Gallery visit, where students quietly and respectfully learn through art and finished products in front of them. Each student will be tasked with recording three facts they learned about barter and trade through these projects. They will submit them as a formative assessment.