

What do You Need? Trade at Popham Colony

Middle Level

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NOTE: In one of these activities, students will be trading items that were actually traded by the Europeans and Indians at Popham Colony. Excellent pictures of these items will be necessary for some items in this activity. Could these be provided by Maine's First Ship (Pictures on the web site that could be downloaded and printed; communication with Archeological Research Consultants to develop a kit including replicas of tradable items)? Also needed are descriptions of key items for trading: furs, glass beads, wampum, weapons, & why metal was important to the natives. Please amend trade activity to reflect items actually traded at Popham.

Unit Summary-Students will explore the concept of trade and how the scarcity of items affected trade at Popham Colony.

Goal-Students will understand the history of Popham Colony and how trade was an integral part of the reason for the colony.

Objectives-

Students will assess the value of products and resources to different cultures and time periods and apply that information to the two groups trading at the Popham Colony.

Maine Learning Results

SOCIAL STUDIES

HISTORY

A. CHRONOLOGY

Students will use the chronology of history and major eras to demonstrate the relationships of events and people. Students will be able to:

Middle Grades (5-8)

2. Identify the sequence of major events and people in the history of Maine, the United States, and selected world civilizations.

ECONOMICS

A. PERSONAL AND CONSUMER ECONOMICS

Students will understand that economic decisions are based on the availability of resources and the costs and benefits of choices. Students will be able to:

Middle Grades (5-8)

1. Analyze how scarcity affects individuals' decisions about production and consumption of goods and services.

D. INTERNATIONAL TRADE AND GLOBAL INTERDEPENDENCE

Students will understand the patterns and results of international trade. Students will be able to:

Middle grades (5-8)

2. Evaluate how world trade issues can affect a nations' economy and how trade can influence and transform societies.

ACTIVITIES

1. What's Valuable?

Provide students with a list of items (or set of cards with an item named on each) including such things as:

Cds

Walkman

gold chain

tv

computer

matches

life jacket

pens

oar

chair

winter coat

Pop-Tarts

Gatorade

Air Jordans

knife

toilet paper

Gameboy

deodorant

sunscreen

cooler

book

milk

paper

vegetable seeds

rowboat

raft

VW Beetle

ATV

water

granola bar

Divide students into two groups and present each with a scenario:

a) You are on vacation at Walt Disney World staying at a four star hotel with your best friend.

b) You are shipwrecked on a beach on a Maine island. According to your chart, you think you are on Allens Island.

Direct each group to sort items into groups: Valuable, Sometimes Valuable, Not Valuable.

Discuss idea that the value of items depends on various things including
weather
location
basic needs (food, water, clothing, shelter)

Define trade: Trade is the exchange of goods and services based on needs and wants and the abundance or scarcity of items for both parties involved.

2. Historical Setting:

The Popham Colonists had contact with Native Americans almost as soon as they reached the New World. Meeting up with some Micmacs at the end of July, near what is now Halifax, NS, the Indians asked for far more in trade goods for their few skins than the new-comers were willing to "pay." Just a month later, on September 1 (O.S.), about ten days after they landed at Popham, a canoe approached the site of Fort St. George carrying "two greatt kettells of brasse" again indicating prior trading activity with Europeans.

In short, the Native Americans had had experience trading with Europeans. Moreover, the colonists soon learned that no significant trading activity would occur without the blessing of Bashaba. He was a Western Etchemin Sagamore from the present-day Bangor, ME area who led an inter-ethnic alliance of both Etchemin and Abenaki-Pennacook peoples until his death in 1615. Ultimately, the colonists' efforts to gain Bashaba's approval must have borne some fruit because William Strachey writes in his *Historie of Travell into Virginia Britania*... "and many kinds of furs (were) obteyned from the Indians by way of trade."

As far as trade goods go, Davies' 1607 Relation... mentions only "beads, knives, and some copper, of which they (the Indians) seemed very fond..." In addition, history and archaeology tell us that English textiles were in demand (a cloth "bale seal" has been found inside the fort area, for instance), as well as beads of varying quality, design, and color (used for personal decoration), cooking utensils, and iron tools such as hatchets. The English would not trade firearms or ammunition to the Indians, however.

But their plans for trading went beyond obtaining furs. The colonists had orders to trade for food and eliminate the danger of crop failure, and they would have made frequent gifts to Indians of importance to gain favor and information. Their two leaders, George Popham and Raleigh Gilbert, would have paid dearly for information relating to gold, silver, and copper, but, especially, a passage to the South Sea (Pacific Ocean) and the untold riches attributed to China! We know their efforts in these latter respects failed. There were no mines. There was no Northwest Passage. There was no quick or easy way to get rich.

3. Trade Activity (See NOTE above)

Divide students into small groups. Each group will be either Natives or Europeans. Each group will have a set of cards showing items they have to trade. (Actual items or replicas could be used instead of pictures to enhance this activity.)

Natives:

shell beads
corn
fur
hides
canoes
squashes
stone implements
snowshoes
stone points (arrowhead type)
fish
dye
tobacco
stone pipes
guiding ability
hostages
farming techniques

Europeans:

metal pots
knives
axes
muskets
musket balls
glass beads
woolen cloth
metal fishhooks
alcohol
ceramics
clay pipes
hostages
metal tools

Each group will cooperatively decide which items to trade based on varying scenarios including time of year, mission of Popham Colony, etc.

Each group will report what was traded and why.

Class discussion on positive and negative effects of trade decisions (did you make a good trade?) including such teacher questions as

Do you have enough to eat?

Are you prepared for winter?

How will you protect yourself?

Do you have the tools you need to provide yourself with food and shelter?

Is the item you traded for usable in the short or long t

Materials

What's Valuable? Activity-list or set of cards as above.

Trade Activity-sets of cards/items as above.

Historical Setting

Assessment

Write a journal entry of one's trading experience at Popham Colony based on the point of view of a European or Native American.

OR

Answer these questions:

Name two items the Natives received from the Europeans that were valuable and why.

Name two items the Europeans received from the Natives that were valuable and why.

Name two factors or variables impacted trade at Popham Colony. [Weather, leadership, time of year, prior contact with Europeans, geography, river, technology (glass for beads, metal for implements)]

Scoring rubric for journal or test:**Excellent:**

Names at least two items each that the Native Americans and Europeans traded at Popham Colony.

Names at least two variables that impacted trade at Popham Colony.

Above Average:

Names at least one item each that the Native Americans and Europeans traded at Popham Colony.

Names at least two variables that impacted trade at Popham Colony.

Average:

Names one item each that the Native Americans and Europeans traded at Popham Colony.

Names one variable that impacted trade at Popham Colony.

Below Average:

Names one item that either the Native Americans and Europeans traded at Popham Colony.

Names one variable that impacted trade at Popham Colony.

Extension activities

Venn Diagram showing what Europeans and Indians valued.

Students will design and perform a modern-day television advertisement for a trading post justifying why their products are valuable.

estimated time: 2-5 class periods