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| Standard(s) | SS.5.E.1.1 Identify how trade promoted economic growth in North America from pre-Columbian times to 1850.  SS.5.E.2.1 Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists. |
| Before reading | Project the photograph found at the end of the lesson plan.  What do I See? Ask students what they see in the photograph. Model pointing out a few specific items in the photograph.  What do I Think: Ask students what ideas they have about this photograph. Students may conclude that these are workers at some kind of plant or factory  What do I Wonder: Ask students if they have questions about what is happening in the photo. What are these people doing? Why would they trade? How does trading benefit people? |
| During reading | Slide 1: Read the title slide. Ask students if they have ever traded with friends or family. What did you trade? Why did you trade? Were you happy with the outcome? Why or why not?  Slide 2: Read the text. Explain that the United States manufactures many good and trades them with other countries. When we refer to today’s trade we are actually talking about purchasing. Countries purchase goods and services from the United States. The United States purchases goods and services from other countries.  Slide 3: Read the text. Partner talk: What is economic growth? Explain that economic growth refers to how our country has the wealth to create goods and services.  Slide 4: Read the text. Refer back to the image analysis at the beginning of the lesson. How do people benefit from trade?  Slide 5: Read the text. Partner talk: What do you see on this map? Explain that before the United States was discovered by people from Europe, Europeans were trading with other countries around the world.  Slide 6: Read the text. Partner talk: How did trade begin between the New World (what we now call North America) and Europe?  Slide 7: Read the text. Partner talk: How did trade with Europe impact Native Americans? Why?  Slide 8: Read the text. As more explorers came to the New World, they discovered many raw materials (materials that have not been made into something else) and sent them back to sell in Europe. This was a way for Europeans to make money from the raw materials in the New World. There was no manufacturing in the New World at this time, so manufactured goods were brought here.  Slide 9: Read the text. Partner talk: What is Triangular Trade? Who benefited? Who suffered terrible consequences?  Slide 10: Read the text. Explain that as other countries sent explorers to the New World they explored further north, south, and west to find different raw materials.  Slide 11: Read the text. Partner talk: How did businesses in England benefit from trade in the New World?  Slide 12: Read the text. What was the importance of Jamestown?  Slide 13: Read the text. Partner talk: What were the raw materials that were the most traded with England? Point out that the prices are shown in Pound Sterling rather than dollars. Use the map to show the growth of English colonies in the New World.  Slide 14: Read the text. Why were the Navigation Acts unpopular in the Colonies? How would this hurt the economy of the Colonies?  Slide 15: Control of trading and imposing new taxes on the Colonies were two of the reasons that the Colonies eventually wanted to become its own nation. The fight for freedom from England was the Revolutionary War.  Slide 16: Read the text. Partner talk: What caused further problems between England and the new United States? What was a result of the War of 1812?  Slide 17: Partner talk: What was the Market Revolution? How did it impact the United States’ ability to trade with other countries? |
| After reading | Extension – Explore more about trade in Colonial times at the following link: <https://www.landofthebrave.info/trade-in-the-colonies.htm>    Read about trade at ReadWorks   * Exploration, Trade, and Colonizaton (article-a-day-set) <https://www.readworks.org/article/Exploration-Trade-and-Colonization/78b04be7-0820-4459-81fe-7fc620610848#!articleTab:content/contentSection:60637841-b719-4248-8c7a-3e4473e8bbb5/> |
| Resources | Other resources for instruction of this benchmark can be found at Sunny Money: K-8 Economic Resources From the Stavros Center <http://sunnymoney.weebly.com/k.html> |
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