

Overview

This lesson explores the economic motivation of exploration and its subsequent impact on American Indians. The students work with the economic concepts of wants, needs, and opportunity costs. In addition, students work with primary and secondary expository text. This lesson is designed to last two class periods but may be altered depending on class schedule and reading ability of the students.

Standards

Current standards can be found on kshs.org.

Objectives

Content:

- Students will examine and infer meaning from a variety of primary source text related to the exploration of the Spanish, French, and Americans.
- Students will describe the impact of the European and American trade items on American Indians.
- Students will describe the impact of American Indians on the explorers.

Skills:

- Students will recognize the difference between wants, needs, and opportunity costs.
- Students will infer, synthesize, and critically analyze the meaning of information taken from a variety of primary sources.

Essential Questions

- What are the differences between wants and needs and how do they influence opportunity cost?
- What is the impact of economic exploration on American Indians
- How did trade with the American Indians impact the Spanish, French, and American explorers?

Activities

This activity uses the following *Read Kansas!* cards:

- **Economic Exploration: The Spanish**
- **Economic Exploration: The French**
- **Economic Exploration: The Americans**

Day 1

1. Distribute the activity sheet **The Impact of Economic Decisions** to each student. Have each student brainstorm a list of their “wants” in life based on the definition on the activity sheet.
2. Have a brief discussion and have students supply a few examples of what are “wants.”
3. In the same manner also have students brainstorm and list a variety of “needs” based on the definition provided on the activity sheet.
4. Again, conduct a brief discussion and have students provide a few examples of what are “needs.”
5. Next, in the space titled “Opportunity Cost” have students determine what “needs” they would be willing to give up, if any, in order to obtain their “wants.”
6. As with the previous sections of the activity conduct a brief discussion and have students share a few examples of what they “gave up to get.”
7. Have students write about possible impacts of their decisions. If time permits have students volunteer to share. If not, the worksheet can be collected for assessment.

Day 2

1. Introduce the next activity with the following information: The economic decisions of the explorers and American Indians were very similar to the decisions the students made during the previous activity. The explorers and American Indians experienced “wants,” “needs,” and “opportunity costs” just as the students did only on a different scale. These economic decisions impacted not only the economies of both the explorer nations and American Indians, but had far-reaching social impacts.
2. Activity Options for completion of **Economic Impact of _____ Exploration**.
 - a. Place students into pair groups. Distribute all three *Read Kansas!* cards as well as three copies of the activity sheet **Economic Impact of _____ Exploration**. (See Unusual spelling in For the Teacher section.) Have each pair complete an activity sheet for each of the three *Read Kansas!* cards following the instructions provided on the activity sheet.
 - b. Divide the class into thirds. Each group will receive copies of a different explorer group. (See Unusual spelling in For the Teacher section.) Be sure that each student within the group has a copy of the *Read Kansas!* card. You may choose to have students within the group pair up to read the card and complete a copy of the **Economic Impact of _____ Exploration** activity sheet. Once everyone in the group has read their card and completed the activity sheet ask them to discuss the answers on the activity sheet and reach a consensus for a final report to the rest of the class. Select reporters for each of the three groups and have them report the results of the **Economic Impact of _____ Exploration** activity. After each presentation have the other groups pose questions to the presenting group. When all groups have presented carry out a comparison of the explorers and their wants, needs, and opportunity costs.

Assessment

- Evaluate the students' ability to analyze ways their decisions will impact the future using the **The Impact of Economic Decisions** worksheet and class participation.
- Evaluate the students' ability to draw conclusions about who gained and who lost during the economic exploration using the **Economic Impact of _____ Exploration** worksheet.

For the Teacher

If you are using the textbook *The Kansas Journey*, you can use this lesson with pages 46-53. This lesson is a good extension with more in-depth coverage of the explorers of Kansas through primary source documents. Students will also be learning key standards-based economic concepts.

When explaining to students how explorers' and American Indians' decisions were similar to their own decisions about wants, needs, and opportunity costs, you may want to discuss how trade affected the Spanish, French, and American explorers. Often, we focus on the impact this trade relationship had on the native population, i.e.—loss of independence, reliance on explorers for liquor or gunpowder, gaining valued trade goods, the spread of disease. There were, however, many impacts felt by the explorers aside from monetary gain. Explorers gained knowledge of the people and the land they traveled, which was important for future expeditions.

Unusual spelling: While reading through the primary source documents you may notice some rather interesting items. The Lewis and Clark card has quite a few misspelled words along with empty brackets following the misspelled word. These blanks were left as an addition to the lesson. Your students can help William Clark with his spelling. Read the card with the class. When you reach a word with a bracket, have students try to figure out what is the correct word and spelling. Write the word on the blackboard. Then have students reread the card again.

Definitions:

Spanish card

- Calabashes—a gourd usually hollowed out to carry liquids.

French card

- Padoucas—a tribal name incorrectly applied to both the Pawnee and Comanche tribes. According to research Padoucas was a Caddo name for the Apache tribe.
- Flemish knives—a small to medium sized knife used as a trade item.
- Limbourg cloth—a low quality cloth used as a trade item.
- Vermillion—a red pigment used to dye cloth.
- Awl—a tool for piercing holes in leather.

American card

- Wapto roots—a plant that produces a tuber much like a potato.
- Causseu—a watercraft of some sort, either a raft or canoe.

Answer Key:**The Impact of Economic Decisions** (other answers are acceptable):

- **Wants:** iPods, cell phones, name brand clothing, and other teenage wants.
- **Needs:** food, water, clothing (be careful), money, housing, etc.
- **Opportunity Cost:** name brand clothing for generic clothing
- **Impact of Decision:** you are not as trendy without your name brand clothing.

Economic Impact of Spanish Exploration

- **Wants:** Spanish (gold, fame, glory, Cibola, Quivera, Seven Cities of Gold); American Indians (no slavery, freedom, being left alone)
- **Needs:** Spanish (resources, land, control); American Indians (land, resources, control)
- **Opportunity Costs:** Spanish (time, pride, etc.); American Indians (arguably not much)
- **Impact:** The Spanish were reluctant to spend money on another expedition into the area. The American Indians learned of the Europeans.

Economic Impact of French Exploration

- **Wants:** French (fur and lumber); American Indians (trade goods)
- **Needs:** French (Peace among the tribes and trade agreements); American Indians (Peace with the French to keep getting trade goods)
- **Opportunity Cost:** French (trade goods); American Indians (independence)
- **Impact:** The French gained exclusive trading partners and control of the region. The American Indians gradually lost some of their independence and identity, but gained a momentary peace and trade goods.

Economic Impact of American Exploration

- **Wants:** Americans (information of all kinds, furs, guide); American Indians (tobacco, beads, brass wire, etc.)
- **Needs:** Americans (route to the Pacific, peace/trade agreements, return with findings); American Indians (independence)
- **Opportunity Cost:** Americans (trade goods); American Indians (way of life for trade goods)
- **Impact:** The Americans successfully returned with information about resources and trade agreements possibly leading to further explorations. The American Indians gradually lost their independence and identity through the gaining of trade goods.

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Resources for this lesson are from:

- Kansas Historical Society collections
- Library of Congress

Name _____

The Impact of Economic Decisions

Instructions: Start by brainstorming (this may be drawn as well as written) your “wants” and place these “wants” in the box labeled **Wants**. Next, brainstorm your “needs” and place these “needs” in the box labeled **Needs**. Next, figure the **Opportunity Cost** by deciding what “needs” you would be willing to give up to get your “wants.” Lastly, how has this decision caused a change or impact? Place this answer in the last box.

Wants: A want is something you would like to have. It is not absolutely necessary, but it would be a good thing to have. A good example is music. Now, some people might argue that music is a need because they think they can't do without it, but you don't need music to survive.

Needs: A need is something you have to have, something you can't do without. A good example is food. If you don't eat, you won't survive for long. Many people have gone days without eating, but they eventually ate a lot of food. You might not need a whole lot of food, but you do need to eat.

Opportunity Cost: What you give up in order to get something (“*give up to get*”). Example: A dollar can be spent only once. So if you spend it on A it is no longer available to be spent on B or C or D.

Wants	Needs	Opportunity Cost	Impact of Decision
-		=	⇒

Economic Impact of _____ Exploration

Instructions: Using a pencil and one copy of an explorer card complete the following.

1. Provide two or more examples of **Wants** of the explorer and the American Indians from your *Read Kansas!* card.
2. Provide two or more examples of **Needs** of the explorer and the American Indians from your *Read Kansas!* card.
3. Identify one **Opportunity Cost** for the explorer and the American Indians. "Costs" can be in the form of actual trade items or some something intangible, like freedom.
 - a. Label the opportunity cost of the explorer with an "E."
 - b. Label the opportunity cost of the American Indians with an "AI."
4. Record your thoughts about the possible economic and social impact of your explorer on American Indians in **Impact of Decision**.

