

TRAVEL AND TRADE CURRICULUM GUIDE

AGE/GRADE LEVEL	This program is appropriate for Grades 1–8
DURATION	The program is approximately 1.5 hours long.
GROUP SIZE	Up to 60
LOCATION(S)	Courtyard (weather permitting) or Branigar Hall
BACKGROUND	Ancient Puebloans traveled long distances to gather or trade for items that were important to them. In this program students learn about the various trade routes and work through how long it would have taken to make those journeys on foot, compared with familiar forms of transportation such as bicycles and cars.
ESSENTIAL QUESTIONS	<ul style="list-style-type: none">• Where did ancient peoples get items that they needed to survive and thrive?• What is “trade” and what are “trade routes”?• How far did ancient peoples travel to get items?• What items did ancient peoples trade across the southwest?
KEY WORDS USED IN THE PROGRAM	Trade, Trade Routes, Ancestral Puebloan People, Distance based on mode of transportation

SET UP

Three stations/tables in Branigar if the weather is bad, in Courtyard if the weather is good.

SUPPLIES NEEDED

- Items to trade
- Items to show students (salt block, turquoise, parrot feathers, obsidian)

PROGRAM INSTRUCTIONS

- Begin in Archaeology Gallery, discuss Ancestral Puebloan life, show trade routes, pottery, tools, etc.
- Move to program location and share items that Ancestral Puebloan people would have traded with other groups, discuss travel and compare ancient travel to modern travel and transportation, calculate distances and time it would take to travel by foot/bike/car
- Assign teachers/chaperones to trade locations
- Hand out glass beads to trade (5 per student)
- Have students “travel” to trade their beads for items in different “communities”



History and Social Science Standards

DISCIPLINARY SKILLS AND PROCESSES

Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.

- 1.SP1.2 Understand how events of the past affect students' lives and communities.
- 1.SP1.3 Generate questions about individuals and groups who have shaped a significant historical change.
- 2.SP1.1 Create a chronological sequence of multiple events.
- 2.SP1.2 Understand how events of the past affect students' lives and community.
- 2.SP1.3 Generate questions about individuals and groups who have shaped a significant historical change.
- 3.SP1.2 Compare life in specific historical time periods to life today.
- 3.SP1.3 Generate questions about individuals and groups who have impacted history.
- 4.SP1.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 4.SP1.2 Compare life in specific historical time periods to life today.
- 4.SP1.3 Generate questions about individuals and groups who have shaped significant historical events.
 - Key individuals may include but are not limited to explorers, leaders (Mesoamerican, American Indian, and political), settlers, women, landowners, organizations, colonists, missionaries, and enslaved and free Africans
- 5.SP1.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 5.SP1.2 Explain how events of the past affect students' lives and society.
- 5.SP1.3 Generate questions about individuals and groups who have shaped significant historical changes and continuities.
 - Key individuals or groups should represent the time- period being studied and be inclusive of the diversity represented in the history of the United States
- 6.SP1.1 Examine ways that historians and social scientists know about the past.
- 6.SP1.2 Analyze connections among events and developments in various geographic and cultural contexts.
- 6.SP1.3 Classify a series of historical events and developments as examples of change and/or continuity.
- 6.SP1.4 Evaluate the significance of past events and their effect on students' lives and society.
- 7.SP1.1 Analyze connections among events and developments in broader historical contexts.
- 7.SP1.2 Classify a series of historical events and developments as examples of change and/or continuity.
- 7.SP1.3 Evaluate the significance of past events and their effect on students' lives and global society.
- 7.SP1.4 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant.
- 8.SP1.1 Analyze connections among events and developments in broader historical contexts.
- 8.SP1.2 Classify a series of historical events and developments as examples of change and/or continuity.
- 8.SP1.3 Evaluate the significance of past events and their effect on students' lives and society.
- 8.SP1.4 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant.

Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.

- 2.SP2.2 Compare perspectives of people in the past to those today through stories and biographies.
- 4.SP2.1 Explain why individuals and groups during the same historical period differed in their perspectives on issues and events.



- Key issues may include but are not limited to slavery, exploration, property rights, and colonization.
- 4.SP2.2 Explain connections among historical contexts and people’s perspectives at the time.
- 5.SP2.1 Explain why individuals and groups during the same historical period differed in their perspectives
 - Key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers
 - Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker’s rights, and women’s rights
- 6.SP2.1 Explain how and why perspectives of people have changed throughout different historical eras.
- 6.SP2.2 Analyze how people’s perspective influenced what information is available in the historical sources they created.
- 7.SP2.1 Analyze multiple factors that influence the perspectives of people during different historical eras.
- 7.SP2.2 Explain how and why perspectives of people have changed over time.
- 7.SP2.3 Analyze how people’s perspectives influenced what information is available in the historical sources they created.
- 8.SP2.1 Analyze multiple factors that influence the perspectives of people during different historical eras.
- 8.SP2.2 Explain how and why perspectives of people have changed over time.
- 8.SP2.3 Analyze how people’s perspectives influenced what information is available in the historical sources they created.

Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

- 2.SP3.1 Identify facts and concepts associated with compelling and supporting questions.
- 2.SP3.2 Determine and use various kinds of sources to answer compelling and supporting questions.
- 2.SP3.3 Generate questions about a source as it relates to an event or development.
- 2.SP3.4 Gather relevant information from one or two sources.
- 2.SP3.5 Ask and answer questions about explanations and arguments.
- 3.SP3.1 Develop questions about Arizona history, geography, government, and economics.
- 3.SP3.2 Distinguish between primary and secondary sources.
- 3.SP3.3 Identify and use evidence that draws information from multiple sources to answer compelling questions about Arizona.
- 3.SP3.4 Compare information provided by various sources about Arizona.
- 3.SP3.5 Generate questions about multiple historical sources.
- 3.SP3.6 Construct arguments and explanations using reasoning, examples, and details from sources.
- 4.SP3.1 Develop questions about events and developments in the Americas.
- 4.SP3.2 Compare information provided by different sources about events and developments in the Americas.
- 4.SP3.3 Generate questions about multiple sources and their relationships to events and developments in the Americas.
- 4.SP3.4 Use information about a source including the author, date, place of origin, intended audience, and purpose to evaluate the extent to which the source is useful for studying a topic.
- 4.SP3.5 Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.
- 5.SP3.1 Develop compelling and supporting questions about the United States that are open to different interpretations.



- 5.SP3.3 Compare information provided by multiple sources about events and developments in the United States.
- 5.SP3.4 Infer the intended audience and purpose of a source from information within the source itself.
- 5.SP3.5 Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 5.SP3.6 Construct and present arguments using claims and evidence from multiple sources.
- 5.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 6.SP3.1 Define and frame compelling and supporting questions about issues and events in the time-period and region studied.
- 6.SP3.2 Use evidence to develop claims and counterclaims in response to compelling questions in the time period and region studied.
- 6.SP3.4 Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 6.SP3.5 Use questions generated about multiple sources to identify further areas of inquiry and additional sources.
- 6.SP3.6 Construct and present arguments using claims and evidence from multiple sources.
- 6.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 7.SP3.1 Create compelling questions and supporting questions that reflect enduring issues about the world, past and present.
- 7.SP3.2 Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.
- 7.SP3.3 Detect possible limitations in the historical record based on evidence collected from various kinds of historical sources.
- 7.SP3.4 Use questions generated about multiple sources, including international sources, to identify further areas of inquiry and additional sources.
- 7.SP3.5 Evaluate the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose.
- 7.SP3.6 Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of those arguments.
- 7.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details, while acknowledging the strengths and weaknesses of the explanations.
- 8.SP3.1 Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science
- 8.SP3.2 Detect possible limitations in the historical record based on evidence collected from various kinds of historical sources.
- 8.SP3.3 Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- 8.SP3.4 Evaluate the relevance and utility of historical sources based on information such as author, date, origin, intended audience, and purpose.
- 8.SP3.5 Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the source to guide the selection to support claims and counterclaims.
- 8.SP3.6 Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of the arguments.
- 8.SP3.7 Construct and present explanations using reasoning, correct sequence, examples, details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.



Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

- 4.SP4.1 Explain probable causes and effects of events and developments.
- 4.SP4.3 Use evidence from multiple sources to develop and communicate claims about the causes and effects of events.
- 5.SP4.2 Use evidence to develop a claim about the past.
- 6.SP4.1 Explain the multiple causes and effects of events and developments in the past.
- 6.SP4.2 Organize applicable evidence into a coherent argument about the past.
- 7.SP4.1 Explain the multiple causes and effects of events and developments in the past and present.
- 7.SP4.2 Evaluate the influence of various causes of events and developments in the past and present.
- 7.SP4.3 Organize applicable evidence into a coherent argument.
- 8.SP4.1 Explain the multiple causes and effects of events and developments in the past.
- 8.SP4.2 Evaluate the influence of various causes of events and developments in the past.
- 8.SP4.3 Organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues.

ECONOMICS

A financially literate individual understands how to manage income, spending, and investment

- 3.E1.1 Describe and discuss industries and occupations that have shaped Arizona.
 - Key concepts include but are not limited to the 5 C's (copper, cattle, cotton, citrus, climate), ranching, mining, farming, and tourism.

By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.

- 1.E2.1 Explain how needs, wants, and availability of resources affect decision making.
- 1.E2.2 Identify the benefits and costs of making various personal decisions.
- 3.E2.1 Explain how availability of resources affects decision making in Arizona with respect to water and other natural resources.
- 3.E2.2 Describe how Arizona is connected to other states, Mexico, and other nations by movement of people, goods, and ideas.
- 4.E2.1 Examine concepts of scarcity, choice, opportunity cost, and risk.
 - Key concepts include but are not limited to nomadic and sedentary societies, reasons for European exploration, triangular trade, Jamestown settlement, and the establishment of colonies
- 7.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.
- 8.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.

Individuals and institutions are interdependent within market systems

- 6.E3.2 Explain the influence the factors of production have on the manufacture of goods and services within different cultures, regions, and communities.
 - Key concepts include traditional economic systems, manorialism, guilds, taxation systems, and coerced labor.
- 6.E3.3 Analyze the influence of specialization and trade within diverse cultures and communities in regions studied

The interconnected global economy impacts all individuals and groups in significant and varied ways.

- 6.E5.1 Describe factors that influence trade between countries or cultures.



- 6.E5.2 Explain the effects of increasing economic interdependence within distinct groups.
- 7.E5.1 Explain the interdependence of trade and how barriers influence trade among nations
- 7.E5.3 Explain the benefits and costs of trade policies to individuals, businesses, and society.
- 8.E5.1 Explain the interdependence of trade and how trade barriers influence trade among nations.
- 8.E5.3 Explain the benefits and the costs of trade policies to individuals, businesses, and society.

GEOGRAPHY

The use of geographic representations and tools helps individuals understand their world.

- 3.G1.1 Use and construct maps and graphs to represent changes in Arizona over time.
 - Key concepts include but are not limited to locating physical features including the Grand Canyon, Mogollon Rim, Colorado River, Salt River, Gila River
Key concepts include but are not limited to locating human features including major cities, counties, Hoover Dam, Roosevelt Dam, and state capital.
 - Key concepts include but are not limited to distinct physical and cultural characteristics of Arizona including landforms, the 5C's, climate zones, elevations, plants, animals, Arizona's 22 Indian Nations, diverse ethnic, racial, and religious cultures
- 4.G1.1 Use and construct maps and graphs to represent changes in the Americas over time.
 - Key concepts include but are not limited to human and physical features of the Americas, trade and exploration routes, the location of civilizations and societies in the Americas including indigenous peoples, and settlement patterns including the development of the Southern, Middle, and New England Colonies
- 5.G1.1 Use and construct maps and graphs to represent changes in the United States.
 - Key concepts include but are not limited to physical and human features of the United States, the regions of the United States and their characteristics, geographic location of major events, the growth of the United States through territorial expansion, demographic changes, and the states and their capitals
- 6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.
 - Key concepts include major landforms and water bodies, countries, cities, ecosystems, climate, languages, religion, economic systems, governmental systems, population patterns, disease, trade routes, and settlement patterns
- 7.G1.1 Use and construct maps and other geographic representations to explain the spatial patterns of cultural and environmental characteristics.
 - Key tools and representations such as maps, globes, aerial and other photos, remotely sensed images, tables, graphs, and geospatial technology.
- 7.G1.2 Analyze various geographic representations and use geographic tools to explain relationships between the location of places and their environments.

Human-environment interactions are essential aspects of human life in all societies.

- 1.G2.1 Compare how human activities affect culture and the environment now and in the past.
 - Such as agriculture, industrialization, urbanization, and human migration.
- 2.G2.1 Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region being studied.
- 2.G2.2 Describe how human activities affect the communities and the environment of places and regions.
- 2.G2.3 Describe the positive and negative effects of using natural resources.
- 3.G2.1 Explain how people modify and adapt to the Arizona environment.



- Key concepts include but are not limited to modification and adaptation of the environment by Paleo-Indians, Prehistoric-Indians, explorers, settlers, farmers, immigrants, migrants, and the 22 Arizona Indian Nations, and the use of Arizona’s natural resources.
- 4.G2.1 Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas.
 - Key concepts include but are not limited to disease, farming, family structure, housing, cultural assimilation, cultural amalgamation, climate, transportation, domestication of animals, clothing, recreation, and utilization of renewable and non-renewable natural resources
- 5.G2.1 Describe how natural and human-caused changes to habitats or climate can impact our world.
- 7.G2.1 Explain how cultural demographic patterns, economic decisions, and human adaptations shape the identity of nearby and distant places.
- 7.G2.2 Analyze cultural and environmental characteristics that make places both similar and different.
- 8.G2.1 Examine impact of and responses to environmental issues such as air, water, and land pollution, deforestation, urban sprawl, and changes to climate.
- 8.G2.2 Evaluate how political, social, and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

Examining human population and movement helps individuals understand past, present, and future conditions on Earth’s surface.

- 1.G3.1 Explain why and how people, goods, and ideas move from place to place.
 - Key concepts include but are not limited to transportation, immigration, education, technology, and natural resources.
- 1.G3.2 Compare places past and present as it relates to content focus.
- 2.G3.1 Explain why and how people, goods, and ideas move from place to place.
 - Key concepts include but are not limited to transportation, trade, immigration, migration, and communication.
- 3.G3.1 Describe the movement of people in and out of Arizona over time.
 - Key concepts include but are not limited to factors contributing to settlement, economic development, growth of major cities, major economic activities, and land use patterns
- 4.G3.1 Explain how the location and use of resources affects human settlement and movement.
 - Key concepts include but are not limited to theories about the peopling of the Americas, the Columbian Exchange, treatment of indigenous people, triangular trade, searches for trade routes to Asia that led to exploration and settlement of the Americas
- 5.G3.1 Use key historical events with geographic tools to analyze the causes and effects of environmental and technological events on human settlements and migration.
 - Key concepts include but are not limited to consequences of territorial expansion on American Indians, the institution of slavery, the positive and negative impact of new technologies on the environment and the growth of cities, and the impact of transportation and infrastructure on settlement and migration.
- 6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
 - Key concepts include but are not limited to language, land and sea transportation and trade routes
- 6.G3.2 Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration.
 - Key concepts include but are not limited to development of early river civilization, pastoral societies, rise of cities, innovations in transportation, and collapse of empires
- 7.G3.1 Explain how changes in transportation, communication, and technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.
- 7.G3.2 Analyze how relationships between humans and environments extend or contract patterns of settlement and movement.



- 7.G3.4 Evaluate how human population and movement may cause conflict or promote cooperation
- 8.G3.1 Evaluate the impact of economic, political, and social decisions that have caused conflict or promoted cooperation throughout time.

Global interconnections and spatial patterns are a necessary part of geographical reasoning.

- 3.G4.1 Describe how Arizona has changed over time.
 - Key concepts include but are not limited to Paleo-Indians, explorers, settlers, farmers, immigrants, migrants, the 22 Arizona Indian Nations, plants, land use, and animals.
- 4.G4.1 Explain the positive and negative effects of increasing economic interdependence on distinct groups, countries, and new settlements.
 - Key concepts include but are not limited to trade, mercantilism, the development of new technologies, and the use of natural resources
- 7.G4.4 Explain an issue in terms of its scale (local, regional, state, national, or global)
- 8.G4.1 Take an active stance on a geographic issue reflecting its scale (local, regional, state, national, or global).

HISTORY

The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.

- 2.H1.1 Explain how individuals can make contributions to a civilization and/or culture in place or region studied.
- 2.H1.3 Examine developments from the civilization and/or culture in place or region studied.
- 3.H1.1 Utilize a variety of sources to construct a historical narrative exploring Arizona’s cultures, civilizations, and innovations.
 - Key concepts include but are not limited to impact of prehistoric peoples, Native Americans, Latinx, African Americans, Asian Americans, and newcomers from the United States and world on art, language, architecture, mining, agriculture, and innovations.
 - Key concepts include but are not limited to explorers, settlers, trappers, missionaries, and colonizers.
 - Key events include but are not limited to statehood
Influential individuals and groups in the history and development of Arizona
- 4.H1.1 Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before and after European exploration, enslaved and free Africans living in the colonies, British, French, Dutch, Spanish explorers and settlers, and the thirteen colonies.
- 6.H1.2 Explain the causes and effects of interactions between cultures and civilizations.
 - Key concepts include but are not limited to trade, competition, warfare, slavery, serfdom, innovations, and contributions.
- 7.H1.1 Analyze the rise and decline, interactions between, and blending of cultures and societies.
- 7.H1.2 Trace the development and impact of scientific, technological, and educational innovations within historical time periods.

Cycles of conflict and cooperation have shaped relations among people, places, and environments.

- 1.H2.1 Explain the benefits of cooperation and compromise as ways to resolve conflict in communities past and present.



- 3.H2.2 Examine how individuals and groups have worked together throughout Arizona’s history.
- 4.H2.1 Describe the cycles of conflict and compromise that occurred in the Americas during the convergence of Europeans, American Indians, and Africans in the Americas before and after European exploration.
- 5.H2.1 Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.
 - Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability.
- 6.H2.1 Evaluate the causes and effects of conflict and resolution among different societies and cultures. ▪ Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry.
- 7.H2.1 Investigate how conflict can be both unifying and divisive throughout communities, societies, nations, and the world.
- 7.H2.2 Compare the multiple causes and effects of conflict and approaches to peacemaking.
- 8.H2.2 Investigate how conflict can be both unifying and divisive both domestically and internationally.
- 8.H2.3 Explain how geographic and environmental factors shaped communities and how competition over resources have affected government policies.

Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.

- 2.H3.1 Generate questions about the institutions and belief systems of different societies.
 - Key concepts include but are not limited to religion, governments, economic systems, and education.
- 4.H3.1 Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before European exploration.
 - Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers), how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies established colonies founded on religious tolerance, ways in which society expresses itself (art, music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality.
- 7.H3.2 Analyze how economic and political motivations impact people and events.
- 7.H3.4 Explain the influence of individuals, groups, and institutions on people and events in historical and contemporary settings.
- 8.H3.4 Investigate a significant historical topic from United States History that has significance to an issue or topic today.

Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

- 5.H4.1 Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States’ multicultural society within the historical timeframe.
- 6.H4.1 Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.



- 7.H4.1 Evaluate how the diversity of a society impacts its social and political norms.
- 7.H4.2 Evaluate the changing patterns of class, ethnic, racial, and gender structures and relations; consider immigration, migration, and social mobility.



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