

Kansas Archaeology Month

Crossroads of the Continent: Early Trade in Kansas

INSTRUCTIONAL GOALS

Lesson Plan Overview

A coloring page will introduce the idea of trade among native people, the Wichita in particular. Students will draw inferences about the effects of trade and cross-cultural contact through the medium of creative writing. New vocabulary will be gained pertinent to the archaeology of the early Native American-European contact period. Barter games allow children to enact trading activities and gain an understanding of trade as an economic function.

Standards Correlating to This Lesson

Third Grade

Reading

Standard 1, Benchmark 3, Indicators 1 & 4

Standard 1, Benchmark 4, Indicators 2 & 5

Writing

Standard 1, Benchmark 1, Indicator 2

Standard 1, Benchmark 2, Indicator 4

Mathematics

Standard 1, Benchmark 1, Indicator A1

History and Government;

Economics and Geography

Standard 2, Benchmark 1, Indicators 1 & 4

Standard 2, Benchmark 2, Indicator 1

Standard 3, Benchmark 4, Indicator 3

Standard 4, Benchmark 1, Indicator 1

Standard 4, Benchmark 4, Indicator 3

Visual Arts

Standard 6, Benchmark 2, Indicator 2

Sixth Grade

Reading

Standard 1, Benchmark 3, Indicators 1 & 3

Standard 1, Benchmark 4, Indicator 5

Writing

Standard 1, Benchmark 1, Indicators 2 & 3

Standard 1, Benchmark 2, Indicators 3 & 4

Mathematics

Standard 1, Benchmark 1, Indicator A1

Standard 1, Benchmark 2, Indicator A1C

History and Government;

Economics, and Geography

Standard 2, Benchmark 1, Indicators 1, 4, & 5

Standard 3, Benchmark 4, Indicators 2 & 3

Standard 4, Benchmark 1, Indicator 4

Visual Arts

Standard 6, Benchmark 2, Indicator 2

Seventh Grade

History and Government; Economics and Geography

Standard 3, Benchmark 2, Indicator 2

Standard 3, Benchmark 5, Indicator 3

Standard 4, Benchmark 1, Indicators 1 & 3

Lesson Objectives

Students will learn how trade affected the lives of early Native Americans.

Students will understand and practice the concept of barter.

Skills Taught

Drawing inferences from a visual image, drawing inferences from a narrative, analysis, decision making, relative value judgment

Student Prior Knowledge

Students should have an understanding that many native cultures lived in Kansas in the past; the Wichita Indians are the case study in this lesson. Many different peoples lived in other regions of the country. These groups differed in language, customs, appearance, and material culture. All that remains of many of these peoples is a portion of their material possessions, and that is the focus of the science of archaeology.

Helpful Background Information for the Teacher

- Read "CROSSROADS OF THE CONTINENT: EARLY TRADE IN KANSAS" at <http://ksarchaeo.info/KAM.html> (PAK Website, 2006 KAM page)
- Read chapters 2 and 3 of 7th grade Kansas history textbook.
Chinn, Jennie. 2005. *The Kansas Journey*. Gibbs Smith, Salt Lake City. See also corresponding teachers' resource manual.
- Read cultural information about early Native American residents of Kansas in Willits, Ramona J. 1997. *A Place to Call Home*. Archeology Popular Report Number 3. Kansas State Historical Society, Topeka. Available in PDF format at <http://www.kshs.org/resource/archepubs.htm#reports>.
- Read lesson plans on "Why Nations Trade" at <http://www.globalization101.org/teachers/trade.asp>.

TEACHER INSTRUCTIONS

Make two copies for each child of the coloring page “Wichita Village with Trade Goods.” One will be used for coloring; the other will be used for a picture search.

ACTIVITY #1: “Wichita Village with Trade Goods” COLORING PAGE

(Time: 30 minutes)

Give each child a copy of the coloring page. Tell the children that the setting is early fall 300 years ago and that the houses are made of dried grasses. Ask them to color the picture appropriately. Colored pencils or fine tip markers may work best because of the detail.

ACTIVITY #2: PICTURE SEARCH (Time: 15 minutes.)

Instruct the children to look at the coloring page as you read the following description. After the reading, ask the children to circle all the objects that are likely to have come from somewhere else. Ask them to put an X on the objects that the Wichita might have used for trading.

This is a small village where a community of Native Americans called the Wichita lived a comfortable life with few changes over many years. They were living in what is now Kansas when Europeans came to America. They lived near the river, where rich soils made good gardens. They got their food from farming, raising corn, beans, and squash. They also got some of their food and medicines from wild prairie plants that they gathered. They got meat from hunting the local animals. The people learned how to preserve and store their food. They made their clothing from the hides of the animals. The most important animal to them was the buffalo, because it provided so much that they needed. The people also used the bones of the animals to make tools, such as a hoe for tilling the fields or a needle for sewing clothing. Other tools were made from stone. Cutting tools could be made by hitting stones and breaking off sharp flakes. Stones called chert and jasper were good for cutting tools. These could be found near the area where the Wichita people lived. The best stone for arrow tips, a shiny black rock called obsidian, came from far away. The Wichita had no mines for metal and did not know how to take metals from ores for tool making.

The Wichita loved beautiful things and enjoyed wearing jewelry and decorating their clothing and other possessions. Sometimes when they visited people from other regions, or when travelers came to them, the Wichita traded their own extra supplies for things not found in their home region. They got obsidian, painted pottery, and turquoise beads from peoples living in the desert southwest. Pretty seashells came from the coastal areas. The natives traveled by foot everywhere they went, so getting trade items was a special occasion. After Europeans came to the American continents, horses, guns, cloth, glass beads, and metal tools became available to the native people. In A.D. 1541 the Spanish explorer Coronado and his group of soldiers were the first Europeans to come to the homeland of the Wichita.

Wichita Village with Trade Goods



ACTIVITY #3: DRAWING INFERENCES from a visual image and **WRITING A PARAGRAPH** (Time: 45 minutes for a and 45 minutes for b)

Prior to starting this activity, have the children sit in a circle and read aloud sentences in turn from the description in Activity #2. (Middle school children also should read the 2006 Kansas Archaeology Month web page introduction.) Ask the students to examine the coloring page and make some conclusions about the scene. Then ask the children to

- a. Write a paragraph about the life of the people shown in the drawing. How is their life better than before they traded? How is it worse?
- b. Write a short story that goes with the picture.

ACTIVITY #4: VOCABULARY BUILDING (Time: 10 minutes)

Use the glossary with the following word-matching activity.

Name_____

Date_____

Draw lines to connect the numbered words with their equivalents in the second column.

- | | |
|--------------|------------------------|
| 1. barter | a. pottery |
| 2. bison | b. corn |
| 3. jerky | c. Wichita |
| 4. maize | d. shoulder blade |
| 5. obsidian | e. animal skin |
| 6. Quivira | f. blue-green gemstone |
| 7. hide | g. trade |
| 8. turquoise | h. volcanic glass |
| 9. scapula | i. dried meat |
| 10. ceramics | j. buffalo |

ACTIVITY #5: WORD-SEARCH (Time: 15 minutes for a, 30 minutes for b, and 30 minutes for c)

Use one of the three following word-search puzzles with vocabulary pertinent to early trade in Kansas.

- a. "Primary Trade Goods" is suitable for the primary grades.
- b. "Trade Goods" is appropriate for early middle school.
- c. "Early Trade in Kansas" can be worked by older students.

ACTIVITY #5: WORD SEARCH--- primary grades

Name _____

Date _____

h	t	s	r	b	o	s	n	i	s
e	e	c	h	s	o	o	e	t	o
d	s	r	c	s	e	e	h	d	b
e	r	i	o	n	e	s	e	e	e
n	d	o	o	n	n	s	a	l	e
d	a	t	e	r	e	d	r	d	e
l	s	d	o	i	o	e	e	o	e
e	i	c	n	r	s	r	s	o	h
h	o	o	h	o	s	b	d	h	h
r	o	t	h	e	t	o	e	t	o

horse

corn

bead

hide

hoe

stone

ACTIVITY #5: WORD SEARCH ---early middle school

Name _____

Date _____

Trade Goods

E	A	N	S	T	S	A	L	T	E	N	E	A	N	A	N	T	H	A	E	S	I	S	C	E	
S	E	O	H	E	H	A	T	E	O	E	O	E	S	T	A	N	R	E	T	M	T	O	R	R	E
T	N	K	D	E	U	R	O	B	S	C	H	E	E	D	R	D	P	R	L	R	R	R	R	H	
H	U	A	E	U	T	T	E	T	E	M	N	N	T	S	S	E	T	E	T	N	L	S	N	N	
M	B	I	E	T	M	E	I	E	E	A	R	A	P	N	T	T	L	E	E	L	A	D	N	O	
S	O	E	E	N	T	G	N	G	D	M	N	T	G	T	P	O	L	E	U	H	S	B	E	T	
C	A	E	O	T	O	L	E	S	N	A	H	S	A	K	S	E	N	P	H	E	E	T	U	O	
R	L	T	L	C	N	E	R	E	H	R	A	A	E	A	O	D	E	S	E	D	U	O	H	O	
T	N	L	S	O	I	S	A	T	G	A	T	T	R	S	S	E	T	L	R	O	H	E	A	H	
D	T	T	S	A	O	S	A	H	N	A	U	A	E	O	T	S	H	O	E	N	T	R	A	N	
R	T	T	E	A	H	E	S	S	I	E	A	T	E	O	L	E	H	T	P	B	A	T	E	D	
E	E	N	L	T	C	S	P	D	E	A	E	L	O	R	P	O	S	B	L	T	B	A	G	S	
L	I	L	A	T	E	D	R	P	I	N	S	U	D	K	B	E	N	E	T	A	R	E	H	S	
D	S	O	M	O	T	P	T	C	E	E	M	C	S	T	T	C	K	R	K	U	T	E	H	S	
A	H	E	S	O	N	M	A	A	P	S	E	N	D	L	E	E	S	T	B	U	N	E	L	L	
O	T	S	A	B	T	R	E	E	A	E	T	S	E	N	T	S	E	D	A	N	M	S	I	O	
N	T	T	I	A	L	D	S	E	E	R	S	O	L	T	E	E	E	O	N	M	H	P	E	M	
S	T	T	T	A	L	E	L	D	T	H	M	H	R	G	P	R	E	S	O	E	E	M	R	T	
O	E	S	B	S	T	E	N	O	E	E	O	R	N	I	A	R	A	I	O	E	T	D	D	L	
D	P	S	B	A	E	M	N	U	S	H	I	L	P	R	D	T	O	E	M	P	T	E	A	O	
S	E	D	T	P	O	E	N	L	G	E	O	R	M	K	N	E	E	O	T	O	L	E	O	K	
H	E	C	G	N	O	L	N	O	A	O	E	E	T	S	O	H	S	H	O	N	T	U	E	S	
A	L	O	E	E	M	T	T	U	P	T	T	S	E	U	R	O	N	L	T	R	E	D	G	R	
K	T	B	L	O	D	E	L	M	E	N	L	I	T	H	L	M	R	T	S	E	N	D	T	T	

HORSE

TOOL

SHELL

KETTLE

POT

METAL

CORN

HIDE

TRADE

BEANS

GUN

BEADS

MEAT

STONE

PIPE

ACTIVITY #5: WORD SEARCH --- middle school

Name _____

Date _____

Early Trade in Kansas

E	I	A	S	E	U	R	L	I	D	K	E	S	C	R	N	N	O	T	A	R	E	Q	R	C	
J	C	U	D	E	S	E	T	A	A	E	E	E	B	L	E	U	E	R	T	L	O	F	M	G	L
H	E	S	M	E	R	E	R	A	S	R	I	I	U	O	D	T	B	W	E	L	A	U	N	A	H
S	I	E	D	C	L	Z	I	H	Q	T	D	N	O	E	U	A	S	S	E	I	N	T	P	H	E
B	E	I	T	I	Z	D	K	L	S	I	D	E	B	U	T	Q	R	M	R	E	E	A	N	E	R
E	H	S	L	E	I	S	L	C	H	I	K	E	E	U	T	Q	R	H	E	Z	B	E	E	S	C
L	U	S	O	S	S	E	A	S	E	A	A	T	E	T	B	R	P	W	E	O	A	A	Q	S	M
A	C	N	B	D	H	P	H	N	I	D	L	R	E	B	T	N	S	U	D	E	B	B	M	S	M
E	T	O	D	S	U	E	E	O	S	C	O	S	K	A	O	S	A	T	T	S	S	A	N	O	D
O	K	I	A	L	E	A	L	T	R	E	I	O	T	L	M	E	E	R	L	S	T	I	L	D	R
A	E	E	A	P	I	I	Y	T	T	S	U	I	L	A	L	T	J	S	A	K	D	E	N	R	N
G	S	N	F	E	K	P	I	I	T	N	E	U	B	T	E	A	C	T	L	D	T	E	R	R	N
I	P	S	O	I	A	E	T	K	H	E	I	I	S	S	P	I	S	I	L	E	E	S	S	N	N
S	K	B	C	T	I	T	B	U	S	A	K	L	S	G	M	S	T	T	A	S	T	O	P	F	N
T	T	N	E	C	P	E	O	N	K	A	I	N	R	A	N	B	I	K	S	T	L	I	N	L	L
R	E	M	G	C	P	E	O	N	K	A	I	N	R	A	N	B	I	K	S	T	L	I	N	L	L
H	C	A	A	E	N	E	N	K	I	T	L	C	I	W	C	E	G	E	Y	L	L	B	L	N	A
L	K	K	S	T	O	Y	H	E	P	O	E	T	H	T	J	T	E	A	K	J	A	O	L	S	A
I	A	M	D	S	O	A	S	A	T	R	A	R	E	C	E	U	T	S	E	R	R	S	R	S	U
R	A	P	I	E	A	O	R	I	E	R	E	C	R	S	I	E	T	T	E	T	E	T	E	U	R
S	S	B	E	C	T	I	R	U	T	B	S	R	I	D	M	W	I	I	I	F	I	J	E	R	E
R	U	U	L	N	P	Z	A	T	T	C	S	I	D	W	E	O	N	U	S	I	F	H	E	E	S
S	T	N	U	N	P	E	R	N	E	H	S	H	C	D	O	I	H	N	H	N	O	E	I	S	S

HORSE

BISON

RIFLE

HIDES

PIPESTONE

SCAPULA

GUNFLINT

JERKY

BARTER

OBSIDIAN

METAL

SEASHELL

CERAMICS

KETTLE

TINKLER

TURQUOISE

SOUTHWESTERN

WICHITA

MAIZE

TRADEBEADS

ACTIVITY #6: BARTER GAMES

Game #1: Fair Trade (Time: 20-30 minutes)

The following game is appropriate for children ages 8 and older. Younger children may not be mature enough to accept the consequences of the game.

- Discuss with your class the meaning of barter and trade as an economic model.
- Ask each student to bring from home one object that he/she or a family member *would not mind giving up*. Ask the students not to bring damaged items, but something someone might value. (A note to parents asking them to help their child choose a suitable item for trade would be wise.)
- Prepare twice as many slips of paper as there are students in the class, and divide them into two sets. Number each set consecutively. Place one set in a container, and randomly pass out the other slips of paper to the children.
- Seat the students in a circle, each holding his/her trade object.
- Draw a number from the container. The student with the corresponding number may choose one object from any one of the other students and ask to trade his/her own for it. If that student declines, the first student may make a second choice. If his/her offer is declined three times, draw another number from the container and proceed with the next student.
- Continue in this manner until all students have had a chance to trade.
- Prepare the students to accept the possibility that some students may take home the same things that they brought, either because no one wanted their trade items or because they were not satisfied with anything offered to them.

Game #2: What Will You Give? (Time: 45 minutes or more)

This game is appropriate for middle school-age children. No special equipment is needed.

- Discuss with your class the meaning of barter and trade as an economic model.
- Ask each student to prepare two lists of at least five items. The first list should be goods that the student possesses that might be traded. The student should rank the goods in order of relative value *to the student*. The second list should be services that the student could perform. These should be ranked by difficulty or time required. Here is an example:

Goods

piece of gum
notebook paper
paperback novel
used CD album
rock group T-shirt

Services

sharpen a dozen pencils
carry books home from school
wash the dog
loan of bicycle for a week
do lawn-mowing chore

- Have the students pair up to become trading partners.
- Give the students up to 15 minutes to negotiate with their trading partners as if this were a real life situation. Bargaining is opened by the words, "What will you give me for...?" The students may trade goods for goods or goods for services. They may

suggest trades not listed. For example, Bill may ask Bert to trade his sandwich for a candy bar from Bill's lunch, even though Bert did not list it. Each trade agreed upon should be written on a scorecard. The goal is for each trading pair to come to agreement on at least one trade. More trades indicate more mutual benefits. One point is awarded for each trade.

Options for Game #2

- Have the students turn in their scorecards. Lead a group discussion comparing trades made, whether win-win situations were negotiated or if some trading partners took advantage. The class may vote on the trades. If two-thirds of the class rejects a trade as unfair, the trading team's score is reduced by one. For example, if Bill is to mow Bert's one-acre lawn for a candy bar, the class may vote to reject the trade, and their score is reduced by one.
- The team members with the highest scores are deemed "Top Traders."
- If you choose to give some prize (a healthy snack, for example) to the "Top Traders," be prepared for the possibility that there may be several.

“What Will You Give?” Scorecards

Name:	Name:
trades	for
Total number of trades:	Number accepted by 2/3 class vote:

Name:	Name:
trades	for
Total number of trades:	Number accepted by 2/3 class vote:

Game #3: Setting up a System of Exchange (Time: 60-90 minutes)

This activity is appropriate for middle school and older students. Students should be prepared by a discussion of barter as a means of economic exchange and by playing “What Would You Give?” (Game #2). This activity involves speculation on the part of the students.

- List on the board the following trade items.

Euro-American

brass kettles
ivory combs
handkerchiefs
colored glass beads
calico shirts
iron fish hooks
needles
iron butcher knives
finger rings
iron hoes
woolen blankets
horses
guns

Native American

Kansas area

buffalo meat
buffalo hides
corn
beans
squash
chert stone for tools
jasper stone for tools
buffalo scapula for tools
animal pelts
meteorite iron

Native American

outside Kansas area

turquoise beads
metals, copper
Southwest pottery
obsidian for tools
Alibates for tools
seashells
pipestone

- First, compare only the lists of Native American trade items. Conduct a discussion of what items are most essential to life, most desirable to raise quality of life, hardest to obtain for Kansas-area Native Americans, or require the most work to produce. Then rearrange each list according to relative value.
- Second, continue the discussion by creating equal-value comparisons. For example, how many cured buffalo hides would be traded for how many beautifully decorated Southwestern pottery jars? A standard unit of measure will need to be devised for produce, such as pound-stones or gourds-full. (Provide a stone the size of half a brick and a large calabash gourd or 16-cup mixing bowl, so the students can envision the measure. Other units of measure may be substituted.) How many gourds-full of beans is a Southwestern pot worth?
- When a system of equivalents has been worked out for Native American goods, apply the process to the Euro-American trade goods. How many buffalo hides would it take to acquire a brass kettle, and, by extension, how many Southwestern pots?
- Invent scenarios in which a Native American or an immigrant traveler might have traded goods to ensure survival or improve quality of life between 1500 and 1850.
- For further practice, play the Lewis and Clark Corps of Discovery barter game found at <http://www.usmint.gov/kids/components/nickelLessonPlans/pdf/2004PeaceNickel6.pdf>.

GLOSSARY

Use with Vocabulary Building (Activity #4) and to aid in student comprehension of the Kansas Archaeology Month pages on the PAK website.

Alibates: a red marbled agate-like variety of chert good for chipped stone tools

archaeology: the scientific study of the material remains of past human life

artifact: an object showing human workmanship

bargain: to come to agreement on the terms of purchase or exchange

barter: trade or exchange of goods and services

bison: buffalo

calico: colorful cotton fabric with a figured pattern

ceramics: fired clay pottery

chert: a common gray or tan mineral, often called flint. It commonly was used to make chipped stone tools.

culture: the sum of all learned and shared behaviors of the members of a society or living group

flintlock rifle: a gun of the seventeenth and eighteenth centuries, having a small flint stone on the hammer that was struck to spark and ignite the gunpowder

gunflint: a small piece of high quality flint used to ignite the charge in a flintlock gun

hide: a large, heavy animal skin

interdependence: mutual reliance on one another

jasper: a fine-grained variety of chert that occurs in several colors and is good for making chipped stone tools

jerky: meat which has been cut into strips and smoked or dried for storage

maize: corn

millstone: a stone used to grind seeds and grain to make meal or flour

obsidian: volcanic glass, highly prized for stone tools because of its excellent flaking qualities. It is usually black in color.

pelt: the skin of an animal with the fur attached

pipestone: a soft, fine-grained red stone used to carve tobacco pipes. It is also known as Catlinite.

polychrome: many colored. The people of the Southwestern pueblos painted geometric and animal designs on their pottery in red, black, and white.

Quivira: the name that the Spaniards gave to the Wichita people.

scapula: shoulder blade. Native Americans altered buffalo scapulae to make hoes for gardening and other tools.

tinkler: a bell-like object made of copper or brass, used to decorate clothing and ceremonial gear of Native Americans

turquoise: a blue-green mineral that is valued as a semiprecious gem, found in the Southwest portion of North America

Wichita: a Native American people of the southern and central plains. The Wichita were village farmers who lived in grass-thatched houses.

KANSAS BOARD OF EDUCATION STANDARDS

The following standards may be applied to the activities in the “Early Trade in Kansas” lesson and to related follow-up activities generated by the teacher. The following are not a complete set of standards, nor do examples or further explanation accompany them. For a complete copy of the standards visit

<http://www.ksbe.state.ks.us/Welcome.html>.

> assessed indicator

Grade 3 Reading

Standard 1. The student reads and comprehends text across the curriculum.

Benchmark 3. The student expands vocabulary.

Indicator 1: The student expands sight-word vocabulary.

Indicator 4: The student uses a dictionary or a glossary to determine an appropriate definition of a word.

Benchmark 4. The student comprehends a variety of texts (narrative, expository, technical, and persuasive).

>Indicator 2. The student understands the purpose of text features (e.g., title, graphs and charts, table of contents, pictures/illustrations, boldface type, italics, glossary, index) and uses such as features to locate information in and to gain meaning from appropriate sources.

>Indicator 5. The student uses information from the text to make inferences and draw conclusions.

Grade 3 Writing

Standard 1. The student writes effectively for a variety of audiences, purposes, and contexts.

Benchmark 1. The student writes narrative text using the writing process.

Indicator 2. The student practices writing by using (1) personal experience (2) observations (3) prior knowledge. (Ideas and Content: prewriting, drafting, revising: N,E,T)

Benchmark 2. The student writes expository text using the writing process.

Indicator 4. The student expresses information in own words using details and complete sentences. (Ideas and Content: prewriting, drafting, revising: N,E,T)

Grade 3 Mathematics

Standard 1. The student uses numerical and computational concepts and procedures in a variety of situations

Benchmark 1. The student demonstrates number sense for whole numbers, fractions, decimals, and money using concrete objects in a variety of situations.

Indicator A1. The student solves real-world problems using equivalent representations and concrete objects to (\$).

Grade 3 History and Government; Economics and Geography

Standard 2. Economics: The student uses a working knowledge and understanding of major economic concepts, issues, and systems of the United States and other nations; and applies decision-making skills as a consumer, producer, saver, investor, and citizen in an interdependent world.

Benchmark 1. The student understands how scarcity of resources requires choices.

Indicator 1. The student knows that there are not enough productive resources to satisfy all wants for goods and services.

>Indicator 4. The student compares the cost to the benefit of making a choice.

Benchmark 2. The student understands how the market economy works in the United States.

Indicator 1. The student explains how barter or money are used to exchange goods and services.

Standard 3. Geography: The student uses a working knowledge and understanding of the spatial organization of Earth's surface and relationships among people, places, and physical and human environments in order to explain the interactions that occur in our interconnected world.

Benchmark 4. Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

Indicator 3. The student identifies factors important in the location of economic activities (e.g., population concentration, environmental resources, transportation access, technology, market, labor pool).

Standard 4. Kansas History: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 1. The student understands the importance of the experiences of groups of people.

Indicator 1. The student compares reasons that brought settlers to Kansas (i.e., geographic, political, economic, religious).

Benchmark 4. The student understands the impact of exploration and migration upon the history of Kansas.

Indicator 3. The student describes the interactions between different cultural groups on the trails and railroads (e.g., Mexican, American, American Indian).

Grade 3 Visual Arts

Standard 6. Making connections between visual arts and other disciplines.

Benchmark 2. Students identify connections between the visual arts and other disciplines in the curriculum.

Indicator 2. Students demonstrate an ability to communicate about connections between the visual arts and other non-art disciplines.

Grade 6 Reading

Standard 1. The student reads and comprehends text across the curriculum.

Benchmark 3. The student expands vocabulary.

>Indicator 1. The student determines the meaning of words or phrases by using context clues (e.g., definitions, restatements, examples, descriptions, comparison-contrast, clue words) from sentences or paragraphs.

Indicator 3. The student understands and uses the references available in the classroom, school, and public libraries (e.g., dictionaries, thesauri, atlases, encyclopedias, internet) that are appropriate to the task.

Benchmark 4. The student comprehends a variety of texts (narrative, expository, technical, and persuasive).

Indicator 5. The student uses information from the text to make inferences and draw conclusions.

Grade 6 Writing

Standard 1. The student writes effectively for a variety of audiences, purposes, and contexts.

Benchmark 1. The student writes narrative text using the writing process.

Indicator 2. The student uses (1) personal experience (2) observations (3) prior knowledge in written text. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)

Indicator 3. The student clarifies the main idea by selecting relevant details that enrich the central theme or storyline. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)

Benchmark 2. The student writes expository text using the writing process.

Indicator 3. The student practices writing using (1) personal experience (2) observations (3) prior knowledge (4) research to provide information using an appropriate point of view for the piece (e.g., 3rd person pronouns in research) (Ideas and Content: prewriting, drafting, revising: N,E,T,P)

Indicator 4. The student expresses information in own words using evidence and examples. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)

Grade 6 Mathematics

Standard 1. The student uses numerical and computational concepts and procedures in a variety of situations.

Benchmark 1. The student demonstrates number sense for rational numbers and simple algebraic expressions in one variable in a variety of situations.

Indicator A1. The student generates and/or solves real-world problems using equivalent representations of (2.4.A1a-c) (\$).

Benchmark 2.

Indicator A1C. Symmetric property of equality (e.g., Sam took a \$15 check to the bank and received a \$10 bill and a \$5 bill. Later Sam took a \$10 bill and a \$5 bill to the bank and received a check for \$15. $\$15 = \$10 + \$5$ is the same as $\$10 + \$5 = \$15$).

Grade 6 History and Government; Economics and Geography

Standard 2. Economics: The student uses a working knowledge and understanding of major economic concepts, issues, and systems of the United States and other nations; and applies decision-making skills as a consumer, producer, saver, investor, and citizen in an interdependent world.

Benchmark 1. The student understands how scarcity of resources requires choices.

Indicator 1. The student illustrates how scarcity of resources requires choices at both the personal and societal levels.

Indicator 4. The student gives examples of economic interdependence of at least two of the following levels: local, state, regional, national, and international.

Indicator 5. The student determines how invention may lead to innovations that have economic value.

Standard 3. Geography: The student uses a working knowledge and understanding of the spatial organization of Earth's surface and relationships among people, places, and physical and human environments in order to explain the interactions that occur in our interconnected world.

Benchmark 4. Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

>Indicator 2. The student analyzes the causes and effects of human migration on places and population (i.e., war, famine, oppression, opportunity, population shifts, conflict, acculturation, diffusion of ideas, diseases, crops, culture).

Indicator 3. The student describes the cultural impact of settlers on specific regions of the U.S. and world.

Standard 4. U.S. History: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 1. The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the exploration, colonization, and settlement of the United States (to 1763).

Indicator 4. The student compares and contrasts the impact of European settlement from an American Indian and European point of view.

Grade 6 Visual Arts

Standard 6. Making connections between the visual arts and the other disciplines

Benchmark 2. Students understand ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts.

Indicator 2. Students demonstrate the ability to create works of art that implement and extend knowledge of science, mathematics, social studies, language arts, and the performing arts.

Grade 7 History and Government; Economics and Geography

Standard 3. Geography: The student uses a working knowledge and understanding of the spatial organization of Earth's surface and relationships among people, places, and physical and human environments in order to explain the interactions that occur in our interconnected world.

Benchmark 2. Regions: The student analyzes the spatial organization of people, places, and environments that form regions on Earth's surface.

Indicator 2. The student explains how U.S. and world regions are interdependent (i.e., through trade, diffusion of ideas, human migration, economic networks, international conflicts, participation in international organizations).

Benchmark 5. Human-Environment Interactions: The student understands the effects of interactions between human and physical systems.

Indicator 3. The student describes the local, national, and international consequences of the use or misuse of resources (e.g., resources movement and consumption, relationship between access to resources and living standards, relationship between competition for resources and world conflicts).

Standard 4. Kansas History: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 1. The student understands individuals, groups, ideas, events, and developments during the period of exploration in Kansas (1541 - 1820).

Indicator 1. The student compares and contrasts the foods, housing styles, and traditional arts of early American Indian nations (e.g., Kansa, Osage, Wichita, Pawnee, Cheyenne, Arapaho, Apache, Comanche, Kiowa).

Indicator 3. The student describes the changes brought about by the interaction of American Indians and the early explorers to the region.