

The Natural Face of North America

The Maximilian-Bodmer Expedition, 1832-1834



The Change of Trade

Grade

- 6-8

Subjects

- American History, Social Studies, Art

Key Message

American Indians developed a variety of economic systems that reflected their cultures and managed their relationships with others. Prior to European arrival in the Americas, American Indians produced and traded goods and technologies using well-developed systems of trails and widespread transcontinental, intertribal trade routes. Today, American Indian tribes and individuals are active in economic enterprises that involve production and distribution.

Pedagogical Approach

This lesson is designed on the Inquiry Design Model (IDM) mirroring the modules found in Native Knowledge 360 curriculum resources. The Inquiry Design Model (IDM) implements the C3 Inquiry Arc and the C3 Framework Dimension Standards into a student-centered, inquiry-based approach to teaching and learning. These lessons align with the Native Knowledge 360 approach to IDM by avoiding prescribing step-by-step instructions, but providing key elements that honor and support teacher expertise. An inquiry approach is used that outlines supporting questions, featured sources, and performance tasks necessary for students to construct arguments that pertain to the compelling question.

Overarching Standards & Essential Understandings

The content and themes in this module are influenced by the National Council for the Social Studies National Curriculum for Social Studies (NCSS), specifically in the ten themes of social studies and the National Museum of the American Indian (NMAI) framework for Essential Understandings and Concepts.

The Natural Face of North America

The Maximilian-Bodmer Expedition, 1832-1834



IDM Outline

NCSS Theme(s)	
NMAI Essential Understanding	American Indians developed a variety of economic systems that reflected their cultures and managed their relationships with others. Prior to European arrival in the Americas, American Indians produced and traded goods and technologies using well-developed systems of trails and widespread transcontinental, intertribal trade routes. Today, American Indian tribes and individuals are active in economic enterprises that involve production and distribution.
NMAI Concepts	For thousands of years, American Indians developed and operated vast trade networks throughout the Western Hemisphere, trading, exchanging, gifting, and negotiating the purchase of goods, foods, technologies, domestic animals, ideas, and cultural practices with one another. After contact with European fur traders and explorers, American Indians played influential and powerful roles in trade and exchange economies with these partners. These activities supported the development and growth of the United States.
C3 Dimension Standards	Other Content Standards
D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity. D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. D2.His.6.6-8. Analyze how people's perspectives influenced what information is available in the historical sources they created. D2.His.10.6-8. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.	Common Core: Describe how a text presents information (e.g., sequentially, comparatively, causally). Cite specific textual evidence to support analysis of primary and secondary sources. Describe how a text presents information (e.g., sequentially, comparatively, causally). Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

The Natural Face of North America

The Maximilian-Bodmer Expedition, 1832-1834



D2.His.13.6-8. Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.	
---	--

Compelling Question	How did Native American people use jewelry and adornment to represent their status and identity?
Staging the Question	What is something you own that you like to wear that makes you proud or represents your individuality? Where did you get it? What did you have to do to get it? Find images in magazines that you would like to wear or have with you if you were going to have your portrait painted. Consider the things you have in your home that came from other places. These may be things you got from places you visited or things that were given to you from someone else from far away. What meaning do they have for you? Explain how they are unique.

Supporting Question One	Supporting Question Two
How have the Cree Woman, Kiäsax and Mahchsi-Karehde chosen to display themselves? What choices did they make?	How did Karl Bodmer choose to display these people? What choices was he able to make?
Formative Performance Task	Formative Performance Task
I Spy: make a list of all the things you see and can identify in the images of these three people. Sort them into different categories, however you think appropriate. Then re-sort them. Sort them into different categories as many times as you can. What categories did you find to contrast these two? Looking at the list of items you identified, how many of these items do you see worn by other people depicted in the collection? See if any groups identified items that were made from local resources and items that were from regions far away.	Make a list of the things an artist has control over when painting someone's portrait. Students can simulate the process of preparing for and making a portrait of a partner. What things do both the artist and the sitter have the power to decide. A venn diagram could be used here to compare and contrast how two different perspectives can influence an image. For another example, see the portrait and self-portrait of Sîh-Chidä. 1986.49.267 1986.49.319

The Natural Face of North America

The Maximilian-Bodmer Expedition, 1832-1834



Supporting Question Three		Supporting Question Four	
Did you make any assumptions about these three people based on what they were wearing? What do you know based on facts? (Expensive trade items indicate wealth or status. The cross pendant does not necessarily indicate religious affiliation.)		How did Native tribes trade amongst each other?	
Have a discussion about what you read in the journals and web resources. Authors, artists, and individuals have power to shape our perspectives.		Look at the image of the Bellevue Agency Trading Post. Discuss what is going on. Read the history of Kiasax. There was a strong history of marrying outside of one's tribe and traveling back and forth to visit relatives.	
Featured Work(s) from the Collection		Featured Work(s) from the Collection	
1986.49.231 Cree Woman		1986.49.395 Kiäsax, Piegan Blackfeet Man	
1986.49.266 Mahchsi-Karehde, Mandan Man (Journals) 4 December 1833		1986.49.371 Bellevue Agency, Post of Major Dougherty (Journals) 3 May 1833 Notes on the History of the Fur Trade (pg 1056)	
Summative Performance Task	Students may discuss or write about why it is important to have contact with people who are from regions far away, and who are different from themselves.		
Contemporary Connection	Where do students travel? What objects do they collect on travels to represent that time or the people they met while traveling? Create an exhibition of items (virtual or physical) where all students get to display their own items. Look at the range of regions represented. What inferences can students make by comparing the images?		
Taking Informed Action	Consider our trading partners today. What do we get from other regions and what do we sell to other regions? Consider the pros and cons of purchasing local and purchasing imports. When commissioning art, is it better to commission local artists or national or international ones? What are the reasons in support of each?		