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Bonnets and Bandanas: Settler Trading Post Economics

Bonnets & Bandanas

Teaching Economics in Miami with a Settler Trading Post

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Bonnets and Bandanas

Table of Contents

Background/ Essential Questions…… ..1
Economic Connection……...2
Goals and Objectives……2
Vocabulary……3
Course Outline/Overview……3
Lesson Plans……4
Exhibit/Resources/Documents.....7
Materials to Purchase……....14
Field Trip Ideas……...14
Supplemental Materials……15

Brickell Point on the Miami River 1900-1915
State Archives of Florida

Bonnets and Bandanas

Teaching Economics with a Settler Trading Post

Family living out of a covered wagon. *ca 1895.*

State Archives of Florida, Florida Memory.

How does where you live effect how you live?

In preparing our students to be successful in the 21st century, it is essential that we reflect back in time to early Miami to establish a historical context for today's economic teachings. The economic choices our learners make today as consumers are similar to those of the past. Supply and demand, conservation of resources, wants and needs. The following essential questions will guide your learners through their discoveries:

- How does where you live determine how you live?
- What is the law of supply and demand?
- How does the natural environment impact the development of a community?
- How do we use our resources efficiently?
- How can things be bought without money?

Goals: Students will explore the development and history of Miami trading posts and general stores. Additionally, they will understand how Miami settlers used trading posts to meet their needs. Also, students will gain knowledge and experience in learning from objects, artifacts, and researched documents.

Objectives: To cover the extensive Florida Access Points, I created a unit of learning related to the function of the early trading post in Miami. This high- interest topic allowed for active and social learning activities while covering objectives and completing tasks. The following are included:

SS.2.E.1.In.d: Identify a benefit of saving, such as having more money for later; and a benefit of spending, such as getting what you want now.

SS.2.E.1.In.a: Recognize that people make choices when there is little or none left of a resource.

SS.2.E.1.In.b: Recognize that goods and services fill a need (demand), such as food with a grocery store and health care with a doctor.

SS.2.E.1.Su.d: Recognize a benefit of saving, such as having more money for later.

SS.2.E.1.Su.a: Recognize when there is little or none left of a resource.

SS.2.E.1.Su.b: Recognize that goods fill a need, such as food from a grocery store or clothing from a department store.

SS.2.E.1.Su.c: Recognize that some goods come from far away.

SS.2.E.1.Pa.d: Recognize that a saved item can be used later.

SS.2.E.1.Pa.a: Recognize when there is none left of a resource.

SS.2.E.1.Pa.b: Associate a desired item (goods) with a need.

SS.2.E.1.Pa.c: Associate a desired item (goods) with its source.

Vocabulary:

settlement	pioneer	settler	trade
supply	demand	wants	needs
goods	services	barter	supplies
merchant	import	export	resources

*Based upon prior knowledge, language level, experience,

Course Outline:

This unit is set up for 7 class meetings of second graders with a culminating field trip to a local site or museum. It was completed over three weeks with days in between the activities for catch-up and research extensions. Students maintained daily writing in their social studies journals/ composition books. This included vocabulary, lists of wants and needs, maps of the store layout, and daily reflections and connections back to 2017. Home learning included journaling and economic concepts. An example is the students had to go on-line and record the prices of necessities for the 2017 date: gallon of milk, loaf of bread, and measurements of rice, flour, butter, and other grocery items. Based upon your students and their needs, the lessons can be taught weekly or in daily sequence. Images on the Smartboard and time period music set the ambiance for the lessons, as did students dressing in period replica hats, bonnets, and bandanas.

Day 1: Set the Tone: The teacher will show Brickell City Centre (Exhibit 1) photo on Whiteboard- a landmark that the students have been watching being constructed in their neighborhood. The students will take turns explaining the building (a multi-level high-end shopping center). Then, the teacher will show the Miami Trading Post from the 1800's photo with no caption (Exhibit 2). Class discussion on what the purpose for the building may have been. Use Visual Thinking Strategy (VTS) questions:

1. What is going on here?
2. What do you see that makes you say that?
3. What more can you tell me?

After discussions, the teacher will reveal the background of the early trading post. Teacher will lead a discussion on the needs and wants of today's Miami residents. Activity: Students will make a list of their needs and wants as a table and share. Independently, they will make own list of several needs and wants in 2017.

Day 2: Background and Engagement: Students will engage with a class collection of objects- pots, pans, quilt square, rope. Teacher will ask them to sort them and explain their qualities for the categories they make. Students will list in their journals their groupings with brief sketches. "What other artifacts or replicas can we add?" Activity: Students will write in their unit journal their lists of supplies. (Exhibit 3)

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Day 3: Research and Discovery: Teacher will distribute bonnets and bandanas for students to wear throughout the lessons. The teacher will read from *The Early*

Pioneers of South Florida by Henry J. Wagner (Exhibit 4) with students out loud. Journal and draw what is being described.

The students will retell the reading with main points- 1840-1880, first settlers needs, early work, crops, survival. Students will break into groups and use class computers to research one section of importance. The concept of import and export- goods from Bahamas, goods sold to northern states (tobacco, sugar, fish, materials). Students will present their research. (Exhibit 5)

Day 4: Set for Trading Post: Students will dress for the lesson. In teams, the teacher will ask them to imagine they were in Miami in the 1850's. What are ten essential items they would need to have? After the class makes their lists, have the groups rank their choices from 1-10. Students will write in their journals why they made each choice (usefulness, purpose). This information will then be collected to decide what items the class is going to make for their Trading Post activity. (Exhibit 6)

Day 5: Construction Day: Students will dress for the lesson. Review the class charts. The students will create the top items from their lists of needs for 1850's. This will include scraps of fabric, paper, and other art materials. These replicas will be used in day 7 and Day 8 trading. As students are building their exhibit, artifacts, and replicas- ask them one-on-one why they chose what they did. Students will write in their journal their answers.

Day 6: Continue Construction Day: Ask each student to hold up one artifact they are making and explain why they made their choice. After completed, students will take a gallery walk of the items. Ask class- which of these are for immediate or now use? (eggs, fresh fruits, livestock, baked goods). Which are for later? (seeds, smoked meats, furs, flour and dry goods).

Ask class to explain how they can reuse some of the items? (fabric squares in dresses then quilts, plants make seeds). Then, ask which are non-reusable? (chicken for meat as opposed to chickens for eggs). Explain the concepts of saving and spending in relation to the items- save the seeds and flour, spend or use the fresh goods. Relate to money- save some for later, spend some now. How did we make these decisions?

Day 7: Trading Day: Students will attach their labels- product and purpose. If they are offering a service (ferry boat, construction, medical services), they can make a poster with pertinent information. Allow students to organize the products into their categories: livestock, dry goods, tools, etc. Set own class management rules for exchanging, based on age and ability levels (expect a lot of energy). After the activity, ask students to discuss their trades and add to their Unit Journal. Also, we have used this day to trade used books and small objects with classmates with permission.

Reflective Activity: In journals, students will write/draw the object they traded, and what they traded it for. They will explain if they thought it was a good trade- did they gain what they needed? Supply and demand- were there too many of one kind, not enough of another?

Extension Activities:

- Preparing "chuck wagon stew" in a crockpot to have while reflecting
- 3-d construction of a stocked trading post/class quilt
- Jewelry making to trade in class (beads, shells, natural fibers)
- Scavenger hunts on-line of trading post objects (furs, sewing items, machines, tools)
- Trail mix no-cooking cooking activity

- Burlap sack bean bags for math/spelling/science toss activities
- "Vocabulator" jars with beans, rice, trading post staples and key terms/ math estimation

Exhibit 1: Modern Brickell City Centre Shopping Complex 2017- Miami, Florida

Courtesy of Internationalpropertyforsale.com

Exhibit 2: Early Miami Trading Post (1800's) Mouth of the Miami River

Courtesy of floridamemory.com

Exhibit 3: Class Objects:

Students can work in pairs or teams to construct the following artifacts and replicas from scraps, drawings, with art teacher, or sent in from home.

US Mail bag	smoked beef (beef jerky stick)	boots	rug	carrots	fire wood
animal trap	riffle (picture)	knife	chicken	eggs	animal fur/ skins (fabric swatches)
beaded jewelry	bonnet	hat	doll	peppermint tea	toys
dry goods	pickles	dress	quilt	apron	smoked fish
tools	axe	vinegar	sea salt	horses (pictures)	sweets
wagons (picture)	Wheels (picture)	Boat (picture)	fishing poles (hooks and line)	lantern	candles

Exhibit 4: Early Pioneers of South Florida by Henry J. Wagner (Copy for each student)

Early Pioneers of South Florida
By HENRY J. WAGNER

Miami of today is not different from what most of the Old Settlers pictured it to be in days to come, in their minds. Some of them had never seen a large city and none of them a building more than three stories high but every one of them would tell you that there would be a large city and a seaport someday. And I don't mean the so-called pioneers that rode in on the first train that came in to Miami when they could go to a hotel and order a beef steak or other fancy food and call themselves pioneers. I am writing of the people who came here from 1840 to 1880, who lived on sow belly and grits when they could get it, and off the land and water otherwise. For the first settler, there was no alternative. They either made comty starch and traded it at the local store after 1870 (before that shipped it to Key West where it was sold at auction at a price of from 11/2 cents a pound to sometimes 5 cents a pound) . A hard working man on a hand mill could make probably 75 lbs. in two days. In the years from 1870 to the 80's a two pound can of corned beef cost you sixty cents and everything else in proportion. Flour had dropped from $50.00 a barrel in 1866 to $8.00 a barrel in the seventies but that was Key West price; the local store charged more. By this you can see that it was not exactly what you would call a picnic living anywhere on Biscayne Bay in those days. If you depended on getting your groceries from Key West you had to buy in quantities to last you at least a month, to be sure. The boat running to Key West was supposed to make a round trip every two weeks, but I have known it to take three and even four weeks to make a round trip. Some of the settlers raised a few vegetables, the water from the comty making the ground very rich and one could raise more than you could use with very little effort. The first fruit trees were started around these comty mills. These fruits at first were oranges—three kinds—sweet, sour, and bitter sweet. Avocado pears, mangoes, momie apple, sapodilla, sugar apples, soursop, grapefruit, citron and bananas. The start of these fruits coming from the Bahama Islands and Cuba, coming by way of Key West to Miami. Two places had the greatest variety, over north of the river, and Snapper Creek south of Coconut Grove.

(Retrieved from: http://digitalcollections.fiu.edu/tequesta/files/1949/49_1_04.pdf)

Exhibit 5: Bahamian Export Document

W Indies

ANNO QUINQUAGESIMO SECUNDO

GEORGII III. REGIS.

CAP. XCIX.

An Act for allowing certain Articles to be imported into the *Bahama* Islands, and exported therefrom in Foreign Vessels; and for encouraging the Exportation of Salt from the said Islands.

[9th *July* 1812.]

WHEREAS it is expedient that further Provision should be made for encouraging the Exportation of Salt from the *Bahama* Islands; be it therefore enacted by the King's most Excellent Majesty, by and with the Advice and Consent of the Lords Spiritual and Temporal, and Commons, in this present Parliament assembled, and by the Authority of the same, That, from and after the First Day of *August* One thousand eight hundred and twelve, it shall and may be lawful for any Foreign Sloop, Schooner, or other Vessel whatever, described in an Act passed in the Forty-fifth Year of His present Majesty's Reign, intituled *An Act to consolidate and extend the several Laws now in force for allowing the Importation and Exportation of certain Goods and Merchandize into and from certain Ports in the* West Indies, to come in Ballast, or to import into any Port of the *Bahama* Islands where there is a Custom House, the Articles allowed in the said Act to be so imported, and also to export the Articles allowed in the said Act to be so exported, conformably with the Regulations of the said Act; and also to export Salt, subject to the Duty of Tonnage, and under the Regulations imposed by an Act passed in the Twenty-eighth Year of His present Majesty's Reign, intituled *An Act for regulating the Trade between the Subjects of His Majesty's Colonies and Plantations in*

Any Vessel described in 45 G. 3. c. 57. may come in Ballast, or import into and export from the Bahama Islands the Articles allowed, and also may export Salt subject to the Regulations imposed by 28 G. 3. c. 6.

11 F *8 North

(Courtesy of the Digital Library of the Caribbean)

North America *and in the* West India *Islands and the Countries belonging to the United States of* America, *and between His Majesty's said Subjects and the Foreign Islands in the* West Indies; any Thing in an Act passed in the Twelfth Year of the Reign of King *Charles* the Second, intituled *An Act for the encouraging and increasing of Shipping and Navigation*, or any other Act to the contrary notwithstanding.

Salt may be exported without Bond required by 6 G. 3. c. 52.

II. And be it further enacted, That, from and after the First Day of *August* One thousand eight hundred and twelve, it shall and may be lawful for any *British* Ship or Vessel, owned and navigated according to Law, to export from any Port of the said *Bahama* Islands any Quantity of Salt, without entering into the Bond and Security required by an Act passed in the Sixth Year of His present Majesty's Reign, intituled *An Act for repealing certain Duties in the* British *Colonies and Plantations granted by several Acts of Parliament, and also the Duties imposed by an Act made in the last Session of Parliament upon certain* East India *Goods exported from* Great Britain, *and for granting other Duties instead thereof; and for further encouraging, regulating, and securing several Branches of the Trade of this Kingdom and the* British *Dominions in* America.

LONDON: Printed by George Eyre and Andrew Strahan, Printers to the King's most Excellent Majesty. 1812.

(Courtesy of the Digital Library of the Caribbean)

Exhibit 6: Pioneer Essentials

Imagine you were in Miami in the 1850's. What are ten essential items you would need to have? Write in box, then on poster with group.

Now, rank them in importance:

1.

2.

3.

4.

5.

6.

7.

8.

9.

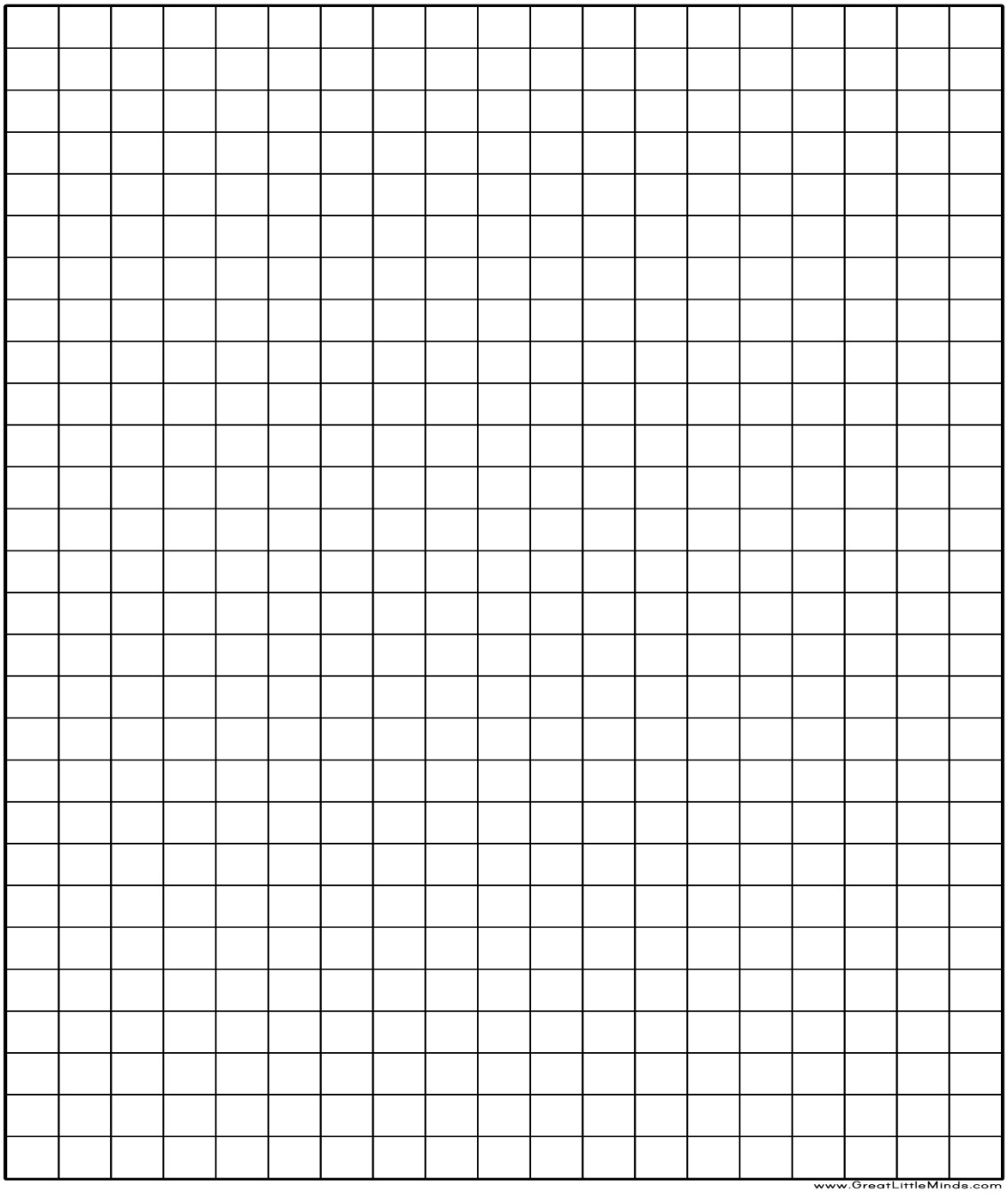
10.

Writing: Explain how you ranked the top three items. What were your reasons for choosing and ranking them?

Day 7: Trading Day: After today's activity, write a journal entry dated in the 1850's reflecting on what you traded and how your day went. Use details and descriptive words.

(Publish in Class Journal/Binder with samples of artifacts)

Extension: Draw and label the sections of the trading post.



Materials to purchase:

Bandanas: various colors for students- Dollar Tree: $20-30

Cowboy style hats: Party City 4.99 each

Bonnets: white cotton material: fabric store: $30- volunteer sewn

Fabric scraps for items/ burlap for sacks/ faux animal fur: donations from Ocean Bank

or $30: Walmart fabric section

Beads and lanyards for jewelry: Michael's: $30

Mason jars: 12 pack Publix/ Michael's: $20

Dry goods/food items for store (can be planted later in garden): $15

Miscellaneous production materials: $15

Publishing material for class journal: $20 (paper, stickers, adornments) Michael's

Field Trips

Field Trip to History Miami/ Miami Circle Some grants available (Target) or approximately $5 per student plus bus ($150)

School guest speaker: Free: Dade Heritage Trust, Miami Dade College social studies department (sometimes) School program (fees vary) History Miami

4th Grade Cultural Passports: The Barnacle in Coconut Grove

On-line fieldtrips: various

Economics Education Resources: Florida Council on Economic Education (FCEE) provides grants, teacher awards, Florida Stock Market Challenge on-line

Notes and Additional Activities:

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All Miami-Dade County public school teachers, media specialists, counselors or assistant principals may request funds to implement any project idea, teaching strategy or project from the 2017 Idea EXPO workshops and/or curriculum ideas profiled annually in the ***Ideas with IMPACT*** catalogs from 1990 to the current year, 2017-18. Most catalogs can be viewed on The Education Fund's website at educationfund.org under the heading, "Publications."

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Project funds are to be spent within the current school year or an extension may be requested. An expense report with receipts is required by Friday, June 1, 2018.

APPLICATION DEADLINE: December 13, 2017

Apply online at educationfund.org

For more information, contact:

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305.558.4544, ext. 113
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