

Wampum: Money vs. Communication

Author
Grade Level
Duration

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4-5
1 class period

National Standards

GEOGRAPHY

Element 2: Places and Regions

4. The physical and human characteristics of places

Element 4: Human Systems

10. The characteristics, distribution and complexity of Earth's cultural mosaics

Element 5: Environment and Society

16. The changes that occur in the meaning, use, distribution, and importance of resources

AZ Standards

MATHEMATICS

Operations and Algebraic Thinking

4.OA.C.5. Generate a number pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself and explain the pattern informally.

Measurement and Data

4.MD.A.1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g, lb, oz, l, ml, hr, min, sec.

Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit and in a smaller unit in terms of a larger unit.

5.MD.A.1. Convert among different-sized standard measurement units within a given measurement system and use these conversions in solving multi-step, real world problems.

Standards for Mathematical Practice

4.MP.2. and 5.MP.2.

Reason abstractly and quantitatively.

Arizona Social Science Standards

GEOGRAPHY

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

4.G3.1 Explain how the location and use of resources affects human settlement and movement.

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.

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

4.G4.1 Explain the positive and negative effects of increasing economic interdependence on distinct groups, countries, and new settlements.

5.G4.1 Describe how economic activities, natural phenomena, and human-made events in one place or region are impacted by interactions with nearby and distant places or regions.

HISTORY

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

4.H1.1 Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.

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.

Overview

Students often have little concept of life “before them.” How did people communicate before cell phones and mass media? How did people purchase items before credit cards and electronic transfers of money?

Purpose

In this lesson, students will read background information about wampum, a string of beads used by Native Americans as a form of currency and communication. Students will also calculate lengths in metric and the customary units.

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Materials

- Wampum Pictures
- Wampum Background Information Sheet
- Math Assessments (meters and customary units) and Answer Keys
- Geography Assessment and Answer Key
- Grading Rubric for Mathematics Questions

Objectives

The student will be able to:

1. Identify the uses for wampum.
2. Calculate units of measurement within the metric or customary system.
3. Continue a pattern following a given rule.

Procedures

Prerequisite skill: Students should have experience changing units within the metric system.

1. Project the Wampum Pictures. Discuss the variety in shells and styles of weaving or stringing the beads.
2. Distribute Wampum Background Information Sheet. Read, and discuss the uses and history of wampum for Indians and European colonists.
3. Distribute the geography assessment. Have students complete the assessment.
4. Project the Wampum Pictures again. Distribute the Math Assessment (customary units). Have students complete the assessment.
5. Distribute the Math Assessment (meters). Have students complete the assessment.

Assessment

Geography and History

The Geography Assessment can be graded for accuracy. Mastery will be 5 out of 6 correct answers on the geography assessment.

Mathematics

The calculations of the math assessment will be evaluated using the grading rubric (4 points possible for each problem). Competency is 25 points out of 32 possible points for each system of measurement.

Extensions

Students could make their own strings of beads using small glass beads. They could determine the value of the strings of beads.

Students could read and look at the book *Wampum: Belts of the Iroquois*, by Tehanetorens.

Sources

Active Websites

<http://freepages.genealogy.rootsweb.com/~jcahill/wampum.htm>
Barbara Gray-Kanatiiosh, series of books,
<https://www.google.com>

Inactive Websites

www.thebeadsite.com
www.peace45turtleisland.org/pages/wampum2.htm
www.newton.dep.anl.gov/natbltn/700-799/nb725.htm
www.slider.com/enc/55000/wampum.htm
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