



Lesson: Bartering in a Colonial New Hampshire Town

(To follow Amplify CKLA K, Knowledge 10, Lesson 2: A Trip to Town)

At a Glance

In this lesson, students analyze a map of one of the first English settlements in New Hampshire and identify the locations of essential businesses and community resources. Students play a game to reinforce their understanding of the concept of bartering,

Primary Focus Objectives

- Students will identify and describe map features and symbols.
- Students will discuss the concept of bartering.
- Students will play a cooperative game to simulate the barter process.

Formative Assessment

- Group discussion
- Cooperative game

Standards

CCSS.ELA-LITERACY.SL.K.4

Describe familiar people, places, things, and events and, with prompting, and support, provide additional detail.

CCSS.ELA-LITERACY.RI.K.1

With prompting and support, ask and answer questions about key details in a text.

Materials

- Focus Text Facts: Features of a Colonial New Hampshire Town
- Focus Text: [Map of Hampton](#) and [Map of Hampton \(detail\)](#)
- Vocabulary Card: Barter
- Go Barter! card deck

Time Needed

Two 30-40 minute class sessions

Learning Activity

1. **Read Focus Text Facts.** Project Focus Text Facts and discuss the symbols and what they represent. (*10 minutes*)
2. **Analyze the maps.** Project "Map of Hampton" and discuss the map's features. Then project "Map of Hampton (detail)" and work together to find the symbols from Focus Text Facts. Discuss the kind of work or activity that would happen at these different locations. (*20 minutes*)
3. **Review the Vocabulary Card.** Discuss the word "barter" and ask students to share about a time when they traded to get something they wanted or needed. Connect the word to the different locations on the map. (*15 minutes*)
4. **Play Go Barter!** Distribute cards and assign pairs of students to locations around the classroom. Support them as they make trades with other pairs. (*15 minutes*)



Educator Rationale and Answer Guide

Connection to Amplify

In this lesson, students engage with two types of non-fiction texts to extend their understanding of the features of colonial towns and how people in those towns interacted with each other to meet their needs. Students develop map skills and apply prior knowledge to understand the specific features of this early English settlement. Students dig deeper into the concept of bartering and build on the context of a real location by imagining they are residents trading with each other to get the things they need.

Read Focus Text Facts

This page introduces students to important features of the whole map they will look at later in the lesson. Before discussing the content of the page, ask students to share what kinds of signs and symbols they see in their community. They may think of construction signs that feature a person digging, the sign for a hospital that features the letter H, or a sign for a library that features a person with a book. Explain that they will look at some symbols that were used on a map long ago to tell people about important places in one of the first towns in New Hampshire.

Analyze the Focus Text

Begin by looking at the entire map of Hampton and discuss why people make maps and the kinds of features most maps have in common: keys or legends, titles, a scale to show distance, and a compass rose. Tell students that this map shows the town of Hampton, which is located on New Hampshire's seacoast. It was one of the first four colonial towns settled in New Hampshire. Then, project the detail of the map and challenge students to look for the symbols featured on the Focus Text Facts page. It may be helpful to show both pages at the same time or provide students with a copy of Focus Text Facts. Extend the conversation with Mason's Challenge.

This is a good place to pause if dividing the lesson across two sessions.

Review the Vocabulary Card

Remind students that when they learned about all the different tradespeople who worked in colonial towns, they learned that people exchanged goods and services with those who did different trades to get the things they needed. This exchange is called barter. Bartering is when you trade something of value to another person for something that you need or want, instead of using money. Ask students if they have ever traded something with a friend or sibling. Talk about some examples of colonial bartering: a blacksmith might offer horseshoes in exchange for cloth; a baker might exchange bread for shoes, etc.



Play Go Barter!

Before playing, look at the symbols on the cards together. Discuss what they represent and why the goods and services shown were important to colonial towns. Divide students into no more than 9 pairs or small groups. Give each group or pair a game board. Make 9 copies of the card deck. Distribute all of one goods category and one skill card to each pair or group. (For example, a group may have 9 wool cards and 1 doctor card.) Depending on the size of the class, students may have more than one goods category and more than one skill. One partner should visit other pairs at their “shop” and trade category cards. That partner should return to their home “shop” and the other partner(s) will place the card on the correct category. Pairs can exchange their skill cards for goods, too. Remind group members to take turns being the barterer. If students seem ready for a challenge, consider shuffling the deck and dealing 10 cards to each pair or group. Now students will have too much of something and not enough of other things. They will need to communicate with other groups to find out who has what they need and make the appropriate trades to fill in their boards.



Features of a Colonial New Hampshire Town

KEY

Symbols help us read maps. These are symbols from a map of a colonial town in New Hampshire. They show important places in the town.



shipyard



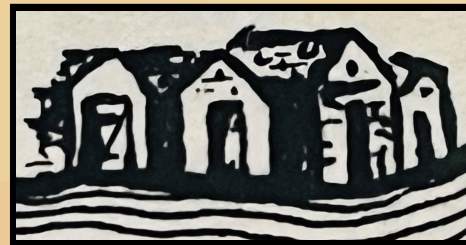
windmill



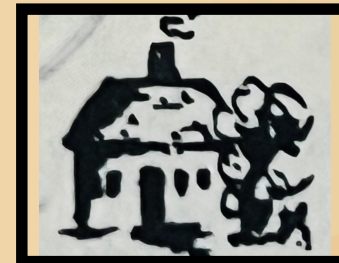
gristmill



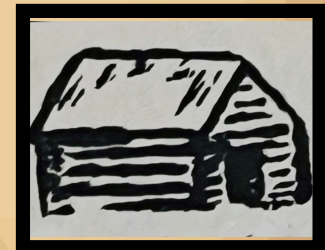
brickyard



fish houses



school



meeting house



Mason's Challenge

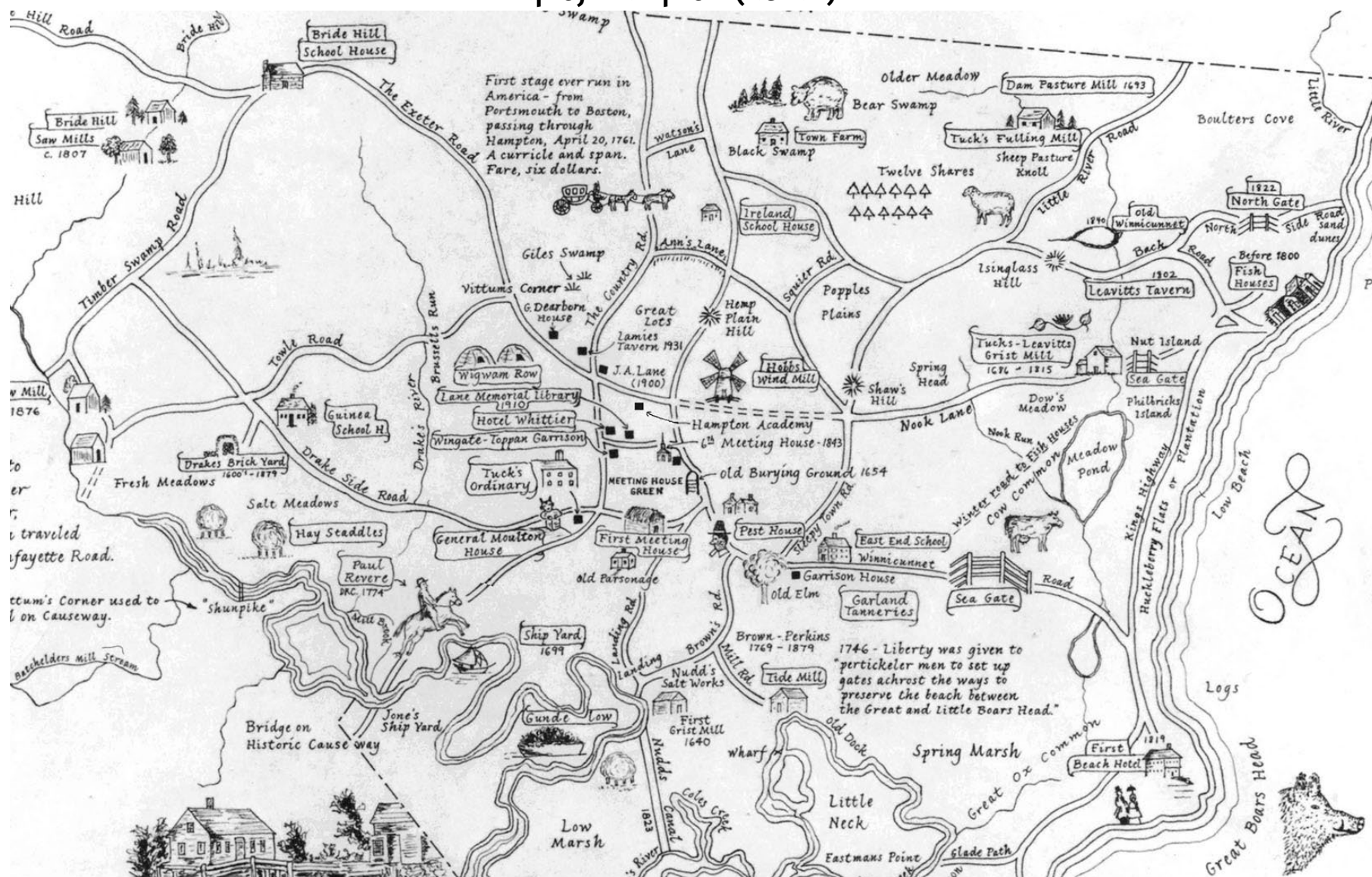
What do these symbols tell us about the kind of work people did in colonial Hampton, New Hampshire? What do they tell us about the town's location?



Source: Alex Wallach, courtesy of the Lane Memorial Library



Map of Hampton (detail)



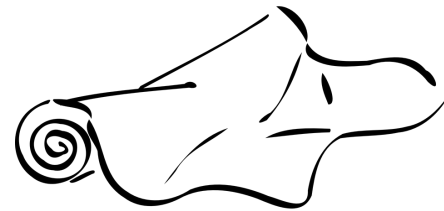
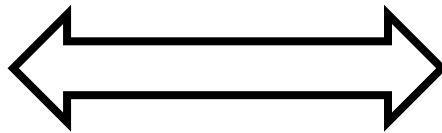
Source: Alex Wallach, courtesy of Lane Memorial Library



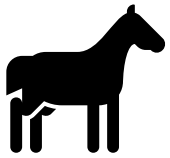
BARTER

Definition: To trade goods or services with another person in exchange for goods or services you need.

How to use it: I will **barter** with the weaver by offering him a bushel of apples in exchange for cloth.



Go Barter! Player Board



horse



seeds



wood (building)



wood (fuel)



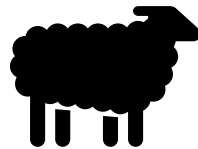
wood (household)



dairy



tools



wool

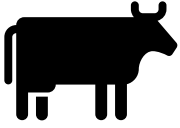
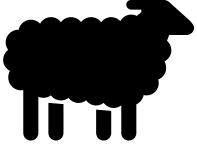




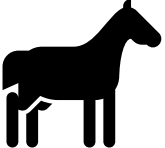




grain

skill



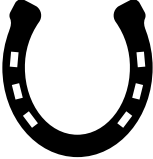







Go Barter! Goods Card Set

<p>dairy milk, butter, and cheese</p> 	<p>wool For making clothing and other textiles</p> 	<p>grain For feeding animals and baking bread</p> 
<p>wood For building</p> 	<p>wood For making household items</p> 	<p>seed For planting crops</p> 
<p>horse Used for work and transportation</p> 	<p>wood For heating and cooking</p> 	<p>tools for building farming and household chores</p> 



Go Barter! Skills Cards

<p>doctor I can help if you are sick or injured</p> 	<p>weaver I can make cloth</p> 	<p>blacksmith I can make metal tools</p> 
<p>carpenter I can build with wood</p> 	<p>tailor I can make clothing</p> 	<p>cooper I can make barrels for storage</p> 
<p>mason I can build with bricks and stone</p> 	<p>cordwainer I can make shoes</p> 	<p>baker I can make bread</p> 