

Wilderness Trading Activity

Developed by: Sally R. Simon

Discipline / Subject: Social Studies (economics) and English, Language Arts (Speaking and Listening)

Topic: Survival in the Wilderness

Grade Level: Grades 2 and up

Resources / References / Materials Teacher Needs:

- Needs and Wants by Susan Ring or by Gillia Olson
- www.unitedstreaming.com "The Difference Between Needs and Wants," a 15 minute video (if you have a subscription)
- Various "objects" for students to start with (see attached)

NOTE: Students should be familiar with the basic geography, weather, etc. of Alaska before this lesson.

Lesson Summary:

Students learn that all humans have 5 needs (food, clothing, shelter, clear air, and water) that must be met before the things they want. After discussing the concept and practice of "trading," students participate in a trading activity where they trade items they have with those things they need and want in order to survive in the Alaskan wilderness. At the end of the activity, students evaluate what items they have and predict how well they will survive with those items.

Standard's Addressed: (Local, State, or National)

1. NCEE (National Council on Economic Education) Standard 1: Scarcity, Standard 5: Gain from Trade
2. NCTE (National Council of Teachers of English) Standard 1 (Reading), 4 (Speaking/Listening)
3. Critical Thinking: Analysis and Evaluation (There are no official national standards for Critical thinking)

Learning Objectives:

1. Students will be able to distinguish between a need and a want.
2. Students will demonstrate proper trading procedure, including clear speaking and active listening.
3. Students will evaluate supplies and predict their likelihood of survival.

Method of assessment for learning:

1. Needs/Wants Assessment
2. Informal observation of trading activity (anecdotal notes on clear speaking and active listening)
3. Trading Activity Evaluation

Procedural Activities

1. Prior Knowledge: Ask students what they think they need to live. Give examples and place on a needs/wants chart.
2. Instruction: Read “Needs and Wants” book or show the unitedstreaming.com video.
3. Small Group Activity: Have students place magazine pictures onto a chart (Needs/Wants Assessment) under Needs/Wants column. Share with class.
4. Whole Group: Review the geography, weather conditions, etc. of Alaska and ask what things one would need to survive in the Alaskan wilderness.
5. Introduce the Trading Activity
 - What is trading?
 - How does one trade?
 - Rules for trading (one person at a time, both parties have to agree, say please and thank you). Model a trade.
 - Explain the Trading Game: students will be given 6 items at random. They will evaluate what they should have to survive in the Alaskan wilderness and decide what things they need that they do not have. They will have 5 minutes to trade with classmates.
6. Trading Game Activity
7. After the trading, the teacher will model how to circle (or write down) the items on the Trading Activity Evaluation and predict how well they will survive in the Alaskan wilderness with those items (scale of 1-10)

Teacher will allow students to share responses and discuss the activity.

Materials Students Need:

- Magazine pictures of needs/wants items (small group activity)
- “Objects” for trade (see attached for example)

Trading Activity Evaluation (see attached)

Technology Utilized to Enhance Learning:

www.unitedstreaming.com video service, if available.

Other Information:

Bloom’s Taxonomy: Application, Analysis, and Evaluation

Multiple Intelligences Used: Auditory, Visual, Kinetic, Naturalist, Interpersonal

Modifications for Special Learners/ Enrichment Opportunities:

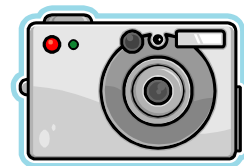
- Revise the “Wilderness trading Evaluation” to make it all visual (struggling learners) or all textual (for advanced or older learners)
- Give students “objects” of varying complexity during the trading activity &/or adjust the number of objects.
- Extension: Evaluate what a musher has to have in his sled (See Iditarod Rulebook) in regards to needs and wants. Compare and contrast what mushers take with them (or ship ahead) in regards to needs and wants.
- Extension: Write a letter to a musher listing things s/he needs to take on the race and other things that aren’t needs, but might come in handy.
- Extension: Show what two different mushers have packed in their sled. Have students decide which one has a better chance for survival and explain why.
- Note: “Pack a Sled Activity” would follow nicely after this lesson.

Wilderness Trading Activity Evaluation

Name _____

Date _____

Directions: Circle the objects you had at the end of the trading activity. Put an “N” next to the needs and a “W” next to the wants.



Write down any objects you have that are not above. . Put an “N” next to the needs and a “W” next to the wants.

Prediction for Survival

On a scale of 1-10 (with 10 being the best chances), I think my chances for survival with these items is

1 2 3 4 5 6 7 8 9 10

I think this because _____
