Trade as Relationship Building
1st Grade

Lesson 1 – Language Arts: Values, Trade & Relationships | 80 minutes

Activity 1: Salmon Story: Values
Activity 2: Trade As Relationship Building

Summary:

The Salmon Story models the relational values that make good trade possible: respect, reciprocity, gratitude, and balance. By showing how the old man's impatience, disrespect, and lack of gratitude damage his relationship with the salmon, the story teaches that taking only what you need, showing appreciation, and tending to relationships are essential for continued trade. These same values are essential to Indigenous trade practices, where "trading in a good way" is not about equal value but about an exchange that feels right, honors and builds relationships, and supports the giver who has abundance and the receiver who has a need/want. Students discuss, reflect, and write about the values that shape their own relationships and communities.

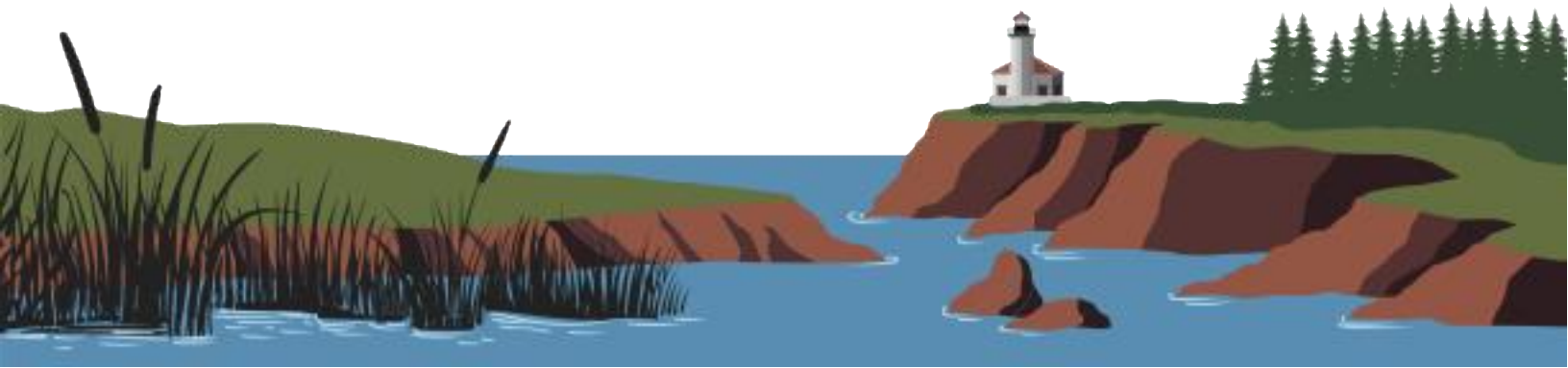
This lesson helps students:

- Identify and describe relational values (respect, gratitude, sharing) shown in the Salmon story and connect them to their own experiences.
- Explain how values guide relationships and trade, including how needs, abundance, and fairness influence exchanges.
- Use drawing, discussion, and writing to show how values shape the way people care for one another and the natural world.

Key Discovery

Students discover that values such as respect, sharing, gratitude, and fairness help build and sustain relationships with people, animals, and the natural world, and guide how communities trade, share, and care for one another.

Standards	• Primary: 1.RF.1.a, 1.RF.4b, 1.RF.4c, 1.RL.1, 1.RL.3, 1.W.3, 1.L2b, 1.L.a • Secondary: 1.E.IC.3, 1.G.HE.6
Materials	• Salmon Story • Salmon Story Worksheet



Materials (continued)	• Sentence Type Worksheet • Vocabulary Worksheet • Trade As Relationship Building Narrative • Trade Knowledge-Wonder-Learn Worksheet • Trade Worksheet • Writing Journal (What Do We Need?) • Food For Fun and Health Worksheet
Vocabulary	• **Resource**: a physical material that humans need and value, such as land, air, and water • **Historical:** having to do with history or the past • **Standard**: something set up or established by an authority as a rule for the measure of quantity, weight, extent, value, or quality • **Trade:** exchange something for something else • **Respect:** having high regard for someone or a specific group

Setup & Logistics:

- Display the *Salmon Story* and the *Trade as Relationship Building Narrative* where all students can see them.
- Prepare the K-W-L chart or project it for the whole group use
- Copy all worksheets needed for the lesson.

Language Extension:

Language Audio to be added soon.

Class Flow:

Activity 1 – Salmon Story & Worksheet

Step 1: Read the Salmon Story (Whole Group)

- Read Salmon Story aloud or invite students to practice reading various paragraphs aloud.
- Pause periodically to discuss the old man's choices and the values shown (or not shown).
- Teacher Prompts:
    - Where do we see respect?
    - Where do we see disrespect?



Step 2: Complete the Salmon Story Worksheet

- Hand out the Salmon Story Worksheet for students to complete individually, in pairs, or small groups.
- Bring students together to review responses and share observations and opinions.

Step 3: Vocabulary and Sentence Work

- Students complete Vocabulary Use Worksheet and Punctuation Worksheet.
- These may be done in class or assigned as homework.

Step 4: Writing- Values Reflection

- Students write about values by completing the Values Reflection Journal.
- Encourage examples from daily classroom experiences.

Step 5: Think and Share

- Teacher Prompts:
  - How could the Old Man have shown better value for the Salmon?
  - How can you show value and respect for others (people, animals, places)?

Activity 2 – Trade as Relationship Building

Step 1: Introduce Need, Abundance, and Trade

- Explain the concepts of trade based on abundance and need.
- Defined needs (clothing, food, shelter) vs. wants (jewelry, electronics) and connect these ideas to how people trade.
- Guide the Know and Wonder sections of the Trade Know-Wonder-Learn Worksheet (KWL) on their handout or on an overhead projector.
- Teacher Prompts:
  - What kinds of things do you think were/are commonly traded?
  - What do you wonder about how trade worked in the past? Present?

Step 2: Read the Trade Narrative

- Read Trade as Relationship Building Narrative aloud or invite students to practice reading various paragraphs aloud.
- Display the images included in the Narrative for visual connection.
- Complete the Learn section on K-W-L as individuals or classroom group.



- Teacher Prompts:
    - What are some new and interesting facts we learned about trade activities among Indigenous People?
    - How did and do trade activities build and maintain relationships?
    - What does fairness look like in trade?

Step 3: Trade Worksheet

- Students complete the Trade Worksheet individually or in pairs.
- Support sounding out words and using vocabulary as needed.

Step 4: Writing Activity

- Students reflect on items they need or have in abundance by completing the What Do I Need Journal.

Step 5: Think and Share:

- Teacher Prompt:
    - (Reminder to students: We do not trade anything without guardian involvement and approval)
    - Is there something you have more than you need?
    - Is there something you wish you had more of?
    - What might be a fair trade?

