Language Arts, Social Science, Math, Health, Physical Education, Art

Relationship Building: Values and Trade

OVERVIEW

What is trade?

Trade is a way for people to meet their needs by offering something they have plenty of in exchange for something they need or want. Trade relies on sharing resources so that everyone benefits, instead of buying and selling. For the Coos, Lower Umpqua, and Siuslaw Peoples, the lands and waters provided an abundance of foods and materials that could be exchanged with nearby communities as well as with Tribes living farther away. Because what people had available changed with the seasons and the environment, the "value" of trade items shifted too. The purpose of trade was not to gather as much as possible, but to ensure that each person or family came away with something useful and needed. Trading relies on a value system that crosses ancestral land boundaries, where different Tribes shared a common understanding of fairness and generosity.

How Does Trade Build Relationships?

Trade is a social gathering that builds interpersonal relationships, helping to maintain connections across communities. When people gathered at trading places, it was an opportunity to visit, strengthen friendships,

ESSENTIAL UNDERSTANDINGS

- ☐ Since Time Immemorial
- ☐ Sovereignty
- ☒ History
- ☐ Tribal Government
- ☒ Identity
- ☒ Lifeways
- ☒ Languages
- ☐ Treaties
- ☐ Genocide, Federal Policy, and Laws

LEARNING OUTCOMES

Students should be able to:

Language Arts:

- Define "values" and how they are used to build relationships.
- Explain the concept of trade and identify items that were/are commonly traded among tribes and communities.
- Compare and contrast daily life and goods



meet new people, and take part in shared celebrations or cultural events. These gatherings helped build trust and respect, because successful trade depended on fairness and on understanding the needs of others. By approaching trade with generosity and balance, people created lasting relationships that supported the well-being of everyone involved.

What is traded?

Items exchanged in trade reflected the different environments where people lived. Communities inland often brought staple foods such as Camas or acorns, while others supplied materials like obsidian for toolmaking or shells used for decoration. The Coos, Lower Umpqua, and Siuslaw Peoples frequently traded foods from the coast—such as dried fish and shellfish—as well as animal furs that were suited for clothing and other uses. Larger items, including canoes or specialized tools, were also sometimes part of trading exchanges.

Trade gatherings were lively and busy, somewhat like a modern-day superstore, because so many different things could be found in one place. Foods such as salmon, acorns, pine nuts, camas, and deer meat might be exchanged for obsidian for projectile points, warm furs for clothing and blankets, or adornments like Olivella shells and dentalium. Even today, Tribal members continue to prepare and share traditional items, keeping these trade relationships strong.

LEARNING OUTCOMES

Social Science:

Compare and contrast historic and contemporary life.

Math:

Understand the concept of non-standard measurement

Explain why a standard measuring system makes measurements more consistent.

Health:

Identify characteristics of people and discuss ways all are unique and valuable

Identify and affirm physical characteristics of individuals and people.

Physical Education:

Follow the directions and rules of a movement activity

Move safely in a space in response to designated activities.

Arts:

- Illustrate story elements and flow by designing a map that shows where important places and items belong.
- Use fine motor skills to complete a multi-step project.



Background for Teachers

Trade-Abundance and Need:
People often have more of some items than they can use (this is abundance) and less of other items that are important to their daily lives (this is need). Trade creates a balanced way for everyone to meet their needs without waste.

Value:
Value begins with an appreciation of an item. Value can be increased by the difficulty in acquiring (catching fish), processing (materials for houses, canoes, baskets), or scarcity. Respect is also a component of value. Natural resources are to be respected and protected. Using natural resources in a good and proper way demonstrates protection and respect.

Fairness:
Fairness in trade helps everyone get what they need, and both sides feel good about what they have received and given. "Swapping" of items is not based on monetary value, but rather on a good, balanced exchange. Fairness in trade means there are no "winners" in terms of who has the most items. Trade is not fair when someone gets more and the other gets less. Rather, everyone is a "winner" because each person can get what they need by trading away things they have in abundance.

Essential Questions

- How is trade a foundation for relationship building?
- How do people decide what things have value to them?
- How do you know when a trade is fair?
- How do you value things other than money?

Logistics

Where does the activity take place?
Classroom Setting
Gym/Outside Setting

How are the students organized?
☒ Whole Class ☒ Teams: 3-5
☐ Pairs ☒ Individually

Time Required

Approximately four hours; 5 lessons of 50 minutes each.

Supplies

Technology:

- Computer or tablet with speakers so the students can hear the story and language clips.
- Whiteboard and markers (or digital whiteboard)



CULTURAL NOTES

The people of the Confederated Tribes of Coos (***hanis*** and ***miluk***), Lower Umpqua (***quuiich***) and Siuslaw (***sha'yuushtl'a***) have called southwestern Oregon home since time immemorial. Our lands are historically identified by geographic boundaries and extend from the slopes of the Coast Range in the east to the sand dunes and shorelines of the Pacific Ocean in the west. Our homeland encompasses almost 2 million acres and includes the Siuslaw, western Umpqua, and Coos watersheds. Our lives continue to be tied to the rivers and the ocean. The geography and climate of the region provide an abundance of resources for food, clothing, housing, and travel.

VOCABULARY

Resource: a physical material that humans need and value such as land, air, and water

Contemporary: existing or happening at present

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

Place: a particular region, center of population, or location.

In our languages, we do not capitalize our own names (***miluk, hanis, quuiich,*** and ***sha'yuushtl'a***). The English versions of Coos, Lower Umpqua, and Siuslaw are written in accordance with the accepted English version of proper names.

We did not, historically, have standard "money". Purchase and sale were generally based on need and abundance. However, Dentalium shells were a generally accepted "currency" for many Indigenous People, particularly in the Pacific Northwest. Dentalium is a small shell of a mollusk that lives in the ocean and grows to various lengths. The longer the shell (tusks), the more value it has. Dentalium were used to purchase goods, worn as ceremonial/sacred items, and used as a status/wealth symbol with a prestige value. Dentalium continues to be a powerful symbol in art and jewelry, and as a tie to our history and culture

Tattooing was common among many tribes. Tattooing was both an adornment and functional. Tattooing was done with needles made of sharpened bone and thread coated in charcoal that was from the ashes of Willow trees. It is said that Willow ash is the only tattoo "ink" that will not fade. Functional tattooing, which was done to establish a form of measurement, was usually not done until a man had reached adulthood and stopped growing. This allowed for the measurements to be consistent over time. However, Annie Miner Peterson, a ***hanis*** person, said that her measuring tattoos had been made so early in her life that she did not even recall getting them.



People, past and present, can be found with rows of dotted lines tattooed on their upper arms. These tattoos are used for consistent dentalium measurement and counting. Tattooing was a traditional art in many Native American communities, and in recent years, there has been a revival of these historical tattoo practices.

Language Exposure

Resources

- Salmon Story: ***hanis*** and ***miluk***, Coos and Siuslaw/Lower Umpqua versions

OPTIONS/EXTENSIONS

1.1 SCIENCE CONNECTIONS (SALMON LIFE CYCLE AND IMPORTANCE)

APPENDIX

- Dot to Dot
- Maze
- Salmon Coloring Page
- Word Search



Lesson 1 – Language Arts: Value, Trade, and Relationships | 80 minutes

Activity 1: Salmon Story: Values
Activity 2: Trade As Relationship Building
Activity 3: Writing

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 rather 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 relationships and communities.

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 • Sentence Type Worksheet • Trade As Relationship Building Narrative • Trade Knowledge-Wonder-Learn Worksheet • Trade Worksheet • Writing Worksheet (2 sheets: Vocabulary & What Do We Need?)
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.



Lesson 2: Social Science | 55 minutes

Activity 1: Place and Geographic Locations
Activity 2: Then and Now

Summary:

Students will compare and contrast historic and contemporary images. Students will identify the homelands and geographic locations in the land of the Coos, Lower Umpqua and Siuslaw Tribes. Through guided observation and discussion, they practice noticing details that help them understand place and time.

Standards	• Primary: SS1.11, 1.G.GR. 1, 1.G.GR.2, 1.H.CP.4, 1.C.IR.3, 1.H.CC.2, 1.G.HE.6 • Secondary: ELA 1.SL.1
Materials	• Place Narrative • Homelands Map • Homelands Map Worksheet • Then and Now PowerPoint • Then and Now Know, Wonder, Learn (KWL) Worksheet • What Do We Have in Common Journal Sheet
Vocabulary	• **Compare:** to look at two or more things to see how they are similar or different • **Contrast:** to show the differences between two or more things • **Contemporary:** happening now / in the present time • **Historical:** from long ago / in the past • **Place:** a particular region, center of population, or location



Lesson 3 – Math: Measurements | 40- 60 minutes

Activity 1: Using Non-Standard Measurement Worksheet
Activity 2: Math Measuring Stations

Summary

Students explore how people measured everyday objects long before standard tools existed. Through hands-on measuring with both non-standard tools (hands or footsteps) and standard ones (rulers), they notice how results can vary and why shared systems became important for fairness in trade and daily life. These activities help students make simple comparisons, talk about what they notice, and understand how communities created ways to measure that supported fairness and good relationships.

Standards	• Primary: 1.OA.D.8, 1.GM.B.4, 1.GM.B.5 • Secondary: 1.OA.C.5, 1.OA.D, 1.W.2
Materials	• Items to measure (book, desk, door width) • Non-standard items to measure with (paperclips, shoes, markers) • Non-Standard Measurement Worksheet • Math Measuring Stations Worksheet (and teacher templates)
Vocabulary	• **Compare**: to look at two or more things to see how they are similar or different**.** • **Contrast:** to show the differences between two or more things • **Standard Tool**: a tool that is the same for everyone (e.g., ruler, measuring tape). • **Units of Measurement:** those units that are described as fixed, set, universally accepted, and consistent quantities used for comparison. • **Non-Standard Tool:** a tool that can change from person to person (e.g., hands, feet, finger widths). • **Unit:** what you count when you measure (such as cubes, inches, or paperclips). • **Graph:** a picture that shows measurement results so we can compare them.

Lesson 4 – Health: Emotions | 30 minutes

Activity 1: Identifying Emotions

Summary:

Students explore emotions by observing historical and contemporary photos of Coos, Lower Umpqua and Siuslaw people and identifying cues that help them understand how someone might be feeling. The activity invites students to notice details, share ideas with care, and practice using emotion words in a respectful and culturally aware way.

This activity is best done after the Social Science History-Then and Now activity.

Standards	• Primary: 1.G.HE.6, 1.E.1C.3 • Secondary: SS 1.11
Materials	• Identifying Emotion Worksheet
Vocabulary	• **Indigenous**: Original to the land, people living there before the arrival of colonists. • **Emotion:** a natural feeling you experience inside your body and mind in response to things happening around you. • **Happy:** Feeling pleasure or contentment. • **Sad:** Feeling sorrow; the opposite of being happy. • **Scared:** Feeling frightened or fearful. • **Uncertain:** Feeling unsure or not knowing.

Lesson 5 - Physical Education: Movement & Teamwork | 20-40 minutes

Activity 1: Sweep the Plankhouse

Summary:

Students play *Sweep the Plankhouse*, an active, community-building game where they move through space, listen for cues, and quickly organize themselves into small groups that represent actions from daily life in a Tribal community. Through individual movement and cooperative formations, students practice body awareness, spatial awareness, and teamwork. This game encourages flexible thinking, inclusiveness, and shared decision-making. Skills that help students participate in group responsibilities, much like how community members work together in everyday tasks. This activity can be at the pace set by the teacher.

Standards	• Primary: PE.1.1.4:, PE.2.1.1:, PE.4.1.1: ,PE.4.1.4
Materials	• Sweep the Plankhouse Instructions • Teacher Quick Card • Student Quick Card
Vocabulary	• **Round Dance**: A friendship dance done between friends or relatives at a gathering or celebration. • **Plankhouse:** A traditional house that Indigenous people used to live in, made mostly from cedar planks.

Lesson 6 - Visual Art: Map Design | 30 minutes

Activity 1: Design A Map

Summary:

Using Salmon Story, students design a simple map that shows where important places and items from the story belong. This activity does not focus on identifying real geographic locations; instead, students practice geographic placement by showing how story elements—people, water, salmon, and tools used for daily life and trade—relate to one another. As they color, cut, and glue, students begin to see how relationships and place shape the story.

Standards	• Primary: VA.1.CR1.1(2), VA.2.CR2.1(2) • Secondary:1.RL.1, 1.RI.6
Materials	• Salmon Story • Map of river and creek • Page of instructions and cutouts for placement on the map • Colored pencils or color crayons • Scissors • Glue
Vocabulary	• **Map:** A drawing that shows where places are, like areas of land, water, etc. • **Design:** A plan or drawing that shows how something will look. • **Key:** (as used for instructions) A guide that explains symbols or placements on a map. • **River:** A large, flowing body of water that flows into a lake, the ocean, or another river. • **Creek:** A smaller flowing body of water that flows into another stream or river. • **Drying Rack:** A frame or stand used for holding items, such as salmon, until they dry



Standards

Language Arts	Primary: • 1.RF.1.a - Recognize the distinguishing features of a sentence. • 1.RF.4b - Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. • 1.RF.4c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary. • 1.RL.1 - Ask and answer questions about key details in a text. • 1.RL.3 - Describe characters, settings, and major events in a story, using key details. • 1.W.2 - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • 1.L.2b - Use end punctuation for sentences. • 1.L.1b - Use common, proper, and possessive nouns. Secondary: • 1.E.IC.3 - Explain the difference between a want and a need. • 1.G.HE.6 (SS 1.9) - Provide examples of local natural resources and describe how people use them.
Social Science	Primary: • 1.G.GR.1 - Identify and construct maps representing familiar places utilizing information from legends and keys. • 1.G.GR.2 - Locate and identify important locations in the community. • 1.H.CP.4 - Examine and understand self-identity and how it fits with the identities of family, school, and local community. • 1.H.CC.2 - Describe the use of individual and group characteristics to divide, unite, and categorize racial, religious, ethnic, and social groups in ways that may be helpful or harmful. • 1.H.CE.3 - Use oral history or artifacts to develop a simple timeline of a family's history in sequential order. • 1.C.IR.3 - Discuss the benefits, expectations, and responsibilities of belonging to various types of groups. • 1.H.CC.2 - Describe the use of individual and group characteristics to divide, unite, and categorize racial, religious, ethnic, and social groups in ways that may be helpful or harmful. • 1.G.HE.6 - Provide examples of local natural resources and describe how people use them. Secondary: • ELA.1.RL.1 - Ask and answer questions about key details in texts.



Math	Primary: • 1.OA.D.8 - Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. • 1.GM.B.4 - Order three objects by length; compare the lengths of two objects indirectly by using a third object. • 1.GM.B.5 - Express the length of an object as a whole number of non-standard length units, by laying multiple copies of a shorter object (the length unit) end to end. Secondary: • 1.OA.C.5 - Relate counting to addition and subtraction. • 1.OA.D - Work with addition and subtraction equations. • 1.W.2 - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
Health	Primary: • 1.SEM.1 - TSEL Practice 1A Identify and label emotions, thoughts, strengths, and potential (both personal and cultural). • 1.HRVP.3 - Discuss the ways that all people are unique and valuable and have a right to be treated with dignity and respect and be free from bullying and violence. • 1.GD.1 - Discuss and affirm different physical characteristics that people may have, including differences in body size, shape, ability, skin color, and hair texture. Secondary: • 1.H.CE.3 - Use oral history or artifacts to develop a simple timeline of a family's history in sequential order.
Physical Education	Primary: • PE.1.1.4 - Combines locomotor and non-locomotor skills in a teacher-designed rhythmic activities. • PE.2.1.1 - Moves in self-space and general space in response to designated beats/ rhythms. • PE.4.1.1- Follows the rules & parameters of the learning environment. • PE.4.1.4 - Works cooperatively with others in a variety of class environments (e.g., small and large groups).
Art	Primary: • VA.1.CR1.1(2) - Use observations and investigation to make a work of art. • VA.2.CR2.1(2) - Demonstrate safe and proper use of tools. Secondary: 1.RL.1 - Ask/answer questions about key details in a story. • 1.RI.6 - Distinguish between information provided by text and illustrations.

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