

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for Fourth Grade Social Studies.

## UNIT #3 – The Colonization of North America

### Elaborated Unit Focus

In this unit, students will learn about the way of life in the New England, Mid-Atlantic, and Southern colonies. By using the enduring understanding of *location*, the students will examine how the geography of the region affected the daily life of the colonists living in that area. Students will also learn the ways in which *individuals, groups, and institutions* impacted the choices colonists could make in deciding the types of jobs and way of life for each region.

### Standards/Elements

**SS4H3 The student will explain the factors that shaped British colonial America.**

- Compare and contrast life in the New England, Mid-Atlantic, and Southern colonies.
- Describe colonial life in America as experienced by various people, including large landowners, farmers, artisans, women, indentured servants, slaves, and Native American.

**SS4G2 The student will describe how physical systems affect human systems.**

- Explain how the physical geography of each colony helped determine economic activities practiced therein.

**SS4E1 The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.**

- Explain how price incentives affect people's behavior and choices.
- Describe how specialization improves standards of living.
- Explain how voluntary exchange helps both buyers and sellers.

### Enduring Understandings/Essential Questions

**Individuals, Groups, Institutions:** The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

**K-5 EU:** *The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.*

- How did religion affect colonial life?
- How did farmers living in the different regions have an impact on the environment around them?
- How did the geography of each region impact the types of work each region developed?
- Why were some colonists able to choose their work and others not?
- How was the work of colonial men and women alike and different?
- How were the lives of large land owners and small farmers alike and different?
- How were the lives of colonial children alike and different from present-day children?
- How did artisans learn their trades?
- Why were colonial artisans important?
- How did early colonies and different Native American settlements impact each other in different parts of North America?

**Location:** The student will understand that location affects a society’s economy, culture, and development.

**K-5 EU: The student will understand that where people live matters.**

- How did location affect life in the British North American colonies?
- How did the geography and climate impact life in the New England colonies? Mid-Atlantic? Southern colonies?
- How does location affect economic activity?
- How did the colonists provide for their needs?
- How did the colonists' actions impact their new environment?
- How did the environment of the New World impact the colonists' actions?
- How did the location of each colonial region effect economic development?
- How did physical geography in the each of the colonies determine the economic activities?
- How were the economies alike and different in each of the colonial regions?

\*NOTE: The balanced assessment plan included in this unit is presented as a series of suggested activities. It is not expected that the teacher complete all assessments for a successful unit.

### **Balanced Assessment Plan**

Description of Assessment	Standard/ Element	Type of Assessment
<p><b>Student Mini-Lessons on Life in Colonial Regions</b>                      Students will work in groups to prepare a mini lesson on a selected colonial region. The mini-lessons will emphasize the variety of geography in each colonial region. As an extension, students connect the geography of each region to the economic activity and the lives of the people who lived there. Students will present their lesson to the class using maps and other visuals such as overhead transparencies or power point slides.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>• Provide access to information sources at students’ independent reading levels</li> </ul>	SS4H3a SS4c	Teacher observation, peer observation
<p><b>Colonial Region: Guided Thinking Activity</b>                      As knowledge is gained through class discussion and readings, students can complete the Colonial Region table. The teacher will assist students so they can use this as a note-taking tool. The Colonial Region table provides clear organization of life in the colonies. Students can use the table to organize facts under different the categories of geographical features, resources, industries, religion, government, occupations, and people.</p> <ul style="list-style-type: none"> <li>• <i>Attachment 1: Colonial Region Organizer</i></li> </ul> <p><b>Postcard</b>                      Using the information on their completed table, students create a postcard for each of the three colonial regions. The postcard will include a small map, illustration, and summary of daily life in that region. Students will illustrate one side of the postcard with a scene</p>	SS4H3a	Constructed response; dialogue and discussion

<p>from the colonial region, and craft a letter on the other side of the postcard. They will write the letter from the perspective of a newly arrived colonist, and address it to a friend or family member back home.</p> <ul style="list-style-type: none"> <li>• Besides appropriate grammar and punctuation, the letter should include the following things:             <ol style="list-style-type: none"> <li>1. The name of the colonial region you are settling</li> <li>2. Possible trades/occupations you might be able to adopt in that particular colonial region</li> <li>3. Interaction with individuals in a different socio-economic class (i.e. slave, indentured servant, large landowner, or Native American)</li> </ol> </li> </ul> <p>To compose their postcard electronically, students need a printout of the ReadWriteThink <a href="#">Postcard Planning sheet</a> and access to ReadWriteThink's interactive <a href="#">Postcard Creator</a>.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>• Display an enlarged version on overhead or board for students to copy from during discussion</li> <li>• For students who have written expression or visual challenges that would prevent them from being able to complete the organizer during discussion, provide a copy of the completed organizer for them to follow along with</li> <li>• Allow for use of word processor or dictation with students who have written expression challenges</li> </ul>		
<p><b>Who Were the Colonial People?</b></p> <p>The students will research and explore the lives of colonial people and share their findings orally with the class. The students and teachers should work together to assign the colonial subjects: <i>artisan, servant, slave, indentured servant, large landowner, farmer, apprentice, woman, child, and Native American</i>. The students will use books, encyclopedias and the Internet to research what life may have been like for their subjects. Students researching similar subjects may meet and discuss what feelings, special interests and goals their colonial subject could have had. Students will complete <b>Colonial Person Sketch Cards</b> listing facts and inferences about their subjects in narrative form. During class time designated for sharing their reports, students may read the information they've written on their Sketch Cards or share their findings from memory.</p> <ul style="list-style-type: none"> <li>• <i>Attachment 2: Colonial Person Sketch Card</i></li> </ul> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>• Provide a <a href="#">graphic organizer</a> for students to document sketch card information as they research</li> <li>• Assign peer partners with the same colonial character</li> <li>• Require students to show the teacher their graphic organizer/sketch card information prior to completing the sketch card</li> </ul>	<p>SS4H3b</p>	<p>Dialogue and discussion, teacher observation</p>

<p><b>Colonial Regions and Products Maps</b></p> <p>In this lesson the natural resources and economic specializations of the colonial regions will be examined through the development of product and industry maps. In pairs students will label and color blank outline maps to identify the New England, Mid-Atlantic and Southern colonies. The students will use textbooks, encyclopedias and Internet resources to research and identify the major industries and crops associated with each region. The students will create and add symbols to the maps that represent the major industries and crops region in the appropriate locations. They will create map keys to interpret the symbols and display their maps for others to read.</p> <p><i>Suggestion: At least two crops and two industries for each region should be included.</i></p> <p><a href="#"><u>Blank Map of British North American Colonies</u></a></p> <p><u>Modifications:</u></p> <p>Allow students to use thumbnail prints rather than drawing</p> <ul style="list-style-type: none"> <li>• <i>Attachment 3</i></li> </ul>	<p>SS4Gc</p>	<p>Dialogue and discussion, Selected response</p>
<p><b>A Child's Eye</b></p> <p>Students will work in small groups to investigate regional differences through the eyes of colonial children. Students will use trade books, non-fiction texts, and websites to explore the lives of colonial children living the New England, Mid-Atlantic, and Southern Colonies. The students will enter their findings into the <i>Colonial Children Organizer</i> and discuss ways in which the lives of the children representing each region may have been alike and different. Independently, students will compose three short journal entries from the perspectives of children representing each of the colonial regions. Students will share their first person narratives with a partner or in small groups.</p> <p><a href="#"><u>New England</u></a> <a href="#"><u>Mid-Atlantic</u></a> <a href="#"><u>Southern</u></a></p> <ul style="list-style-type: none"> <li>• <i>Attachment 4: Colonial Children Organizer</i></li> </ul> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>• For the first person narrative, provide a <a href="#"><u>graphic organizer</u></a> for students to use in developing their characters</li> <li>• For the essay option, provide an essay organizer</li> <li>• <i>Attachment 5</i></li> </ul>	<p>SS4H3a,b ELA4W2</p>	<p>Constructed response, dialogue and discussion</p>
<p><b>Colonial Vocabulary</b></p> <p>Communication is a necessary part of daily life. Artisans were identified by trade names and they had special words for the tools they used. Colonial farmers used natural and capital resources to grow crops and had special names for their equipment. Clothing and food items during the colonial period were given interesting names as well. For students to gain a larger understanding of how the colonial people lived and communicated, they will explore the meaning of a list of colonial terms and classify them into the following categories: <i>Type of Tool, Type of Trade, Something to Wear, And Something to Eat.</i></p> <ul style="list-style-type: none"> <li>• <i>Attachment 6: Colonial Vocabulary</i></li> </ul>		<p>Selected response</p>

<p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>• Provide information sources at students' independent reading levels</li> <li>• Peer partner assistance</li> </ul>		
<p><b>Colonial Farmers: Obstacles and Solutions</b>          Successful farming was a necessary ingredient to the survival of the colonists and the growth of colonial communities in each region. The students will discuss the importance of farmers in the colonial period. Some exports such as sugar and tea were imported to the colonies from other places, but the farmers provided the bulk of the food consumed in each colonial region. Using books, encyclopedias and the Internet, students will research the daily life of colonial farmers with special emphasis on the obstacles they faced and what they did to overcome them. Next, students will work in pairs to discuss and complete a Farmers' Obstacles and Solutions matching activity. Finally, student will work with their partners to identify specific problems faced by farmers of the New England, Mid-Atlantic and Southern Colonies.</p> <ul style="list-style-type: none"> <li>• <i>Attachment 7: Farmers Obstacles and Solutions Matching Activity</i></li> <li>• <i>Attachment 8: Colonial Farmer Regions Grid</i></li> </ul> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>• Assign peer partners for research</li> <li>• Make sure students are focused on obstacles/solutions information during their research by providing the obstacles items in advance. Students can then research to find out how farmers solved these problems</li> <li>• Model the process by choosing one obstacle/solution to do as a whole group before students begin to research</li> <li>• Help students to connect to the problem/solution concept with a whole group activity in which students identify problems in their lives and how the problems were or could be solved</li> </ul>	SS4G2c	Dialogue and discussion; constructed response
<p><b>Colonial Cartographers</b>          Following research of life in the three different colonial regions, students will work in groups of three to create a maps of the following places:  <b>New England Colonies - A map of an imaginary village.</b>  <b>Mid-Atlantic Colonies - A map of an imaginary town.</b>  <b>Southern Colonies - A map of an imaginary plantation. .</b>  <i>Students and their teachers should agree upon appropriate items to be included in each of the regional maps. They should create check off lists for each of the maps. All maps should be labeled and have the appropriate placement of items (i.e. the warehouse by the river).</i>          Students will compose a short set of questions and answers to go with their maps and display for use by their classmates in a center or other designated area.  <i>Suggestion: Teachers should laminate the maps before using with the class.</i></p>	SS4G1, SS4H3a	Constructed response; dialogue and discussion' selected response

<p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>• Peer partner work</li> <li>• Have students make a large map using images cut from magazines</li> </ul>		
<p><b>Colonial Comparisons</b>          Students will work with partners to compare and contrast the daily lives of colonial people. Each partner will select a pair of roles from the list below. Partners will discuss the differences and similarities of the two colonial subjects. They will work together to complete a Venn diagram organizing their information to show similarities and differences.</p> <p><i>Slave /Indentured Servant</i>  <i>Large Landowner/Small Farmer</i>  <i>Farmer/Artisan</i>  <i>Native American/Farmer</i></p> <ul style="list-style-type: none"> <li>• <i>Attachment 9: Venn Diagram</i></li> </ul> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>• As an alternative to partner work, facilitate a small group of struggling learners as they locate information and enter it into the Venn Diagram</li> <li>• If students are unfamiliar with the compare/contrast concept, begin with a Venn diagram comparing two familiar roles such as mom/dad or teacher/student. Complete this activity together as a whole group.</li> </ul>	SS4H3b	Dialogue and discussion, teacher observation, constructed response

**Sample Performance Task**

**Enduring Understandings:**

**Location:** The student will understand that location affects a society’s economy, culture, and development.

**Production, Distribution, Consumption:** The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

**Georgia Performance Standards:**

**SS4H3 The student will explain the factors that shaped British colonial America.**

- a. Compare and contrast life in the New England, Mid-Atlantic, and Southern colonies.
- b. Describe colonial life in America as experienced by various people, including large landowners, farmers, artisans, women, indentured servants, slaves, and Native American.

**SS4G2 The student will describe how physical systems affect human systems.**

- a. Explain how the physical geography of each colony helped determine economic activities practiced therein.

**SS4E1 The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.**

- a. Explain how price incentives affect people’s behavior and choices.
- b. Describe how specialization improves standards of living.
- c. Explain how voluntary exchange helps both buyers and sellers.

## To Market, To Market: Work and Trade in Colonial America!

Colonial Americans worked hard to provide for their families and prosper in the New World. The colonists' lives centered on work, and the work they did was largely determined by the geographic resources and climates of each region. As the population of the colonies grew, so did the need for more and a greater variety of goods and services. Although trade with Europe was the foundation of colonial America's economy, specialization within the colonial communities allowed the colonists to become less dependent on Europe for common goods. Specialization and voluntary trade improved quality of life for the colonists. The bustling activity in colonial marketplaces of all three regions invited buyers and sellers from far and wide.

### Part I: Establishing Your Trade or Business

Work in groups of three to discuss different types of trades or businesses that would be found in the colonies. Select one colonial trade or business for each colonial region. Create a name and owner for each business and describe the productive resources that are involved. Describe the types of goods and services that are provided by each trade or business. Describe the customers that purchase your goods and services. Enter these details into Colonial Business Grid. Within your group, decide who will represent each business. Each businessperson or tradesperson must prepare the following:

- A sign that advertises the goods or services provided.
- A set of 8 to 12 of representations or pictures of the goods or services provided.
- A sales pitch that would entice customers to purchase the goods or services.
- *Attachment 10: Colonial Business Grid*
- *Attachment 11: My Colonial Business Plan*

#### Modifications:

- Do this as a whole group discussion
- Provide students with a discussion organizer (see attachment 11)
- Allow students to work with peer partners
- Allow signs to be made on a computer graphics and/or word processing program
- Bookmark web pages that students can access for gathering and printing images

### Part II: To Market, To Market

#### • **Set 1: A New England**

Artisans and business people that represent the New England Colonies set up a marketplace in a designated area of the room. Display the signs, wares and any other props. All other students will become farmers. Farmers each select a type of crop common to this region and label and illustrate it on 6 different index cards. Trading at the marketplace may commence once all is complete.

After trading all of your items, complete the first section of your Trade Records and Evaluation Sheet.

#### • **Set 2: Mid-Atlantic Colonies**

(Follow the same procedures as described in Set 1.)

#### • **Set 3: Southern Colonies**

(Follow the same procedures as described in Set 1.)

### **Part III: Trade Records and Evaluation Sheet**

Students will describe their participation and roles in the Colonial Marketplace Activity. They will evaluate the products and services they provided based on the incentive of others to obtain their goods, the demand for their goods, and the quality and quantity of the items they were able to trade for. The students will also evaluate their trading how they could have made their trading more successful. Students will identify at least one opportunity cost they made in the activity. The students will suggest changes in the way the activity could be improved for greater success.

- *Attachment 12: Trade Records and Evaluation Sheet*

#### Modifications:

- Allow for dictation on Records and Evaluation Sheet
- Teachers/parapros can work with small groups to complete the Records and Evaluation Sheet
- Assign “shopping partners” to shop together

**Content Rubric for Performance Task**

<b><u>Criteria</u></b>	<b><u>Does Not Meet</u></b>	<b><u>Needs Improvement</u></b>	<b><u>Meets Standard</u></b>	<b><u>Exceeds Standard</u></b>
<b>Identifies and describes colonial life in America</b>	Incorrectly identifies and describes colonial life in America	Inaccurately identifies and describes colonial life in America because of several incorrect facts.	Accurately identifies and describes colonial life in America.	Accurately identifies and describes colonial life in America and explains how they each impact each other in different colonial regions
<b>Explains the impact of physical geography on the economic development of colonial America.</b>	Incorrectly explains the impact of geography on the economic development of colonial America.	Inaccurately explains the impact of geography on the economic development of colonial America because of several incorrect facts.	Accurately explains the impact of geography economic development of colonial America.	Accurately explains the impact of geography on the economic development of colonial America, and analyzes how colonial trades and businesses used their natural resources to profit by discussing why this profit was made.
<b>Explains how voluntary exchange helps both buyers and sellers.</b>	Incorrectly explains how voluntary exchange benefits both buyers and sellers.	Inaccurately explains how voluntary exchange benefits both buyers and sellers because of several incorrect facts.	Clearly explains how voluntary exchange benefits both buyers and sellers.	Clearly explains how voluntary exchange benefits both buyers and sellers and analyzes why it is important by describing what happens if people hoard their goods and services.
<b>Explains choices made in the Colonial Market Place.</b>	Inaccurately explains economic choices made because of incorrect economic understanding.	Partially explains economic choices because of limited economic understanding.	Accurately explains economic choices	Accurately explains economic choices and analyzes these choices by including suggestions for improvements

**Product Rubric for Performance Task**

<u>Criteria</u>	<u>Does Not Meet</u>	<u>Needs Improvement</u>	<u>Meets Expectation</u>	<u>Exceeds Expectation</u>
Captures the reader's interest by setting a purpose and developing a point of view.	There is little or no evidence of focus, purpose, or point of view.	Some evidence of focus; some evidence of purpose and point of view.	General evidence of focus; general evidence of purpose and point of view.	Clear evidence of focus; clear evidence of purpose and point of view.
Writes text of appropriate length to convey ideas.	The length of text is too short to convey ideas.	The length of text is appropriate to convey some ideas.	The length of text is appropriate to convey most ideas.	The length of text is appropriate to convey and extend all ideas.
Applies knowledge of language conventions.	There is little or no application of language conventions.	There is some application of language conventions.	There is a general application of language conventions.	There is clear application of language conventions.
Sign is persuasive and informative.	There is little or no evidence of focus, purpose, and use of pictures.	There is some evidence of focus, purpose, and use of pictures.	There is general evidence of focus, purpose, and use of graphics.	There is clear evidence of focus, purpose, and use of graphics.
Paper representations of products are completed, identifiable and attractive.	NA	NA	Paper representations of products are completed and identifiable.	Paper representations of products are completed, identifiable and attractive.

**Resources for Unit**

[The National Park Service](#) offers curriculum ideas and games about our nation's most historically significant places.

[University of Virginia's Virtual Jamestown](#) is an exciting and well-organized site full of primary sources and lesson ideas about Native Americans and early European settlers in the Southeast United States.

[Colonial Williamsburg's Online History Explorer](#) recreates life for settlers living in the Southeast through games, multimedia, primary sources, photographs, and interactive electronic field trips.

[The Henry Ford's Museum](#) takes students back in time to explore the lives of a Northeastern colonial family

[University of Delaware's Center for Teacher Education suggested literature list](#) groups popular children's trade books by social studies theme and grade level.

[The First Thanksgiving](#) allows students to investigate the real story of the First Thanksgiving.

[The Atlanta History Center](#) offers lesson ideas and resources related to the history and culture of the Southeast United States.

Discovery Education's [Understanding Slavery](#) takes students back to the early development of slavery in the Americas.

The Farmers' Museum [Harvest of History](#) explores colonial farming methods in the Northeast and compares them to those of today.

This unit was created by Laurie Jones, Gina McGowan, Neena Knight, and Michelle Pinch and approved by the Social Studies Advisory Council and the Georgia DOE Social Studies Staff. It was last updated 7/18/08.

*Attachment 1*

NAME \_\_\_\_\_ DATE \_\_\_\_\_

## COLONIAL REGIONS

	NEW ENGLAND	MIDDLE	SOUTHERN
Geography/Location			
Resources			
Industries			
Religion			
Government			
Occupations			
People			

Attachment 2

# Colonial Person Sketch Card

Circle the subject:

large landowner    farmer    artisan    woman  
indentured servant    slave    Native American    merchant

Facts

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Inferences

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*Attachment 3*



Attachment 4

# Colonial Children Fact Finder

New England Colonies	Mid-Atlantic Colonies	Southern Colonies

## Common Ground



*Attachment 5*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Paragraph 1 (Topic Sentence)

Paragraph 2 (Similarities & Differences)

Paragraph 3 (Closing Sentences)

*Attachment 6*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Colonial Vocabulary Hunt**

**Directions:** Use a variety of resources to find the meanings of the following colonial terms. List each term under the correct heading.

breeches syllabubs bellows apothecary trencher cobbler sallots auger pottage pipkins  
tanner cooper pottage milliner founder petticoat tailor jerkin flummery brace and bit  
patters peel cassock gimlet chandler gruel scythe peruke adze bubble and squeak  
stays niddy noddy

<p><b><u>Something to Eat</u></b></p>	<p><b><u>Something to Wear</u></b></p>
<p><b><u>A Type of Tool</u></b></p>	<p><b><u>A Type of Job</u></b></p>

Attachment 7

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Colonial Farmers: Obstacles and Solutions**

Directions: Draw lines to connect the colonial farmers' problems their possible solutions.

**Obstacles**

Poor, rocky soil

Short growing season

Lack of workers

Unfriendly Native  
Americans

Poor tools

Diseases, short  
life spans

Cold Weather

Lack of transportation

Lack of knowledge  
about New World  
environment

Wild animals

Insects

Lack of supplies

**Solutions**

Built Fences

Learned from  
the Native Americans

Had small farms  
and built stone walls

Made better tools

Attached the barn  
to their homes

Used herbs and homemade  
remedies

Used slaves, indentured servants

The entire family worked

Shared information with  
each other

Used animals to pull  
carts, boats and barges

Neighbors helped  
each other

Had many children

Traded for items needed

Moved to new locations

*Attachment 8*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

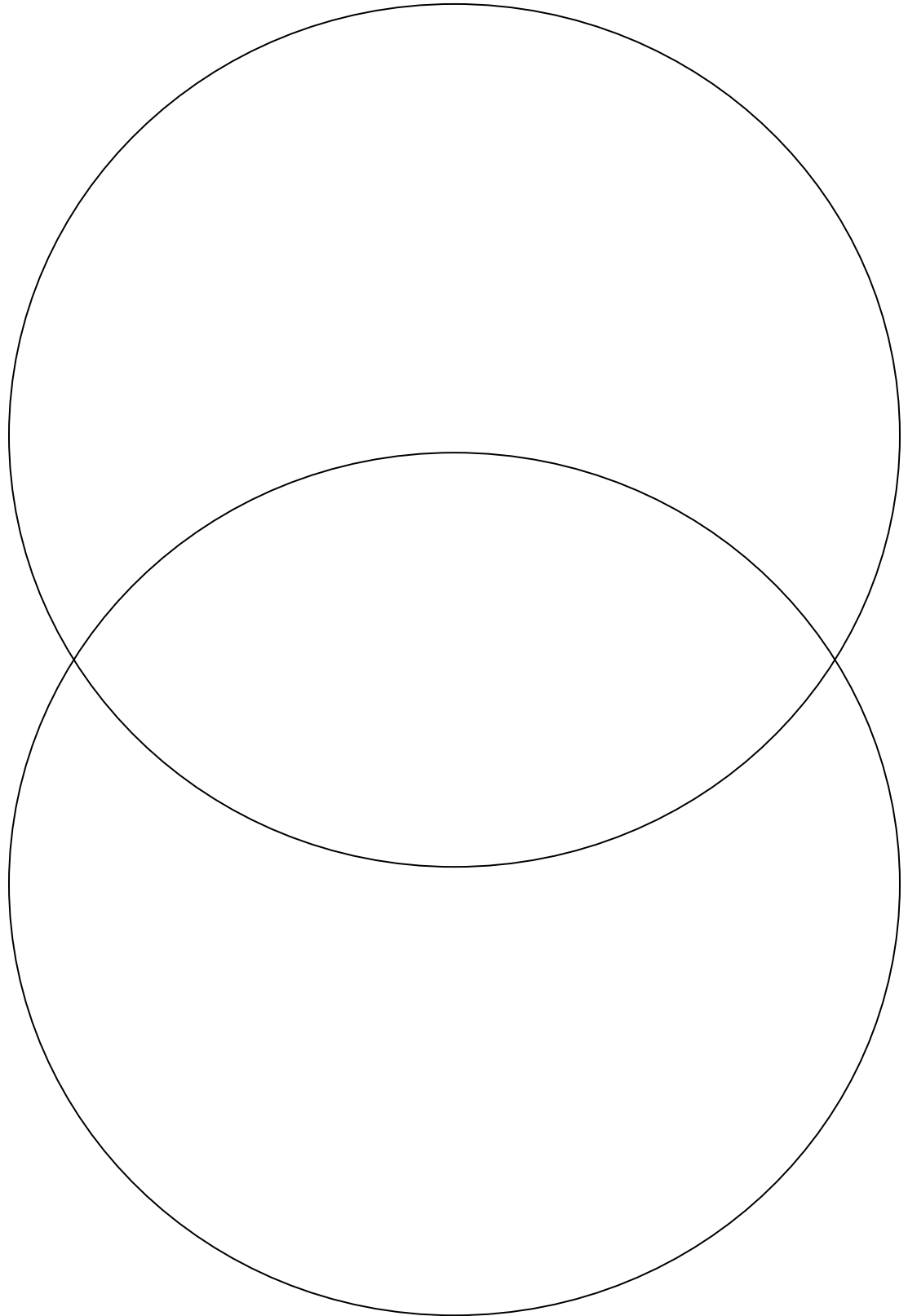
## The Colonial Farmer

<b>REGION</b>	<b>PROBLEMS</b>	<b>SOLUTIONS</b>
<b>New England Farmers</b>		
<b>Mid-Atlantic Farmers</b>		
<b>Southern Farmers</b>		

*Attachment 9*

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

**Colonial People Comparisons**



*Attachment 10*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Colonial Business Plan**

<i>Location</i>	<i>Type of Business</i>	<i>Natural Resources Needed</i>	<i>Capital Resources Needed</i>	<i>Human Resources Needed</i>	<i>Products or Services Provided</i>
<i>New England</i>					
<i>Mid-Atlantic</i>					
<i>Southern</i>					

Attachment 11

# My Colonial Business Plan



My Colonial Name

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Name of My Business

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Location of Business

Circle the Region

New England Colonies    Mid-Atlantic Colonies    Southern  
Colonies

My Business Address:

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Type of Business:

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Description of My Products and/or Services:

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Description of the Productive Resources I Will Use:

Human (skills and labor)

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Natural (gifts of nature)

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Capital (tools, buildings, and other materials used over and over again)

Who My Customers Will Be

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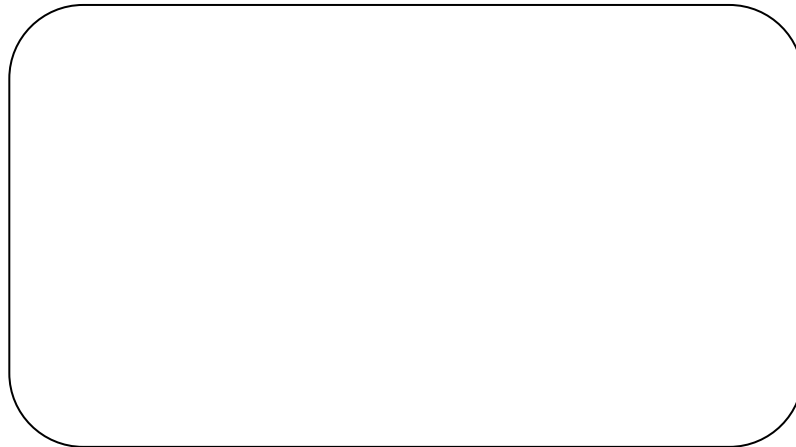
What I Will Do to Advertise

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Draft of My Business Sign



Why I think My Business Will Be Successful

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Notes to Get Started

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Attachment 12

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Trade Records and Evaluation Sheet

Name:

Colonial Name:

Product or Service:

**What goods and services did you obtain in your region's marketplace?**  
*(Circle the ones that could meet basic needs.)*

Region \_\_\_\_\_

Goods and services:

**What goods and services did you obtain in the other regions' marketplaces?**  
*(Circle the ones that could meet basic needs.)*

Region \_\_\_\_\_

Goods and Services:

Region \_\_\_\_\_

Goods and Services:

**What was your best trade?**

**Why?**

**What was your worst trade?**

**Why?**

**Would the goods and services you traded for meet your basic needs?**

**What would you do differently if you had the chance to participate in the activity again?**