

Delaware Recommended Curriculum

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

Unit Title:	Thinking Economically
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Content Area:	Social Studies
Grade Level:	5

Summary of Unit

Note to Teacher: Prior to beginning this unit, contact Samuel Heed, Senior Historian & Director of Education for the Kalmar Nyckel Foundation, to coordinate the class visit included in Lesson Two, Strategy Two. In addition, you can request a packet of the Kalmar Nyckel World Trade Cards if you do not already have a set.

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[Click here for a hi-res video of the visit to a classroom.](#)

International trade most often takes place between private citizens, both consumers and producers, who live in different countries. These citizens **specialize** and produce those goods and services they can produce at the lowest cost. They then trade for goods that would cost them more to produce. Citizens, both importers and exporters, from these countries trade because they expect to be better off. For example, Americans might decide to import cars and bananas and export wheat and machinery because they expect to gain. The same goes for individuals in countries that sell cars and bananas to Americans and buy wheat and machinery from Americans. Because their resource base is limited, both countries gain from the trade.

International trade results in individuals specializing, which increases production of goods and services. Therefore, there are more goods and services for people to buy, and their standard of living rises. Standard of living is often measured by **gross domestic product per capita**. International trade links countries around the world making them **interdependent**. International trade has costs as well as benefits. One of these costs is the possibility that a trading relationship can break down and cause hardship to citizens in both countries.

Stage 1 – Desired Results

What students will know, do, and understand

Delaware Content Standards

- **Economics Standard Four 4-5a:** Students will demonstrate how international trade links countries around the world and can improve the economic welfare of nations.

Big Ideas

- Trade
- Interdependence
- Specialization
- Standard of Living

Unit Enduring Understandings

Students will understand that:

- Individuals and nations trade when all parties expect to gain.
- Nations with different economic systems often specialize and become interdependent as a result of international trade.

Unit Essential Questions

- Under what conditions does international trade occur?
- How does international trade take place?
- How does international trade affect standards of living?

Knowledge and Skills

Students will know...

- Key vocabulary: trade, specialization, interdependence, gross domestic product (GDP), standard of living, import, export.
- How standard of living increases as a result of international trade.
- How international trade creates interdependence.

Students will be able to...

- Analyze the costs and benefits of international trade.
- Use content-appropriate vocabulary.
- Analyze data to explain how international trade creates interdependence.

Stage 2 – Assessment Evidence

Evidence that will be collected to determine whether or not Desired Results are achieved

Transfer Task

This summative assessment is a transfer task that requires students to use knowledge and understandings to perform a task in a new setting or context.

The assessment and scoring guide should be reviewed with students prior to any instruction. Students should do the assessment after the lessons conclude.

Essential Questions Measured by the Transfer Task

- Under what conditions does international trade occur?
- How does international trade take place?
- How does international trade affect standards of living?

Prior Knowledge	Now that you have learned about how international trade links countries around the world and can improve the welfare of nations, you are ready to show how importers and exporters trade because they expect to be better off.
Problem	The President of the United States will be visiting the Prime Minister of Canada and needs to be briefed on our current economic trading relationship.
Role/ Perspective	You are a government advisor helping to make recommendations to the President about America's economic trade relationship with Canada.
Product/ Performance	You will need to create a presentation about America's current trade relationship with Canada. This may take the form of a paper, PowerPoint presentation, poster, etc., but it should explain: <ul style="list-style-type: none">• What types of products are imported into Canada from the United States?• What types of products are imported into the United States from Canada?• How does Canada influence oil consumption in the United States?• Why is importing oil into the United States important to improving America's standard of living?• How does importing American goods improve the standard of living for Canadians?• Why do both Canada and the United States benefit from international trade?• What would happen if we had a conflict with Canada?• What would happen if other countries started importing oil from Canada?

<p>Criteria for Exemplary Response</p>	<p>An exemplary response must include thorough explanations of:</p> <ul style="list-style-type: none"> • What types of products are imported into Canada from the United States? • What types of products are imported into the United States from Canada? • How does Canada influence oil consumption in the United States? • Why is importing oil into the United States important to improving America’s standard of living? • How does importing American goods improve the standard of living for Canadians? • Why do both Canada and the United States benefit from international trade? • What would happen if we had a conflict with Canada? • What would happen if other countries started importing oil from Canada?
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To support student research, distribute the Transfer Task Handout which compares Canadian and American economic statistics related to international trade.

Additional Resources to help support this research include:

- U.S. Department of State – <http://www.state.gov/r/pa/ei/bgn/2089.htm>
- National Geographic – <http://magma.nationalgeographic.com/ngexplorer/0801/articles/mainarticle.html>
- U.S. Energy Information Administration – http://www.eia.gov/kids/energy.cfm?page=oil_home-basics

Thinking Economically Transfer Task Handout

Now that you have learned about how international trade links countries around the world and can improve the welfare of nations, you are ready to show how importers and exporters trade because they expect to be better off. The President of the United States will be visiting the Prime Minister of Canada and needs to be briefed on our current economic trading relationship. You are a government advisor helping to make recommendations to the President about America's economic trade relationship with Canada.

During this presentation the information you must submit includes:

- Types of products imported into Canada from the United States.
- Types of products imported into the United States from Canada.
- What percentage of America's oil comes from Canada?
- Why is importing oil into the United States important to improving America's standard of living?
- How does importing American goods improve the standard of living for Canadians?
- Why do both Canada and the United States benefit from international trade?
- What would happen if we had a conflict with Canada?
- What would happen if other countries started importing oil from Canada?

To help you with this research you should review the information below about trade between Canada and the United States. It will help you get started.

	Unites States	Canada
Total GDP (2010)	\$14.66 trillion	\$1.574 trillion
Per Capita GDP (2010 est.)	\$47,200	\$39,400
GDP – composition by sector	Agriculture – 1.2% Industry – 22.2% Services – 76.7%	Agriculture – 2% Industry – 20% Services – 78%
Exports	<u>Agricultural products</u> (soybeans, fruit, corn) 9.2% <u>Industrial supplies</u> (organic chemicals) 26.8% <u>Capital goods</u> (transistors, aircraft, motor vehicle parts, computers, telecommunications equipment) 49.0% <u>Consumer goods</u> (automobiles, medicines) 15.0%	Motor vehicles and parts, industrial machinery, aircraft, telecommunications equipment, chemicals, plastics, fertilizers, wood pulp, timber, crude petroleum, natural gas, electricity, aluminum

	Unites States	Canada
Export Partners (2009)	Canada – 19.4% Mexico – 12.2% China – 6.6% Japan – 4.8% UK – 4.3% Germany – 4.1%	United States – 75.1%
Exports (2010 est.)	\$1.27 trillion	\$406.8 billion
Imports	<u>Agricultural products</u> 4.9% <u>Industrial supplies</u> 32.9% (crude oil 8.2%) <u>Capital goods</u> 30.4% (computers, telecommunications equipment, motor vehicle parts, office machines, electric power machinery) <u>Consumer goods</u> 31.8% (automobiles, clothing, medicines, furniture, toys)	Machinery and equipment, motor vehicles and parts, crude oil, chemicals, electricity, durable consumer goods
Import Partners (2009)	China – 19.3% Canada – 14.2% Mexico – 11.1% Japan – 6.1% Germany – 4.5%	United States – 51.1% China – 10.9% Mexico – 4.6%
Imports (2010 est.)	\$1.903 trillion	\$406.4 billion
Oil Production	9.056 million barrels/day	3.289 million barrels/day
Oil Consumption	18.69 million barrels/day	2.151 million barrels/day
Oil Exports (2008 est.)	1.704 million barrels/day	2.001 million barrels/day
Oil Imports (2008 est.)	11.31 million barrels/day	1.192 million barrels/day

Source: CIA World Factbook

<https://www.cia.gov/library/publications/the-world-factbook/geos/ca.html>

At this point and using the information found in the first chart, what conclusions can you make about the trade relationship between the United States and Canada?

The next chart will help you answer that question more thoroughly.

Sources of American Imports for Crude Oil
(Thousand Barrels per Day)

Country	Year to Date 2011	2010
Canada	2114	1928
Saudi Arabia	1122	1068
Mexico	1108	1130
Venezuela	917	918
Nigeria	886	981
Columbia	348	306
Iraq	403	483
Angola	308	408
Russia	228	250
Algeria	253	313
Brazil	211	276
Kuwait	142	201
Ecuador	166	190
Congo (Brazzaville)	54	90
Norway	54	39

Source: U.S. Department of Energy

ftp://ftp.eia.doe.gov/pub/oil_gas/petroleum/data_publications/company_level_imports/current/import.html

Rubric

- Scoring guide to evaluate performance/transfer tasks used as evidence of student proficiency

Scoring Category The presentation provides answers to...	Score Point 3	Score Point 2	Score Point 1
What types of products are imported into Canada from the United States?	The content of the presentation includes a thorough explanation of goods and/or services imported into Canada from the United States.	The content of the presentation includes a partial explanation of goods and/or services imported into Canada from the United States.	The content of the presentation includes a minimal explanation of goods and/or services imported into Canada from the United States.
What types of products are imported into the United States from Canada?	The content of the presentation includes a thorough explanation of goods and/or services imported into the United States from Canada.	The content of the presentation includes a partial explanation of goods and/or services imported into the United States from Canada.	The content of the presentation includes a minimal explanation of goods and/or services imported into the United States from Canada.
How does Canada influence oil consumption in the United States?	The content of the presentation includes a thorough explanation of how Canada influences oil consumption in the United States.	The content of the presentation includes a partial explanation of how Canada influences oil consumption in the United States.	The content of the presentation includes a minimal explanation of how Canada influences oil consumption in the United States.
How does importing American goods improve the standard of living for Canadians?	The content of the presentation includes a thorough explanation of how importing American goods improves the standard of living for Canadians	The content of the presentation includes a partial explanation of how importing American goods improves the standard of living for Canadians	The content of the presentation includes a minimal explanation of how importing American goods improves the standard of living for Canadians

Scoring Category The presentation provides answers to...	Score Point 3	Score Point 2	Score Point 1
Why do both Canada and the U.S. benefit from international trade?	The content of the presentation includes a thorough explanation of why both Canada and the U.S. benefit from international trade.	The content of the presentation includes a partial explanation of why both Canada and the U.S. benefit from international trade.	The content of the presentation includes a minimal explanation of why both Canada and the U.S. benefit from international trade.
What would happen if we had a conflict with Canada?	The prediction of what would happen if we had a conflict with Canada provides well-developed reasoning.	The prediction of what would happen if we had a conflict with Canada provides partially developed reasoning.	The prediction of what would happen if we had a conflict with Canada provides minimally developed reasoning.
What would happen if other countries started importing oil from Canada?	The prediction of what would happen if other countries started importing oil from Canada provides well-developed reasoning.	The prediction of what would happen if other countries started importing oil from Canada provides partially developed reasoning.	The prediction of what would happen if other countries started importing oil from Canada provides minimally developed reasoning.

Performance Level

Advanced	18-21
Meets the Standard	14-17
Below the Standard	7-13
Well Below the Standard	1-6

Student Self-Assessment and Reflection

When students are required to think about their own learning, to articulate what they understand and what they still need to learn, achievement improves.

– Black and William, 1998; Sternberg, 1996; Young, 2000

How a teacher uses the information from assessments determines whether that assessment is formative or summative. Formative assessments should be used to direct learning and instruction and are not intended to be graded.

The Checks for Understanding at the end of each instructional strategy should be used as formative assessment and may be used as writing prompts or as small-group or whole-class discussion. Students should respond to feedback and be given opportunities to improve their work. The rubrics will help teachers frame that feedback.

An interactive notebook or writing log could be used to organize student work and exhibit student growth and reflection.

Stage 3 – Learning Plan

Design learning activities to align with Stage 1 and Stage 2 expectations

Lesson One

Essential Question

- Why does international trade occur?

Instructional Strategies

Strategy 1: Gathering Information Gallery Walk¹

Some preparation prior to class will need to take place for this strategy. First, separate the green and red cards from the Kalmar Nyckel Expedition Packet.

Take out First Log Cabins, Fort Christina State Park, and the 7th Street Peninsula from the green stack and Hendrick Huygen from the red stack. Then, take out seven sheets of oversized paper and write one of the following questions on each (explanations of the italicized words are explained later):

1. What role did Sweden play in the founding of New Sweden? (*Count Axel Oxenstierna; Gothenburg, Sweden; Texel, Holland*)
2. What role did Holland play in the founding of New Sweden? (*Samuel Blommaert; Texel, Holland*)
3. Why were the Canary Islands important to explorers traveling to the New World? (*Canary Islands*)
4. Why was Sable Island included in Minuit's orders? (*Sable Island*)
5. How did St. Kitts Island influence the founding of New Sweden? (*St. Kitts Island*)
6. Why was the colony of New Sweden started? (*New Sweden, "The Rocks," Fort Christina*)
7. What types of items were traded by the Swedish colonists? (*Hendrich Huygen*)

Arrange desks into seven small groups and place one of the questions listed on the oversized sheets on each of the groups' desks. Second, you will need to place the red and/or green cards which will help with answering the question on each of the groups' desks. The cards that correlate to the question are in italics above. Third, place a marker for the group beside the questions and cards.

NOTE: It is important for each group to have a different colored marker so that you can determine which group contributed which comments at the conclusion of the activity.

Begin the activity by placing the students into their groups and distributing a copy of [Handout 1.1](#) to each student. This handout is a glossary to support reading comprehension.

Explain to the class that they will be learning about the establishment of the colony of New Sweden (the region of the present day Mid-Atlantic, including parts of Pennsylvania,

¹ <http://www.readingquest.org/strat/carousel.html>

Maryland, Delaware, and New Jersey) and how trade played an important role in why the colony was formed.

Explain that at each station they will have a different question that they will need to answer related to the forming of New Sweden. The cards should be used to help them answer the question and they should reference the glossary if they do not understand some of the terms. After the group has discussed what information is available on their cards, they should use their marker to record information helping to answer the question.

After time is called (approximately 10 minutes), have students take their marker with them to the next group of desks and move to the next question (question #1 to #2; #2 to #3, #7 to #1, etc.). Let them know that the color will allow the class to see which groups made which comments. Also, remind students that there is information on both sides of the cards.

When students arrive at the next question, they should read the cards and the other groups' notes. Then they should add any additional information that they feel was left out. Remind them that they can use information that they learned at their previous stations to help them answer the question in addition to the cards that are located at the station. They could also place a "+" sign if they agree and/or feel it is important or a "-" sign if they disagree next to the comments already found on the paper. Since more time is required to read the other groups' notes before adding their own ideas, the teacher might want to add an additional minute each time the groups rotate.

When students arrive back to their original question, the group should discuss what was added. Is anything still missing? Then, students should collectively write a brief summary tying together everything that was recorded.

This strategy should conclude with a class-wide debriefing focusing on the findings of the students' research. During the debriefing, highlighting these locations on a world map or using Google Earth would help the students put these places in context.

<p>What role did Sweden play in the founding of New Sweden?</p>	<ul style="list-style-type: none"> • Sweden sponsored the 1638 establishment of New Sweden; Oxenstierna carried on the King's desire for colonizing in North America after his death. <i>Count Axel Oxenstierna Card</i> • Gothenburg, Sweden served as the seaport where the <i>Kalmar Nyckel</i> left Europe and where trading goods were purchased. <i>Gothenburg Card</i>
<p>What role did Holland play in the founding of New Sweden?</p>	<ul style="list-style-type: none"> • The government of Holland did not sponsor the founding of New Sweden; however, a Dutch businessman named Samuel Blommaert helped convince other Dutch businessmen to invest in the colony of New Sweden. <i>Samuel Blommaert Card</i> • Texel, Holland served as the site where the <i>Kalmar Nyckel</i> was repaired after a strong storm. <i>Texel, Holland Card</i>
<p>Why were the Canary Islands important to explorers traveling to the New World?</p>	<ul style="list-style-type: none"> • The Canary Islands were used as a marker for Transatlantic voyages where sailors could find the westward trade winds and sea currents to take them across the ocean.
<p>Why was Sable Island included in Minit's orders?</p>	<ul style="list-style-type: none"> • It was an island near Nova Scotia, Canada that Minit was supposed to claim for Sweden. The island was a safe harbor for ships and would have provided a fishing station for Sweden, but instead Minit took a different route. <i>Sable Island Card</i>

How did St. Kitts Island influence New Sweden?	<ul style="list-style-type: none"> It is the site where the New Sweden Expedition Leader/ Founder Peter Minuit died in a storm. (Because of his death, a new colonial leader had to be named.) <i>St. Kitts Island Card</i>
Why was the colony of New Sweden started?	<ul style="list-style-type: none"> "As a commercial venture," meaning people (investors) gave money to support the colony with the idea of making a profit from fur trading and tobacco farming. <i>New Sweden Card</i> In Fort Christina, there was a storehouse for the trade goods. <i>Fort Christina Card</i> The Rocks – an area along the Christina River where cargo could be easily unloaded from ships and was two miles away from the Delaware River where the Dutch and English sailed. <i>"The Rocks" Card</i>
What types of items were traded by the Swedish colonists?	<ul style="list-style-type: none"> The Swedes wanted furs from the Native Americans. For the furs, the Swedes would give the Native Americans duffel cloth, iron axe heads, adzes, knives, iron pots, copper pots, tobacco pipes, mirrors, gilded chains, gilded rings. <i>Hendrich Huygen Card</i> The Swedes also planned to trade with the English and other Europeans so they brought wine to trade for tobacco. <i>Hendrich Huygen Card</i>

Check for Understanding

- ❖ Why did Sweden **start** the colony of New Sweden? Explain your answer.

Rubric

- 2 – This response gives a valid reason with an accurate and relevant explanation.
- 1 – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.


Potential Answer: The colony of New Sweden was organized by a group of investors with the idea of earning a profit. This differed from colonies like the Plymouth Colony, which was organized by people who hoped to gain religious freedom.

Strategy 2: Gathering Information Four-Fold Activity

To help students understand two key concepts—*specialization* and *interdependence*—a four-fold activity will require them to go deeper than simply defining the word.


First, start by distributing one piece of unlined paper to each student. Ask them to fold the paper in half and then in half again so that they have one rectangle the size of one-quarter of a sheet of 8 ½ x 11" paper. Then, using the corner that cannot be opened, they will fold it down into a triangle. When the paper is opened they will have four boxes with a diamond in the middle. See the blank [four-fold](#) example at the end of this document.

Begin by asking students to write the word *specialization* in the diamond and then label the four other corners with the words definition, characteristics, examples, and memory clue as found below. Then, provide the definition and, as a large group, briefly discuss the definition.² Ask the students to complete the other three boxes independently. After they are finished, ask several students to share with the class what they included in their boxes

<p>Definition</p> <p>A situation in which people produce a narrower range of goods and services than they consume. (Specialization increases productivity; it also requires trade and it increases interdependence.)</p>	<p>Characteristics</p> <p>People have to get things from other people rather than producing everything themselves (the teacher calls a plumber to fix her bathtub and goes to the grocery store to buy food).</p> <p>Your education is tied to what you do (plumbers have to get trained and pass a test to get a license; teachers have to go to college).</p>
<p>Specialization</p>	
<p>Examples</p> <p>The types of jobs people do (teacher, custodian, secretary, cafeteria worker, etc.).</p> <p>The types of goods and services that countries produce (coffee in Costa Rica vs. wheat in the United States).</p>	<p>Memory Clue</p> <p>Calling a carpenter to build a house rather than building it yourself</p> 

and discuss those provided.

After finishing the discussion regarding *specialization*, ask the students to flip their paper over and complete the same steps using the word *interdependence*.

<p>Definition</p> <p>A situation in which decisions made by one person affect decisions made by other people, or events in one part of the world or sector of the economy affect other parts of the world or other sectors of the economy.</p>	<p>Characteristics</p> <p>People are connected to each other.</p> <p>Countries are connected to each other.</p> <p>Decisions other people make influence me.</p> <p>Decisions I make influence other people.</p>
<p>Interdependence</p>	
<p>Examples</p> <p>Trading products with other countries.</p> <p>Taxes going up or down influence how much money my parents have to spend at the store.</p> <p>If a new store opens in my town, they will need to hire people to work there.</p>	<p>Memory Clue</p> <p>On a sports team players are affected by decisions made by other players.</p> 

² <http://capstone.councilforeconed.org/resources/glossary.php?#S>

Strategy 3: Extending and Refining Visual Representations

Photocopy [Handout 1.2](#) which has tags listing jobs that people on the *Kalmar Nyckel* carried out during the voyage. Each tag will need to be cut out and placed in a basket or other container. In addition, safety pins or heavy-duty tape will need to be available so that students can attach the tag to their shirt on the day of the activity.

When you are ready to begin the activity, ask each student to draw one tag out of the basket. After each student has selected their tag, they should first read the title of the job and the brief description provided. Then, they should place the tag on their shirt so that everyone can see the job they have selected. Ask the students to make a circle either in the center of the classroom or another available open space.

The teacher should then draw attention to the job that he/she has placed on his/her shirt after drawing from the basket. The teacher should state the title of the job and a brief explanation of what the job involves. Going around the circle, ask each student to do the same.

After everyone has finished, explain that because of the job they have selected as part of the voyage to New Sweden, they are specialized. Provide examples of what goods or services you provide to others on the ship and emphasize that since you specialize you would need to gain goods or services from others on the ship.

Next, ask the students to identify another student that they are influenced by because of his or her job specialization. Having the list of jobs posted on the board or overhead will be a helpful reference for students who may not remember all of the specialized jobs.

As each student's turn takes place, a ball of yarn or string will be tossed to the person who the student identifies as someone who they depend upon aboard the ship. However, they hold onto the string as the ball is being tossed. The next student should repeat the process. As the yarn is tossed, a web should begin to form to reinforce the concept that due to specialization, interdependence has occurred since they are all "tied" together in this web.

The last step in this strategy is to debrief as a class guided by the questions below:

- What are the advantages of specialization on the *Kalmar Nyckel*?
Specialization increases productivity³ or the amount of output (goods and services) produced per unit of input (productive resources) used, i.e., you can get more done with fewer people.
- What are the disadvantages of specialization on the *Kalmar Nyckel*?
Since people rely on each other, it is important that everyone does their job well.
- How are the workers/specialists on the *Kalmar Nyckel* interdependent?
People rely on each other—for instance, the sailors can only do their job well if the ship is safe. As a result the sailors depend upon the soldiers to protect the ship against pirates or other attacks.
- How did everyone in the class eventually become interdependent?

³ <http://www.econedlink.org/economic-resources/glossary.php?alpha=p>

Each student relied on others to provide goods and services rather than producing it themselves.

- During the activity we looked at jobs people might specialize in during the crossing of the *Kalmar Nyckel*. What types of jobs do people specialize in today?

Teachers, police officers, truck drivers, nurses, carpenters, plumbers, farmers, etc.

Prior to asking the Checks for Understanding, distribute or project the *Kalmar Nyckel* World Trade Card #7 – Specialization and Interdependence. (These cards will be available and free to all classes using this unit.) After students read the information found on the front and back of the card, ask each of them to revise their Four-Fold Activity from Strategy 2 by adding any additional information learned.

Check for Understanding #1

- ❖ Why are workers in a school interdependent? Support your answer with an example.

Potential Answer

Everyone specializes in a specific job but all of the jobs are important for the school to work well. For instance, the custodians keep the building clean and safe. The teachers help the students learn. The cafeteria staff makes lunch so that the students are not hungry in the afternoon. If any one of these people does not do their job well, the students will not learn as much as they could have. For instance, it is hard to focus at school if the roof leaks or the students are hungry.

Rubric

2 – This response gives a valid reason with an accurate and relevant example.

1 – This response gives a valid reason with an inaccurate, irrelevant, or no example.

Check for Understanding #2

- ❖ What are the advantages or disadvantages of specialization? Explain your answer with an example.

Potential Answers

Advantages: If each person does his or her job well, the voyage will be successful. The captain tells people what to do.

Disadvantages: If someone does not do his or her job well, productivity can go down, and this will affect other people. If the captain does not give orders well, no one will know what to do.

Rubric

2 – This response gives a valid explanation with an accurate and relevant example.

1 – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

Strategy 3: Application Decision Making

Begin this strategy by asking students what the difference is between saving money and investing money. Resources to support this discussion include:

- [U.S. Bureau of Public Debt](#)
- [U.S. Securities and Exchange Commission](#)

Introduce the concepts of risk and reward by placing students into groups of four and distributing the *Kalmar Nyckel* World Trade Card #11 –Incentive (Risks & Rewards).

Ask students to read the card (front and back), and in their own words, explain which risks versus which rewards were possible for the investors in the New Sweden Company as a result of the founding of New Sweden using [Handout 1.3](#).

In pairs, have students discuss whether they would take the risk of investing in the New Sweden Company and then share with the class their decisions.

After students complete the Investment simulation, they will watch a [video of the Kalmar Nyckel's Captain as she explains the risks involved in sailing ships on transatlantic voyages, and why people are willing to take those risks](#).⁴

Captain Lauren explains how she uses a cost-benefit analysis to help her weigh the risks and rewards associated with her job. After watching the video, students should complete the costs vs. benefits matrix ([Handout 1.3](#)) for the original transatlantic voyage of the *Kalmar Nyckel* in 1638. Then, in a whole-group discussion, the class should analyze the costs versus the benefits of establishing the colony of New Sweden.

	Costs	Benefits
Swedish Government		
Investors/Company		
Minuit and Major Expedition Leader		
Soldiers, Sailors, Settlers		

Check for Understanding

- ❖ Why were Peter Minuit and other members of the crew willing to take the risk of the transatlantic voyage to begin the colony of New Sweden? Explain your answer.

Potential Answer

They believed that the colony would allow everyone to gain through trade. Since beaver fur was valuable in Europe, they would be able to sell the furs that they gained from trade with the Native Americans. They believed that the potential benefits (money) were greater than the potential costs (time away from their families, uncomfortable living conditions, etc).

Rubric

- 2 – This response gives a valid reason with an accurate and relevant explanation.
- 1 – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

⁴ [Click here for the Teacher's Edition of the video.](#)

Lesson Two

Essential Question

- How does international trade take place?

Instructional Strategies

Strategy 1: Gathering Information Simulation

To support students' new understanding of *why* international trade occurs from Lesson One and to introduce the concept of *how* international trade occurs, the students will participate in a trade simulation. Some preparation prior to class will need to take place.

Prior to class, collect trade items⁵ for the Native Americans and the Swedish colonists. Items will need to be purchased or ask for volunteers to bring in trade items and paper bags. If you want to introduce the types of items that were traded between the Swedes and Native Americans during the activity, the students could brainstorm what items to donate to the simulation using the following list:

Swedish Colonist Trade Goods

- Dried fish (could use Swedish Fish)
- Red duffel cloth (could use Fruit Roll-Ups)
- Copper pot (could use Hershey Kisses)
- Iron mug (could use Lifesavers or Gummy mugs/soda bottles)
- Iron spike (could use licorice sticks)
- Glass beads (could use jelly beans)
- Mirror (could use clear hard candies)

Lenape (Native-American) Trade Goods

- Sewant – wampum (could use M&M's)
- Leather clothes (could use chocolate bars)
- Clay pot (could use caramels)
- Arrowhead (could use Tootsie Rolls)
- Stone tools (could use jawbreakers)
- Wooden tools (could use pencils)
- Beaver pelt and other animals skins (could use gummy bears)

Important Note to Teacher: The simulation will work with just a few of the items for the Swedish colonists and a few items from the Lenape listed above rather than requiring all 13 different types of items.

⁵ If this is too time consuming or becomes too expensive, bags with various types of candy rather than specific types can be used. After the activity, students can be introduced to what was really traded between the Lenape and Swedish Colonists.

After the trade items are available, fill the bags. Half of the bags should be filled with either European trade goods and half should be filled with Lenape trade goods. Label the bags according to the items inside. (Make sure that each bag has a limited amount of only one or two trade items rather than an equal amount of all seven items if using the list above.) Staple or tape each bag so that students do not know what is in it until after the simulation begins.

Set up the classroom in such a way as to facilitate students moving around and interacting.

On the day of the simulation, explain to students that they will be given a labeled bag which will tell them if they will be playing the role of a Native American or Swedish colonist. Ask (or assign) those with the role of Native American to sit with other Native Americans (in groups of four or five) and Europeans to do the same. After they are seated with their groups, each student should empty their bag on their desk and fill out the top portion of [Handout 2.1](#). (At this point you might want to remind them not to eat anything since that is what they will be using in their trades.)

Then, let the students know that Round One of the simulation will begin. Let the students know that they will have approximately 10 minutes to make trades with other students. In this round, students will remain at their desks and trade with others in their group. Each student will decide what to trade, what not to trade, who they will trade with, and the exchange rate for the trade (how much to give up in order to get what they want from the other person). Remind them that the goal of trading is for each person to be satisfied and gain the goods/services that he or she may want. After the amount of time has expired, let the students know that the round has concluded, and they should stop trading. The students will now complete the Round One portion of [Handout 2.1](#).

Briefly discuss their answers regarding, "How did you change your happiness about what was in your bag by trading with others in your group?" and "Did the number of items in your bag change? Why or why not?" Next, move into Round Two.

Prior to beginning Round Two, ask students to put all of their items back in their bags since they will be walking around the classroom for this portion of the simulation. In this round, they can trade with anyone they would like, so Lenape can trade with Swedish colonists and vice versa. After approximately 10 minutes ask the students to return to their desks and complete the Round Two portion of [Handout 2.1](#).

Debrief the activity using the questions from Round Two's portion of [Handout 2.1](#):

- How did you change your happiness about what was in your bag by trading with others?
- Did the types of items in your bag change? Why or why not?
- Why did the Swedish colonists want to trade with the Lenape?
- Why did the Lenape want to trade with the Swedish colonists?

Check for Understanding

- ❖ Why were both groups (the colonists and Lenape) willing to trade during the simulation? Support your answer with an example.

Potential Answer

Both people were able to gain "stuff" that they did not have before. For example, the Swedish colonists did not have Gummy Bears (a.k.a. furs), but through trading extra Fruit Rolls-Ups (duffel cloth), they were able to get them. In exchange, the Lenape were able to get the cloth that they did not previously have. As a result, both people/groups benefit from trade.

Note to Teacher: The idea that both groups benefit from trading should be emphasized.

Rubric

2 – This response gives a valid explanation with an accurate and relevant example.

1 – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

**Strategy 2: Gathering Information
Jigsaw⁶**

The Jigsaw method of cooperative learning allows each student to be responsible for one aspect of a larger concept. For this strategy, students will learn more about the instrumental role that the beaver played in the trade between the Swedes and Native Americans.

Accountability is essential to this process because the other students in the group cannot learn all of the information without each student's input. Following are the steps to a successful jigsaw learning experience:

1. Place students in groups of 6 participants.
2. Appoint 1 student as the group leader.
3. The material for this jigsaw will be divided into 6 subcategories:
 - ♦ Scarcity – *There's Never Enough (Card 8)*
 - ♦ Human Resources – *People Power (Card 3)*
 - ♦ Natural Resources – *Gifts of Nature (Card 2)*
 - ♦ Capital Resources & Transportation – *Tools, Machines, & Equipment/Navigation (Cards 4 and 5)*

Note to Teacher: Since the ship is considered a capital resource, it should be included in this category.

- ♦ Production – *Craftsmen – Pre-Industrial Specialists (Card 6)*
 - ♦ Trade – *Gains from Exchange (Card 9)*
4. Each group member will research one of the aspects and become an "expert" in that subcategory.
 5. Have students break away from the larger group and meet with other students who are also researching the same subcategory. As the students break into their "expert" groups, distribute the *Kalmar Nyckel* World Trade Cards. Each group will receive one of the cards entitled above. Then, provide research time.
 6. The "expert" groups will present to each other their observations, analysis, conclusions, etc.
 7. Each "expert" will enhance their product based on what the group has shared. The product decided by the teacher may include a graphic organizer, a section of a flipbook, etc.
 8. Each "expert" will then go back to his/her original group and present their findings. Other members of their group should ask questions and discuss the concept.
 9. The role of the teacher is to float between the groups, answering questions, asking questions, redirecting, etc., when needed.
 10. At the conclusion of the activity, a debriefing and post-activity essay or reflection is recommended.

⁶ <http://www.jigsaw.org/steps.htm>

Check for Understanding

- ❖ Why was the beaver important to trade between the Native Americans and Europeans? Explain your answer.

Rubric

- 2 – This response gives a valid reason with an accurate and relevant explanation.
- 1 – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

Strategy 3: Extending and Refining Learning with Objects: Starting a Colony

Note to Teacher: As stated on the front page of the unit, contact Samuel Heed, Senior Historian & Director for the Kalmar Nyckel Foundation, to coordinate the class visit. He may be contacted at: sheed@kalmarnyckel.org

[Click here for a hi-res video of the visit to a classroom.](#)

In this strategy, a representative coordinated by the Kalmar Nyckel Foundation's Education Department will visit your classroom using the *Starting a Colony Kit*, which includes a three-dimensional boat and trade goods. In addition, each student will take on the role of a *Kalmar Nyckel* crew member and help decide which trade goods to include on the voyage.

Students will be grouped into crews of six and play the roles of Governor Peter Minuit, Captain Jan van der Water, Gunner Johan Jochimssen, Commissary Hendrick Huygen, Lieutenant Mans Kling, and Trade Advisor Andress Lucassen. The day of the classroom visit, students will be given lanyards to wear that provide information about the identity of the crew member he/she will be playing.

Four questions will be posed to each crew:

1. How much can we carry in one ship on the first voyage?
2. What do we need to bring?
3. What do we leave behind?
4. What are the consequences of the choices we make?

Each crew will soon realize that there is only one ship, one voyage, and too much stuff! The student who plays Peter Minuit will act as the group leader and receive the following instructions:

1. The colony must make a profit to pay back the investors.
2. The colony must make money to support the Swedish government.
3. The colony must be successful to gain prestige for the monarchy.
4. The colony should bring settlers as soon as possible.

To help prepare students for the role-playing strategy, copies of the [Handout 2.2, Decision-Making Matrix/Organizer](#), and [Handout 2.3, Starting a Colony Inventory](#), should be distributed and introduced.

- The Decision-Making Matrix will help students organize their reasons why they chose to take one item over another. They will need to think through such questions as: Is this mandatory for trade? Does this take up a lot of space? What are the benefits? What are the costs? What is the trade value in furs?

- The Inventory is a complete list of all the items (cargo and passengers) that students will have available and might want to bring on the first voyage if they fit. There are 21 items in total. These items will be represented as small wooden pieces that students will need to fit in the ship. They are color coded to match the colors on the inventory (e.g., the soldiers/settlers are red, the gunpowder and ammunition is black).

Check for Understanding

- ❖ Why is weighing costs and benefits an important part of international trade? Support your answer with an example.

Potential Answer

The goal of international trade is for both people/groups to benefit. As a result, countries and companies have to decide which items should be traded based upon whether the benefits are greater than the costs. For example, one group might have decided to take fewer settlers but more soldiers to make sure the ship would arrive safely so that trade with the Native Americans could take place.

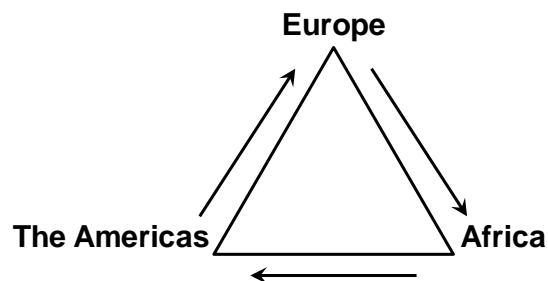
Rubric

- 2 – This response gives a valid explanation with an accurate and relevant example.
 1 – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

Strategy 4: Extending and Refining Mapping the Triangular Trade

From Strategy 2, the students will begin to understand how shipping trade goods between Europe and the “New World” contributed to a new phase of international trade. However, there was one other continent that played a key role in the development of 18th century international trade—Africa. Through mapping trade routes and analyzing primary source materials, students will begin to learn the “bigger” picture of what was occurring beyond New Sweden.

Begin the strategy by distributing [Handout 2.4](#). After students finish reading the handout, ask them to create a visual which represents the Triangular Trade:



After discussing what should be included in their visual, project or photocopy the [Introductory Maps of the Transatlantic Slave Trade](#) with the students. [This website](#) also provides timelines, extensive data regarding specific slave ship voyages, places of origin, and destinations of slave ships.

[This website](#) exhibits how integral the slave trade was to the broader network of transatlantic exchanges given the collective term “Columbian Exchange.”

Check for Understanding

- ❖ How did triangular trade affect people in three different continents? Support your answer with an example.

Potential Answer

The three continents of North America, Europe, and Africa were affected by triangular trade because both goods and people were moving between the three continents either willingly or unwillingly.

- ♦ For example, African slaves were forced to leave their homes and were boarded on ships as laborers in the “New World.”
- ♦ The people of Europe benefitted from this trade because they were able to get new resources such as furs, gold, wood, tobacco, sugar, etc. In addition, many poor people in Europe chose to move to the Americas to start a new life.
- ♦ Native Americans traded with Europeans, but as settlements grew many were forced off of their land and/or contracted diseases and died.
- ♦ “The Columbian Exchange” encompasses the entire process by which the peoples—and animals, plants, ideas, and diseases—of Europe, Africa, and the Americas were joined together in one new, global network.

Rubric

2 – This response gives a valid explanation with an accurate and relevant example.

1 – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

Strategy 5: Application Categorizing

Present the question to the class:

WHAT WOULD LIFE BE LIKE TODAY IF WE DIDN'T HAVE INTERNATIONAL TRADE?

Then, ask students to find five items in the classroom and find out where they were made by looking at the manufacturer’s label. These might include items found in their backpacks, their shoes, electronics, etc. Ask students to rate the items in terms of how valuable they are to them (1 to 5).

Note to Teacher: It would be helpful to bring a selection of items that might not normally be found in the classroom and display them on a reference table. Such items might include a bag of coffee, a cluster of bananas with the brand stickers still attached, etc.

As a class, categorize where these items were produced. Categories might include:

	Electronics	Clothing/Shoes	Food	School Supplies
Location				

After a class-wide discussion about the trends found in the table, distribute a world map such as the one found at [National Geographic World Map](#). Ask students to color the United States and at least five countries that imported goods into the U.S using six different colors.

Students should create a colored key and label which items are being imported into the U.S. by which countries.

Then, have a class-wide discussion about which countries are importing products into the U.S. versus what types of products are produced in the United States.⁷ Discussion questions might include:

- Why does the U.S. import coffee and bananas into the U.S. rather than producing them ourselves? **Climate**
- Who benefits from this trade? **Everyone – We can specialize in products that we can export such as wheat to maximize productivity (increased output) because of our climate and labor force. Countries such as Costa Rica, which specializes in producing coffee, will benefit since we choose to import this product because it would be too expensive to build greenhouses to artificially create the ideal growing conditions for this crop.**
- Who decides what gets imported and exported? Support your answer with an example. **Individual businesses choose to import certain products into the U.S. from businesses outside of the U.S. However, the U.S. government does oversee this exchange, such as inspecting imported food, and makes trade agreements with other countries. Consumer demand also influences what is produced. Companies will profit only if the goods or services they produce are purchased once exported or imported.**
- What would life be like today if we did not have international trade? **Answers will vary but might include—not as much selection in goods and services available, etc.**
- By purchasing imported goods, how do we influence other countries?⁸ **The companies in those countries who produce the goods profit. When the companies profit, they can expand and hire more employees, etc.**

Check for Understanding

- ❖ How does international trade link you to countries throughout the world? Support your answer with an example.

Potential Answer

By purchasing imported goods, we are influenced by other countries because now we have items that would not normally be available to us. For instance, the U.S. does not produce diamonds, but we are able to import them from countries like South Africa.

Rubric

2 – This response gives a valid explanation with an accurate and relevant example.

1 – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

⁷ Note to Teacher: For information regarding government agencies influencing international trade, multiple websites provide additional information.

- Department of Commerce – International Trade Administration - <http://trade.gov/>
- The Food and Drug Administration - <http://www.fda.gov/ForIndustry/ImportProgram/ImportProgramOverview/default.htm>
- NAFTA - <http://www.fas.usda.gov/itp/policy/nafta/nafta.asp>

⁸ Note to Teacher: Lesson Three focuses on the concepts of GDP and standard of living. Once that is introduced, students will have the opportunity to revise their original answer to this question.

Lesson Three

Essential Question

- How does international trade increase standards of living?

Background Information

During colonial times—as is still true today—when someone died the amount of his or her estate is valued so that debts are paid, and heirs inherit the remaining value of the estate. *Probate* is the term used to describe this process, and documents such as wills and inventories date back to the colonial period. Because these documents were recorded by the government, they are still available today and can serve as a record of the standard of living for individuals during the time period in which they lived.

Wills and inventories from Delaware are available at the Delaware Public Archives but date back to the English Duke of York era rather than the earlier Swedish era.

A description of this process can be found at:

<http://archives.delaware.gov/collections/kentsus.shtml#Preface> and
<http://archives.delaware.gov/collections/kc-hist.shtml>

Instructional Strategies

Strategy 1: Gathering Information Using Primary Sources

Prior to this strategy some prep work will need to take place. First, teachers will need to use the [Colonial Williamsburg's website](#) to access five or six different inventories depending on the size of the class. Use the dropdown menu to select one or two inventories from middling wealth group and then print one inventory for each group that will be working together.

The goal of this strategy is not to focus on the concept of inventories, but the fact that **standard of living is based primarily on the “stuff that you have.”**

First, start by asking the class how many people in the room have a television—have them raise their hands (chances are every hand in the room will go up). Then, present the idea of writing down everything that their family owns as a list and ask if this might take a little bit of time. Explain that, during the colonial era, people did not own as much stuff as they do today and did not live in such large houses. In fact, the average size of a colonial log house was 15 x 20 feet. At that point, have the class use a roll of masking tape to measure out a 15 x 20 foot square either on the classroom floor or another location. This will allow them to appreciate what the size of a colonial house would look like.

Then, put students into groups of four or five and distribute the colonial inventories that were printed from the [Colonial Williamsburg website](#). Ask the students to compare the amount of “stuff” the colonists had to the amount of “stuff” that they have in their homes. Then ask them to discuss:

1. Why do you have so much more than they had?
2. How does international trade influence the amount of “stuff” that you have?
3. How many items in the colonial inventory were influenced by international trade?

Check for Understanding

- ❖ How does international trade influence the types and amounts of items that people own? Support your answer with an example.

Potential Answer

With greater international trade people have a greater number of items available to purchase. For instance, when going to the grocery store we buy items from Central and South America during the winter. If we stopped trading with other countries, we would be limited by the foods available in the U.S. As a result, we would not be eating bananas or chocolate.

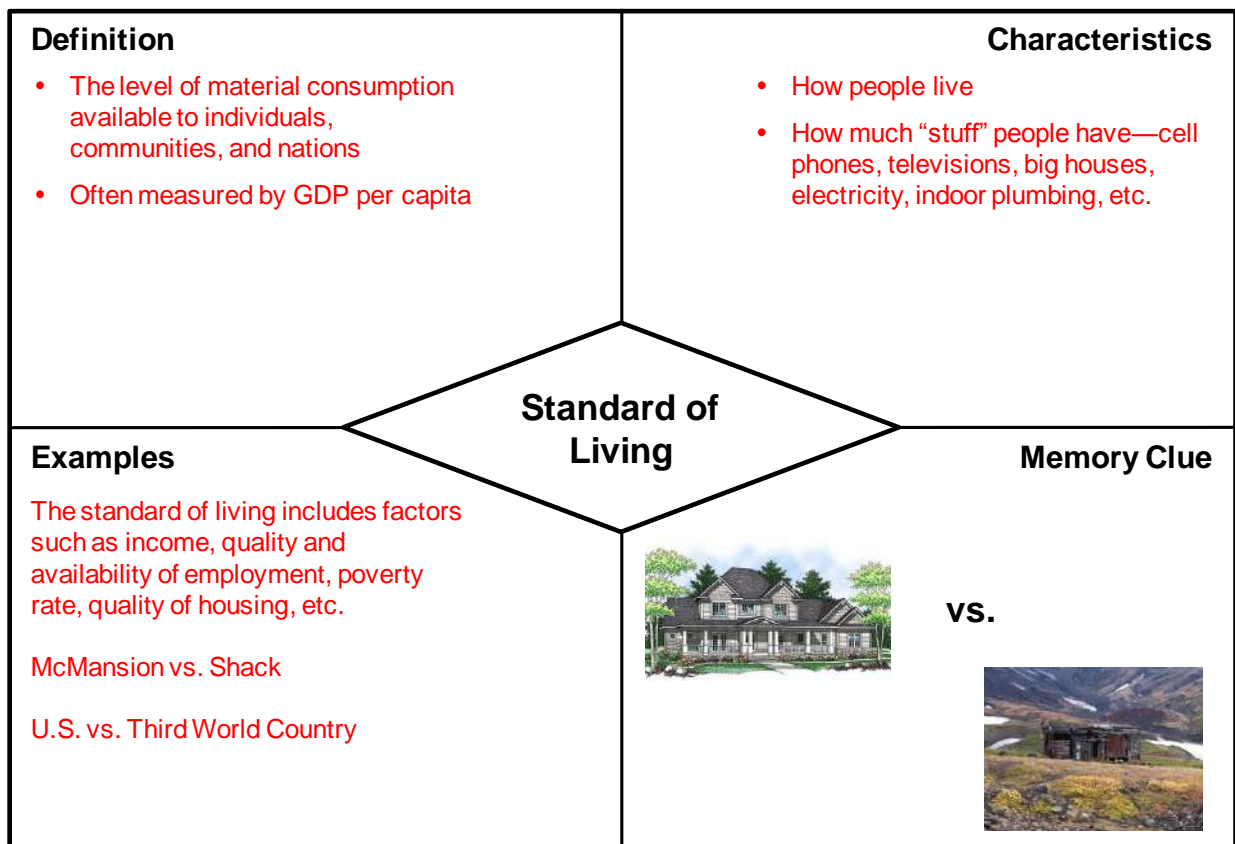
Rubric

2 – This response gives a valid explanation with an accurate and relevant example.

1 – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

Strategy 2: Gathering Information Vocabulary Building

Begin developing vocabulary by completing a Four-Fold Activity focusing on the concept of Standard of Living.



After completing the Four-Fold Activity, ask the students “How do we figure out the “stuff” we have as a country? Distribute [Handout 3.2](#). After the students have read the handout, ask them to complete the graphic organizer below:

GDP is...	
GDP is not...	
GDP can be used to...	

Check for Understanding⁹

This headline appeared in a national newspaper.

*Switzerland's GDP per capita is \$41,200 in 2009
compared to
Egypt's GDP per capita of \$5,900*

Why does using GDP per capita allow you to compare two countries? Explain your answer.

Rubric

- 2 – This response gives a valid reason with an accurate and relevant explanation.
- 1 – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

Strategy 3: Gathering Information Vocabulary Building – Imports vs. Exports

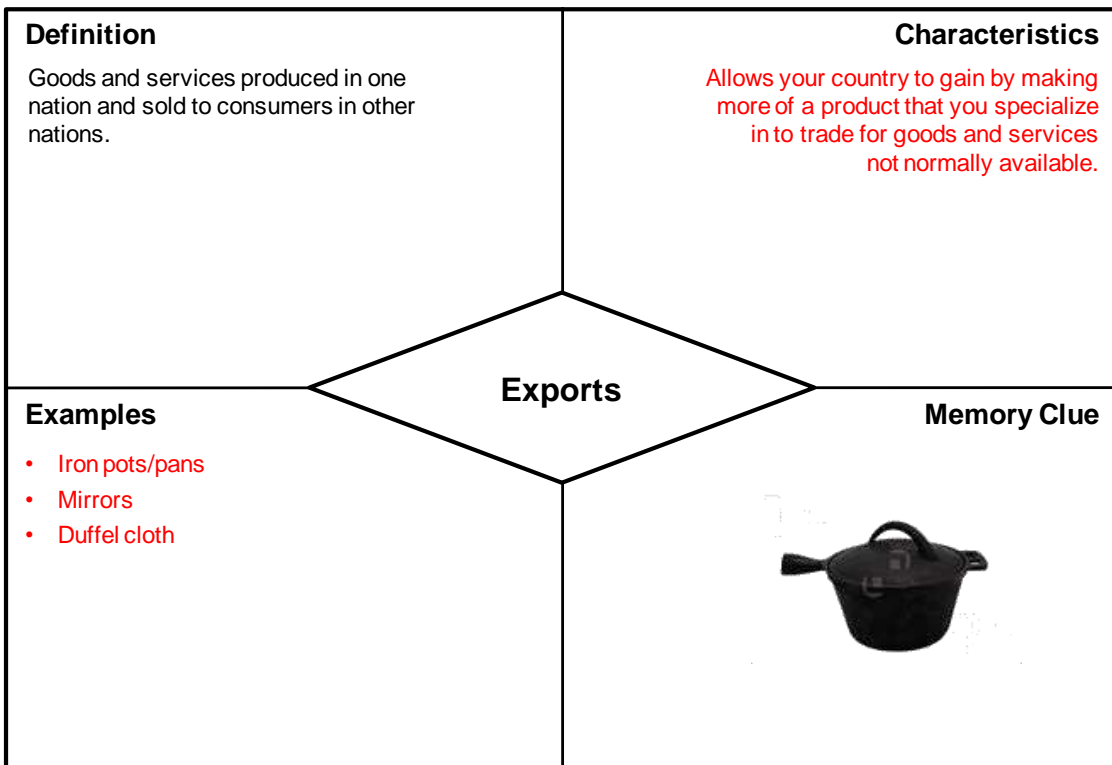
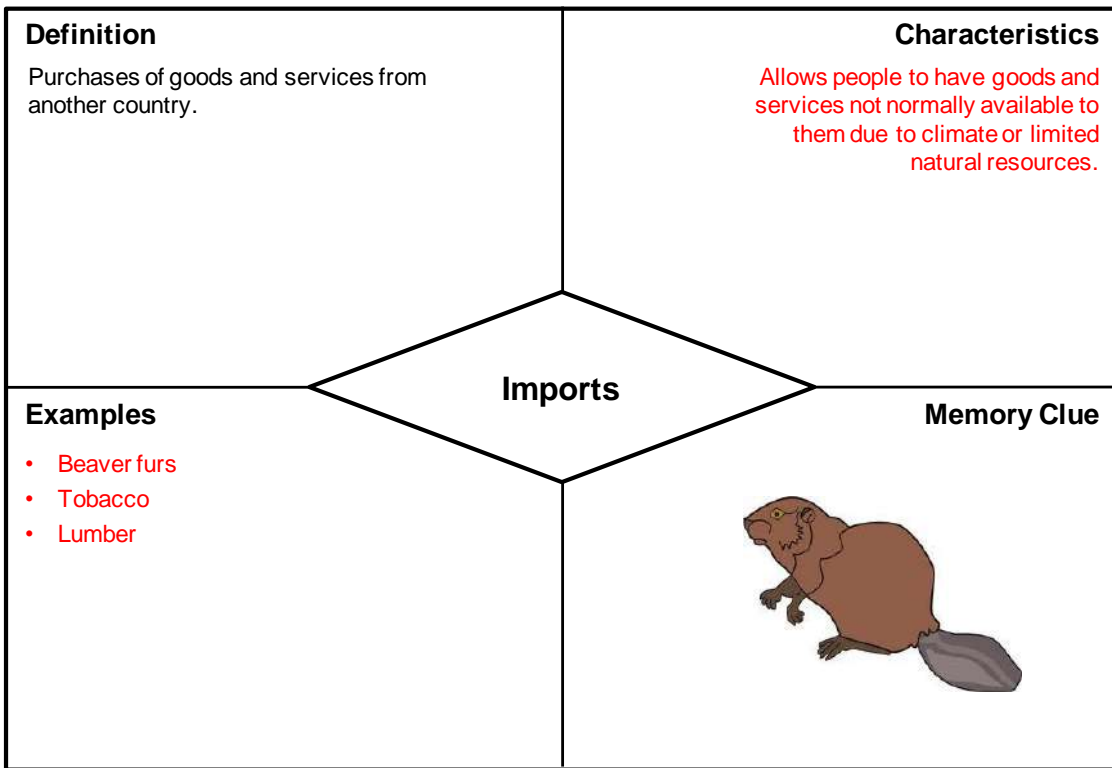
In Lesson One, the Four-Fold Activity was used to help students understand the two key vocabulary words *specialization* and *interdependence*. In this strategy, students will be learning the terms *imports* and *exports*.

Distribute one piece of unlined paper to each student. Ask them to fold the paper in half and then in half again so that they have one rectangle the size of ¼ a sheet of 8½ x 11 paper. Using the corner that cannot be opened, they will fold it down into a triangle. When the paper is opened they will have four boxes with a diamond in the middle.

Begin by asking students to write the word *import* in the diamond and then label the four other corners with the words definition, characteristics, examples, and memory clue as found below. Then provide the definition¹⁰ and, as a large group, briefly discuss the definition. Ask the students to complete the other three boxes independently **from the perspective of the European colonists involved in trade with the Native Americans.** After they are finished, ask several students to share with the class what they included in their boxes and discuss those provided.

⁹ Note to Teacher: The key idea of this check for understanding is to assess whether students understand the relationship between GDP per capita, international trade, and standard of living.
http://www.bls.gov/fls/intl_gdp_capita_gdp_hour.pdf

¹⁰ <http://capstone.councilforeconed.org/resources/glossary.php?#I>



Strategy 4: Extending and Refining Analyzing Chart and Graphics with Think-Pair-Share

Tell students that you are going to show them a chart that displays a relationship about international trade and GDP. Access the first International Monetary Fund (IMF) presentation chart [The Growth of World Trade and GDP: 1951-2005](#). Either print this chart prior to the activity or display it using an LCD projector.

Ask the students to individually summarize how they would describe the relationship between world trade and GDP. Students should then pair with a classmate to compare their summaries. Ask students to revise their summaries by adding information their partner observed, correcting any misperceptions, etc. Partners should be prepared to read their joint summary to the class and discuss the relationship between world trade and GDP.

Strategy 5: Application Discussion Web

Students will participate in a discussion web¹¹ in which they will explain why increased trade leads to a greater GDP and standard of living for the country.

Each group should be given an oversized sheet of paper to create a graphic web of their discussion which they will use to help them share out in the class-wide discussion at the conclusion of the activity.

The questions for the discussion web are:

- How does trade create a higher standard of living for both groups who are trading?
- What about during colonial times?
- What about during present day?
- By purchasing imported goods, how do we influence other countries?

After the students finish, a class-wide debriefing should take place. Students should at the end of the discussion be able to answer each question. Students will refer back to their discussion web notes during teacher-led discussions.

Check for Understanding

- ❖ How does international trade increase standards of living? Support your answer with an example.

Rubric

2 – This response gives a valid explanation with an accurate and relevant example.

1 – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

¹¹ How to conduct a discussion web:

- A student draws on information from the texts, from previous classroom discussions, and from personal experiences as he/she thinks about the questions and discusses with a partner.
- The partners must come up with evidence that supports a response. Opinions are fine as long as they are supported by information from the text or by personal experience.
- The partners are then paired with another set of partners to form a discussion group. The members of the group share their responses. Together, they reach a consensus on a point of view. Student groups have the opportunity to share their point of view with the entire class.
- As a follow-up, students might be asked to debate the question, to support and write their individual opinions, or to discuss as a class the similarities among all the unique places that have been studied.

Resources and Teaching Tips

Additional resources to help develop teacher understanding of this time historic context:

Books Focusing on Early International Trade

- *A Splendid Exchange- How Trade Shaped the World*; William J. Bernstein; c. 2008

Books Focusing on New Sweden

- *A Man and His Ship*; C.A. Weslager; c. 1989, 2007
- *New Swedes on the Delaware*; C.A. Weslager; c. 1988
- *Kalmar Nyckel Guidebook*; Samuel Heed, 2009, available online: http://www.kalmarnyckel.org/knevent_guide.asp

Books Focusing on New Amsterdam

- *The Island at the Center of the World*; Russell Shorto; c. 2004

Videos Focusing on New Amsterdam

- Video focusing on the establishment of New Amsterdam by the Dutch – produced by the New York Public Media: <http://www.thirteen.org/dutchny/category/video/>
 - Includes videos entitled:
 - ♦ **Video: Dutch New York** “This documentary looks at the Dutch influence on New York and on the American colonies. Hosted by Barry Lewis.”
 - ♦ **Video: British Takeover** “Professor Joyce Goodfriend of the University of Denver describes how and why the British took over Dutch New Netherland.”
 - ♦ **Video: Women in Dutch New York** “Early America expert Professor Joyce Goodfriend describes the role women played in preserving Dutch culture in America.”
 - ♦ **Video: British Headquarters Map of 1782** “Dr. Eric Sanderson of the Mannahatta Project uses Geographic Information Systems to bring to life a detailed map of the city from 1782.”
 - ♦ **Video: The Dutch Room at the Met** “Philippe de Montebello of [SundayArts](#) interviews Peter Kenny, the Curator of Decorative Arts at the American Wing at the Metropolitan Museum of Art, about MOMA's Dutch room.”
 - ♦ **Video: The Decision to Colonize** “Janny Venema discusses the Dutch West India Company's decision to develop New Netherland as a colony.”
 - ♦ **Video: New Amsterdam, Diversity and Opportunity** “Dr. Charles Gehring describes the diversity and sense of opportunity of New Amsterdam.”
 - ♦ **Video: From Hudson to Beverwyck** “Janny Venema narrates the development of Rensselaerswyck and then Beverwyck, located in the area of present-day Albany.”
 - ♦ **Video: Mannahatta – New York Before the Dutch** “Landscape ecologist Dr. Eric Sanderson describes the Mannahatta Project and the original ecology of Manhattan.”
 - ♦ **Video: Stuyvesant in New Amsterdam** “Professor Joyce Goodfriend reviews Peter Stuyvesant's New Amsterdam legacy.”

Internet Sites

Focusing on Colonial Jobs

- <http://homepages.rootsweb.ancestry.com/~sam/occupation.html>
- <http://www.history.org/almanack/life/trades/tradehdr.cfm>

Focusing on the Dutch Colonies

- <http://www.thirteen.org/dutchny/video/video-dutch-new-york/34/>

This unit promotes students to better understand how European nations contributed to the establishment of American colonies and American culture. As stated in the teaching tips, this international education could be further enhanced by creating a collaborative relationship with a class from Sweden.

21st Century Learning

- Develop, implement, and communicate new ideas with others.
- Work productively with others.
- Understand the interconnections among systems.
- Frame, analyze, and solve problems.

Content Connections

Content Standards integrated within instructional strategies

- **Economics Standard One 4-5b:** Students will understand that consumers and producers make economic choices based on supply, demand, access to markets, and the actions of government.
- **Economics Standard Two 4-5a:** Students will understand the role of banks and other financial institutions in the economy.
- **Economics Standard Three 4-5a:** Students will identify different means of production, distribution, and exchange used within economic systems in different times and places.
- **History Standard One 4-5a:** Students will study historical events and persons within a given time frame in order to create a chronology and identify related cause-and-effect factors.

Handout 1.1 – Glossary

- Adze: a tool with a wooden handle and steel blade, similar to a hatchet.
- Alternative: something that you can choose to have or do instead of something else.
- Archipelago: a group of small islands.

- Barracks: the building or buildings where soldiers live.

- Cargo: freight that is carried by ship or aircraft.
- Chartered: hired bus, plane, ship, etc., for private use.
- Commercial enterprise: group coming together with profit as their main aim.
- Confluence: a coming or flowing together, meeting, or gathering at one point.
- Current: the movement of water in a river or an ocean.

- Duration: the period of time which something lasts.

- Expedition: a long journey for a special purpose, such as exploring.

- Harbor: a place where ships shelter or unload their cargo.

- Inhabitants: someone who occupies a particular place regularly.
- Investor: A person who gives or lends money to something, such as a company, in the belief that he or she will get more money back in the future.

- Lucrative: producing wealth; profitable.

- Mariner: a person who navigates or assists in navigating a ship.
- Mast: a tall pole that stands on the deck of a ship or boat and supports its sails.

- Offloading: to unload.
- Outcropping: projecting from the surrounding soil.

- Principal: most important or influential.
- Proceed: to move forward or continue.

- Refuge: a place that provides protection or shelter.

- Seize: to arrest or capture someone or something.
- Siege: the surrounding of a place such as a castle or city to cut off supplies and then wait for those inside to surrender.
- Storehouse: a building for storing goods.
- Strategically: of great importance to a plan.

- Trade Winds: a wind blowing almost constantly in one direction.
- Transatlantic: crossing the Atlantic Ocean.
- Tributary: a stream or river that flows into a larger stream or river.

Sources:

- *Scholastic Children's Dictionary*; c. 2002
- *Merriam-Webster's Collegiate Dictionary*, 10th edition; c. 2002

Handout 1.2 – Jobs Aboard the Kalmar Nyckel

<p style="text-align: center;">EXPEDITION LEADER (PETER MINUIT)</p> <ul style="list-style-type: none"> • RESPONSIBLE TO THE NEW SWEDEN INVESTORS • MADE ALL MAJOR DECISIONS ABOUT THE VOYAGE INCLUDING CHOOSING THE ROUTE TO TAKE ACROSS THE OCEAN • MADE ALL MAJOR DECISIONS ABOUT THE COLONY INCLUDING CHOOSING THE SITE FOR SETTLEMENT & MEETING WITH THE NATIVE AMERICANS TO GAIN LAND 	<p style="text-align: center;">SHIP’S CAPTAIN (CAPTAIN JAN HINDRICKSEN van der WATER)</p> <ul style="list-style-type: none"> • COMMANDED ALL SAILORS ABOARD THE <i>KALMAR NYCKEL</i> • GUIDED THE DAY-TO-DAY SAILING OF THE SHIP & TOOK STEPS TO MAKE SURE THAT THE CREW AND PASSENGERS ARRIVED SAFELY ACROSS THE OCEAN • SECOND IN CHARGE OF THE OVERALL EXPEDITION AFTER PETER MINUIT
<p style="text-align: center;">GUNNER (JOHAN JOCHIMSSSEN)</p> <ul style="list-style-type: none"> • RESPONSIBLE FOR THE MAINTENANCE AND USE OF THE SHIP’S CANNONS • RESPONSIBLE FOR PROTECTING THE SHIP AGAINST ENEMY SHIPS AND PIRATES • IN CHARGE OF ALL WEAPONS ABOARD THE SHIP IN ADDITION TO THE CANNONS (SMALL GUNS MOUNTED TO THE SHIP, PISTOLS, & MUSKETS) 	<p style="text-align: center;">COMMANDING OFFICER (MANS NILSSON KLING)</p> <ul style="list-style-type: none"> • COMMANDED ALL OF THE SOLDIERS ABOARD THE <i>KALMAR NYCKEL</i> • RESPONSIBLE FOR THE PROTECTION OF THE NEW SWEDEN COLONY • RESPONSIBLE FOR HELPING TO OVERSEE THE BUILDING OF FORT CHRISTINA
<p style="text-align: center;">NATIVE AMERICAN INTERPRETER (ANDRESS LUCASSEN)</p> <ul style="list-style-type: none"> • RESPONSIBLE FOR TRANSLATING THE DUTCH AND NATIVE AMERICAN LANGUAGES DURING MEETINGS BETWEEN MINUIT & NATIVE AMERICAN LEADERS 	<p style="text-align: center;">COMMISSARY (HENDRICK HUYGEN)</p> <ul style="list-style-type: none"> • RESPONSIBLE FOR MAKING SURE THE SOLDIERS AND COLONISTS HAD THE FOOD & SUPPLIES NEEDED DURING THE VOYAGE TO NEW SWEDEN • RESPONSIBLE FOR PROTECTING THE TRADE GOODS ON BOARD WHICH WOULD BE GIVEN TO THE NATIVE AMERICANS UPON ARRIVAL IN EXCHANGE FOR LAND, BEAVER FURS, AND OTHER ITEMS
<p style="text-align: center;">SHIP’S CARPENTER</p> <ul style="list-style-type: none"> • RESPONSIBLE FOR MAINTAINING ALL THE WOOD ON THE SHIP • HIGHLY-SKILLED CARPENTER WHO WAS CAPABLE OF MAKING MAJOR REPAIRS AND FASHIONING NEW PARTS 	<p style="text-align: center;">SHIP’S STEWARD</p> <ul style="list-style-type: none"> • A COOK WHO WAS RESPONSIBLE FOR PREPARING ALL THE MEALS FOR THE CREW AND PASSENGERS • RESPONSIBLE FOR MAKING SURE THAT THE QUANTITIES OF FOOD AND WATER LASTED UNTIL THE CREW ARRIVED IN NEW SWEDEN • COOKED ON A SMALL STOVE IN THE FO’CSLE

<p style="text-align: center;">BOATSWAIN ("BOSUN") (PETER JOHANSSEND)</p> <ul style="list-style-type: none"> • A NON-COMMISSIONED OFFICER WHO SERVED AS THIRD MATE • HELPED SUPERVISE THE CREW • HIGHLY SKILLED IN ALL MATTERS OF SEAMANSHIP • RESPONSIBLE FOR OVERALL MAINTENANCE OF THE SHIP, SAILS, AND RIGGING 	<p style="text-align: center;">SAILOR – CHANTY MAN</p> <ul style="list-style-type: none"> • THE SAILOR WHO LED THE SINGING ABOARD THE SHIP, WHICH WAS USED FOR ENTERTAINMENT AND TO HELP SAILORS HAUL LINES IN UNISON • OFTEN COULD PLAY A STRINGED INSTRUMENT (SIMILAR TO A GUITAR), A WHISTLE, OR "SPOONS" (FOR PERCUSSION) • ALSO A COMPETENT SAILOR, WHO COULD PERFORM OTHER DUTIES AND STAND WATCH
<p style="text-align: center;">FIRST MATE (MICHEL SYMONSSEN)</p> <ul style="list-style-type: none"> • THE CAPTAIN'S CHIEF EXECUTIVE OFFICER AND SECOND IN COMMAND OF THE SHIP AND CREW • PRIMARILY RESPONSIBLE FOR THE SHIP'S CARGO – LOADING, STOWAGE BELOW DECKS, AND OFF-LOADING • SUPERVISOR OF THE "STARBOARD WATCH" – THE CREW WHO STOOD WATCH 4 HOURS ON AND 4 HOURS OFF EACH DAY AND NIGHT 	<p style="text-align: center;">SECOND MATE (JACOB EVERTSSEN SANDELIN)</p> <ul style="list-style-type: none"> • THE CAPTAIN'S SECOND OFFICER AND THIRD IN COMMAND OF THE SHIP AND CREW • PRIMARILY RESPONSIBLE FOR NAVIGATION • SUPERVISOR OF THE "PORT WATCH" – THE CREW WHO STOOD WATCH IN 4 HOUR SEGMENTS DAY AND NIGHT WHEN THE "STARBOARD WATCH" WAS OFF DUTY
<p style="text-align: center;">APPRENTICE SERVANT (A GERMAN BOY NAMED GOTFRIED HARMER)</p> <ul style="list-style-type: none"> • YOUNG ASSISTANT TO COMMISSARY HUYGEN • HANDLED MENIAL CHORES AND MANUAL LABOR • TRAINED TO HELP WITH BOOKKEEPING AND MANAGING THE ACCOUNTS 	<p style="text-align: center;">SAILOR – TOPMAN (HERMAN ANDERSSON)</p> <ul style="list-style-type: none"> • A SAILOR WHO WORKED ALOFT IN THE RIGGING • RESPONSIBLE FOR SAIL HANDLING WHILE ALOFT • DANGEROUS AND HIGHLY-SKILLED POSITION THAT REQUIRED EXPERIENCE, STRENGTH, AND COURAGE
<p style="text-align: center;">SAILOR – TOPMAN (JOHAN SVENSSON)</p> <ul style="list-style-type: none"> • A SAILOR WHO WORKED ALOFT IN THE RIGGING • RESPONSIBLE FOR SAIL HANDLING WHILE ALOFT • DANGEROUS AND HIGHLY-SKILLED POSITION THAT REQUIRED EXPERIENCE, STRENGTH, AND COURAGE 	<p style="text-align: center;">SAILOR – DECKHAND (SANDER CLERCK)</p> <ul style="list-style-type: none"> • RESPONSIBLE FOR HAULING LINES ON DECK – WEIGHING ANCHOR AND MAKING SAIL CHANGES AS DIRECTED • RESPONSIBLE FOR STANDING WATCH, 4 HOURS ON AND 4 HOURS OFF THROUGHOUT THE TYPICAL DAY

<p style="text-align: center;">SAILOR – HELMSMAN (CLAS JANSSEN)</p> <ul style="list-style-type: none"> • AN EXPERIENCED SAILOR WHO STEERED THE SHIP AS DIRECTED BY THE CAPTAIN AND SHIP’S OFFICERS • RESPONSIBLE FOR OPERATING THE WHIPSTAFF, THE LEVER USED TO MOVE THE TILLER AND THE RUDDER • ALSO HANDLED REGULAR DUTIES AND STOOD REGULAR WATCHES WHEN NOT OPERATING THE HELM 	<p style="text-align: center;">BARBER-SURGEON (TIMEN STIDDEM)</p> <ul style="list-style-type: none"> • RESPONSIBLE FOR MAINTAINING THE HEALTH OF SHIP’S CREW AND PASSENGERS • PERFORMED SURGERY AND OFTEN PULLED TEETH • ALSO CUT HAIR AND TRIMMED BEARDS
<p style="text-align: center;">STEWARD’S ASSISTANT</p> <ul style="list-style-type: none"> • A SAILOR WHO ASSISTED THE SHIP’S STEWARD IN PREPARING ALL MEALS FOR THE CREW AND PASSENGERS • HANDLED MENIAL TASKS AND TENDED TO THE FIRE USED TO HEAT THE SHIP’S STOVE • ALSO TRAINED TO BECOME A STEWARD 	<p style="text-align: center;">BARBER-SURGEON’S ASSISTANT (HANS JANECKE)</p> <ul style="list-style-type: none"> • HELPED THE BARBER-SURGEON LOOK AFTER THE HEALTH OF THE CREW AND PASSENGERS • A SURGICAL ASSISTANT AND HELPED WITH POST-OPERATIVE CARE • ALSO CUT HAIR AND TRIMMED BEARDS
<p style="text-align: center;">SOLDIER</p> <ul style="list-style-type: none"> • CARRIED AS A PASSENGER ON THE VOYAGE ACROSS THE ATLANTIC, BUT COULD HELP DEFEND THE SHIP IN CASE OF ATTACK • RESPONSIBLE FOR HELPING TO BUILD THE FORT AND THE TWO LOG-CABIN STRUCTURES HOUSED WITHIN • RESPONSIBLE FOR STAYING BEHIND TO HOLD THE FORT AND PROTECT THE SWEDISH CLAIM TO NEW SWEDEN • TRAINED SOLDIERS WHO WERE RESPONSIBLE FOR HANDLING WEAPONS – MUSKETS, PIKES, AND SWORDS MOSTLY 	<p style="text-align: center;">SOLDIER “FOREST FINNS”</p> <ul style="list-style-type: none"> • A GROUP OF SOLDIERS WITH SPECIAL PIONEERING SKILLS WHO WERE CONSCRIPTED INTO THE SWEDISH ARMY AND FORCED TO SERVE ON THE EXPEDITION TO NEW SWEDEN • CHIEFLY RESPONSIBLE FOR CONSTRUCTING THE FORT AND THE LOG-CABIN STRUCTURES – A BARRACKS AND A STOREHOUSE – THAT MADE UP THE FIRST SETTLEMENT CALLED FORT CHRISTINA • ALSO SERVED REGULAR DUTIES AS SOLDIERS, WHICH INCLUDED STAYING BEHIND TO HOLD THE FORT

<p style="text-align: center;">SOLDIER</p> <ul style="list-style-type: none"> • CARRIED AS A PASSENGER ON THE VOYAGE ACROSS THE ATLANTIC, BUT COULD HELP DEFEND THE SHIP IN CASE OF ATTACK • RESPONSIBLE FOR HELPING TO BUILD THE FORT AND THE TWO LOG-CABIN STRUCTURES HOUSED WITHIN • RESPONSIBLE FOR STAYING BEHIND TO HOLD THE FORT AND PROTECT THE SWEDISH CLAIM TO NEW SWEDEN • TRAINED SOLDIERS WHO WERE RESPONSIBLE FOR HANDLING WEAPONS—MUSKETS, PIKES, AND SWORDS MOSTLY 	<p style="text-align: center;">SOLDIER "FOREST FINNS"</p> <ul style="list-style-type: none"> • A GROUP OF SOLDIERS WITH SPECIAL PIONEERING SKILLS WHO WERE CONSCRIPTED INTO THE SWEDISH ARMY AND FORCED TO SERVE ON THE EXPEDITION TO NEW SWEDEN • CHIEFLY RESPONSIBLE FOR CONSTRUCTING THE FORT AND THE LOG-CABIN STRUCTURES—A BARRACKS AND A STOREHOUSE—THAT MADE UP THE FIRST SETTLEMENT CALLED FORT CHRISTINA • ALSO SERVED REGULAR DUTIES AS SOLDIERS, WHICH INCLUDED STAYING BEHIND TO HOLD THE FORT
<p style="text-align: center;">SOLDIER</p> <ul style="list-style-type: none"> • CARRIED AS A PASSENGER ON THE VOYAGE ACROSS THE ATLANTIC, BUT COULD HELP DEFEND THE SHIP IN CASE OF ATTACK • RESPONSIBLE FOR HELPING TO BUILD THE FORT AND THE TWO LOG-CABIN STRUCTURES HOUSED WITHIN • RESPONSIBLE FOR STAYING BEHIND TO HOLD THE FORT AND PROTECT THE SWEDISH CLAIM TO NEW SWEDEN • TRAINED SOLDIERS WHO WERE RESPONSIBLE FOR HANDLING WEAPONS—MUSKETS, PIKES, AND SWORDS MOSTLY 	<p style="text-align: center;">SOLDIER "FOREST FINNS"</p> <ul style="list-style-type: none"> • A GROUP OF SOLDIERS WITH SPECIAL PIONEERING SKILLS WHO WERE CONSCRIPTED INTO THE SWEDISH ARMY AND FORCED TO SERVE ON THE EXPEDITION TO NEW SWEDEN • CHIEFLY RESPONSIBLE FOR CONSTRUCTING THE FORT AND THE LOG-CABIN STRUCTURES—A BARRACKS AND A STOREHOUSE—THAT MADE UP THE FIRST SETTLEMENT CALLED FORT CHRISTINA • ALSO SERVED REGULAR DUTIES AS SOLDIERS, WHICH INCLUDED STAYING BEHIND TO HOLD THE FORT

Note to the Teacher: According to C.A. Weslager’s research published in *A Man and His Ship: Peter Minuit and the Kalmar Nyckel*, there is no known roster of all men aboard the voyage. However, Weslager estimates there were approximately 30 to 40 sailors and 24 to 28 soldiers on the ship. No women or children were aboard on the first expedition.

Note about the role of the soldiers: 24 men total stayed behind to hold the fort (includes Mans Kling, Hendrick Huygen, Timen Stiddem, and probably Gottfried Harmer).

- The individual names are unknown.
- Many, if not most, were “Forest Finns.”
- “Black Anthony” arrived on Fogel Grip in January 1639 (after it voyaged to Jamestown and West Indies) and became 25TH member of the settlement. The Fogel Grip was a companion ship to the *Kalmar Nyckel* on the first voyage.
- Soldiers were also expected to grow crops and handle other farming and woodsmen duties.
- Soldiers were probably a part of the trading operations but no details are known.

Specialized Jobs Aboard the Kalmar Nyckel

- **EXPEDITION LEADER** (MADE ALL MAJOR DECISIONS ABOUT THE VOYAGE)
- **SHIP'S CAPTAIN** (COMMANDED ALL OF THE SAILORS)
- **GUNNER** (IN CHARGE OF ALL WEAPONS)
- **COMMANDING OFFICER** (COMMANDED ALL OF THE SOLDIERS)
- **NATIVE AMERICAN INTERPRETER** (LANGUAGE TRANSLATOR)
- **COMMISSARY** (PROTECTED THE TRADE GOODS ABOARD THE SHIP)
- **SHIP'S CARPENTER** (MAINTAINED THE SHIP)
- **SHIP'S STEWARD** (COOKED ALL OF THE MEALS ABOARD THE SHIP)
- **BOATSWAIN** (RESPONSIBLE FOR THE MAINTENANCE OF THE SHIP, SAILS & RIGGING)
- **SHANTY MAN** (LED THE SINGING ON BOARD THE SHIP FOR ENTERTAINMENT & TO HELP HAUL THE LINES IN UNISON)
- **FIRST MATE** (SECOND IN COMMAND OF THE SHIP & RESPONSIBLE FOR THE SHIP'S CARGO)
- **SECOND MATE** (THIRD IN COMMAND OF THE SHIP AND RESPONSIBLE FOR NAVIGATION OF THE SHIP)
- **APPRENTICE SERVANT** (DID MISC. CHORES AND MANUAL LABOR)
- **2 TOPMEN** (WORKED ALOFT IN THE RIGGING)
- **DECKHAND** (HAULED LINES ON DECK & STOOD WATCH THROUGHOUT THE DAY)
- **HELMSMAN** (STEERED THE SHIP AS DIRECTED BY THE CAPTAIN)
- **BARBER-SURGEON** (OVERSAW THE HEALTH OF EVERYONE ABOARD SHIP, PERFORMED SURGERY AND PULLED TEETH)
- **STEWARD'S ASSISTANT** (HELPED COOK ALL OF THE MEALS ABOARD THE SHIP)
- **BARBER SURGEON ASSISTANT** (HELPED THE BARBER-SURGEON WITH SURGERY AND PULLING TEETH)
- **3 SOLDIERS** (CARRIED AS A PASSENGER ON THE VOYAGE BUT COULD HELP DEFEND THE SHIP IF IT WAS ATTACKED – WOULD HELP DEFEND FORT CHRISTINA ONCE THE COLONY WAS ESTABLISHED)
- **3 FOREST FINN SOLDIERS** (CARRIED AS A PASSENGER ON THE VOYAGE BUT COULD HELP DEFEND THE SHIP IF IT WAS ATTACKED – WOULD HELP BUILD LOG CABINS ONCE THE COLONY WAS ESTABLISHED)

Handout 1.3 – Kalmar Nyckel Expedition Costs vs. Benefits Risk Analysis

What were the potential Costs vs. Benefits for each of the following groups?	Costs	Benefits
Swedish Government		
Investors/Company		
Minnit and Major Expedition Leaders		
Soldiers, Sailors, Settlers		

Teacher Background

Early International Trade in the American Colonies

The original colonies of Jamestown, Plymouth, New Amsterdam, and New Sweden were settled at different times and by different groups of people, but all shared one similarity. They were all settled because a group of investors bought stock in the colony. This money financed the supplies that the settlers would need, such as the ship needed to cross the Atlantic Ocean, the food needed on their voyage, pay for the sailors, purchase items to trade with the Native Americans once they arrived, etc. Over the next few years, the investors hoped to make a profit from the resources available in the New World. By this point few trees were left in certain areas of Europe, and felt hats were at the height of fashion. The natural resources of lumber and beaver (from which felt was made) were plentiful in North America. The agreement was the colony in which they were investing would ship the natural resources available in the New World as well as a portion of the crops produced back to Europe and these would be sold for a profit.

	Jamestown	Plimoth (Plymouth)	New Amsterdam	New Sweden
Year Founded	1607	1620	1624	1638
What Group Financed the Colony	Virginia Company of London	The Virginia Company of Plymouth	West India Company	The New Sweden Company made up of Swedish and Dutch shareholders
Who - People First Settled the Colony	104 English men and boys	102 English settlers (men, women and children) known as the Pilgrims. They originally fled England and went to Amsterdam because of their religious beliefs not being accepted in their home country.	Approximately 30 families	Approximately 24 soldiers and settlers to guard the fort and conduct trade with the Native Americans, plus 1 adult male settler from the West Indies who arrived in January 1639
Today's Location of the Colony's Territory	Virginia	Massachusetts	New York, New Jersey	Delaware, Pennsylvania, and New Jersey

A third group that was very important in this international trade was the Native Americans tribes of North America. They were respected as great fur trappers and were willing to trade animal furs for items that the Europeans brought to the New World, such as duffel cloth, copper pots, iron mugs and spikes, glass beads, mirrors, etc., that the Native Americans did not have. Since the furs did not mean much to the Native Americans but were in high demand in Europe, the trade that took place created benefits for both the

Native Americans and Europeans. Today when viewing the New York City Seal, this relationship is made clear due to the images of the beaver, a flour barrel, a sailor, a Native American, and a windmill.

Resources:

- Jamestown: <http://www.historyisfun.org/jamestown-settlement.htm>
- Plimoth: <http://www.plimoth.org>
- New Amsterdam: <http://www.nps.gov/nr/travel/kingston/colonization.htm>
- New Sweden: <http://www.colonialswedes.org/History/History.html>
- New York City Seal:
http://www.nyc.gov/html/dcas/html/features/greenbook_seal_flag.shtml

Is the Possible Reward Worth the Risk or Would You Rather Play It Safe?

After reading the information found on the *Kalmar Nyckel* World Trade Card #11 –Incentive (Risks & Rewards), in your own words explain which risks versus which rewards were possible for the investors in the New Sweden Company as a result of the founding of New Sweden.

Potential Risks If the Colony Is Unsuccessful	Potential Rewards if the Colony is Successful

Now, turn back the clock. It is May 16, 1637, and the New Sweden Colony is seeking investors. Using the information in the chart above, decide whether you would be willing to take the risk of investing in the New Sweden Company. Your options are:

- #1. Keep your money in your wallet. You will know where it is at all times and how much you have.
- #2. Put your money in the local bank. You will make a small amount of interest on your account and know that the money is safe.
- #3. Invest in the New Sweden Colony. You know that there is risk involved (the ship could sink, the Native Americans could refuse to trade, etc.), but you believe the potential rewards are worth the risk since the demand for beaver in Europe is so great.
- #4. A combination of #1, #2, and #3.

Be prepared to share with the class your decision and an explanation of why you came to that conclusion.

Your decision (check one): #1 _____ #2 _____ #3 _____ #4 _____

Why did you make that choice?

Kalmar Nyckel Expedition Costs vs. Benefits Risk Analysis

What Were the Potential Costs vs. Benefits for Each of the Following Groups?	Costs	Benefits
Swedish Government		
Investors/Company		
Minuit and Major Expedition Leaders		
Soldiers, Sailors, Settlers		

Kalmar Nyckel Expedition Costs vs. Benefits Risk Analysis Teacher Copy

Risk played a huge role when creating colonies in the New World. Everyone involved (governments, investors, colonial leaders, sailors, soldiers, and settlers) had to weigh the costs versus the benefits to be gained if the colony was successful.

Costs – The disadvantages of a particular course of action as measured by bad feeling, dollars, or numbers of items.

<http://capstone.councilforeconed.org/resources/glossary.php?#C>

Benefits – The advantage(s) of a particular course of action as measured by good feeling, dollars, or number of items.

<http://capstone.councilforeconed.org/resources/glossary.php?#C>

GROUPS	COSTS	BENEFITS
Governments Dutch and Swedish	<ul style="list-style-type: none"> • Potential Failure – loss of opportunity, prestige, and power 	<ul style="list-style-type: none"> • Profit • Prestige • Power
Companies and Investors Dutch West India Company and New Sweden Company	<ul style="list-style-type: none"> • Loss of Investment • Loss of Power • Failure of the Venture 	<ul style="list-style-type: none"> • Profit • Personal Power • Other Purposes
Leaders of the Colony Governor Peter Minuit and Others	<ul style="list-style-type: none"> • Loss of Profit • Loss of Prestige and Power • Loss of Life • Risk of Injury • Loss of Time and Energy 	<ul style="list-style-type: none"> • Profit • Prestige • Power • Other Purposes – adventure, religious purposes, etc.
Sailors, Soldiers, and Settlers	<ul style="list-style-type: none"> • Loss of Life • Risk of Injury • Loss of Time & Energy 	<ul style="list-style-type: none"> • Personal Gain – Money, job, new life, fresh start, etc.

The benefits listed in this chart provide the “big picture” when compared to the costs. The next chart shows more specific benefits.

Governments	Company Investors	Leaders	Sailors, Soldiers and Settlers
<p>If successful, the colony in North America would provide:</p> <ul style="list-style-type: none"> • Wealth and taxes • New resources available (furs, tobacco, etc.) • Gain the position of a world power • Power to begin future expeditions and expand territory • Extend Protestant religion (competition with Catholics; convert non-Christian natives) • Provide settlement opportunities for poor; unload criminals (turn unproductive citizens into productive members) • Create military bases to attack enemies (Spanish and Portuguese ships to seize treasure) • To be competitive against other European countries for land and resources to gain wealth and power 	<p>If successful, the colony in North America could provide:</p> <ul style="list-style-type: none"> • Profit: return on investment made by stockholders • Rise in price of each share of stock and the overall value of the company • Opportunities for new investments in the future (make improvements in the colony or start a new colony in a different location) • Gain support of the monarch (King or Queen) • Gain respect from people in the community as a successful businessman • Gain the support of the church leaders 	<p>If successful, the colony in North America could provide:</p> <ul style="list-style-type: none"> • Profit: in most 17th century colonial expeditions the leaders owned stock in the investment company • Wealth: opportunities for bonuses, such as money or gifts • Gain respect of the company investors, the King or Queen, colonists, etc. • Adventure • Future opportunities for a better job after leaving the colony • Opportunity to help others, such as the colonists who were looking for economic opportunities 	<p>If successful, the colony in North America could provide:</p> <ul style="list-style-type: none"> • Personal gain for sailors and soldiers – a job and money; new opportunities if they stayed in the colony • Personal gain for settlers – new life and a fresh start; opportunity to own land which was not available back in Europe; better opportunities for their family and children; opportunity for religious freedom • Adventure

Handout 2.1 – Colonial Trade Simulation

Your Name: _____

Role (Circle One): **LENAPE**

SWEDISH COLONIST

Items in Your Trade Bag	How happy are you about the items in your bag? (From 1 Smile to 5 Smiles) ☺ ☺ ☺ ☺ ☺	Would you be willing to trade this to someone in exchange for something else? (Yes or No?)
1.		
2.		
3.		
	Total # of ☺:	

Round One – Trading With Others in Your Group

Items in Your Trade Bag	How happy are you about the items in your bag? (From 1 Smile to 5 Smiles) ☺ ☺ ☺ ☺ ☺	Would you be willing to trade this to someone in exchange for something else? (Yes or No?)
1.		
2.		
3.		
4.		
5.		
6.		
	Total # of ☺:	

How did you change your happiness about what was in your bag by trading with others in your group?

Did the number of items in your bag change? Why or why not?

Round Two – Trading Between the Lenape and Colonists

Items in Your Trade Bag	How happy are you about the items in your bag? (From 1 Smile to 5 Smiles) ☺ ☺ ☺ ☺ ☺	Would you be willing to trade this to someone in exchange for something else? (Yes or No?)
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
	Total # of ☺:	

How did you change your happiness about what was in your bag by trading with others?

Did the types of items in your bag change? Why or why not?

Why did the Swedish colonists want to trade with the Lenape?

Why did the Lenape want to trade with the Swedish colonists?

Handout 2.2 – Decision-Making Matrix/Organizer

Item	Mandatory for Survival?	Needed for Trade?	Helpful But Not Needed?	Takes Up a Lot of Space?	Benefits?	Costs/ Risks?	Trade Value in Furs?	Will You Bring This Item?	How Many Will You Bring?	Total Value in Furs?
25 Sailors – Crew							0			
25 Soldiers/Settlers							0			
25 Settlers/Families							0			
Ballast for Ship							0			
Food and Water for 25 People – enough for 1 year							0			
Gunpowder and Ammunition – enough for 5 “guns”							0			
Wine for Trade with Europeans							0			
Vegetables (Sauerkraut)							0			
Crop Seeds (Barley, Wheat, Rye)							0			
Duffel Cloth/Trade Goods in Bolts							100			
Fragile Trade Goods in Trunks							60			
Copper Pots/Trade Goods in Trunks							50			
Iron Implements/Trade Goods in Trunks							80			
Small Arms Chest for Sailing Crew							0			

Item	Mandatory for Survival?	Needed for Trade?	Helpful But Not Needed?	Takes Up a Lot of Space?	Benefits?	Costs/ Risks?	Trade Value in Furs?	Will You Bring This Item?	How Many Will You Bring?	Total Value in Furs?
Small Arms Chest for Soldiers/ Settlers							0			
Personal Items and Toys for Families/Settlers							0			
Pre-Cut Lumber – for building fort and houses							0			
Lumbering Equipment in Trunk							0			
Farming Equipment in Trunk							0			
Yellow Bricks – 250 per block							0			
Small Boat – ship’s “shallop”							0			
Cannon – ship’s big “guns”							0			
Grand Total of Furs Obtained in Trade										

Handout 2.3 – Starting a Colony Inventory

Item/Description	Color	Quantity	Trade Value in Furs	TOTAL VALUE IN FURS
25 Sailors – Crew members needed to sail the <i>Kalmar Nyckel</i> across the Atlantic	Blue	1	0	
25 Soldiers/Settlers – Needed to establish trading colony, build and defend fort, and protect ship on the voyage	Red	2	0	
25 Settlers/Families – Useful for Establishing colonial settlement that will grow and thrive	Green	1	0	
Ballast for Ship – Extra weight needed for ship's stability (usually consisted of field stone or iron ingots; cannon barrels sometimes used)	Gray Stone	2	0	
Food and Water for 25 People (enough for 1 year) – 12 large barrels (2,000 pounds each) stored together on a pallet; filled with preserved fish and pork as well as water and beer	Aged Wood	4	0	
Gunpowder and Ammunition (enough for 5 "guns") – 6 small barrels (1,000 pounds each) stored together on a pallet; needed for practice and battle in case of action	Black	2	0	
Wine for Trade with Europeans – 6 small barrels stored together on a pallet; valuable for trading with other European colonies in the West Indies or Jamestown; can exchange for food or tobacco or money)	Wine Red	2	0	
Vegetables (Sauerkraut) – Individual small barrels; important for health of crew (prevents Scurvy—each one enough to last 1 year for 25 people)	Green	8	0	
Crop Seeds (Barley, Wheat, Rye) – Individual small barrels; important for planting crops in New Sweden so that settlers can sustain themselves in future years	Natural Wood	4	0	
Duffel Cloth/Trade Goods in Bolts – Most valuable trading goods; highly prized by native Lenape for making clothes and blankets; essential as gifts to Lenape chiefs and for acquiring beaver furs	Bright Red	6	100	
Fragile Trade Goods in Trunks – Mirrors, gold chains, glass beads, and clay pipes; essential trade goods in high demand by native Lenape; can exchange for beaver furs	Blue	4	60	
Copper Pots/Trade Goods in Trunks – Burnished copper pots; essential trade goods in high demand by native Lenape (who often cut copper into small pieces and wore as jewelry); can exchange for beaver furs	Copper	2	50	

Item/Description	Color	Quantity	Trade Value in Furs	TOTAL VALUE IN FURS
Iron Implements/Trade Goods in Trunks – Axes, adzes, tools, hinges, cooking pots, mugs, arrowheads; essential trade goods in high demand by native Lenape who lack iron-mongering and metallurgy; can exchange for beaver furs	Iron Gray	4	80	
Small Arms Chest for Sailing Crew – Pistols and muskets plus ammunition as well as pikes, swords, and cutlasses; needed to protect the ship in case of attack	Black	1	0	
Small Arms Chest for Soldiers/Settlers – Pistols and muskets plus ammunition as well as pikes, swords, and cutlasses; needed to protect fort, settlement, and colony in case of attack	Black	2	0	
Personal Items and Toys for Families/Settlers	Purple	1	0	
Pre-Cut Lumber (for Building Fort and Houses) – Boards and planks already sawn and cut; finished wood products to make building easier once in New Sweden	Green	8	0	
Lumbering Equipment in Trunk – Axes, adzes, hammers, chisels ; needed by settlers (soldiers or families) to chop down trees, clear forest, and build fort and houses	Forest Green	1	0	
Farming Equipment in Trunk – Shovels, rakes, hoes, scythes for tilling soil, planting seeds, and harvesting crops; needed by settlers (soldiers or families) to farm the land, forest, and build fort and log cabin structures	Green	1	0	
Yellow Bricks – 250 bricks stored together in 1 block; useful for building fireplaces and chimneys in New Sweden, where fireproof building materials will not otherwise be available	Yellow	2	0	
Small Boat (Ship's "Shallop") – Essential for scouting shallow waters once in New Sweden; useful for transportation on narrow and shallow rivers; can operate as life boat in an emergency	Finished Wood	2 Parts	0	
Cannon (Ship's Big "Guns") – 10 six-pounder cannon made of cast iron; essential for defense of ship in case of attack; 2 or 3 Cannon might be off-loaded in New Sweden and used to augment defense of fort and settlement	Black	10	0	

Handout 2.4 – Impact of 18th Century Triangular Trade

Trade of the New Sweden colony focused on exchanging goods between the colony and its motherland, Sweden. However, many countries throughout the world were also participating in international trade and had developed a system known as triangular trade. Seeing the prefix “tri” (like tricycle or tripod), can you begin to guess how many continents were involved in this trade pattern? That’s right, three continents were involved. Do you know which three continents they were? If you guessed Europe, North America, and Africa you are correct!

Rather than focusing on trading for furs, colonists in many other areas planned to set up large plantations to produce crops. They planned to produce crops such as sugar in the Caribbean and Brazil and tobacco, rice, and indigo in North America. Since these crops could not be produced in Europe, people there would want to purchase them. The crops would be loaded into ships and sent across the ocean to port cities such as London, England. Rather than having the ships return to North America empty, they would be loaded with products that people in North America purchased with the profits they made selling the crops. With this exchange, both the colonial investors in North America and the people of Europe benefitted. Many foods were also exchanged between the continents as well. For instance, Europe became familiar with such items as potatoes, corn, and cocoa. European resources introduced in the Americas were wheat, coffee beans, and the domesticated animals for meat such as cows and pigs.

The challenge with this system is that the plantation crops being raised in North America were all very labor intensive. Many hundreds of people were required to raise a crop of tobacco or sugar because of all the steps required—planting, taking care of the crops while they were growing, harvesting, and then processing the plant into its finished product. For instance, the tobacco had to be hung up and dried before it could be sold. In addition, many of the farm tools and inventions that would be available later were not in existence yet, so most of the work had to be done by hand.

When the European colonists first settled these areas, many Native Americans were enslaved to work in the fields, but little by little many of them died from the diseases that the Europeans brought with them. Then, the European colonist looked to the African slave trade for labor. The first known ship to leave the coast of Africa and arrive in the Americas with slave labor took this voyage in 1525. The last trip would take place in 1867. Between those years, approximately 12.5 million Africans would be forced from their native countries to board ships on what became known as the Middle Passage. Most of those individuals would arrive in Brazil and the Caribbean, but many would also arrive in North American port cities.

Handout 3.2 – What Is Gross Domestic Product (GDP)?

Have you ever wondered how much stuff is produced in the United States each year? Is it more or less than other countries and by how much? Economists and government leaders use a statistic known as Gross Domestic Product or GDP to measure this. GDP calculates the market value of all final goods and services produced in a country in a calendar year. For instance, if countries produce wheat, cars, computers, medicines, and lumber, then that country's GDP is a total of those five items. Let's say that that amount totals \$100,000. We could use that amount and compare it to other countries, but it is not as helpful as it could be because we do not know how many or how few people live in the country. If this country had only 10 citizens the GDP per capita is \$10,000; however, if that country has 100 citizens, the GDP per capita is only \$1,000.

Another helpful measure of GDP is being able to compare productivity between two countries. Since countries have very different populations, economists study the per capita GDP of nations (total GDP divided by the number of people in that country). Below are a few examples in order of their worldwide ranking:

Name of Country	Total GDP	GDP per Capita
#1 Liechtenstein	\$5.028 billion (2008)	\$122,100 (2007 est.)
#7 Singapore	\$291.9 billion (2010 est.)	\$53,900 (2009 est.)
#11 United States	\$14.66 trillion (2010 est.)	\$46,000 (2009 est.)
#29 Sweden	\$354.7 billion (2010 est.)	\$37,000 (2009 est.)
#46 Spain	\$1.369 trillion (2010 est.)	\$29,300 (2009 est.)
#73 Russia	\$2.223 trillion (2010 est.)	\$15,100 (2009 est.)
#94 Panama	\$44.36 billion (2010 est.)	\$12,100 (2009 est.)
#119 Jamaica	\$23.72 billion (2010 est.)	\$8,400 (2009 est.)
#130 China	\$10.09 trillion (2010 est.)	\$6,700 (2009 est.)
#164 Philippines	\$351.4 billion (2010 est.)	\$3,300 (2009 est.)
#200 Kenya	\$66.03 billion (2010 est.)	\$1,600 (2009 est.)
#218 Ethiopia	\$86.12 billion (2010 est.)	\$900 (2009 est.)
#229 Democratic Republic of the Congo	\$23.12 billion (2010 est.)	\$300 (2009 est.)

Source for G.D.P. per capita: <https://www.cia.gov/library/publications/the-world-factbook/rankorder/2004rank.html>

Transfer Task Handout

Now that you have learned about how international trade links countries around the world and can improve the welfare of nations, you are ready to show how importers and exporters trade because they expect to be better off. The President of the United States will be visiting the Prime Minister of Canada and needs to be briefed on our current economic trading relationship. You are a government advisor helping to make recommendations to the President about America's economic trade relationship with Canada.

During this presentation the information you must submit includes:

- Types of products imported into Canada from the United States.
- Types of products imported into the United States from Canada.
- What percentage of America's oil comes from Canada?
- Why is importing oil into the U.S. important to improving America's standard of living?
- How does importing American goods improve the standard of living for Canadians?
- Why do both Canada and the U.S. benefit from international trade?
- What would happen if we had a conflict with Canada?
- What would happen if other countries started importing oil from Canada?

To help you with this research, you should review the information below about trade between Canada and the United States. It will help you get started.

	Unites States	Canada
Total GDP (2010)	\$14.66 trillion	\$1.574 trillion
Per Capita GDP (2010 est.)	\$47,200	\$39,400
GDP – composition by sector	Agriculture – 1.2% Industry – 22.2% Services – 76.7%	Agriculture – 2% Industry – 20% Services – 78%
Exports	<u>Agricultural products</u> (soybeans, fruit, corn) 9.2% <u>Industrial supplies</u> (organic chemicals) 26.8% <u>Capital goods</u> (transistors, aircraft, motor vehicle parts, computers, telecommunications equipment) 49.0% <u>Consumer goods</u> (automobiles, medicines) 15.0%	Motor vehicles and parts, industrial machinery, aircraft, telecommunications equipment, chemicals, plastics, fertilizers, wood pulp, timber, crude petroleum, natural gas, electricity, aluminum

	Unites States	Canada
Export Partners (2009)	Canada – 19.4% Mexico – 12.2% China – 6.6% Japan – 4.8% UK – 4.3% Germany – 4.1%	United States – 75.1%
Exports (2010 est.)	\$1.27 trillion	\$406.8 billion
Imports	<u>Agricultural products</u> 4.9% <u>Industrial supplies</u> 32.9% (crude oil 8.2%) <u>Capital goods</u> 30.4% (computers, telecommunications equipment, motor vehicle parts, office machines, electric power machinery) <u>Consumer goods</u> 31.8% (automobiles, clothing, medicines, furniture, toys)	Machinery and equipment, motor vehicles and parts, crude oil, chemicals, electricity, durable consumer goods
Import Partners (2009)	China – 19.3% Canada – 14.2% Mexico – 11.1% Japan – 6.1% Germany – 4.5%	United States – 51.1% China – 10.9% Mexico – 4.6%
Imports (2010 est.)	\$1.903 trillion	\$406.4 billion
Oil Production	9.056 million barrels/day	3.289 million barrels/day
Oil Consumption	18.69 million barrels/day	2.151 million barrels/day
Oil Exports (2008 est.)	1.704 million barrels/day	2.001 million barrels/day
Oil Imports (2008 est.)	11.31 million barrels/day	1.192 million barrels/day

Source: *CIA World Factbook* <https://www.cia.gov/library/publications/the-world-factbook/geos/ca.html>

At this point, using the information found in the first chart, what conclusions can you make about the trade relationship between the United States and Canada?

The next chart will help you answer that question more thoroughly.

Sources of American Imports for Crude Oil
(Thousand Barrels per Day)

Country	Year to Date 2011	2010
Canada	2114	1928
Saudi Arabia	1122	1068
Mexico	1108	1130
Venezuela	917	918
Nigeria	886	981
Columbia	348	306
Iraq	403	483
Angola	308	408
Russia	228	250
Algeria	253	313
Brazil	211	276
Kuwait	142	201
Ecuador	166	190
Congo (Brazzaville)	54	90
Norway	54	39

Source: U.S. Department of Energy

ftp://ftp.eia.doe.gov/pub/oil_gas/petroleum/data_publications/company_level_imports/current/import.html

Four-Fold Activity Diagram

