



## Trade and Transportation

The National Park Service [NPS] *Teaching with Museum Collections* provides lesson plans for teachers to use NPS museum collections in student-centered educational activities. Collections tell the story of America; its peoples, cultures, varied habitats, significant events, and ideas that continue to inspire the world. *Teaching with Museum Collections [TMC]* emphasizes the links between the 'real things;' the collections, and the sites where those collections were found, collected, or used. NPS collections include cultural objects, natural history specimens, archival documents and photographs. Lesson plans link to national education standards.

### A. Header

- ❑ **Lesson Unit Plan Title: Trade and Transportation**
- ❑ **Developers:** Nancy Lewis, Kamiah Jr. / Sr. High School, Kamiah, ID; Betty Nafziger, Grangeville Elem. / Middle School, Grangeville, ID; Kim Uhlorn, Nezperce Elementary School, Nezperce, ID
- ❑ **Grade Level:** Grades 4-8, adjustable up or down.
- ❑ **Length of Lessons/Lesson Unit:** There are seven activities that can be done individually or as an entire unit. The activities can take from one forty-five minute time block, to several days.

### B. Overview of this Collection-Based Lesson Plan

- ❑ **Park name:** Nez Perce National Historical Park
- ❑ **Description:** The purpose of this lesson plan is to give students an awareness of the Nez Perce trade network. The Nez Perce functioned as middlemen in an extensive network that reached across many geographic locations, connecting other tribal groups and Euro-Americans together. Students will identify and categorize the origins of objects and their components based on trade networks by foot, river, and by horse.
- ❑ **Essential question:** How did trade and travel impact the economy and cultural objects of the Nez Perce?

### C. Museum Collections Used in this Lesson Plan

NEPE 1090	Paddle, CA
NEPE 162	Saddle (B)
NEPE 375, 376, 8851, 8901, 3017	Adze, Ax, Blade, Celt, Wedge
NEPE 392C	Dress
NEPE 9741	Rifle
NEPE 184	Parfleche
NEPE 1030	Bag, buffalo
NEPE 402	Necklace
NEPE 1784	Basket

### D. National Educational Standards

#### *Social Studies:*

Content Standard II: Time, Continuity, and Change: Students will identify and use various sources for reconstructing the past, such as photos, maps and museum objects.

Students will identify and use key concepts to explain, analyze, and show connections among patterns of historical change and continuity. Students will demonstrate an understanding that different people may describe the same event or situation in diverse ways, citing reasons for the differences in views.



Content Standard V: Individuals, Groups, and Institutions: Students will analyze group and institutional influences on people, events, and elements of culture.

Content Standard IX: Global Connections: Students will describe and explain the relationships and tensions between national sovereignty and global interests, in such matters as territory, natural resources, trade, use of technology, and welfare of people.

Content Standard I: Culture: Students will explain and give examples of how language, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture.

Content Standard III: People, Places and Environments: Students will elaborate mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape.

### *English Language Arts*

4. Students adjust their use of spoken, written, and visual language (Sign language) to communicate effectively with a variety of audiences and for different purposes.  
(Journals)

7. Students conduct research on issues and interest by generating ideas and questions and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (Artifacts and people)

8. Students use a variety of technological and information resources to gather and synthesis information and to create and communicate knowledge

9. Students develop an understanding of and respect for diversity

12. Students use spoken, written, and visual language to accomplish their own purposes

### **E. Student Learning Objectives**

- Create a hypothesis on the objects of the Nez Perce culture, what they are made of and where they originated from.
- Critically analyze objects from the Nez Perce culture.
- Create a presentation for classmates on information they infer and then research on their artifact.
- Students will understand how the Nez Perce acted as middlemen between other Indian tribes and Euro-Americans.
- Students will identify how the introduction of horses changed the extent of the trade relations between other Indian tribes and Euro-Americans.
- Students will learn about the geography of the area that the Nez Perce traded in.
- Students will learn about journaling and how they can relate to being a trader.

### **F. Background and Historical Context**



For countless generations, the Nez Perce were active in a far reaching trade network that stretched from the Pacific Ocean to the plains east of the Rocky Mountains. Trade with other native peoples went far beyond the simple exchange of goods and economic necessity. Gatherings at regional trade centers served as social events – reacquainting each other with distant relatives; sharing new skills; and perhaps even adapting new ideas. The interchange of people and goods was an affirmation of all of what mother earth provided and could be shared among the peoples who lived on the Columbia River plateau.

The dugout canoe made it easy to transport large quantities of trade goods and whole families quickly and safely. The introduction of the horse made travel, hunting and gathering easier and more efficient. The arrival of Euro-American manufacture goods such as firearms, beads, metal and cloth added variety to an already vibrant system.

Usually in the fall, Nez Perce would travel to the primary trading center of the region - Celilo Falls on the Columbia River near present day The Dalles, Oregon. As part of these annual gatherings, goods coming from around the region could be traded. For the Nez Perce camas, bitter root and elk hides, could be exchanged for items only available on the coast such as various sea shells, wapato, fish and whale oil. The Nez Perce had an advantage in having access to goods from the Great Plains such as buffalo hide tipis, dried meat, and pipe stone.

While the Nez Perce did not participate in the fur trade, the traditions of trade were adopted and altered by the fur companies. The fur companies supplied Euro/American goods while the Nez Perce supplied knowledge of the area and its natural resources and food and horses for the trapping brigades. As the fur trade matured, goods such as glass beads, iron and cooper tools at first supplemented then replaced many native goods. Savvy traders placed trading posts on or near traditional gathering areas and overlaid their trade networks on existing ones. While the traders would often adopt many Indian practices, including taking native wives, by the late nineteenth century, trading was largely replaced by a cash economy – the buying and selling of goods and services.

In contrast to the Nez Perce, Euro/Americans had different attitudes regarding possessions. The more goods a person owned, the greater the prestige. Possessions conveyed messages about the owner's status, work, and taste. But the Nez Perce admired people *not* for accumulating goods, but for giving them away. Cooperation and sharing were necessary for survival; people who hoarded endangered others. Goods were exchanged for need and honor, not for profit.

## **G. Materials Used in this Lesson Plan**

### **❑ *Similar items [objects]***

The following objects from the current day: oar or paddle; English or western saddle; adze or chisel; axe; wedge; bone; rock; cloth or leather dress; muzzleloader or rifle; mail sack or suit case; duffle or mail bag; beaded necklace; wicker basket.

### **❑ *Other materials:***

- Writing materials: Paper and pens.
- Forms and Charts: How to Read an Object chart at <http://www.cr.nps.gov/museum/tmc/index.htm>  
Chart paper, graphic organizer worksheet, Venn diagram.
- Art-making materials: Colored pencils.



- Technology: computers if available, overhead projector / LCD projector.
- Map handouts for activity six.

## H. Vocabulary

Adz: a shaped-edge wood cutting tool with an arching blade

Artifact: any object made by human work especially a simple or primitive tool, weapon, vessel, etc.

Cedar: an evergreen tree with fragrant wood valued in building because of its durability

Celt: prehistoric stone or metal implement shaped like a chisel or ax head

Culture: the ideas, customs, skills of a certain people in a given period

Dentalia: elongated cone-shaped seashell traded by the coastal Native American tribes, and used for decoration as a sign of wealth

Economy: the condition of a system of producing, distributing, and consuming wealth

Geography: the study of land surfaces and the ways people live and work

Middleman: a traders who buys from producers and sells to retailers or consumers; a go-between; an intermediary

Migration: a person or group who moves from place to place

Olivella: round-shaped seashell traded by the coastal Native American tribes, and used for decoration

Parfleche: a bag or case made of rawhide soaked in lye to remove the hair and dried

Sinew: a dried tendon used for sewing such as thread would be used

Tribe: A group of people, families or clans believed to have descended from a common ancestor

## I. Activities

### Activity 1: How to Read an Object:

#### **Materials used for this activity:**

- Catalog number NEPE 1784, Cedar and bear grass basket with dentalia shells Basket
- How to Read an Object chart

#### **Procedure:**

Students will work in groups and will look at pictures of the basket [NEPE 1784].

Ask the students to respond to the following questions related to these objects:

1. How does this object relate to the Nez Perce culture?
2. Who do you think made this object?
3. What do you think it was made for?
4. Who used it?
5. When and where do you think it was made?
6. Why was it made?
7. How was it actually made and what materials was it made from?
8. What does it say about the technology of the time?

#### **Extension Activities**

- The teacher can find artifacts that the students can examine and create a hypothesis on how they were created, where they are from, and how they were used.



- Research other artifacts.
- Find other information about the objects used in the activities in this lesson.

### ***Activity 2: Blind Drawing:***

#### ***Materials used for this activity:***

- Dress (catalog no. NEPE 392)
- Parfleche (catalog no. NEPE 184)
- Beaded necklace (catalog no. NEPE 402)

#### ***Procedure:***

**Warm up:** The teacher will describe a picture of the beaded necklace (item # 402C) to model to the students how we can explain what an object looks like without seeing it.

The students will take out a piece of paper and he/she will tell them this is an object that can bend and it is made up of colored round objects. The colors are green, brown, white, gold, blue, and orange. The objects are put in a row next to each other and form a circle. See what the students draw and if there was enough description of the object for them to draw it.

Print out two color pictures of the dress and the parfleche for each pair of students and have one student describe the object to the other student. The second student draws what the other student tells them without telling him/her it is a dress (catalog number 392) following the teacher model. Have the students use verbal clues only and not use any hand gestures.

The other student sits and listens and cannot ask any questions. After they are done drawing, they can ask two questions to finish as long as they do not ask what the item is. Next, the student that drew gets their chance to describe the parfleche (catalog number 184). After they are all done, each group of students will share with the class what they have drawn and what they have learned from this activity. The museum description will be read to the students and any student questions can be answered on the materials that are used to create the objects.

#### ***Extension Activities***

- The students will try the blind drawing on some of their objects they brought from home or nature.
- Math: Using dimensions on the dress- figure out how much material was used to make the dress (object #NEPE 392).
- Using these dimensions- students will create a dress of their own using the pattern they create.

### ***Activity 3: Barter and Trading***

#### ***Teacher Tip***

- Have extra items for students that forget to bring trading goods.
- Have students bring back parent permission slips on trading items so the parents are aware of the activity and nothing valuable is brought to school.



***Materials used for this activity:***

- Rifle (catalog no. NEPE 9742)
- Book: *Welcome to Kaya's World*

***Procedure:***

***Warm up:*** Before starting these activities read the book *Welcome to Kaya's World 1764: Growing Up in a Native American Homeland*. This will give the students some background knowledge of the Nez Perce Tribe.

***Session one:*** On the first day, the teacher will brainstorm with the students what they already know about any type of trading. This will be written on a large piece of paper or on the computer and saved until the end of the activity.

A KWL chart will find out what the students ***Know*** about trading before the start of the lesson; ***What*** they want to know; and what they ***Learned*** at the end of this lesson after all activities are done. Students will be assigned homework to bring a few items that they will trade with other students in the class for the next day for session two. These items are required to be hand-made or found in nature. By the end of session one, what students know about trading and what they would like to learn should be filled in.

***Session two:*** Teacher will select a couple students to role-play how to barter and trade using the rifle (catalog no. 9742) before they begin. They need this weapon to travel west so they can hunt for game and not go hungry. The students will be divided up into pairs to try to practice how to barter and trade with the items they brought from home. The students should be ready to trade with the rest of the class. The teacher will decide if students can talk or just use hand signs during the trading.

They will be given twenty minutes for this process. The class will then come together the last ten minutes to summarize and discuss what they have learned about the trading activity.

***Extension Activities***

- The students will try to barter and trade and they cannot speak the same language so they have to use hand signs only.
- The students will learn sign language.

**Activity 4: How did the Introduction of the Horse Change Nez Perce Culture?**

***Materials used for this activity:***

- Saddle (catalog no. NEPE 162)
- Buffalo bag (catalog no. NEPE 1030)
- Paddle (catalog no. NEPE 1090)

***Procedure:***

***Warm up:*** The students will be shown pictures of the saddle and the buffalo bag and asked to compare/contrast these items on how they have changed from in the past to present day.



Venn diagram can be used for this activity (two circles connected in the middle).

The Nez Perce relied heavily on foot travel and on the dug-out canoes for early transportation. With the introduction of the horse the Nez Perce traveled further and traded with more tribes. Show the students the paddle and let them generate ideas on how travel has changed from using water travel and comparing travel by horse.

**Session one:** Using the example above as a model for the students, they will be grouped and assigned a topic related to the effects of the introduction of the horse to Nez Perce culture. The students will research and find out how the introduction of the horse changed their way of life.

Suggested topics are: dress, trade goods, foods, social custom, music/instruments, art/legends, and weapons/tools. Students will compare/contrast the changes that occurred as a result of the introduction of the horse. They will be given a rubric to follow in producing a presentation to the rest of the class. Examples of presentations could be Power Point presentations, posters with charts and/or diagrams, etc. See rubric for evaluation.

#### ***Extension Activities***

- Compare two events in history or changes that have occurred in the student's personal lives, comparing and contrasting what happened before and after the event.

#### **Activity 5: How Travel has Changed: Oral History**

##### ***Teacher Tip***

- Sharing oral history is an important part of Native American culture. One of the goals of this activity is to give the students an opportunity to learn about this tradition.
- Parents may need to help students with choice of which they may interview and give them transportation to interview.

##### ***Materials used for this activity:***

- Tools ( items NEPE 8851-Adze, NEPE 376 Ax, NEPE 375 blade, NEPE 8901 celt, NEPE3017 wedge)

##### ***Procedure:***

**Warm up:** Five students will be given a picture of one of the tools and they will be asked to come in front of the class after getting a few minutes to think of the identity and function of their tool. Another student will ask him/her questions about their artifact.

**Session one:** The student can make up stories and give examples of the usage of their tool. In this way they can role-play as the person being interviewed and the other student can practice and role-play how to interview someone.

Students will come up with a list of possible people they may interview and permission slips will go home with students for parents to review what is expected and their permission.



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**Session two:** Students will be divided into groups after establishing a person they can interview for the oral history project. Students will develop questions to ask their parents, grandparents, or other relatives on how travel has changed in their in their lifetime or from stories they have heard.

Students will begin this activity by asking their parents, grandparents, or other relative what life was like when they were younger and how travel and transportation has changed during their lifetimes. They can document this with taking notes or video taping (with older students, discuss the meaning of the term primary source). A diary, artifacts, or letters can be used as sources too. Brainstorm ways the class may begin their research. Suggest the students may check a local phone book, town hall, Chamber of Commerce, or Internet sources on travel and transportation.

***Extension Activities***

- Interview residents from the local retirement or nursing home about their lives

**Activity 6: Traveling to the Coastal Tribes to Trade:**

***Materials used for this activity***

- Abalone and shell disk beads necklace on a twisted cord (catalog no. NEPE 2188C)
- Nez Perce National Historical Park, “*And It Is Still That Way, An Educator’s Guide*”.

***Procedure:***

**Warm up:** The students will be shown the coastal necklace and asked “What materials were used to make this necklace?” “What tribe do you think the Nez Perce got the necklace from?”

Give each student a set of maps from the Nez Perce National Historical Park Teacher’s Guide, *And It Is Still That Way, An Educator’s Guide*, page 78 (Indian Tribes of the Pacific Northwest) and page 81 (Indian Tribes of Idaho), and page 84 (Indian Trade Network, page 79 (Culture Areas). Students will use the maps to match tribal names to traded goods and then locate the areas from where the tribes originated. Using the map, Indian Tribes of the Pacific Northwest, have students outline the Indian cultures using contrasting colors. On paper, match trade items with the tribes that traded those items.

***Extension Activities***

- Create a map out of dough of the area the Nez Perce Tribes traveled
- Make a game using trade items and each player is from a different tribe

**Activity 7: My Trading Journal**

***Procedure:***

**Warm up:** Read a few journal entries from the Lewis and Clark expedition to show the students what a journal entry sounds like and how they can write their own journal. Portions of the journals are on line at: [libtextcenter.unl.edu/lewisandclark/index.html](http://libtextcenter.unl.edu/lewisandclark/index.html). Please see bibliography for printed versions that might be available at the library or the local book store.





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Create a week's worth of journal entries of what they did as an Indian trader. Include information on who they saw, what they traded, and who they traded with, all in the first person. Write about the geography of the area they traveled and locate their travels on a map. Choose a tribe and its appropriate trade items. Include what you would trade, what you would wish to receive, how you would make the trade because you did not speak the same language, and anything else that is important. Sign language lessons are available in Nez Perce National Historical Park's educator's guide.

***Extension Activity***

- Have the students keep a daily journal of their activities and thoughts during the day.

***Wrap Up Activity and Discussion with KWL***

The last part of the KWL chart must now be filled out to show what the students Learned at the end of this lesson now that all the activities are done. We will fill out what we learned from this lesson on trading and the Nez Perce culture by completing the last part of the chart under L.

*K- What we know*

*W- What we want to learn (questions)*

*L- What we learned from these activities*

**J. Evaluation/Assessment for Measurable Results [Charts]**

- Activity # 1 Participation Rubric will be used or Collaboration Rubric
- Activity # 2 Participation Rubric will be used or Collaboration Rubric
- Activity # 3 All eight questions will be answered in complete sentences
- Activity # 4 Presentation Rubric will be used in assessment
- Activity # 5 Presentation Rubric will be used in assessment
- Activity # 6 Complete assigned map
- Activity # 7 Journal Writing Rubric will be used

**M. Resources**

□ ***Bibliography***

- Farr, William E. Farr, "Going to the Buffalo: Indian Hunting Migrations Across the Rocky Mountains" in *Montana: Magazine of Western History* (Winter 2003).
- Moulton, Gary. *The Lewis and Clark Journals: An American Epic of Discovery*. Lincoln, NE: University of Nebraska Press, 2003 [Abridged version].
- Raymer, Dottie. *Welcome to Kaya's World 1764: Growing Up in a Native American Homeland*. Middleton, Wisconsin: Pleasant Company Publications [American Girls Collection], 2003.
- Stern, Theodore. "Columbia River Trading Network" in Vol. 12, Deward Walker, ed. *Handbook of North American Indians. Plateau*. Washington, D.C.: Smithsonian Institution, 1998.

□ ***Annotated related web sites with url addresses***

*Lewis and Clark Rediscovery project* (<http://13.ed.uidaho.edu/>): Provides an excellent overview of the Nez Perce Tribe before and after contact with the Lewis and Clark Expedition.  
Cultural information on the Nez Perce: [www.fs.fed.us/npnht/culture](http://www.fs.fed.us/npnht/culture)  
Nez Perce Tribe: <http://www.nezperce.org>



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<http://www.cr.nps.gov/museum>

Nez Perce National Historical Park: <http://www.nps.gov/nepe>

Colville Confederated Tribes: <http://www.colvilletribes.com/>

Umatilla Confederated Tribes: <http://www.umatilla.nsn.us/>

## N. Site Visit

- **Pre-visit:** Before the visit, have the students visit the virtual museum web site and look at the online exhibit and complete activity one, how to read an object. After completing activity one, choose two more objects and analyze those. Also, have the children come prepared to analyze one or two objects of their choice on display in the museum.
- **Site visit:** Have the students pick an object in the museum and analyze it using the knowledge gained in how to read an object. Please visit the park's web site at [www.nps.gov/nepe](http://www.nps.gov/nepe) for more information on how to visit the park or call (208) 843-2261, ext. 199.
- **Post-visit:** Have the students write down their reactions to what they learned about how museum objects can tell stories. Also, every activity has extension activities that can be used.



**Compare/ Contrast the Nez Perce Culture  
 Before and After the Horse  
 Presentation Rubric**

<b>CRITERIA</b>	<b>1 POINT</b>	<b>2 POINTS</b>	<b>3 POINTS</b>	<b>4 POINTS</b>	<b>TOTAL</b>
<b>Subject Knowledge/ Content</b>	Subject knowledge is not evident. Information is confusing, incorrect, and flawed.	Some knowledge is evident, but some information is confusing and/or incorrect.	Knowledge is evident in much of the project. Most information is clear and correct.	Subject knowledge is evident throughout the project. All information is clear and correct.	
<b>Introduction / Conclusion</b>	There is no definite introduction or conclusion.	There is an introduction but no conclusion or visa versa	There is evidence of an introduction and a conclusion.	The introduction has a sharp focus, and the conclusion is effective.	
<b>Writing Mechanics</b>	Many errors in spelling, grammar, sentence structure destroy content & major revision is needed	Spelling and grammar errors detract but content is understandable	The text is clearly written but a few spelling and/or grammar errors are noticeable	The text is clearly written with little or no errors to detract from content.	
<b>Layout</b>	The layout is unstructured, confusing, and cluttered. Does not use space correctly. The text is very difficult to read	The layout shows some structure but the space is not used well, appearing cluttered or empty. Overall readability is difficult.	The layout uses most space appropriately. Most slides are easy to read.	The layout is pleasing to the eye, appropriate to the message, and uses space well. Fonts and point size are well chosen for easy readability.	
<b>Presentation</b>	Spoken and visual presentation difficult to follow and understand. Little eye contact. Reads material from notes.	Spoken and visual presentation not well integrated. Some organization is evident. Some eye contact but much reading.	Integrates spoken and visual presentation. Organization apparent and appealing. Maintains balanced eye contact between audience.	Effectively integrates spoken and visual presentation. A high degree of organization, eye appeal, and effective delivery. Excellent eye contact and knowledge o subject. Does not refer to notes very much.	



***KWL Participation Rubric***

	<b>5 Points</b>	<b>4 Points</b>	<b>3 Points</b>	<b>2 Points</b>	<b>1 Point</b>
<b>Participation</b>	Regularly and actively participates in class discussion by offering ideas and asking questions and helps to keep the class on task.	Usually participate in class discussions, offers ideas and asks questions.	Occasionally participates in class discussion, offers ideas and asks questions..	Rarely participates in class discussion, offers ideas and asks questions.	Only offers comments when specifically asked a question by classmates or the instructor.
<b>Thoughtfulness</b>	Offers thoughtful comments in discussions with the class.	Usually thoughtful comments are made in class.	Occasionally thoughtful comments are made in class.	Rarely thoughtful comments are made in class.	Comments are not well thought out.



### Native American Trader Journal Rubric

DIRECTIONS: This form is designed to help you evaluate student work in journal writing. Read each statement below. Then indicate from the following rating scale that best reflects your assessment of the student's work.

1=Weak 2=Somewhat Weak 3=Average 4= Strong 5=Very Strong

1. The topic of the journal entry meets the requirements of the assignment.

1 2 3 4 5

2. The journal entry covers various aspects of a person's life which shows the student's understanding of that person's way of life.

1 2 3 4 5

3. The entries provide very descriptive explanation of that person's surroundings.

1 2 3 4 5

4. The organization of the journal entries are clear and easy to follow.

1 2 3 4 5

5. The journal entry flows smoothly from one idea to another.

1 2 3 4 5

6. The spelling, grammar, and punctuation in the journal is accurate.

1 2 3 4 5

7. The journal entry is neatly typed or handwritten.

1 2 3 4 5

8. The journal offers various experiences and perspectives of that person's life.

1 2 3 4 5

9. The effort put forth has demonstrated the full potential of the student's capability.

1 2 3 4 5



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Additional Comments: \_\_\_\_\_  
\_\_\_\_\_

Total Points: \_\_\_\_\_



**Participation Rubric:**

	<b>5 Points</b>	<b>4 Points</b>	<b>3 Points</b>	<b>2 Points</b>	<b>1 Point</b>
<b>Participation</b>	Regularly and actively participates in class discussion by offering ideas and asking questions and helps to keep the class on task.	Usually participate in class discussions, offers ideas and asks questions.	Occasionally participates in class discussion, offers ideas and asks questions..	Rarely participates in class discussion, offers ideas and asks questions.	Only offers comments when specifically asked a question by classmates or the instructor.
<b>Thoughtfulness</b>	Offers thoughtful comments in workshops, discussion board and class.	Usually thoughtful comments are made in workshops, discussion boards and class.	Occasionally thoughtful comments are made.	Rarely thoughtful comments are made.	Just talks to talk and the comments are not well thought out.



### Collaboration Rubric for Role-Play

	<b>Beginning 1</b>	<b>Developing 2</b>	<b>Accomplished 3</b>	<b>Exemplary 4</b>	<b>Score</b>
<b>Contributes</b>					
Shares Ideas	Does not relay any ideas or information to teammates	Relays very few ideas or little information	Shares some ideas and basic information	Shares many ideas and a great deal of information	
<b>Takes Responsibility</b>					
Fulfills Team Role's Duties	Does not perform any duties of assigned team role	Performs very few duties	Performs nearly all duties	Performs all duties of assigned team role	
Shares Equally	Always relies on others to do the work	Rarely does the assigned work--often needs reminding	Usually does the assigned work--rarely needs reminding	Always does the assigned work without having to be reminded	
<b>Values Others' Viewpoints</b>					
Listens to Other Teammates	Is always talking--never allows anyone else to speak	Usually doing most of the talking--rarely allows others to speak	Listens, but sometimes talks too much	Listens and speaks a fair amount	
Cooperates with Teammates	Usually argues with partner(s)	Sometimes argues with partner(s)	Rarely argues with partner(s)	Never argues with partner(s)	
Makes Fair Decisions	Usually wants to have things their way	Rarely considers options and alternatives	Usually considers options and alternatives	Always helps team to reach a fair decision	





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				<b>Total</b>	
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