

Work, Needs, Wants, and Exchange at Los Adaes

Use source evidence to explain how economic activities helped settlers meet needs and wants.

Name: _____ Date: _____

Part 1: Read the source cards and sort the evidence

Listen: Your teacher will read the directions and source cards aloud. As you listen, underline activity words such as *farmed* or *smithing*.

Source Card A - Adapted historical account

At Los Adaes, a Spanish Texas community, some soldier-settlers had military duties. They also farmed and did civilian work, including smithing.

Source Card B - Classroom context note based on the source

Farming can provide food. A smith uses metalworking skills to make or repair useful items, including tools.

Source Card C - Classroom exchange model, not a historical quotation

Imagine that a farmer has corn and a smith repairs tools. If they trade corn for repair work, each person receives something without making it alone.

Source information: Texas Beyond History, "Life at Los Adaes," n.d., adapted.

<https://www.texasbeyondhistory.net/adaes/life.html>

Directions: Complete the table. Evidence means words from a card. A claim is your own conclusion from that evidence. For the last row, use Card C and label it a classroom model.

Activity	Evidence from a card	Need or want it could meet
1. Farming		
2. Smithing		
3. Exchange or trade		

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Part 2: Compare economic activities

4. Write a comparison. Explain one way farming and smithing were alike or different. Tell how each could help meet a need or a want. Include one piece of evidence from Source Card A or B.

5. Explain exchange. In the classroom model, what does each person give, and what does each person receive? Why might exchange be useful?

Check your work: Did you use evidence from a source card? Did you make clear when you used the classroom model rather than a claim about all settlers?

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Answer key and teaching notes

Materials and setup: Print and supply all student pages, keeping teacher-key pages separate. Provide pencils and, if desired, highlighters. Display or read the three source cards. Students work independently after a brief read-aloud; partners may reread cards but each student writes an individual response.

Exact teaching script: Say: “Today we will study one early Spanish Texas community, Los Adaes. This source does not describe every early settler in Texas. Card A is an adapted historical account, so its wording has been made easier to read while keeping its main ideas. Card B explains possible uses of the work. Card C is a classroom model of exchange, not proof that this exact trade happened at Los Adaes. Evidence is information stated in a card. A claim is a conclusion you make from that information. Read closely, then use evidence to explain how work could meet needs and wants.” Read Cards A-C aloud. Say: “Listen for the activity words farming, smithing, and trade.”

Observation method: While students complete the table, use a checklist for each student: (1) identifies an activity, (2) copies or accurately paraphrases card evidence, (3) connects the activity to a plausible need or want, and (4) labels Card C as a classroom model when discussing exchange. During written responses, listen for a comparison rather than two unrelated descriptions. Prompt only with: “Which card supports that idea?” Do not supply an answer.

1-3. Table answers: Accept equivalent wording. Farming: evidence: “They also farmed” (Card A) or “Farming can provide food” (Card B); likely need: food. Smithing: evidence: “including smithing” (Card A) or a smith can “make or repair useful items, including tools” (Card B); likely need: tools needed for work or repairs. Exchange/trade: evidence: the farmer has corn and the smith repairs tools, and they “trade corn for repair work” (Card C); possible need: food or repaired tools. Students should identify Card C as a classroom model. A student may name a want if the explanation is reasonable, such as trading for an extra useful item beyond an immediate basic need.

4. Sample response: “Farming and smithing were alike because both could help people meet needs. Farming could provide food, while smithing could make or repair tools. Card B says farming can provide food and that a smith can repair useful tools.” Full credit: states an alike/different relationship, explains both activities, and uses accurate Card A or B evidence. Partial credit: accurate activity explanation without evidence.

5. Sample response: “The farmer gives corn and receives tool repair. The smith gives repair work and receives corn. Exchange is useful because each person can get something needed from another person instead of doing every job alone.” Full credit: identifies both directions of the exchange and explains a benefit. Do not require students to claim this exchange occurred at Los Adaes.

Source credit: Texas Beyond History, “Life at Los Adaes,” n.d., <https://www.texasbeyondhistory.net/adaes/life.html>. The student cards are original classroom adaptations and models, not quotations or diaries. The source describes one Spanish Texas community; it should not be used to claim that all early Texas settlers worked or traded in the same ways.