



# LESSON PLAN

*Where Culture, History & Education are woven together.*

**GRADES 1-12**

**DURATION: 2-4 class periods**

**PROJECT: Start Talking...with the Family**

Students record their family's oral history.

Students plan questions and interview grandparents.

Write an article about your grandparents visiting Hubbell Trading Post or other memories that will help define your family history.

**OBJECTIVE:**

**Student will be able to:**

Reflect on and express concepts and ideas associated

with family history and connections to Hubbell Trading Post

Develop literacy, spelling and keyboarding skills

Increase cultural awareness and appreciation for heritage and traditions

**RESOURCES:**

IMAGES ONLINE AT

[WWW.NPS.GOV/HUTR](http://WWW.NPS.GOV/HUTR)

**CLASSROOM PREPARATION ACTIVITIES:**

Class will review samples of oral history. Invite oral historian from Hubbell Trading Post to present examples of oral history collection. Present information about questioning techniques. Avoid questions with limited answer, such as yes or no. Include questions that will encourage descriptions of places, objects and events. Include questions that will describe the time period by telling about travel and customs of the time. Students can practice asking each other questions about a visit to the doctor or soccer games, etc. Students will then prepare questions to use with grandparents to interview them for the project. Interviews can be recorded on tape or written.

**PROCEDURES:**

Find someone to interview about experiences with trading posts. It would be helpful to find someone who has experiences at Hubbell Trading Post. Grandparents or older relatives and neighbors should work well. You can go to the internet site [www.nps.gov/hutr](http://www.nps.gov/hutr) to find pictures and facts to help with your story.



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Your goal is to find out information about trading. You will want to know about the goods that were traded and the people involved. It would also be good to know when the transaction took place so that your group can compare trading then and now. The person you interview may tell you about pawning valuable items. Find out why items were (are) pawned. You can compare pawning with trading.

Each student will conduct an interview with a family member or neighbor that has experience with a Trading Post. He or she should be encouraged to find an older person that may have had direct meaningful experience with Hubbell Trading Post. Students will present the results of this interview in a written or oral report. These reports can be bound together to make a trading experiences book. Hubbell Trading Post would be interested in receiving a copy of this book.

### **COOPERATIVE LEARNING EXTENSIONS:**

- ◆ Students share findings from interviews in groups of three or four. Each group should make a poster or other visual to aid in presenting their findings to the class.
- ◆ Your research could also lead to a study of the geography of this area by using push pins to locate various historical trading posts on a map. Graph how many people surveyed have visited each site.
- ◆ After evaluating your findings, act out the trading story by having one student represent the trader and others bring different kinds of goods to trade. What kinds of things were traded in the early 1900s? Would you trade the same things today? What things would be placed a T-Chart of Wants and Needs. Design an appropriate time period and pricing system to use in your drama.

### **BACKGROUND INFORMATION:**

These excerpts are from an oral history interview on file at Hubbell Trading Post National Historic Site. The interview was tape recorded.

LaCharles G. Eckel (Daughter of Barbara (Hubbell) Goodman  
(Granddaughter of J.L. Hubbell who grew up in the Hubbell Home)

Interview # 74  
Ganado, Arizona  
June 26, 1979

Lawrence C. Kelly, Interviewer  
2601 Emerson Lane  
Denton, Texas 7620





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**Eckel:** Today's my birthday. [I was born] June 26, 1909 in Albuquerque. I must have been, from what I remember, maybe about two when my mother came to Ganado . I am not sure exactly how my mother and father met. He was a "died in the wool" Easterner from Virginia and came to Albuquerque as a public accountant. I cannot, unfortunately, remember with what company. I suppose they met at some social function. It would have had to have been that way. The only thing I really do know is that my father was accidentally shot on a hunting expedition. Mr. Benjamin (I can't remember Mr. Benjamin's first name) . . . . But it was sheer accident. And it was about, [February or March]. It was about four months before I was born. So I never knew him at all. That's about when it was, [in] 1909. I don't know what they would have been hunting in March. Ducks? Who knows? Deer? I don't know. But anyway, it was a hunting accident.

My father's name was Charles , so when I was born and I wasn't a little boy like my mother wanted, she couldn't go for Charlotte or Carlotta or any of those feminized names of Charles. She said, "in Spanish you put a 'la' in front of a noun. We'll put a 'la' in front of Charles and make it feminine." Period. So, I don't know whether there are any others around or not, but that's where that name came from.

**Kelly:** Did he play with you children? Was he that kind of a grandfather?

**Eckel:** Well, to a certain point. When we were very small I remember, and he would come (not Hubbell {*older son of J.L. Hubbell's daughter, Adela Hubbell Parker*}, because he was bigger), he would pick me up and put me on his shoulders and gallop up and down the hall. Then he'd get Miles {*Adela's younger son*} on his shoulder and gallop. But that's about all I remember of actual play. He got up very early and we kids got up when he did. I guess we had rabbit ears or something because we'd hear him. I don't know what you'd call him, the barn man [I guess] would come and build a fire in the hall and we kids would go out and dress in front of the fireplace 'cause it was warm. (It was sort of a time for the grandchildren and the grandfather to have a little time by themselves. Because the rest of the time they were busy, the adults were busy. In the summertime when he was here and we'd get up early, then we'd go out and look at the farm. If there were any cucumbers ripe, why we might have a cucumber before breakfast. If the sugarcane was ready we'd each get a section of sugarcane before breakfast. That was sort of our time together, really. Another thing I remember, and maybe Lady (*Dorothy Smith Hubbell, Roman's wife*) mentioned this, business was never talked at the table. When you sat down at the table you forgot the business! You might talk politics or something like that, but nothing about the business. That was left for the store.

**Kelly:** Now, when your grandfather would be here and he would say, "I want the children at the table," would he talk to you like adults?



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**Eckel:** Oh sure. Yes. Of course (this was when we were older than then), but he'd want to know what we'd been reading and what we'd been doing and were we horseback riding. Maybe not exactly as adults, but he communicated with us.

**Kelly:** It was not a woman's job to work over at the post?

**Eckel:** No. And actually, as children we practically had to have a .... Well, we did have to have written permission to go to the store. It was no place for the kids. It was just off limits, period. If my mother wanted something from the store she didn't say to one of us, "Go get it," [but] "Here's the note so you can get in."

**Kelly:** Do you think that was your grandfather's rule or was it sort of unspoken?

**Eckel:** It could have been. I don't remember ever hearing him say that, so it must have been an unwritten law of some kind. That the kids just didn't go to the store, period. The whole rest of the ranch was ours to play on. The barn was the most wonderful thing. It didn't matter. We would-- It depended on what we were reading. It could be a desert island, it could be a ship, it could be a castle. Anything that we happened to be reading, the barn could be. I remember one time (I think we were reading Treasure Island or something), but it was the ship. And you didn't go in the side of a ship, you had to scale the outside. And the big doors on the north side.... Maybe still, I don't know what they've done but there was a great big post and the barn man had put big nails in so we could climb up that post and go in the top floor. We went up according to age, definitely. And there was a long, loose pole sitting on the wall and I happened to knock it off and it rolled down this big post and hit Miles on the head and knocked him out like a light. And I yelled and screamed, "I've killed Mudgie! I've killed Mudgie!" And Hubbell came galloping across the deck and forgot that patch and fell through and sprained an ankle. Casualties all over the place!

## **EVALUATION:**

Students will include information about things that were seen, heard, smells, tastes, textures, feelings (emotions).

Writing will include quotations.

Products can include oral or written presentations, videos, recordings, PowerPoints, charts, and/or posters.

## **PROJECT & GRADE MODIFICATIONS:**

### **For younger students:**

- Invite family members to come to class to tell stories about trading
- Act out trading experience by making an art project and then trading it for school supplies.

**Suggested questions for student interview:**

- 1. Which trading posts have you visited? Have you visited Hubbell Trading Post?**
- 2. Did you have the opportunity to trade goods or watch someone trade goods at a trading post? Describe that transaction.**
- 3. What do you know about the history of Hubbell Trading Post?**
- 4. Do you know family members that can tell stories about trading at Hubbell Trading Post?**
- 5. Why do you think Hubbell Trading Post has been able to continue operating successfully?**
- 6. What other kinds of services did the traders provide?**
- 7. How did you travel to the trading post?**
- 8. What things did you see, hear, smell, touch, and taste on your visits to Hubbell Trading Post?**