

Mixing Up a Trade

by

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Lesson Description: After listening to the story Saturday Sancocho by Leyla Torres, students will engage in a barter activity related to the story (based on a lesson developed by Charlotte Hughes). They will then barter to acquire the ingredients needed to make Delicious Snack Mix.

Grade Level: 3

Standard: Economics Standard 2: Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy.

End of Cluster Expectations (Benchmarks): Students will understand how barter is employed to facilitate the exchange of goods.

Essential Question: How can people use barter to acquire the goods they want?

Assessments:

Benchmark Statement: This assessment gives evidence of the student’s ability to understand how barter is employed to facilitate the exchange of goods.

Constructed response—Handout 3 (attached)

Data includes a recipe for flubber and a problem for students to explain and solve.

Suggested response and rubric given on page 11.

Multiple Choice – Handout 4

Prompt:

Barter works when:

- a. A person doesn’t have money to buy what he/she needs.
- b. Two people each have something the other one wants.
- c. A person doesn’t like the items he/she has to work with.
- d. A person has the items he/she needs to complete a task.

The answer is **b**.

Objective(s): Students will be able to:

- define barter.
- explain how goods can be obtained using barter.
- describe problems that can occur when bartering.

Prior Knowledge and Skills: Students should be able to define and identify **goods**.

Time to Complete: Three 30-40 minute class periods plus assessment

Materials:

- 1 copy of the book **Saturday Sancocho** by Leyla Torres
- Visual 1 – This for That (1 transparency)
- transparency marker
- Handout 1 –1 set of cards per student, cut apart and shuffled together
- Handout 2 -- Delicious Snack Mix (1 transparency and 1 recipe per group of 4)
- Baggies of pre-measured ingredients -- *see Handout 2* (enough for each group of 4 to complete the recipe; the recipe is for 1 group of 4)
- Large bowl (1 per group of 4)
- Large spoon (1 per group of 4)
- Paper cups (at least one per group of 4)
- Cups or napkins for serving snack mix to students
- Handouts 3 and 4 -- Assessments (copy back to back, 1 per student)

Preparation:

Before class begins, place in each large bowl one recipe and a variety of six bagged ingredients, with no bowl containing all necessary ingredients (ex: a bowl might have 3 chocolate bits but no almonds or pretzels). Set the bowls in working areas around the room and place a large spoon, 1 serving cup, and paper cups or napkins with each bowl.

Procedure -- Day 1:

1. Ask students if they have ever traded. Ask for examples.
2. Explain that you are going to read to them the book **Saturday Sancocho**; students are to listen for the trades that are made during the course of the story.
3. Read the book.
4. Discuss:
 - a. What is the problem that Maria Lili and her family have in the story? (*They do not have the money to buy the ingredients for sancocho.*)
 - b. How do they solve this problem? (*They make a series of trades to acquire the needed ingredients.*)
 - c. Write the words trade and barter on the board. Explain to students that barter is when people trade goods for goods it is called bartering. For barter to occur, each person must have something that the other person wants. This is called **coincidence of wants**.

- d. Why were people at the market willing to trade with Maria Lili and Mama Ana?
(Each had something the other wanted.)
5. Display **Visual 1 – This for That**. Review the series of trades made by Maria Lili and Mama Ana in order to make sancocho and record on the visual the trades that were made. (answers on **Visual 1 Answer Key**)
 6. Mix together all of the cut-apart Handout 1 cards. Hand six random cards to each student.
 7. Write on the board the six ingredients needed to make sancocho. Point out to students that they need one of each of these ingredients to make sancocho.
 8. Tell the students that they each have six cards representing ingredients needed to make sancocho. Ask the students what they notice about their cards. (*missing some ingredients, have too many of others*)
 9. Ask students how they might get all six of the necessary ingredients? (*trade/barter with each other*)
 10. Allow time for students to trade. To facilitate the trades, as students procure all of the 6 required ingredients they should return to seats; they could then write on the backs of the cards which ingredients were original to their sets, which had to be traded, and for what/with whom they traded.
 11. Discuss:
 - a. What problems did you have when bartering? (*finding people with necessary ingredients who were willing to trade, time consuming, confusing*)
 - b. Review that in order for barter to succeed, a **coincidence of wants** must exist.
 - c. What would make trading easier? (*money*) Why? (Everyone would accept money because they don't have to hunt to find someone who has a good they want and wants the good they have to trade.)

Day 2

1. Display transparency of Recipe for Delicious Snack Mix. Read the recipe together, showing examples of the bags of ingredients, and explain to the students that they will work in groups to make the snack.
2. Divide students into groups of 4. Before assigning groups to work areas, tell them that they may NOT open any ingredients bags until given further instructions.
3. Once groups are assigned to work stations, ask them to check the recipe and bags to make sure they have all the necessary ingredients to make Delicious Snack Mix.

4. Ask students:
 - a. What is the problem? (*Groups do not have all the necessary ingredients.*)
 - b. Do any groups have more of an ingredient than needed? (*yes*)
 - c. What can be done so that each group has the correct ingredients? (*trade*)
 - d. What do we call trading goods we don't want for goods we do want? (*barter*)
5. Instruct the students to barter their bags of goods until they have all of the ingredients they need.
6. Once all groups have finished, review the list of ingredients against the bags each group now has. If everyone has the necessary ingredients, tell the students to gently dump the ingredients into the bowl and mix with the spoon. Using a paper cup, dole into cups or onto napkins equal portions of the mix, one per student.

Closure:

While students are eating their snack mix, review with these questions.

- a. What problem did we have when it was time to make our snack? (*Each group did not have all the necessary ingredient.s*)
- b. How did we solve this problem? (*traded until each group had what it needed*)
- c. What do we call trading goods for goods? (*barter*)
- d. Did you have any problems when trying to barter? (*finding someone who had what you wanted and was willing to trade for the ingredient you were offering*)
- e. What must exist for barter to be successful? (*coincidence of wants – someone must have goods that you want and be willing to trade for goods that you have*)

Assessment: Distribute Handouts 3 and 4 (one per student). Direct students to answer the constructed response question with complete sentences and a detailed explanation.

Tips for the Teacher:

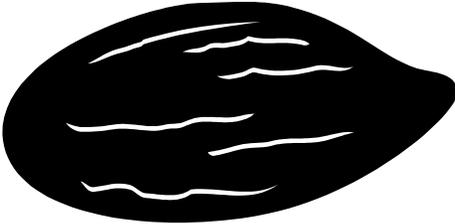
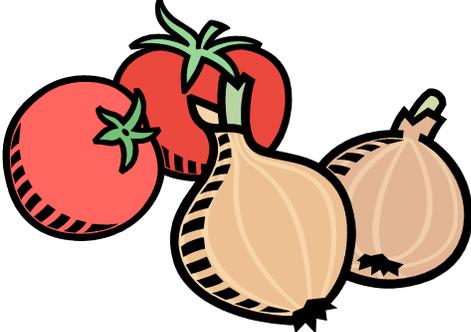
1. If a student comments that the values of goods being traded were not equal, explain that in barter what *is* important is that both people are willing to make the trade because they expect to be better off. The items traded are not always equal in monetary value..

2. Ask parents to contribute ingredients for the snack mix. You will probably need 2 large jars of salted peanuts, 2 bags of M&M's or chocolate bits, 1 large bag of almonds, 1 large box of raisins, 1 bag of mini-pretzels.
3. Having students measure the ingredients would tie in with math standards.

Citations for graphics, information, adapted lesson:

Torres, Leyla. Saturday Sancocho. United States: Berryville Graphics. 1999.

Delicious Snack Mix recipe (adapted) -- <http://recipesource.com/munchies/snacks/mix1.html>

 <p>Plantains</p>	 <p>Cassava</p>
 <p>Corn</p>	 <p>Tomatoes and Onions</p>
 <p>Cilantro, Garlic, and Cumin</p>	 <p>Chicken</p>

Visual 1

This for That

Maria Lili and Mama Ana traded....	For....

Visual 1
ANSWER KEY

This for That

Maria Lili and Mama Ana traded....	For....
6 eggs	1 bunch of plantains
9 plantains	4 pounds of cassaba
2 pounds of casaba and 2 eggs	6 ears of corn
3 ears of corn	8 carrots
4 remaining eggs	onions and tomatoes
some tomatoes	cilantro
some cilantro	garlic
some garlic	cumin
_ of all the remaining vegetables 2 more carrots some cumin	1 chicken

Handout 2

Delicious Snack Mix
Makes 4 _-cup servings

Ingredients:

- 1 c. salted peanuts
- _ c. M&M's or semi-sweet chocolate bits
- _ c. whole almonds
- _ c. raisins
- _ c. mini pretzels
- 1 T. sunflower seeds (optional)

In a large bowl, combine all ingredients by mixing with a spoon.

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In a large bowl, combine all ingredients by mixing with a spoon.

Name _____

Handout 3 -- Assessment
Economics Standard 2, K-3

Recipe for Flubber

Ingredients:

- 3 cups water
- 1 cup white glue
- 2 cups borax

Directions:

- Pour water into bowl.**
- Add white glue and borax.**
- Mix and shape into a ball.**
- If mixture is too sticky, add more borax.**
- Enjoy stretching the elastic substance.**
- A few drops of food coloring may be added.**

Two third grade teachers want to make Flubber for the students to use during indoor recess. The ingredients that the teachers have are:

Mrs. Torres:

- 3 cups water
- 2 cups white glue
- 1 cup borax

Mr. Burton:

- 3 cups water
- 3 cups borax
- 1 bottle food coloring

Study the recipe and the goods the teachers have. Tell what problem both teachers have. Then explain in detail how they could solve the problem.

Multiple Choice Assessment

Circle the letter of the correct answer.

Barter works when:

- a. a person has money to buy what he/she needs.
- b. two people each have something the other one wants.
- c. a person doesn't like the items he/she has to work with.
- d. groups of people have what they need to complete a task.

Rubrics for Assessment Handouts 3 and 4

Benchmark Statement: The student will understand how barter is employed to facilitate the exchange of goods.

Constructed response:

Two third grade teachers want to make Flubber for the students to use during indoor recess. The ingredients that the teachers have are:

Mrs. Torres:

- 3 cups water
- 2 cups white glue
- 1 cup borax

Mr. Burton:

- 3 cups water
- 3 cups borax
- 1 bottle food coloring

Study the recipe and the goods the teachers have. Tell what problem both teachers have. Then explain in detail how they could solve the problem.

Desired response: The problem the teachers have is that they do not have all the ingredients they need to make flubber. The teachers can barter to solve this problem. Mrs. Torres can trade her extra cup of glue for Mr. Burton’s extra cup of borax. Mrs. Torres can use some of Mr. Burton’s food coloring. Then they will both have the ingredients they need.

Rubric: 2 – This response states a valid problem with a relevant and accurate explanation of the solution.

1 – This response states a valid problem with an inaccurate, irrelevant, or no explanation of the solution.

0 – Inaccurate response

Multiple Choice Assessment:

Barter works when:

- b. two people each have something the other one wants.