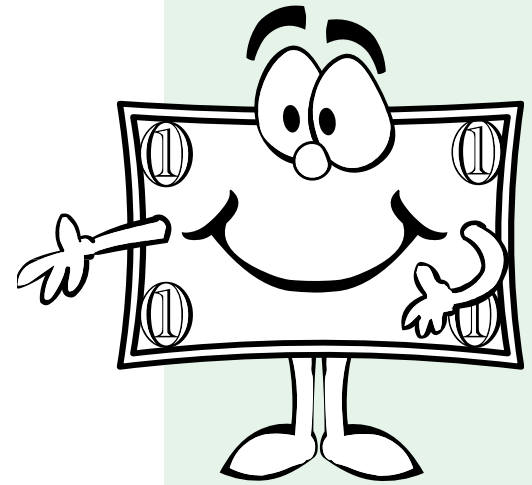


Grade Two

# Money versus Trade



## Overview

Students share the book *Ox-Cart Man*, by Donald Hall, to learn about barter and trade. They complete worksheets on the disadvantages of the barter system and play a game of money exchange in a market simulation.

## Prerequisite Skills

Students should be able to write complete sentences.

## Lesson Objectives

Students will be able to:

- List natural resources and describe their uses
- Differentiate between barter and the exchange of money
- Understand that sometimes prices go up or down in a market exchange

## Materials List

1. Book: *Ox-Cart Man*, by Donald Hall (The Viking Press, 1979)
2. Chart paper or chalkboard
3. A pair of dice
4. Play money: one-dollar and five-dollar bills
5. Handouts:
  - **The Trouble with Trading** worksheet
  - **Portsmouth Market Exchange** cards, one copy for each small group, cut apart
  - **My Goods for Sale** cards, one copy, cut apart (You may want to have cards laminated for durability.)

## Content Standards

The activities in this lesson correlate to national standards in economics, social studies, and language arts. See the end of this lesson for content standards information.

## Vocabulary

barter  
exchange  
money  
natural resources  
price  
tools

## Large-Group Activity

### Materials

- Book: *Ox-Cart Man*
- Chart paper or chalkboard
- Handout: **The Trouble with Trading** worksheet

1. Gather students in the reading corner to share the book *Ox-Cart Man*.

○ Say:

**Have you ever made anything to sell?** Allow several students to share their experiences.

**Today we're going to be talking about making, trading, buying, and selling things. I'm going to read a book about a family from long-ago America, back before George Washington was President. This family works hard all year long. It's called *Ox-Cart Man*, and it was written by Donald Hall.**

**The illustrator of the story is Barbara Cooney. She even won an award for her pictures in this book. How many of you like to draw? Would you enjoy working as an illustrator? Would you like to win awards for your artwork?**

**Let's see what happens in this story.**

○ Read the book aloud to the class. Be sure to allow the entire class time to see each picture.

2. Briefly discuss the book with the class. List each of the following items the ox-cart man sold as students name them. Provide any missing items students leave out. You will use the list later in the discussion.

○ **What were some of the things the man and his family made?**

They made a shawl, mittens, candles, shingles, and birch brooms.

○ **What were some of the things the man and his family grew or collected?**

They grew potatoes, apples, turnips, and cabbages. They collected honey, maple for sugar, and goose feathers.

○ **What else did the farmer sell?**

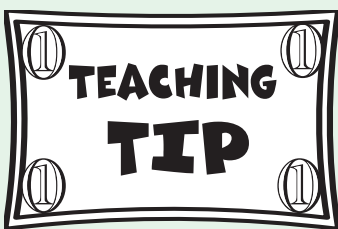
He sold all the containers (boxes, barrels, and bags) he used to carry the things he sold, and he sold the ox cart and ox, and the yoke and harness.

○ **What did the farmer get at the market in Portsmouth?**

He brought back an iron kettle, an embroidery needle, a Barlow knife, and two pounds of wintergreen peppermint candies.

3. Discuss this lesson's economic concepts: natural resources, exchange and barter.

**NOTE: Prepare for the lesson ahead of time by marking the following pages that show illustrations you may wish to share in the upcoming discussion.** Use Post-It® flags or bits of paper to mark these four pages:



It isn't necessary for students to understand the difference between "growing" and "collecting" at this time.

- The illustration of the ox-cart man and his son loading apples into the back of the wagon
- The illustration of the spinning wheel
- The illustration of maple sap boiling
- The illustration of sheep shearing

### ○ *Natural Resources*

**The ox-cart man and his family were very busy, weren't they? Look at all the things they had to sell at the market.** NOTE: Show the back-of-wagon illustration. Point to the list of items on the chalkboard or chart paper.

**Some of the things the family sold are natural resources.** Write "Natural Resources" as a heading in a clear area on the board.

**Look at the first part of the word "natural."** Underline the letters "natur\_."

**Natural resources are things found in nature that people use. Sometimes natural resources are used exactly the way nature made them, like when we eat an orange. We don't change the orange—we eat it just like it comes off the tree.**

**What are some of the natural resources in our list that could be used just as they are?** As students list items, write them under the heading. They should list apples, honey, potatoes, turnips, cabbages, wool, and feathers.

**Other natural resources are used by people to make new things. For example, the ox-cart man sold some of his sheep's wool straight from the sheep—he just put it into a bag.** NOTE: Show sheep-shearing illustration.

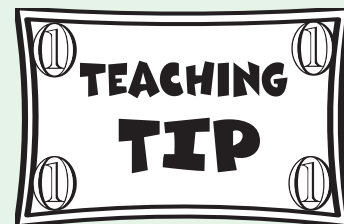
**But he didn't sell all of the wool that way: his wife and daughter used some of it to make other things to sell. What did they do with the wool?** Reread the second page of text to show the three ways the wool was used. NOTE: Show spinning wheel illustration. List "wool-yarn-shawl" and "wool-yarn-mittens" on the board under "Natural Resources."

**Trees are also a natural resource.** Write the word "trees" on the board. **How did the ox-cart man and his family use trees to make new things?** Children should suggest the birch brooms the son made, boxes, barrels, the ox-cart and yoke, the shingles the father split, and the maple sugar. You may need to prompt students for the last two items. They may not understand how shingles are made, or where maple sap, syrup, and sugar come from. NOTE: Show the maple-sap boiling illustration.

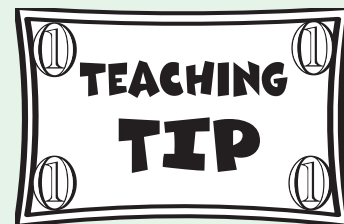
**Can any of you guess where the family got their candles?** Allow students to speculate. If necessary, explain how candles can be made from the wax of honeycombs. Ask what other items the family got from bees.

### ○ *Exchange and Barter*

**Almost everyone has traded something at some time. If you brought a peanut butter and jelly sandwich for lunch, but you're sick of peanut butter and jelly, you might trade for your friend's cheese**



You may need to prompt students to list honey and wool.



Only if students ask should you explain that linen is made from a plant called "flax."

**sandwich. What are some other things people sometimes trade?**  
Allow students to share their experiences.

**When you trade something for something else, we say you have exchanged these items.** Write “Exchange” in a clear area of the board.

**One way to exchange things is to barter them.** Write “barter” below “exchange” on the board.

**Long ago, before money was invented, people would use barter to get the things they needed that they couldn’t get for themselves. One person might love to fish. He fished all day long. He had lots and lots of fish. But he didn’t have a cow, so how could he get milk or butter or cheese?** Allow students to speculate.

**The man with the fish could find a man with a cow and barter with him. What do you think they might exchange?** They would trade fish for milk and other dairy products.

4. Introduce the large-group independent activity: **The Trouble with Trading.**
  - **Can anyone guess what might be a problem with the barter system? What if the man with the cow hated fish? What could the man with all the fish do in order to get some milk?**

**I’m going to pass out a worksheet that shows three different people with things to barter. Each person doesn’t like something that another person has to trade. On the lines at the bottom of the page write a story about these three people and how they bartered to get what they wanted.**

Have students work on **The Trouble with Trading** worksheet while you work with individual groups in the following small-group activity. If they have time, they can color the worksheet.

## **Small-Group Activity: Portsmouth Market**

### **Concepts Taught**

Money as Exchange

### **Materials**

- Book: *Ox-Cart Man*
- A pair of dice
- Play money: one-dollar and five-dollar bills
- Handouts:
  - **Portsmouth Market Exchange** cards, one copy for each small group, cut apart
  - **My Goods for Sale** lists, one copy, cut apart

1. Discuss selling and buying in *Ox-Cart Man*.

- Say:

**Although the ox-cart man had many things he could have used to barter with, he didn’t use barter to make his exchanges in**

**Portsmouth.** Locate the page in the book that lists all the things the ox-cart man sold. (The illustration shows him offering his goods to various customers in a brick archway.)

**What did the ox-cart man do with all his things?** He sold them. Read through the list of sentences beginning with the words “He sold . . .” continuing through the following two pages, until he kisses his ox good-bye.

**His customers didn’t exchange other items, like they would if they were bartering. What did they give him?** They gave him money.

**Then what did the ox-cart man do with his money?** He took it to Portsmouth Market and bought things his family needed. Reread the next page of the book, showing students the illustration of the market. Point out all the things available for sale in the shop.

2. Discuss the advantages of using money as exchange.

- **Do you think it was easier for the ox-cart man to use money for selling his items and buying things, or is it easier to trade? Why?** Accept students’ opinions.

**When you use money, you don’t have to find someone who has something you want and wants something you have to sell, like you do when you barter.**

**The ox-cart man took money for his things and then used that same money to buy all the things his family needed. Because he exchanged his things for money, he was free to go into any store in the market and buy what he wanted.**

**It wasn’t just easier to use money; it was also faster. Just think how long it would have taken the ox-cart man to find someone with an embroidery needle that was willing to trade it for something out of his cart!**

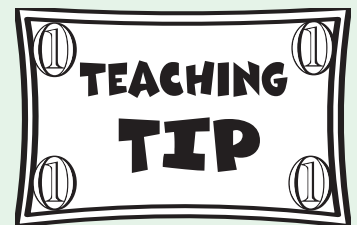
3. Introduce the **Portsmouth Market** activity.

- **Let’s play a game of barter and money. We’re going to pretend we’ve come to Portsmouth Market like the ox-cart man did, to see what we could sell and buy for our families. Each of you will get a list of things you have to sell and a shopping list of items you need to buy. Pass out the My Goods for Sale cards, one for each student.**

**First you will go to the market to sell your goods. Each of you will roll both dice to see how much money, in dollars, you can get for the first item on your list.** Go around the table, allowing each student to read the first item on his or her list, and then roll the dice. Count out the amount in one-dollar and five-dollar bills each student has made in the transaction (or allow the student banker, if you have one, to count the money). Have each student cross out the item sold. **NOTE: If a student rolls doubles, give him or her that amount, plus another roll of the dice.**

When all students in the group have sold the first item on their lists, shuffle the **Portsmouth Market Exchange** cards and place them facedown.

**These cards contain an item you need to buy before you return home. Most of the items have a set price, just like most things you buy in stores have a price set on them before you walk in the door.**



If you have more than four students in the group have them pair up or assign a “banker.”

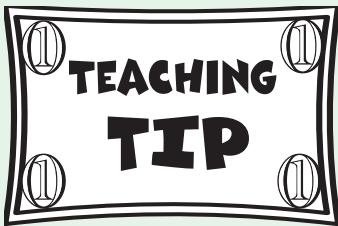
But there are a few cards in the pile, called Wild Cards, which list an item you need to buy but don't include the price. In some markets, the prices of things go up or down. People who want the items have to pay whatever the price is at that moment. To find the price for the Wild Card items, you will have to roll one or both of the dice. You might get lucky and roll a small number, or you might have to pay a lot!

The student who has the most money draws the first card and reads it aloud. Play continues around the table after that.

Each of the cards instructs students to purchase an item they need. The students spend their money on the cards they've drawn, keep the exchange card to show what they've bought, and then play passes to the next student.

If a student doesn't have enough money to make a transaction, he or she must sell the next item on the **My Goods for Sale** card, following the same procedure they did at the beginning of the activity. After the student has collected more money, he or she makes the purchase from the exchange card.

Play continues until all students have run out of things to sell and don't have enough money to make the next purchase on a **Portsmouth Market Exchange** card. The winner is the student who has accumulated the most goods to take home.



You can adjust the time of the activity by limiting the number of goods each student may sell.

## Assessment

Check students' understanding by listening carefully to the responses they give during group discussions and the **Portsmouth Market Exchange** activity. Have students share their stories from **The Trouble with Trading** worksheet in the large-group activity.

## Suggested Online Activity

**NOTE:** Teachers should preview all sites to ensure they are age-appropriate for their students. At the time of publication, all URLs listed here were valid. In addition, some Web sites provide lessons via pop-up screens, so you may have to disable your computer's pop-up blocker software to access them.

### *What Is Bartering?*

The National Council on Economic Education provides this pop-up activity through its EconEdLink Web site. Students view several examples explaining the concept of barter, illustrated with amusing cartoons. Found at: [www.econedlink.org/lessons/em270/popupActivity.html](http://www.econedlink.org/lessons/em270/popupActivity.html).

## National Standards Correlations

### *Economics*

The activities in this lesson correlate to the following Voluntary National Content Standards in Economics, as determined by the National Council on Economics Education, found at: [www.ncee.net/ea/standards](http://www.ncee.net/ea/standards).

## **Standard 1: Scarcity**

Students will understand that: Productive resources are limited. Therefore, people cannot have all the goods and services they want; as a result, they must choose some things and give up others.

K–4 Grade Benchmarks:

- Natural resources, such as land, are “gifts of nature”; they are present without human intervention.
- Capital goods are goods that are produced and used to make other goods and services.

## **Standard 5: Gain from Trade**

Voluntary exchange occurs only when all participating parties expect to gain. This is true for trade among individuals or organizations within a nation, and usually among individuals or organizations in different nations.

K–4 Benchmarks:

- Exchange is trading goods and services with people for other goods and services or for money.
- The oldest form of exchange is barter, the direct trading of goods and services between people.
- People voluntarily exchange goods and services because they expect to be better off after the exchange.

## **Standard 11: The Role of Money**

Money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.

K–4 Benchmarks:

- Money is anything widely accepted as final payment for goods and services.

## **Social Studies**

In addition to economics, the activities in this lesson also correlate to the following *Curriculum Standards for the Social Studies*, from the National Council for the Social Studies, found at: [www.socialstudies.org/standards](http://www.socialstudies.org/standards).

### **VII. Production, Distribution, & Consumption**

Social studies programs should include experiences that provide for the study of *how people organize for the production, distribution, and consumption of goods and services*, so that the learner can:

Early Grades Benchmarks:

- g. explain and demonstrate the role of money in everyday life.

## **Language Arts**

This lesson, based on the children’s book *Ox-Cart Man*, by Donald Hall, also correlates to the following *Standards for the English Language Arts*, from the National Council of Teachers of English, found at:

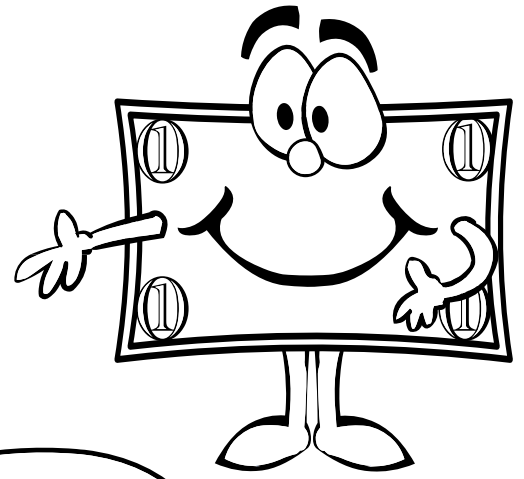
[www.ncte.org/print.asp?id=110846&node=204](http://www.ncte.org/print.asp?id=110846&node=204).

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.



# The Trouble with Trading

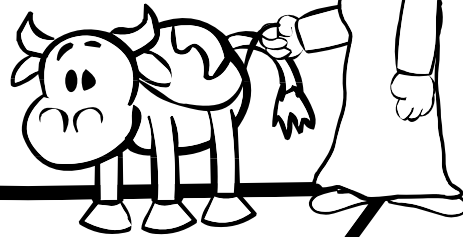
Name \_\_\_\_\_



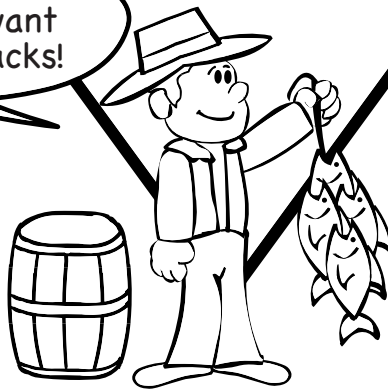
I hate fish but  
I want some  
milk!



I hate ducks  
but I want  
fish!



I hate milk  
but I want  
some ducks!



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# Portsmouth Market Exchange Cards

Buy a new kettle for \$5.00.

Buy an embroidery needle for \$4.00.

Wild Card!  
Roll one die to pay for three pairs of boots.

Buy a doll for \$2.00.

Buy a bag of wintergreen candy for \$3.00.

Wild Card!  
Roll both dice to pay for a spinning wheel.

# Portsmouth Market Exchange Cards

Buy a Barlow  
knife for  
\$4.00.

Buy dress  
material for  
\$6.00.

Wild Card!  
Roll one die  
to pay for  
a spinning  
wheel.

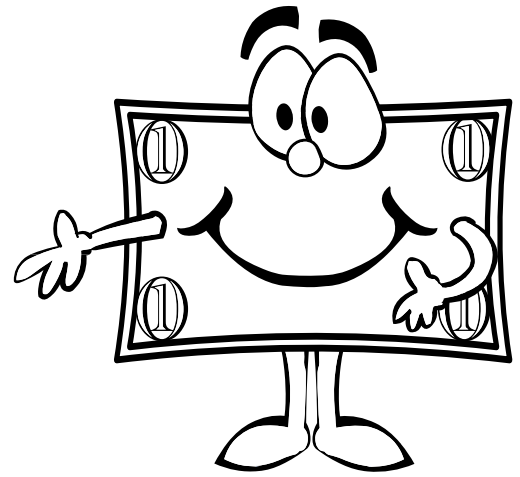
Buy a toy  
rifle for  
\$2.00.

Buy an axe  
for \$5.00.

Wild Card!  
Roll both  
dice to pay  
for a  
new plow.

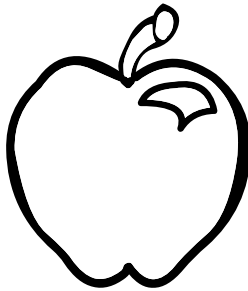
# My Goods for Sale

Name \_\_\_\_\_



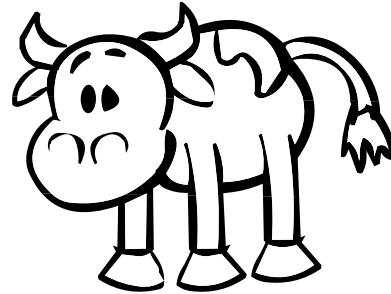
## Student One

1. Four barrels of apples
2. Twenty beeswax candles
3. One covered wagon
4. Two containers of cheese



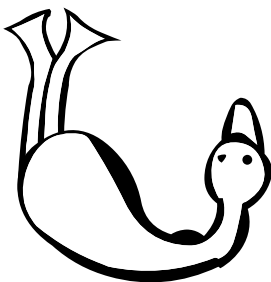
## Student Two

1. One cow
2. Three pairs of mittens
3. Two purple shawls
4. A gallon of apple cider



## Student Three

1. Twelve ducks
2. Five birch brooms
3. One ox
4. Four embroidered napkins



## Student Four

1. Six barrels
2. Nine balls of colored yarn
3. Three boxes of shingles
4. Five pounds of potatoes

