***Trading Arkansas Symbols***

**Lesson Introduction:** Assuming the role of factory workers in an Arkansas Symbols Card Factory, students will participate in two exchanges; first bartering then purchasing items on their shopping list using money.

**Standards:**

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**Arkansas History:**

H.6.K.2 Identify state symbols of Arkansas: flag, tree, insect, beverage

H.6.1.2 Identify state symbols of Arkansas: flower, bird, fruit/vegetable, folk dance, instrument

H.6.2.2 Identify state symbols of Arkansas: gem, mineral, rock, mammal, anthem

**Arkansas Economics Standards:**

E.9.K.1 Recognize that money is used to purchase items

E.9.1.2 Recognize that money is a *medium of exchange*

E.9.2.2 Understand that the use of money facilitates exchange

E.9.2.6 Identify exchanges made:

* monetary
* *barter*

E.9.1.1 Discuss *barter* as a method of exchange

**Common Core:**

[CCSS.ELA-Literacy.SL.K.1](http://www.corestandards.org/ELA-Literacy/SL/K/1/) Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

[CCSS.ELA-Literacy.SL.K.1a](http://www.corestandards.org/ELA-Literacy/SL/K/1/a/) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

[CCSS.ELA-Literacy.SL.K.1b](http://www.corestandards.org/ELA-Literacy/SL/K/1/b/) Continue a conversation through multiple exchanges.

[CCSS.ELA-Literacy.SL.1.1](http://www.corestandards.org/ELA-Literacy/SL/1/1/) Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

[CCSS.ELA-Literacy.SL.1.1a](http://www.corestandards.org/ELA-Literacy/SL/1/1/a/) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

[CCSS.ELA-Literacy.SL.1.1b](http://www.corestandards.org/ELA-Literacy/SL/1/1/b/) Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.

[CCSS.ELA-Literacy.SL.2.1](http://www.corestandards.org/ELA-Literacy/SL/2/1/) Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

[CCSS.ELA-Literacy.SL.2.1a](http://www.corestandards.org/ELA-Literacy/SL/2/1/a/) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

[CCSS.ELA-Literacy.SL.2.1b](http://www.corestandards.org/ELA-Literacy/SL/2/1/b/) Build on others’ talk in conversations by linking their comments to the remarks of others.

**Objectives:**

* The student will understand the concept of barter, or trade
* The student will discover that bartering can be time consuming and difficult
* Students will recognize following Arkansas symbols.
  + Arkansas Flag
  + White Tail Deer (state mammal)
  + Diamond (state gem)
  + Tomato (state fruit/vegetable)
  + Honeybee (state insect)
  + Pine Tree (state tree)
  + Apple blossom (state flower
  + Milk (state beverage)
  + Dutch Oven (state cooking vessel)
  + Fiddle (state instrument)
  + Mockingbird (state bird)
  + Cynthiana Grapes (state grape)

**Materials:**

* Student Shopping Lists
* Sets of Product Cards
* Merchant Signs
* Colored Paper
* Envelopes
* Money Cards

**Lesson Preparation**:

* Copy and cut out shopping lists using colored paper.
* Copy and cut out Merchant Signs. (2 sets)
* Make copies of Product Cards. Cut out. To determine the number to make, take the number of copies of the Shopping Lists made and multiply by 10. In each round, each student will need five product cards for the product they are trading.
* Round 1 Envelopes: Place a Shopping List, a Merchant’s Sign, and five matching Product Cards inside each.
* Round 2 Envelopes: Place a Shopping List, a Merchant’s Sign, five matching Product Cards, and 3 money cards inside each.

**Lesson Procedure:**

1. Introduce the lesson by showing the students a completed Arkansas Symbols card set.
2. Tell students that they are workers in the Arkansas Symbols Card Factory. As workers they will be responsible for producing Arkansas Symbols Card Sets.
3. Explain to the students that each one will receive an envelope containing a set of cards and a shopping list of items they want to gather. Remind students that each worker will be creating different sets based on the wants of their consumers, so one student’s shopping list may be completely different from another student’s list. Each worker has come to the shipping room to trade surplus symbol cards to get some more of the things that their consumers want. The products available for trade are: Arkansas flag, pine tree, honeybee, milk, apple blossom, mockingbird, tomato, fiddle, diamond, Dutch oven, Cynthiana grapes, and white tail deer**.** (All these are Arkansas Symbols.)
4. Explain to the students that the objective is to get all 5 items on their shopping lists. In this game items generally trade one for one. However, students will find that they will not always be able to trade directly. They might have to trade for something they don’t want or need so that they can trade again for something they do want. Explain that the first student to complete their shopping list should say, “I got it! I got it!” at which time all trading should stop while the teacher checks that student’s shopping list.
5. Give each pair of students an envelope. Open the market by announcing: “Let the trading begin!”
6. Trading will end when several students have successfully completed his/her shopping list.
7. Talk with the students about what kinds of problems they experienced during this round of trading. Talk about why they experienced these difficulties.
8. Round 2: Tell students that they are going back to the market with their surplus products to trade, but this time they will also have three units of “symbol money” to help them complete their shopping list. Hand out Round 2 envelopes.
9. Open the market. The round will end when several students have satisfied their shopping list. Again, discuss what happened in this round. Was it easier to get the things the students wanted? Why?
10. Collect envelopes and cards for reuse.

Closure:

* Talk with the students about which round of the game was easier. Compare how long it took them to complete their shopping lists in each round.

**Lesson Notes:**

* The bartering activity is based on a lesson in ***Adventures in Economics and U.S. History, Vol 1: Colonial America*** from Econfun found at <http://econ-fun.com/>

Activity Cards

Money

|  |  |  |
| --- | --- | --- |
| MCj03970420000%5b1%5d  Money Card | MCj03970420000%5b1%5d  Money Card | MCj03970420000%5b1%5d  Money Card |
| MCj03970420000%5b1%5d  Money Card | MCj03970420000%5b1%5d  Money Card | MCj03970420000%5b1%5d  Money Card |
| MCj03970420000%5b1%5d  Money Card | MCj03970420000%5b1%5d  Money Card | MCj03970420000%5b1%5d  Money Card |
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