

The Trading Game

Wyoming Social Studies

Objectives:

- Explain the influence of geographic and climatic factors on cultural development

Background:

Have you ever traded a ham sandwich in your lunch sack for someone else's peanut butter and jelly? How about one comic book for another, or a baseball card or a toy. Before there was money, people traded goods with one another for the things they needed. Ancient people traded things like animal furs and meat for medicinal herbs and vegetables. Some of the earliest Europeans in the New World were French fur traders. The Indians traded their furs, beads, blankets and other goods NS French traders could get from Europe.

In our country's early history, most families grew their own food and even raised the plants and animals they needed. Sometimes had to trade with their neighbors for the things they needed. Sometimes one family would have dairy cows, while another would have chickens. Then the family with the dairy cow would trade milk and butter for eggs and other things they needed. This is called bartering.

Money has taken the place of bartering today, but people still have to depend on other people to meet all their needs. For example, people who live in cities can't grow their own food. They have to depend on farm communities for that. In cities there are factories that produce the equipment farmers need to keep their farms going. Here in Wyoming, we can produce sheep but we can't grow oranges. Wyoming sheep producers sell their lambs so they can be processed and then sold to the supermarkets all over the country. They take the money they receive from selling the lambs and buy things like oranges, which were probably grown in Texas, California, or Florida.

The object of this lesson is to teach how the relationship with other communities affects our agricultural system. The game simulates the unequal distribution of natural resources, which creates the need for interdependent relationships between communities



Standards

Health

Culture/Cultural Diversity:
2.1

Production, Consumption,
& Distribution:
3.1, 3.2

Time, Continuity, & Change:
4.3

People, Places
& Environments:
5.4

Materials

- 4 Large manila envelopes
- 3 Pair of scissors
- 1 Ruler
- 2 Pencils
- 2 Felt pens
- 1 Bottle of glue
- 2 Squares of red paper
- 2 Squares of white paper
- 4 Sheets of white paper
- 3 Sheets blue paper
- 5 Sheets gold paper
- 3 Sheets green paper
- 1 Sheet red paper
- 1 Sheet purple paper
- 4 Task sheets prepared as per instructions

Estimated Time

60 Minutes

Grades 3-4

notes:

Activity Procedures:

1. Prepare 4 large manila envelopes, using the teacher instructions on the following page.
2. Share background materials with your students.
3. Divide the class into four groups representing four different communities. Instruct each group to give itself a name. List the communities on the board. Have each community leader.
4. Give each leader one of the envelopes you have prepared. Instruct students not to open their envelopes until told to do so. Tell students that each community should complete the task sheet in its envelope, even though all the resources needed won't be in the envelope. Tell students they must trade with the other communities in any way necessary to complete the task sheets. The first community to complete the task sheet is the winner.
5. Give the signal to begin. Watch the communities as they complete their tasks. Post in the board the order in which each community completes its task.
6. Use the questions at the bottom of the teacher instruction page to lead a class discussion.

After students have completed the activity, lead a discussion, using the following questions:

1. Could you have completed your tasks without trading resources with another community? Why or Why not?
2. How did your community solve the problem of not having all the resources it needed?
3. Were there any conflicts between the communities why or why not?
4. How did you feel when you realized the resources were unequally distributed?
5. Give some examples of innovative or unusual ways in which your community completed its task.
6. How do our relationships with other communities affect our agricultural system?

Evaluation:

Were students able to complete the activity? Did the activity stimulate discussion?

(Materials adapted from Oklahoma Ag in the Classroom.)

Related Activities:

- Ask students if they can think of every-day ways in which they use the barter and trade system. It can be at home with siblings or with friends at school. List responses on the board.
- Brainstorm item that early settlers might have bartered and traded. List these items on the board. What are some things the early settlers had to purchase from a store. Why?
- Have each student research one of his or her favorite foods to find out where it is grown. Is it an import or an export?

The Trading Game - Teacher Instructions

Prepare four manila envelopes, as follows

Envelope #1

- 2 Pairs of scissors
- 20 Paper Clips
- 2 Four-inch squares of red paper
- 2 Four-inch squares of white paper
- 1 Ruler
- 2 Pencils
- 1 Task sheet, with the instructions: "Make four strip of gold paper, each three inches be one inch."

Envelope #2

- 1 Pair of scissors
- 2 Sheets of blue paper
- 2 Sheets of gold paper
- 1 Bottle of glue
- 2 Sheets of white paper
- 1 Task sheet, with the instructions: " Make a Green T four inches high

Envelope #3

- 2 Felt Pens
- 2 Sheets of white paper
- 2 Sheets of green paper
- 2 Sheets of gold paper
- 1 Task sheet with the instructions: "Make a four-inch link paper chain, each link a different color."

Envelope #4

- 1 Sheet of green paper
- 1 Sheet of blue paper
- 1 Sheet of purple paper
- 1 Sheet of gold paper
- 1 Sheet of red paper
- 1 Task sheet with the instructions: "Make a two-inch white square. Attach a gold triangle to one side of the square."

vocabulary:

- *consumption*
- *production*
- *geography*
- *barter*
- *community*
- *import*
- *export*