

## VOLUNTARY EXCHANGE

### Performance Standard 15D.A

Draw pictures illustrating one example of something students can trade without money and an example of something money is needed for accordingly:

- *Knowledge*: identify exchanges of goods and services requiring money or trade;
- *Reasoning*: distinguish between exchanges of goods and services made with and without money; and
- *Communication*: produce two drawings that illustrate goods and services traded with and without money.

### Procedures

1. ***In order to understand trade as an exchange of goods or services (15D)***, students should experience sufficient learning opportunities to develop the following.
  - Identify exchanges that students have made without the use of money.
  - Identify exchanges that students have made with the use of money.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Introduce “trade” and “bartering” examples like the Pilgrims and Native Americans trading.
4. Have students bring examples they and their families use for trade (if any).
5. Have students distinguish the difference between a good and bad trade. (Rare Pokeman card for an ordinary one).
6. Discuss examples of trade with and without money.
7. Bring things in (e.g., cookies, gum, stickers, etc.) that students can trade and discuss why they made the trade.
8. Have students draw a picture (11 x 17 drawing paper) illustrating something traded with money and another picture showing trade without money.
9. Use one half of the drawing paper for each picture. Have students label both pictures and add color.
10. Evaluate each student’s work using the Social Science Rubric as follows and add the scores to determine the performance level:
  - *Knowledge*: identification of the exchange of goods and services was complete and accurate.
  - *Reasoning*: the drawings illustrated the difference in the exchange of goods and services with and without money.
  - *Communication*: the drawings were well-organized and well-detailed; the knowledge and reasoning were effectively communicated.

### Examples of Student Work follow

### Time Requirements

- Two class periods

### Resources

- Chart paper
- 11 x 17 drawing paper divided in half
- Markers, crayons
- Types of materials students can trade in class (gum, cookies, stickers, etc.)
- Social Science Rubric

Trade With  
money

"Meets"

Trade Without  
money



Trade without money

"Exceeds"



Hat



Mitten

Trade with money



house

sun