

## TRADING GOODS OR SERVICES

### Performance Standard (15D/16CUS).B

Draw a picture of a trade that happened in the past on a two-frame paper and label. Write at least one sentence explaining the reason the trade was made accordingly:

- *Knowledge*: identify a trade that was made in the past;
- *Reasoning*: explain the reason for making the trade in a sentence; and
- *Communication*: draw a two-frame picture showing the trade and write at least one sentence explaining the reason for the trade; express all ideas in a way that provides evidence of knowledge and reasoning processes.

### Procedures

1. ***In order to understand trade as an exchange of goods or services (15D), and understand the development of economic systems (16CUS)***, students should experience sufficient learning opportunities to develop the following:
  - Describe a trade that has been made and why the people agreed to trade; and
  - Explain why people traded in the past.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Discuss the concept and rationale of trade with the students. Share examples of trading for goods or services in the past and present.
4. Read a story like ***Jack and the Beanstalk*** to review the concept of trading goods or services. Have students brainstorm a list of trades that they have made and another list of trades that have been made in the past. Discuss the different reasons why those trades occurred.
5. Have students draw and color a picture of a trade made in the past on a two-frame paper (e.g. Pilgrims trading guns for food from the Native Americans).
6. Have students label the people trading and the items that were traded.
7. Have students write a sentence explaining why the trade was made.
8. Evaluate each student's work using the Social Science Rubric as follows and add the scores to determine the performance level:
  - *Knowledge*: the identification of a trade made in the past was accurate and complete.
  - *Reasoning*: the explanation of the reason behind the trade was logical and accurate.
  - *Communication*: the picture of the trade and the sentence explaining the trade were well-organized and well-detailed; the knowledge and reasoning were completely and effectively communicated.

### Examples of Student Work follow

### Time Requirements

- Two class periods

### Resources

- Book or story such as ***Jack and the Bean Stalk***
- Chart paper
- 11 x 17 white drawing paper with picture strip format
- Crayons, colored pencils or markers
- Social Science Rubric

### ASSESSMENT (15D/16CUS).B

"Meets"

The Indian is  
trading corn for  
jewels.



The pilgrim is  
trading jewels for  
corn.



The pilgrim needs food to live.  
And the Indian likes the jewels.

This Indian on the left is trading chunks of salt for sharp rocks from the Indian on the right.

"Exceeds"



The Indian on the left needs sharp rocks for cutting food and ropes.



The Indian on the right needs chunks of soft salt for flavor and to keep food from spoiling.