

Saturday Sancocho

By Leyla Torres / ISBN: 0-374-46451-0

Lesson by

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Lesson Description

In this lesson, students listen to a story and answer questions about a family in Central or South America that barter to get the ingredients for chicken sancocho, a kind of stew. The students complete sentences that record the various trades carried out by the family to obtain all of the ingredients for the sancocho. They participate in a trading activity where they barter with each other to get the ingredients needed to make chicken sancocho and learn about the difficulties associated with barter. They use money in a second round of the trading activity to learn about money's advantages over barter.

Age Level

8-10 years old

Content Standards

National Standards in Economics

- **Standard 5:** Students will understand that voluntary exchange occurs only when all participating parties expect to gain. This is true for trade among individuals or organizations within a nation, and among individuals or organizations in different nations.
 - Benchmark 1, Grade 4: Exchange is trading goods and services with people for other goods and services or for money.
 - Benchmark 2, Grade 4: The oldest form of exchange is barter—the direct trading of goods and services between people.
 - Benchmark 3, Grade 4: People voluntarily exchange goods and services because they expect to be better off after the exchange.

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- **Standard II:** Students will understand that money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.
 - Benchmark 1, Grade 4: Money is anything widely accepted as final payment for goods and services.
 - Benchmark 2, Grade 4: Money makes trading easier by replacing barter with transactions involving currency, coins, or checks
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Concepts

Barter
Coincidence of wants
Exchange
Money

Objectives

Students will:

1. Define exchange and explain why people voluntarily exchange goods and services.
 2. Define barter and explain why barter is difficult.
 3. Define money and explain why money makes exchange easier.
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Time Required

60 minutes

Materials

- A copy of *Saturday Sancocho* (O-374-46451-0) by Leyla Torres
 - A copy of Handout 1 for each student
 - Copies of Handout 2 printed on pink card stock and cut apart so that there is one card for each student
 - Copies of Handout 3 printed on yellow card stock and cut apart so that there is one card for each student
 - Copies of Handout 4 printed on white card stock and cut apart so that there is one card for each student
 - Copies of Handout 5 printed on blue card stock and cut apart so that there is one card for each student
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- Copies of Handout 6 printed on green card stock and cut apart so that there are two cards for each student
- A copy of Handout 7 for each student
- Brown paper grocery bag
- Visuals 1, 2, and 3

Procedures

1. Introduce the lesson by asking the following questions:
 - Have any of you ever helped a parent or grandparent with cooking? (*Answers will vary.*)
 - If you have helped a family member with cooking, what kinds of foods have you helped to prepare and what kinds of cooking tasks have you been able to help with? (*Answers will vary.*)
 - Have you ever made a trade? (*Answers will vary.*)
 - What did you trade? (*Answers will vary but may include trading baseball or other types of cards, one video game for another, one kind of candy for another kind of candy, or one lunch item for another lunch item.*)
2. Explain that this kind of trading is called bartering. Explain that **barter** is the direct exchange of goods and services among people. Emphasize that in barter people exchange goods or services for other goods and services without the use of money.
3. Tell the students that they are going to hear a story about a girl named Maria Lili, who makes a special kind of stew called chicken sancocho with her grandparents every Saturday. Tell the students that the story includes a lot of bartering and that they should listen very carefully to hear which items are traded in the story.
4. Read *Saturday Sancocho* to the students. As you read the story, explain that:
 - The story is set in Central or South America.
 - Cilantro is an herb added to many dishes to make them taste good.
 - A plantain is like a banana, but not as sweet.
 - Cassava is a root vegetable similar to a potato.
 - Cumin is a spice added to many dishes to make them taste good.

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5. Distribute a copy of Handout 1 to each student. Display Visual 1. Instruct the students to complete their copy of Handout 1 as you complete Visual 1 and discuss the following:
- What was Mama Ana, Papa Angelino, and Maria Lili's problem? (*They didn't have any money to buy the ingredients to make sancocho.*)
 - Mama Ana, Papa Angelino, and Maria Lili didn't have any money to buy ingredients to make sancocho, but they did have something. What did they have? (*A dozen eggs.*)
 - How did Mama Ana propose to solve their problem? (*She told Maria Lili that they would use the dozen eggs to make sancocho.*)
 - Why was Maria Lili stunned when her grandmother suggested using the eggs to make sancocho? (*Sancocho isn't made from eggs.*)
 - Once Mama Ana and Maria Lili got to the market square, they found Don Eugenio. How many eggs did they trade to Don Eugenio? (*Six*) What did they get in return for the six eggs they traded to Don Eugenio? (*A bunch of plantains.*) Complete sentence 1 of Visual 1.
 - After they left Don Eugenio, they visited Doña Carmen's stall. Did they trade eggs with Doña Carmen? (*No.*) Why didn't they trade eggs with Doña Carmen? (*She didn't want eggs.*) What did they trade with Doña Carmen? (*They traded nine of their plantains for four pounds of Doña Carmen's cassava.*) Complete sentence 2 of Visual 1.
 - After they left Doña Carmen, they visited Don Mateo. Was Don Mateo interested in trading when they first arrived at his stall? (*No.*) Once Mama Ana was able to convince Don Mateo to barter, what did they trade? (*Mama Ana gave Don Mateo two pounds of cassava and two eggs in exchange for six ears of corn.*) Complete sentence 3 of Visual 1.
 - After they left Don Mateo, they visited Doña Dolores. At first Doña Dolores wanted all six ears of corn that Mama Ana and Maria Lili had in exchange for eight carrots. After negotiating, Mama Ana was able to get Doña Dolores to give them eight carrots in exchange for how many ears of corn? (*Three.*) Complete sentence 4 of Visual 1.
 - After they left Doña Dolores, Mama Ana and Maria Lili made a number of additional trades, each time keeping some for themselves to include in their sancocho. How many eggs did they have left in the basket after they left Doña Dolores? (*Four.*) What did they trade the remaining eggs for? (*Onions and tomatoes.*) What did they trade some of the tomatoes for? (*Cilantro.*) What did they trade some of the cilantro for? (*Garlic.*) What did they trade some of the garlic for? (*Cumin.*) Complete sentences 5, 6, 7, and 8 of Visual 1.
 - After they had traded for the cumin, they still had one ingredient left to get. What was that ingredient? (*The chicken.*)

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- How did Mama Ana and Maria Lili get the chicken? (*Mama Ana divided the vegetables evenly between the two baskets. She traded one basket of vegetables to Doña Petrona in exchange for a chicken.*) Did Doña Petrona accept Mama Ana's first offer of the basket of vegetables for the chicken? (*No.*) Explain that Mama Ana and Doña Petrona haggled back and forth offering different amounts of vegetables for different chickens until they settled on the original basket of vegetables plus two more carrots and some cumin in exchange for a chicken that was not the largest one, but one that was good enough for a wholesome stew. Complete sentence 9 of Visual 1.
 - Whom did Mama Ana and Maria Lili meet after they left Doña Petrona? (*Don Fernando.*) What did they trade with Don Fernando? (*They traded one of Mama Ana's hand-knit bags for one of Don Fernando's wooden ladles and a colorful spinning top.*) Complete sentence 10 of Visual 1.
 - When they got home, Mama Ana, Papa Angelino, and Maria Lili made the chicken sancocho. What was Maria's job in the kitchen? (*Chopping the onions and the cilantro.*)
6. Explain to the students that they are now going to participate in a bartering activity. They will be bartering for the ingredients to make chicken sancocho, just like Mama Ana and Maria Lili did.
 7. Be certain to have one of each ingredient card from each of four handouts (Handouts 2, 3, 4, and 5) for each student in the class. Place the cards in a brown paper grocery bag. Show one of each card (*tomatoes, onions, and carrots; plantains, cassava, and corn; cumin, garlic, and cilantro; and chicken*) to the students. Explain that in the bartering activity these cards will represent the ingredients.
 8. Display Visual 2. Explain to the students that the object of the activity is to trade until they have one of each of the ingredient cards listed on the visual. Once they have one of each of the four different ingredient cards, they should return to their seats. Emphasize that they can trade only one ingredient card for one other ingredient card. They cannot trade one card for multiple cards. Once trading cards are distributed, no one may talk, show their cards to anyone else, or begin trading until they hear the instruction "trade now."
 9. Have each student draw four cards randomly from the paper grocery bag. Once each student has four cards, begin the trading by saying "trade now."

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10. Once the trading is completed and all of the students have returned to their seats, discuss the following:
 - What problems did you have trading for all four ingredient cards? (*Finding someone who had what the student wanted and who wanted what the student had.*) Point out that this is called a **coincidence of wants**. Explain that a coincidence of wants occurs when each participant in an exchange is willing to trade what they have in exchange for what the other participant is willing to trade. Finding a coincidence of wants can often be difficult and that makes barter time consuming.
 - Did anyone make a trade for an ingredient they didn't want? (*Answers will vary, but it is likely that at least one student traded for an ingredient he didn't want in hopes of trading it with somebody else for something that the student did want.*)
 - What would have made trading easier? (*Money.*)
11. Collect all of the ingredient cards. Place the cards back into the paper grocery bag and shuffle them well. Do not place the money cards from Handout 6 in the grocery bag.
12. Tell the students that they are going to have a chance to trade for the ingredients for chicken sancocho again, but this time they will use money. Display Visual 3. Explain to the students that the object of this round of the activity is to once again trade until they have one of each of the ingredient cards listed on the visual. However, this time they will use money to make the trades, and they will not be allowed to trade ingredient cards for ingredient cards.
13. Show the students a money card from Handout 6. Explain that they will have to purchase each ingredient card using one money card and they will have to sell each extra ingredient card for one money card. Just as in Round 1, once they have four different ingredient cards, they should return to their seats. Emphasize that they must sell any extra ingredient cards. It doesn't matter how many money cards they have in the end. Once the trading cards are being distributed, no one may talk, show their cards to anyone else, or begin trading until they hear the instruction "trade now."
14. Distribute two money cards from Handout 6 to each student. Have each student draw four ingredient cards randomly from the paper grocery bag. Once each student has four ingredient cards and two money cards, begin the trading by saying "trade now."

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15. Once the trading is completed and all of the students have returned to their seats, discuss the following:
 - Was it easier to use money or to barter? (*Use money.*) Why? (*Everyone was willing to accept the money cards.*)
 - Emphasize that bartering required a coincidence of wants while with money, extra ingredient cards could be traded in exchange for a money card, which everyone knew they could use to buy the ingredient card they wanted.

16. Explain to the students that **money** is anything widely accepted for goods and services. Today, we use currency, coins, checks, and electronic money (such as debit cards). These things are all money because they are widely accepted as payment for goods and services. However, many things have been used throughout history as money, including shells, nails, tobacco, furs, and salt. Emphasize that money makes trading easier by replacing barter with transactions involving currency, coins, or checks. Everyone is willing to take money in exchange for goods and services because they know they can use money to buy other goods and services.

17. Explain to the students that **exchange** is trading goods and services with people for other goods and services or for money. Discuss the following:
 - Was exchange taking place in Round 1 of the trading activity? (*Yes.*) How do you know? (*Because bartering was taking place and bartering is exchange.*)
 - Was exchange taking place in Round 2 of the trading activity? (*Yes.*) How do you know? (*Because trading with money was taking place and trading with money is exchange.*)
 - Why did you choose to trade in Rounds 1 and 2? (*To get the ingredient cards they wanted.*) Explain that people choose to exchange goods and services because they expect to get what they want by trading. People voluntarily exchange goods and services because they expect to be better off.

Closure

18. Review important content from the lesson by discussing the following:
 - What is exchange? (*The trading of goods and services with people for other goods and services or for money.*)
 - Why do people choose to exchange goods and services? (*They expect to be better off as a result of trading.*)

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- What do we call the direct exchange of goods and services without the use of money? (*Barter.*)
- Why don't we barter for most of the goods and services we want? (*Barter requires a coincidence of wants and is time-consuming.*)
- What is a coincidence of wants? (*A coincidence of wants occurs when each participant in an exchange is willing to trade what they have in exchange for what the other participant is willing to trade.*)
- What is money? (*Money is anything widely accepted in exchange for goods and services.*)
- What are some different types of money we use today? (*Paper money [currency], coins, checks, and electronic money.*)
- Why does money make exchange easier? (*Money makes exchange easier because everyone is willing to take money in exchange for goods and services because they know they can use money to buy other goods and services.*)

Assessment

19. Distribute a copy of Handout 7 to each student. Explain that there are two scenarios written at the top of the page. Read each of the scenarios to the students. Instruct the students to choose which of the two scenarios they believe is barter and draw a picture to show that transaction in the appropriate box on the page. Instruct the students to choose which of the two scenarios they believe uses money and draw a picture to show that transaction in the appropriate box on the page. Instruct the students to complete the two sentences under the boxes by filling in the appropriate word to complete the sentence. (*Students should draw a picture to depict the transaction between Jorge and Sue Ellen in the barter box and a picture to depict the transaction between Justin and Jason in the money box. Answers to questions: 1. barter, 2. money.*)

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Visual 1: Mama Ana and Maria Lili's Trades

1. Mama Ana and Maria Lili traded _____ eggs for _____ bunch of Don Eugenio's plantains.
2. Mama Ana and Maria Lili traded _____ plantains for _____ pounds of Doña Carmen's cassava.
3. Mama Ana and Maria Lili traded _____ pounds of cassava and _____ eggs for _____ ears of Don Mateo's corn.
4. Mama Ana and Maria Lili traded _____ ears of corn for _____ of Doña Dolores's carrots.
5. Mama Ana and Maria Lili traded the remaining four eggs for _____ and _____.
6. Mama Ana and Maria Lili traded some of the tomatoes for _____.
7. Mama Ana and Maria Lili traded some of the cilantro for _____.
8. Mama Ana and Maria Lili traded some of the garlic for _____.
9. Mama Ana and Maria Lili traded a basket of _____ for one of Doña Petrona's chickens.
10. Mama Ana and Maria Lili traded a hand-knit _____ for one of Don Fernando's wooden _____ and a colorful spinning _____.

Visual 2: Bartering Game Round 1 Rules

BARTERING GAME RULES – Round 1

The object of the activity is to get one of each of the following cards:

- Pink card: tomatoes, onions, and carrots
- Yellow card: plantains, cassava, and corn
- White card: cumin, garlic, and cilantro
- Blue card: chicken

Once we begin to draw cards from the paper bag, no one may talk, show their cards to anyone else, or begin trading until I say “trade now.”

You may trade only one card for one other card. You may not trade one card for multiple cards.

Once you have one of each of the ingredient cards, return to your seat.

Visual 3: Bartering Game Round 2 Rules

BARTERING GAME RULES – Round 2

The object of the activity is to get one of each of the following cards:

- Pink card: tomatoes, onions, and carrots
- Yellow card: plantains, cassava, and corn
- White card: cumin, garlic, and cilantro
- Blue card: chicken

Once we begin to draw cards from the paper bag, no one may talk, show their cards to anyone else, or begin trading until I say “trade now.”

You may trade only one ingredient card for one money card. You may not trade ingredient cards for ingredient cards.

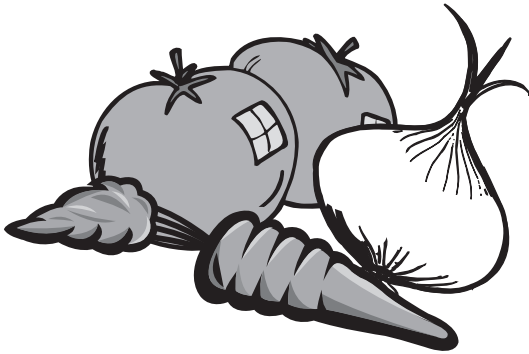
Once you have one of each of the ingredient cards, return to your seat.

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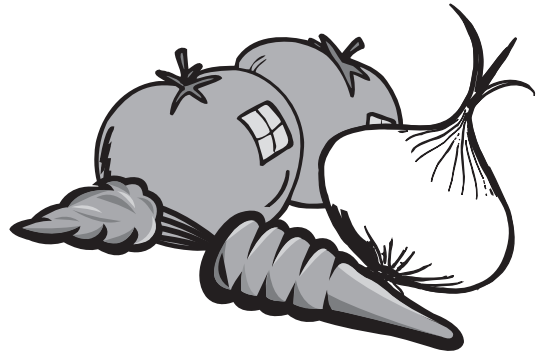
Handout 1: Mama Ana and Maria Lili's Trades

1. Mama Ana and Maria Lili traded _____ eggs for _____ bunch of Don Eugenio's plantains.
2. Mama Ana and Maria Lili traded _____ plantains for _____ pounds of Doña Carmen's cassava.
3. Mama Ana and Maria Lili traded _____ pounds of cassava and _____ eggs for _____ ears of Don Mateo's corn.
4. Mama Ana and Maria Lili traded _____ ears of corn for _____ of Doña Dolores's carrots.
5. Mama Ana and Maria Lili traded the remaining four eggs for _____ and _____.
6. Mama Ana and Maria Lili traded some of the tomatoes for _____.
7. Mama Ana and Maria Lili traded some of the cilantro for _____.
8. Mama Ana and Maria Lili traded some of the garlic for _____.
9. Mama Ana and Maria Lili traded a basket of _____ for one of Doña Petrona's chickens.
10. Mama Ana and Maria Lili traded a hand-knit _____ for one of Don Fernando's wooden _____ and a colorful spinning _____.

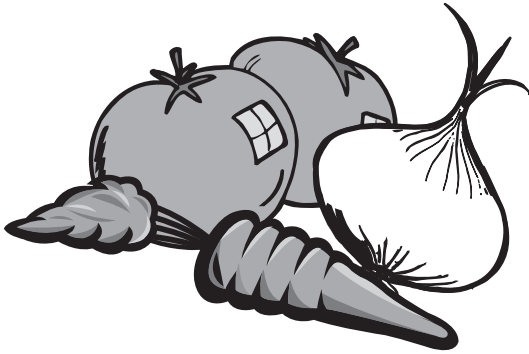
Handout 2: Tomatoes, Onions, and Carrots Cards



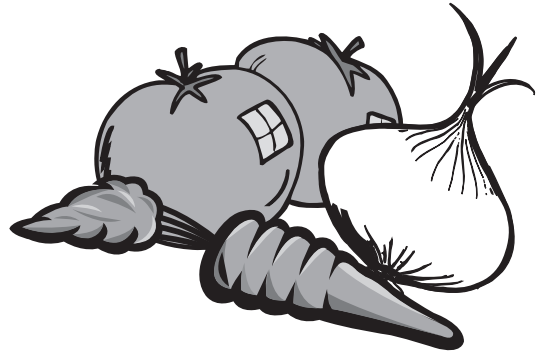
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and Carrots**



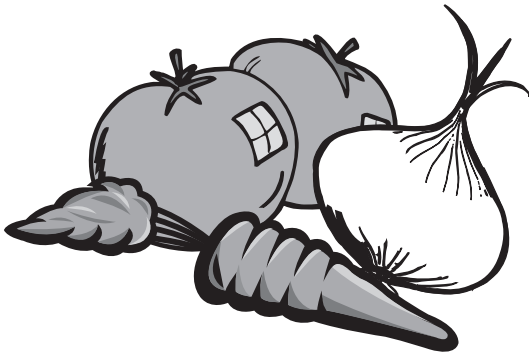
**Tomatoes, Onions,
and Carrots**



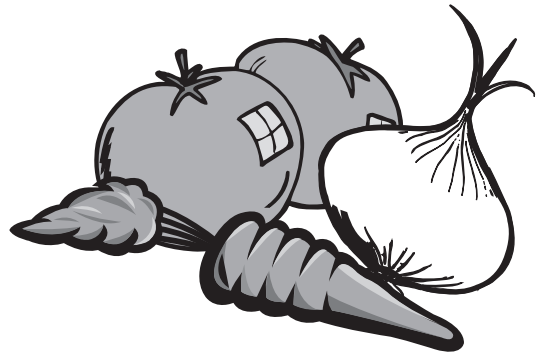
**Tomatoes, Onions,
and Carrots**



**Tomatoes, Onions,
and Carrots**

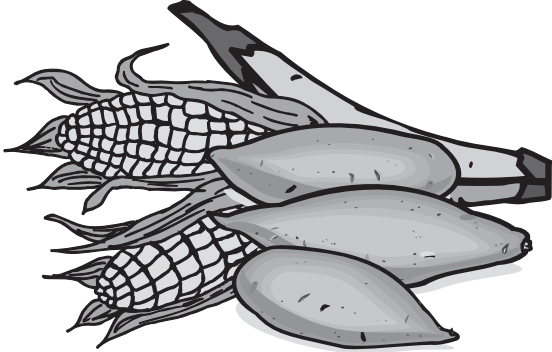
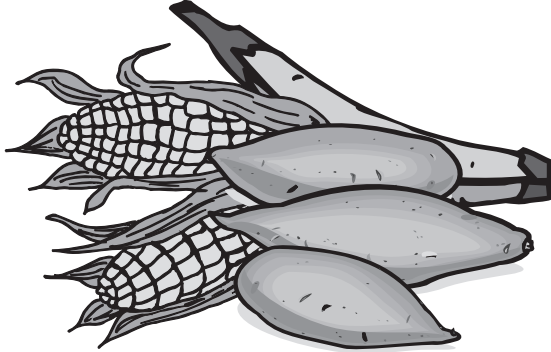
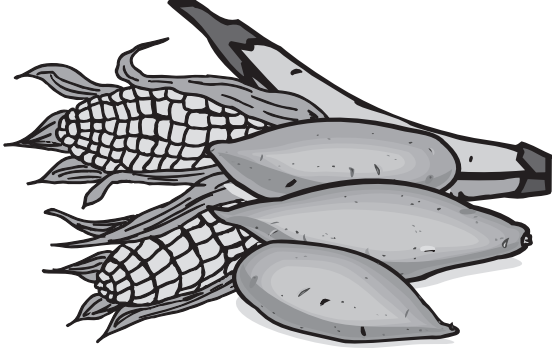
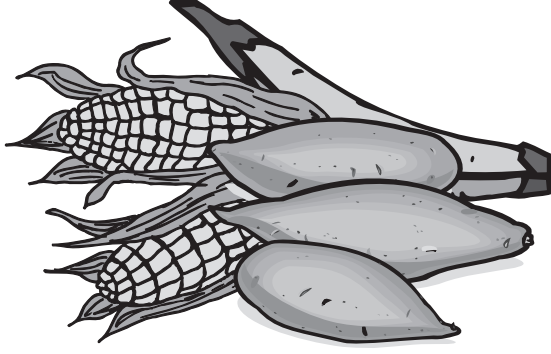
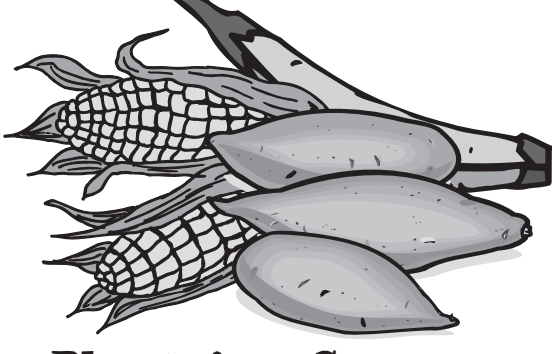



**Tomatoes, Onions,
and Carrots**



**Tomatoes, Onions,
and Carrots**

Handout 3: Plantains, Cassava, and Corn Cards

 <p>Plantains, Cassava, and Corn</p>	 <p>Plantains, Cassava, and Corn</p>
 <p>Plantains, Cassava, and Corn</p>	 <p>Plantains, Cassava, and Corn</p>
 <p>Plantains, Cassava, and Corn</p>	 <p>Plantains, Cassava, and Corn</p>

Handout 4: Cumin, Garlic, and Cilantro Cards



**Cumin, Garlic,
and Cilantro**



**Cumin, Garlic,
and Cilantro**



**Cumin, Garlic,
and Cilantro**



**Cumin, Garlic,
and Cilantro**

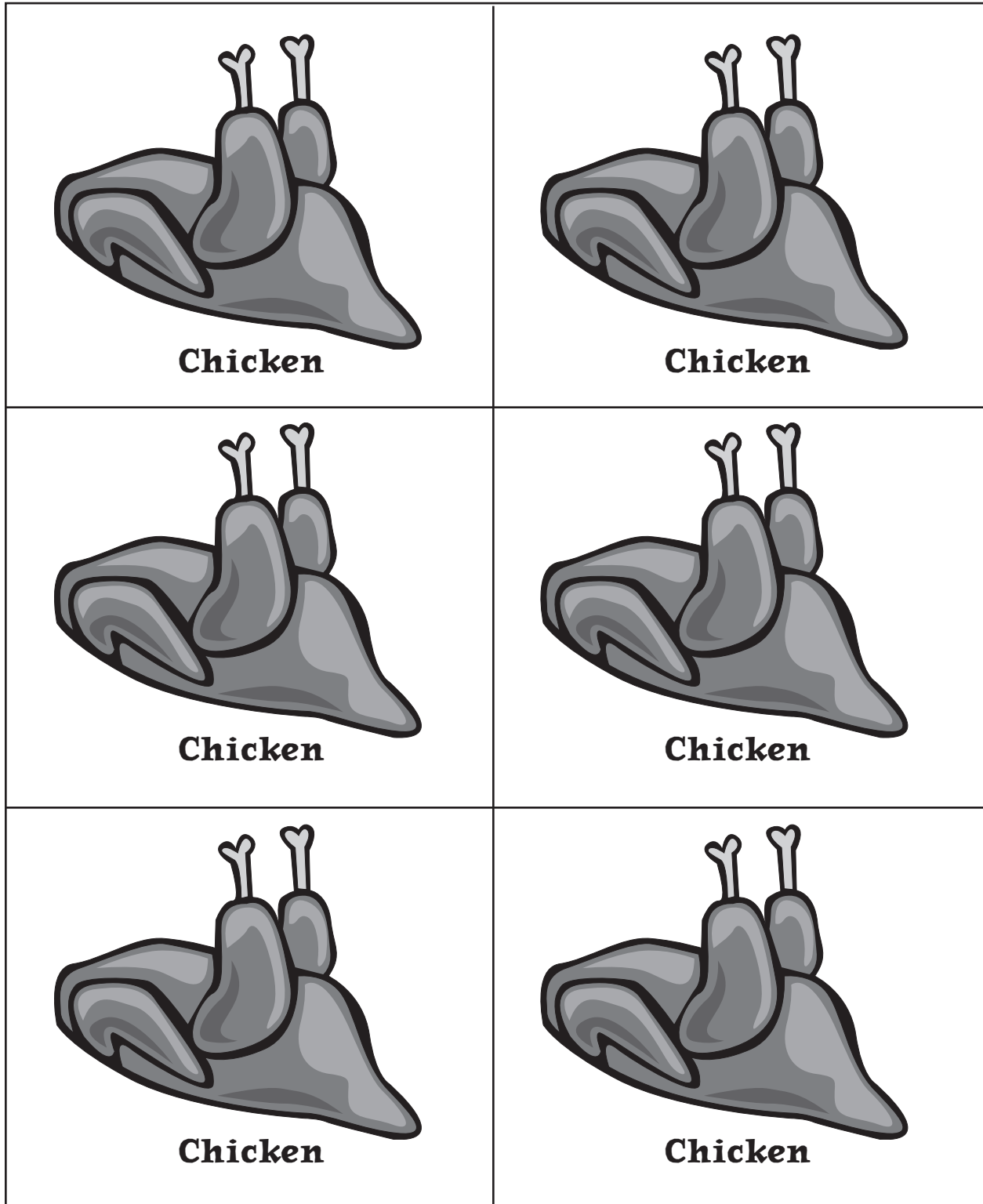


**Cumin, Garlic,
and Cilantro**









**Cumin, Garlic,
and Cilantro**

Handout 5: Chicken Cards



Handout 6: Money Cards

 <p>Money</p>	 <p>Money</p>
 <p>Money</p>	 <p>Money</p>
 <p>Money</p>	 <p>Money</p>

Handout 7: Assessment

Name _____

- Jorge exchanged his apple for Sue Ellen's banana without using money.
- Jason bought a toy truck from Justin using some coins.

Barter	Money

1. When people exchange goods and services without the use of money we call that _____.
2. _____ is anything widely accepted in exchange for goods and services.