

Escape from Barter Islands

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Read the “Directions” sheets for specific instructions.

SUMMARY

In this activity, your child will use an online game to learn how bartering works and why people chose to use money systems instead.

WHY

Although many children are already familiar with what money looks like and with how and when their families use money, it is important that they also understand how money itself works. The money we use, coins and currency, has very little value on its own. Coins and bills only have value because communities agree to accept them in return for other items of value.

TIME

- 20-30 minutes depending on your child’s interest.

RECOMMENDED AGE GROUP

This activity will work best for children in kindergarten to 4th grade.

CHALLENGE WORDS

- *barter*: to trade a good or service for another good or service without using money
- *trade*: the activity of buying, selling, or exchanging goods and services

GET READY

- Read *Lemonade in Winter: A Book About Two Kids Counting Money* by Emily Jenkins, illustrated by G. Brian Karas. For tips on reading this book together, check out the Reading Guide (<http://americanhistory.si.edu/ourstory/money>)

YOU NEED

- A copy of *Lemonade in Winter: A Book About Two Kids Counting Money* (*optional*)
- A computer with internet
- Directions sheets (*attached*)

More information at <http://americanhistory.si.edu/ourstory/activities/money/>.



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For kids and adults to do together.

Before you start, talk with your child about how to use the Internet safely. It is often best if a parent or adult helps a child to find the sites they wish to visit and monitors their online activities.

Tip For more information on teaching kids how to safely use the Internet check out the FBI's Safety Tips page here: <http://www.fbi.gov/fun-games/kids/kids-safety>

Directions:

1. Read the Challenge Words section of this activity and make sure you understand the difference between bartering and using money. How would you explain the difference to someone else?

2. Open your favorite internet browser and use the address box to enter this url:
http://www.clevelandfed.org/learning_center/online_activities/barter_island/

3. Read the directions and work through the game! Pay attention to the pictures of the different goods you can barter, like oranges and cherries. Find the people who also have these pictures and you will be able to barter with them to work through the game.

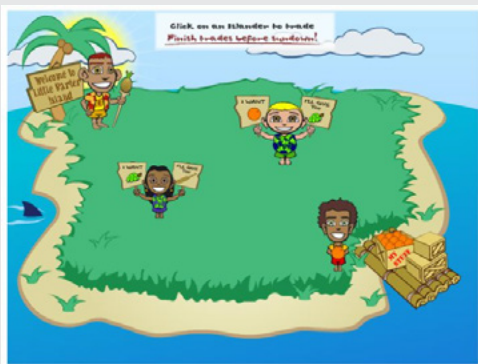


image from Cleveland Federal Reserve

Trade with the Islanders! Give them what they want so you can get what you want!

4. By the end of the game, you will have bartered with enough people to buy the sail you need to escape the islands. What do they use for money on the last island?

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Make up a story!

1. Think back to Pauline and John-John and their lemonade stand. What do you think would have happened if someone had tried to buy a drink using coconuts?

2. Bartering can be complicated. If someone had wanted to buy a cup of lemonade by bartering, what could that person have offered Pauline and John-John in return? What did Pauline and John-John really want by the end of the book?

3. Make up a story about someone who had no money and wanted to barter for lemonade! What might happen? How many trades might they have to make?

Look to History: learn about bartering in your community

Tip

Where can you find information on the history of your community?

Try one of these strategies:

- Enter your town's name or zip code and the word "history" into your favorite search engine and explore the sites that pop up
- Visit your local library. Ask the Reference Librarian, or anyone who works for the library, to help you find information about your community's history.

Try to answer some of these questions while you research! What else can you want to learn?

- What kinds of goods and services has your community produced in the past? What about now?
- If you wanted to barter in your community 100 years ago, what would you have offered to trade, and what would you have wanted in return? How about 200 years ago? How about now?

More information at <http://americanhistory.si.edu/ourstory/activities/money/>.



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WHY

This activity is useful for bolstering students' understanding of the economic activities that go on in their communities by teaching them how to discuss the importance of money in their hometown economy.

OBJECTIVES

Students will be better able to:

- Identify the types of economic activities that go on in their community.
- Participate in further economic education with the proper vocabulary.
- Use the Internet to enrich their learning and further their research abilities.

STUDENT PERFORMANCE CRITERIA

- Demonstrate an understanding of what “bartering” is and why it is no longer an efficient economic system.
- Participate in a discussion about businesses in their hometown.

STANDARDS

NCHS History Standards

K-4 History Content Standards

- 2A: The student understands the history of his or her local community.
Therefore the student is able to: From resources that are available in the local community, record changes that have occurred in goods and services over.

K-4 History Thinking Standards

Standard 4: Historical Research Capabilities

- A. Formulate historical questions.
- B. Obtain historical data.
- C. Interrogate historical data.
- D. Marshal needed knowledge of the time and place, and construct a story, explanation, or historical narrative.



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National Educational Technology Standards for Students (NETS.S)

6. Technology Operations and Concepts
 - a. Understand and use technology systems.

Common Core Standards

English Language Arts

CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.