



Post- Trip Lesson Plan Economy and Bartering

- I. Grade level: grades 3-5
- II. Objectives:
 - a. To discuss why bartering was the main exchange system used in Florida in 1898.
 - b. To examine the different kinds of goods that were bought and traded in 1898.
 - c. To explore how purchasing items in 1898 was different from purchasing items today.
- III. Standards:
 - a. Sunshine State Standards(2006):
 - 1) Social Studies: Time, Continuity, and Change: Standard 5: student understands U.S. history from 1880 to the present day.
 - 2) Social Studies: Time, Continuity, and Change: Standard 6: Student understands the history of Florida and its people.
 - 3) Social Studies: Economics: Standard 1: The student understands how scarcity requires individuals and institutions to make choices about how to use resources.
- IV. Vocabulary:
 - a. Barter: exchanging a good for another good, instead of exchanging goods for money.
 - b. Market or Fair: a public gathering for disposing and buying various products.
 - c. Grocer: formerly spelled as Grosser, is someone who sells deals by wholesale.
 - d. Staple: a commercial term given to the most important articles of purchase
 - e. Speculation: to attempt to foretell the future on how many goods you will need in the future.
 - f. Banknote: this is the name given to currency/money, it derives from the fact that prior to 1913 each bank was allowed to make their own currency.
 - g. Dry goods: items that are not food, such as hardware and dishes.
 - h. Groceries: spices that came from far away.
 - i. Produce: fruit, vegetables, eggs and other foods from nearby farms.
- V. History:
 - a. Federal Reserve System: National banking systems were created during the civil war to help fund the war. With Americas system of checks and balances, many were afraid that a central banking system would have too much power. So the 1st National Bank was created on a 20 year charter in 1863. After 20 years, this system was eradicated. And another unsuccessful central bank, the 2nd National Bank was created with a 20 year charter. During this time each bank was allowed to print their own money. Those who deposited their money in a bank were given the banknote from the bank. However, with the high amount of bank failures this monetary policy was unsuccessful. For example, if given a banknote of \$1 from a bank, and this bank was thought to fail in the near future, this banknote may now be only worth 75 cents. With uncertainty in the bank system, the use of banknotes was risky until the Federal Reserve System was created in 1913.
 - b. Florida: In 1898 there was not a large amount of banks in Florida. Furthermore, the banking system was unsuccessful with numerous bank failures and recessions. Therefore, many living in Florida during this time period used bartering as a main means of trade.



Activity 1: Bartering at the General Store

- VI. Materials:
 - a. Two large sheet of paper
 - b. Writing Utensil
- VII. Procedures: Begin by reading the history of bartering (below) to the class. Then create two lists, one on each large sheet of paper. List one items to be traded *with*, and list two items to be traded *for*.
- VIII. History: There were two different kinds of goods to be found at the general store: goods to be traded *with*, and goods to be traded *for*. Items that were traded *with* were mostly farm goods, and items to be traded *for* were commercial goods, or goods that could not be found in the community.
- IX. Sample List:
 - a. Items to be traded with: flour, beef, eggs, butter, syrup, hides, animals, fruit.
 - b. Items to be traded for: spices, rum, drugs, china, fabric (silk, satin), rice, tea, coffee, fruit.
- X. Assessment: This is a group activity and can be graded based on participation.
- XI. Open-Ended Questions:
 - a. How do we get special items today (specific toys, clothing ect.)
 - b. How do you think people got special items in 1898? (Ordering from a store or catalogue)
 - c. Fruit can fall into both categories, why do you think this is?

Activity 2: Bartering

- XII. Materials:
 - a. Construction paper
 - b. Markers
 - c. Glue/tape
 - d. scissors
- XIII. Procedures: Separate the class into two groups. One group being the general store, and the other group being local farmers. Those in the first group are to make items from the list "Items to be traded for" and those in the second group can make items from the list "Items to be traded with." They can make their goods out of various art supplies such as construction paper. Once they have created their goods, have group two trade with group one. Make sure that each child has created more than one item so that they can properly barter.
- XIV. Assessment: This assignment is based on participation and use of the historic information provided above.
- XV. Open-Ended Questions:
 - a. What types of items do we find at a grocery store today?
 - b. Are these items similar/different from items found at a general store in 1898?
 - c. What is the difference between bartering and paying with money?
 - d. Would you rather barter for goods or pay with money?

Activity 3: Worksheet: The Catalogue

- XVI. Materials
 - a. Worksheet: The Catalogue
 - b. Writing utensil
- XVII. Procedures: Hand out the worksheet: The Catalogue to the class. Give the students time to complete the worksheet then discuss the answers as a class.



XVIII. Assessment: This activity can be graded based on completion.

XIX. Open-Ended Questions

- a. What types of items do we purchase in a catalogue today?
- b. What types of items do you think people living in Florida purchased from a catalogue in 1898?