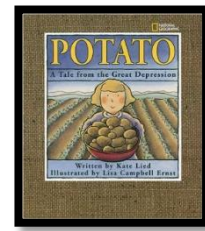


2<sup>nd</sup> Grade

**Potato: A Tale from the Great Depression**

Written by Kate Lied

Illustrated by Lisa Campbell Ernst



**Essential Question:** How do people (i.e. family, community, state, and nation) decide what is a want and what is a need?

- The student will use his/her understanding of choices and consequences to construct a decision-making process and to justify a decision (1.4)

**Essential Question:** Why is money primarily used in the United States today instead of trade/barter?

- The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1)



**Essential Question:** What goods and services are important parts of a person’s daily life?



- The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2)




**Key Ideas:** goods, services, barter, money, consumer, income, wants, needs



**Materials Needed:**

- A copy of *Potato: A Tale from the Great Depression* by Kate Lied
- Small items that children might like such as: pencils, erasers, paper clips, stickers, small toys, candy, pens etc. place in a paper lunch bag
- A paper lunch bag for each student filled: 1/3 of the bags put three different items, 1/3 of bags put two of the same item, 1/3 of the bags put only one item

	<p>Pre-Reading Discussion</p> <ul style="list-style-type: none"> <li>• What is the little girl holding? (<i>a basket of potatoes</i>)</li> <li>• What do you think she is going to do with the potatoes? (<i>eat them, store them, sell them</i>)</li> <li>• Where did the little girl get the potatoes in her basket? (<i>from a farm, from the ground where potatoes grow, from a farmer</i>)</li> <li>• If the little girl had bought the potatoes, where would she have gotten the money to buy them? (<i>Her parents could have given her money. She could have worked for the money to pay for the potatoes. She could have worked in exchange for the potatoes. She could have picked the potatoes from her garden.</i>)</li> </ul> <p>Show the book’s pictures to the class, and ask the students to predict what will happen in the story based on the pictures.</p>
	<p>Building Background</p> <p>Explain that during the Great Depression it was difficult for people in the United States to get and keep jobs. Because people could not work at jobs, they weren’t able to earn income. Income is payment people receive for the resources they provide in the market. When people work they receive wages. (<i>Note: People also earn income as rent, profit, or interest.</i>) People use the income they earn to buy things to satisfy their wants and needs. Wants are desires that can be satisfied by consuming goods and services.</p> <p>Discuss the following:</p> <ul style="list-style-type: none"> <li>• How do members of your family earn income?</li> <li>• Can you think of ways that you might earn income?</li> <li>• Can you think of times when you wanted money to satisfy a want?</li> </ul>

	<p>Explain that consumers are people whose wants are satisfied by using goods and services. Goods are objects that can satisfy people’s wants. Services are actions that can satisfy people’s wants. Teachers, bankers, and farmers provide services. Car mechanics, doctors, and dry cleaners also provide services.</p> <p>Discuss the following:</p> <ul style="list-style-type: none"> <li>• How do you know that you are a consumer?</li> <li>• What are some goods that you consumed today?</li> <li>• What are some services that you used today?</li> </ul>
	<p>Read <i>Potato: A Tale from the Great Depression</i></p> <p>Discuss the following as you read:</p> <ul style="list-style-type: none"> <li>• What happened to Clarence? (<i>He lost his job and, as a result, the bank took the family’s house away.</i>)</li> <li>• Who were the consumers in the story? (<i>Clarence, Agnes, and Dorothy</i>)</li> <li>• What wants did Clarence, Agnes, and Dorothy have? (<i>The family wanted food, clothing, and a place to live.</i>)</li> </ul> <p>Explain that when Clarence lost his job, he could not afford to repay the loan on his house. Banks earn income by providing loans to consumers. If consumers cannot repay the money they borrow, the banks are able to take the goods bought by consumers away from the consumers. The bank took Clarence and Agnes’ house away from the family because they could not make payments on the loan for the house.</p> <p>Continue discussion as you read:</p> <ul style="list-style-type: none"> <li>• Ask the students what happened to the family when the bank took the house. (<i>The family had to move out of the house.</i>)             <ul style="list-style-type: none"> <li>○ Remind students that Clarence wasn’t able to find a job and keep a job so that he could earn income.</li> </ul> </li> <li>• What did Clarence do to solve the problem of not being able to find a job?</li> <li>• (<i>Someone told Clarence and Agnes there were jobs in Idaho picking potatoes. Clarence and Agnes traveled there to earn an income.</i>)</li> <li>• How did the farmer help Clarence and Agnes? (<i>The farmer told Clarence and Agnes that on their own time at night they could pick up leftover potatoes.</i>)</li> <li>• What did Clarence and Agnes do with the income they made during the day? (<i>Clarence and Agnes bought gas with the money they earned from picking potatoes during the day.</i>)</li> <li>• What did Clarence and Agnes do with the leftover potatoes they picked up at night? (<i>They packed all of their potatoes into the borrowed car and went back home where they traded the potatoes for goods and services.</i>)</li> </ul>
	<p>Remind the students that Clarence and Agnes did not earn enough income to buy all of the goods and services they wanted so they traded goods and services they had for other goods and services.</p> <p>Explain the following:</p> <ul style="list-style-type: none"> <li>• Trading goods and services for other goods and services without using money is called <u>barter</u>.</li> <li>• Can you think of a time when you bartered to get something that you wanted?</li> <li>• Give examples of goods and services for which Clarence and Agnes traded potatoes (e.g. groceries, a pig, clothes).</li> </ul>

	<p>Remind students that barter is the exchange of goods and services for other goods and services.</p> <p>Explain that they are going to participate in a barter activity. Tell the students that each of them will be given a bag with different goods in it. They may keep what is in their bag, or they may trade it with another student. Explain that they will only be able to trade with those students who sit next to them or directly in front or back of them. They may not leave their seats, so they can barter only with those nearest them.</p> <p>Give each student a piece of paper and a pencil. Tell them to count the number of trades they make during each round by making a tally mark for each trade on the piece of paper. Allow three minutes for students to make trades.</p> <p>Display Trade Chart and discuss the following:</p> <ul style="list-style-type: none"> <li>• How many of you made a trade?             <ul style="list-style-type: none"> <li>○ Ask students who made trades in Round 1 raise their hands.</li> </ul> </li> <li>• How many trades did you make?             <ul style="list-style-type: none"> <li>○ Use tally marks on the board to determine the total number.</li> <li>○ Record the total number of trades in Row 1, Column 2 of the table on Visual 1.</li> </ul> </li> <li>• Why were you able to make a trade?</li> <li>• Why did some of you trade more than one time?</li> <li>• Why were some of you unable to make a trade?</li> <li>• Was it easy or hard to make trades?</li> </ul>
	<p>Explain that students will have three more minutes to trade. This time they may leave their seats, but they must make trades only with students whose desks are in their area. Students may trade the item(s) they received in Round 1 for a new item if they want to. Remind students to record each trade they make in this round on a different spot on their paper using a tally mark. Allow three minutes for students to trade.</p> <p>Have students return to their seats and discuss the following:</p> <ul style="list-style-type: none"> <li>• How many of you made a trade in Round 2?             <ul style="list-style-type: none"> <li>○ Ask students who made trades in Round 2 raise their hands.</li> </ul> </li> <li>• How many trades did you make? Use tally marks on the board to determine the total number. Record the total number of trades in Row 2, Column 2 of the Trade Chart</li> <li>• Were more trades made in this round than in Round 1? Why?</li> </ul> <p>Compare the number of trades made in Round 2 to the number of trades made in Round 1.</p>
	<p>Explain that students will have three more minutes to trade. This time they can trade with anyone in the classroom. Explain that students who traded in Rounds 1 and 2 may trade items they received in those rounds if they want to. Allow three minutes for students to make trades. Have students return to their seats and discuss the following:</p> <ul style="list-style-type: none"> <li>• How many of you made a trade in Round 3?             <ul style="list-style-type: none"> <li>○ Ask students who made trades in Round 3 raise their hands.</li> </ul> </li> <li>• How many trades did each of you make?             <ul style="list-style-type: none"> <li>○ Use tally marks on the board to record the number of trades.</li> <li>○ Record the total number of trades in Row 3, Column 2 of Visual 1.</li> </ul> </li> <li>• Why were you able to make a trade?</li> </ul>

	<ul style="list-style-type: none"> <li>• How many of you did not make a trade?</li> <li>• Were more trades made in this round than in Round 1?</li> <li>• Why?</li> <li>• Why were some students unable to get something they wanted?</li> <li>• Do you think Clarence and Agnes had trouble bartering their potatoes?</li> </ul> <p>Compare the number of trades made in Round 3 to the number of trades made in Round 1.</p> <p>Compare the number of trades made in Round 3 with the number of trades made in Round 2.  <i>(More trades were made in Round 3 because more people were trading, so more choices were available for students to make. More people were able to satisfy their wants when more items were available.)</i></p>
	<p>Clarence and Agnes had wants. Remind students that wants are desires or wishes that can be satisfied by consuming goods or services. In order to barter for groceries and clothing to satisfy some of the family's wants, Clarence had to find someone whose wants could be satisfied by getting potatoes. Clarence bartered potatoes with the store owner. Clarence wanted groceries and other items that the store owner would trade for potatoes. The store owner probably did not have time to grow potatoes so he could satisfy his want to have potatoes to sell to other patrons by trading groceries for potatoes with Clarence. Both Clarence and the store owner were satisfied by the trade they made.</p> <p>Discuss the following:</p> <ul style="list-style-type: none"> <li>• Why were you not always able to get what you wanted when you were bartering?</li> <li>• When Clarence traded with the pig farmer for a pig, how did each side benefit?</li> <li>• Do members of your family barter to get the things they want each day?</li> <li>• How do you and members of your family get the things you want each day?</li> </ul>
	<p>Explain that today people use cash, debit cards, credit cards, and checks because it makes getting goods and services from others much easier than bartering. Money is anything used as a final payment for goods and services. People accept money in payment for work they do and as payment for other goods and services they sell because they know they can use it to buy other goods and services.</p> <p>Explain that when people go to the store to buy things, they take money with them. They may take debit cards and checks because these things represent money that people have in banks. Store owners will accept them as payment for goods and services. People also use credit cards. Credit cards do not represent money that people have in bank accounts. By using a credit card, people are able to buy things now and pay for them later.</p> <p>Discuss the following:</p> <ul style="list-style-type: none"> <li>• Could you use the items you have in your barter bags to buy lunch in the school cafeteria or a new toy at the toy store?</li> <li>• What do you do in order to have lunch at school?</li> <li>• What happened at the end of the potato story that helped Clarence and his family satisfy their wants?</li> </ul>

# TRADE CHART

Round	Number of Trades
<b>1</b>	
<b>2</b>	
<b>3</b>	

