

Packing the Ship Lesson

Lesson Description:

The purpose of this lesson is for students to become more familiar with the terms trade, barter, and interdependence. To coincide with our theme, students will collect the resources needed for an explorer's voyage. They will have to barter with other ship crews to get the items needed. The students will be divided into 6 ship crews. Each crew will be given an envelope of resources and a task card. Each crew is to complete the tasks on the task card, but they will not have all of the items they need. Each crew will decide on a name for their ship and choose a leader. Only the leader will be able to leave the ship to barter. When the teams believe they have completed their tasks, the crew leader will go to the dock and get the ship captain (teacher). The captain will come to the ship to check the crew's work. If the tasks have been completed correctly, the crew will win a small prize.

Grade Level

This lesson was developed for a fifth grade classroom, but it could easily be adapted for upper or lower grades.

National Economic Content Standards

Content Standard 5

Voluntary exchange occurs only when all participating parties expect to gain. This is true for trade among individuals or organizations within nations, and among individuals or organizations in different nations.

Benchmarks, Grade 4

2. The oldest form of exchange is barter – the direct trading of goods and services between people.
3. People voluntarily exchange goods and services because they expect to be better off after the exchange.

Benchmarks, Grade 8

2. Free trade increases worldwide material standards of living.

Arkansas Social Studies Frameworks

Strand 3

Content Standard 1

Students will demonstrate an understanding that different economic systems and limited resources influence cooperation and conflict in decision making.

Grades K-4

- PDC.1.6 – Examine how people depend on each other to supply economic goods and services
- PDC.1.7 – Recognize different means of economic exchange

Grades 5-8

PDC.1.6 – Demonstrate how limited resources necessitate decision-making

Objectives:

The students will....

- actively participate in bartering for the needed resources.
- perform, as a group, the tasks on the task card.
- orally discuss the terms trade, barter, and interdependence.
- orally discuss that the unequal distribution of resources creates a need for interdependence and trade and how this motivated European explorers
- write a paragraph explaining what they learn about the importance of trade for European explorers and the present.

Time Requirements

Teacher preparation	20 minutes
Procedures	40 minutes
Closure	10 minutes
Assessment	10 minutes

Materials needed:

6 large manilas envelopes

** All remaining items will be divided and placed inside the envelopes according to attachment A

6 task sheets (attachment B)

6 pieces of white copy paper

4 pairs of scissors

2 bottles of glue

2 pencils

2 crayons

2 rulers

shapes (cut using Ellison die cuts)

- 42 brown rectangles

- 21 green books

- 35 blue ovals

- 14 red apples

-70 small white circles

- 7 yellow squares

** you may wish to have small prizes such as pencils for the members of the winning crew

Procedures:

** Prior to the lesson, cut the necessary pieces using the Ellison die cut or your own variation. Make 6 copies of the Task Card (attachment B), and collect the other needed materials. Assemble the packets according to attachment A. You will have 6 packets.

1. Read the following scenario to the students to set the stage for the simulation:

You are explorers and you are getting ready for a voyage. There are certain things you must have for your trip at sea. Each member of the crew brought items for the trip, but you may not have packed everything you need. You will need to trade with other crews in the harbor to get the necessities. Some ships have more resources than others. After reading your captain's orders, you will barter with other ships to complete the tasks before your departure time. Hurry! We set sail at sundown! Good luck!

2. Explain to the students that they will be grouped into 6 crews. Each crew needs to come up with a name for their ship and choose a leader.
3. Explain to the students that each leader will be given an envelope with all of the items brought in by the members of the crew. The envelope should not be opened until instructions are given. Ask each crew to give you the name of their ship and their crew leader. Record this information on the board. Give each leader a packet.
4. Explain that each crew is to complete the task card in their envelope. They will not have all of the items needed for their voyage. They will have to barter with the other ships' crews to get what they need. Review the terms trade and barter. (trade-the voluntary exchange of goods or services, barter-direct trading of goods and services) Only the leader of the crew may leave the group to trade. When the crew believes that they have accomplished everything on the task card, the crew leader should go to get the captain (teacher) to check their work. The first crew to correctly complete the task is the winner.
5. Give the signal to begin.
6. Watch the groups as they trade and complete the tasks. Check tasks as crews finish. Post the crews on the board, in the order of completion. The crew to correctly complete the tasks first will receive a small prize.

Closure:

When all have finished, discuss who finished first and why it was easiest for them to finish first. Ask the students what problems they faced because of their limited resources. How does trade help solve those problems? Discuss how limited resources and the need for trade motivated explorers to find new routes and how these new routes improved the standard of living in Europe.

Assessment:

After the activity and discussion, each student will write a paragraph explaining what they learned about the importance of trade both for European explorers and for the present.

Directions for preparing packets

Prepare the 6 packets as follows:

*Put one task card and 1 sheet of white copy paper in each envelope

Envelope 1 - 2 pairs of scissors
2 pencils
2 rectangles
5 books
8 ovals
5 circles
1 apple

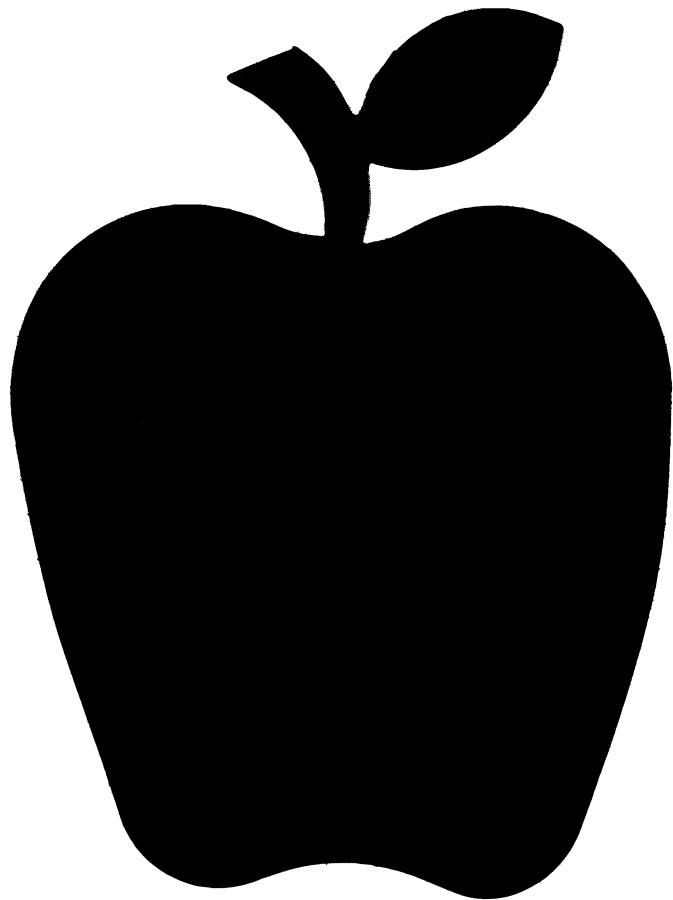
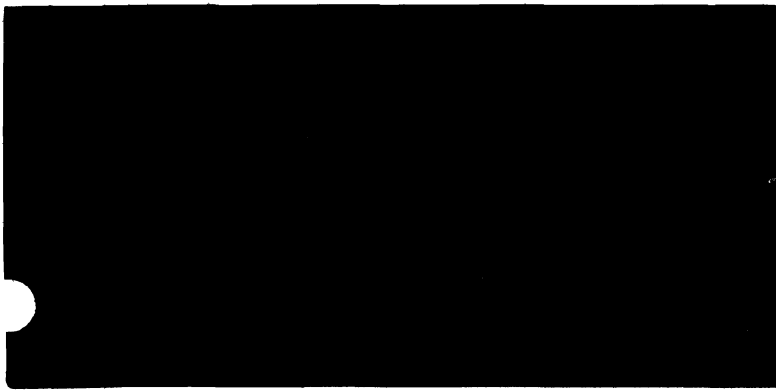
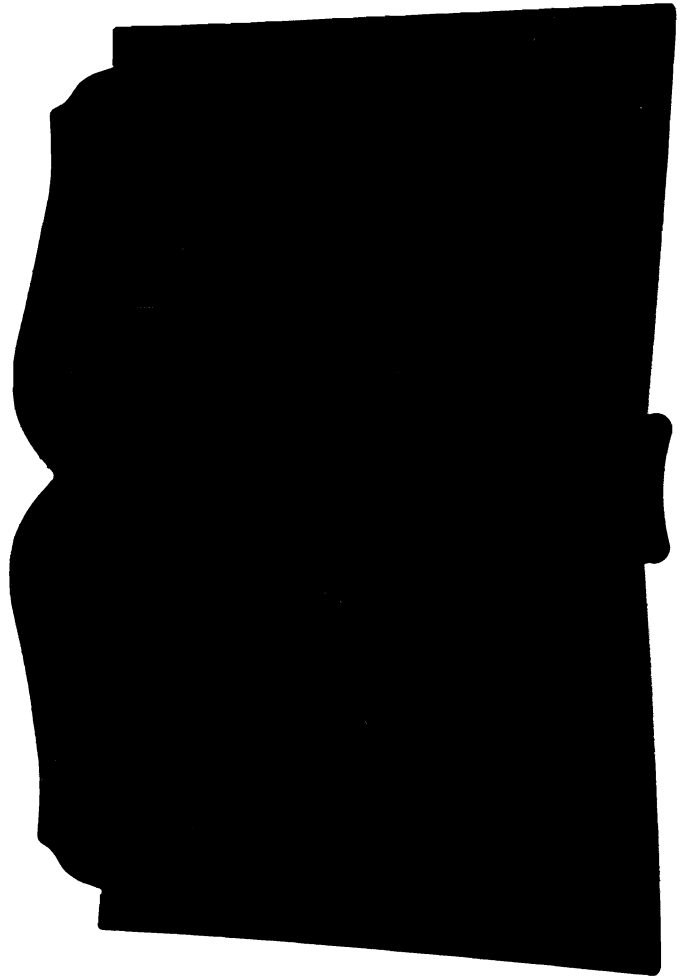
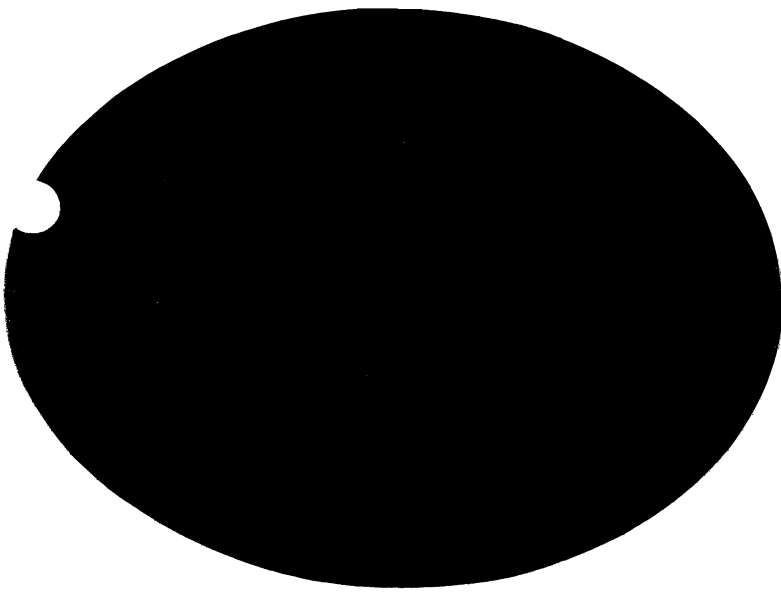
Envelope 4 - 1 ruler
10 rectangles
2 books
7 ovals
40 circles
4 apples
1 crayon

Envelope 2- 1 pair of scissors
8 rectangles
3 books
4 ovals
5 circles
2 apples

Envelope 5 – 1 ruler
7 rectangles
2 books
6 ovals
15 circles
3 apples

Envelope 3 - 1 pair of scissors
1 Bottle of glue
5 rectangles
8 books
3 ovals
2 circles
1 square
1 apple

Envelope 6 - 1 bottle of glue
10 rectangles
1 book
7 ovals
3 circles
6 squares
3 apples



Pack the Ship Task Card

The captain of this ship hereby orders you to prepare the following necessities for our voyage:

1. **Food** - (hardtack, dried fruit/veggies, meat) - You will need to collect 2 apples and 10 pieces of hardtack (white circles) Glue 5 white circles to each apple.
2. **Clothing/Bedding** - You need one brown rectangle for each member of this crew. When you get your brown paper, fold it up for easier storage on board the ship. Remember, we have a scarcity of space!
3. **Fresh Water** - You need to collect 5 barrels of fresh water (blue ovals)
4. **Tools** - We will need a map for this voyage. Cut a 2 x 2 inch square from the white paper. Glue this white paper to the yellow square and label it "map."
5. **Entertainment** - We might like to read a book in our spare time on the ship. Collect 3 green books. Cut three 2 x 1 inch rectangles from the white paper. Glue one rectangle to each book. Give each book a name that an explorer might want to read.

Hurry! We set sail at sundown!