

Barter Trading Activity Part 2 Directions – Print out one copy of “greens” for each group of eight students. Cut apart the greens into individual cards. Use the same trading cards from part 1.

Place students into the same groups of 8 students per group from part 1. Pass out trading cards to students. Give each student 2 cards from the same row (one “want” and one “have” card).
Note: Students do not need to begin with the same exact cards they had during part 1.

Explain to students that they are going to participate in another trading activity. This time, they will each receive one *green* in addition to the *have* and *want* cards. Greens represent money and can be exchanged for one good. Remind students that like the trading activity in part 1, the goal of this trading activity is for each person in the group to get the good s/he wants. Allow students time to trade. Students should be able to trade successfully in much less time than it took in part 1. Track and record the amount of time it takes each group to complete all of their trades.

After all of the groups have successfully traded, discuss the activity with students:

How did trading with greens compare to bartering?

Compare the times to complete each trading session. Which took less time? Why?

Students should come up with answers like *it was easier to trade with money because it did not require there to be a coincidence of wants. Everyone was willing to accept money in exchange for the good they had so that made it more efficient to trade.*

Point out that this is why people began using money a long, long time ago. Money makes it easier and faster for people to get the things they want.

Greens

