

Monkey For Sale by Sanna Stanley

New York: Farrar, Straus and Giroux, 2002., ISBN 9780374350178

Literature Annotation: It is market day in a village in the Republic of Congo. Luzolo has a little money to spend but must choose wisely and bargain for the best price. The book contains a series of barter and trades that allow Luzolo and her friend to acquire the monkey they want.

Grade Level: Grade 2

Duration: 30-45 minutes

Economic Concepts: Production and Specialized Work; Consumption, Bartering and Trading

Maryland Voluntary State Curriculum (VSC):

Economics Standard: Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.

- 4.A.1 Explain why people have to make economic choices about goods and services (Grade 2)
 - 4.A.1.a Identify and explain economic choices people make (Grade 2)
 - 4.A.1.c Explain that choices have consequences, some of which are more important than others (Grade 2)
- 4.A.2.b Identify examples of specialized workers in the school and community, such as nurses, truck drivers, lawyers, and postal workers (Grade 2)
- 4.B.1.a Describe different market situations where buyers and sellers meet to exchange goods and services (Grade 2)
- 4.B.1.b Describe how people meet in market communities around the world, such as farmers markets and door-to-door sales (Grade 2)

Reading Standard: Students will use a variety of strategies to understand what they read (construct meaning).

- 1.E.4 Use strategies to demonstrate understanding of the text (after reading) (Grade 2)

Lesson Objectives:

- Students will give examples of specialized work in the community by identifying the craftsperson that produced each specific good that was needed to complete the chain of trades.
- Students will explain how limited resources require people to make choices by identifying the choices and describing how the choice was made.

Economic Vocabulary

trade-to engage in the exchange, purchase or sales of resources, goods, or services

barter-to trade goods for other goods without using money

specialized work-the narrower range of defined skills or labor used to produce a part of a product; involves the division of tasks and dependence on other workers to complete the production of the good or service.

market- an arrangement wherein buyers and sellers can exchange resources, goods, and services. A market is said to exist whenever or wherever a buyer and seller enter into an exchange.

decision-making process-a process used to solve a problem in social studies including; identify a problem, explain the pros and cons of alternate choices, make a decision based on the choices available, and identify the opportunity cost of the choice made

Materials

Teacher

- Transparency of “Trading for a Monkey,” Resource Sheet 1
- Optional: “Monkey for Sale Trading Cards,” Resource Sheet 3

Each student

- Small piece of blank paper
- 1 copy of “Bartering and Trading,” Resource Sheet 2

Teacher Background: The Republic of Congo is located in the west-central region of Africa. The equator runs through the country, and the climate is hot and humid year round. Thick forests of trees and vines, and tangled bushes cover over half of the country. These thick forests are home to many wild animals that live in much of this country. The story uses francs for money because the Republic of the Congo was once part of the French empire. French is the official language of the country but there are many local languages and dialects. The country is headed by a President and is based on the French civil law system. The economy is a mixture of village agriculture and handicrafts and an industrial sector based largely on oil.

Lesson Development:

Motivation:

Give each student a play quarter from math manipulatives. Tell them they can use this coin to buy one of the following goods: peanuts, mango candy, plastic strands to make key chains (lanyard), or fingernail polish. Have students write down two choices on a sheet of paper. Then ask them to circle their first choice. Explain to students that these goods are some of the choices from which the characters in the story had to choose. Tell students that they are going to read the book to find out which choices the characters made, and how they were able to get their first choice.

Activities:

1. Have the class read the book. Have students recall some of the choices for spending their money that Luzolo and Kiese had. Then have the students tell what Luzolo and Kiese bought with their money.
2. Have students recall the advice that Luzolo’s parents had given her. Then ask students what Luzolo did to get the fingernail polish, and peanuts and mukatis. (She bargained for the price of the item and then bought it with the money her parents had given her)

3. Have students describe what the two girls did between each other. (traded or shared) Have students describe the type of market that the girls were visiting. Ask students to explain how this market may be different than markets where their family goes to get things that they want.
4. Have students identify the problem that Luzolo had after she saw Mama Lusufu. Tell students that both Luzolo and Mama Lusufu have an economic problem. Mama Lusufu sees the monkey as something to be sold for an income and Luzolo sees the monkey as an animal that should be in the forest.
5. Have students discuss some of the choices that both Luzolo and Mama Lusufu had. Ask students if it was difficult for each of them to make a choice.
6. Ask students to identify what Mama Lusufu wanted and why.
7. Ask students to discuss the decision that Luzolo made. Have students explain how the girls were able to get the monkey. Display a transparency of “Trading for a Monkey,” Resource Sheet 1. Have students revisit the text to establish the chain of trades that were completed in order to trade Mama Lusufu for the monkey.
8. Ask students why the girls had to barter with so many different villagers to make the trades. Introduce the economic vocabulary term **specialized work**. Tell students that each person specialized and produced a certain product, so they had to go to each special worker to get the good that was needed. Ask students to identify what kind of economic resource the specialized worker is. (human resource)
9. Have students explain how each person was able to satisfy their economic wants. (They each traded for a good that they wanted.) Ask students if each person had to make choices. (yes)
10. Optional: Have students retell the sequence of trading using the picture cards from “Monkey for Sale Trading Cards,” Resource Sheet 3.
11. Then ask if the sellers were willing to trade for anything and why or why not? Then ask the class how each person decided which good to choose. (They wanted or needed something special, such as Mama Lusufu wanted a new water pot because the monkey broke hers and the basket weaver wanted beans and rice for food.)

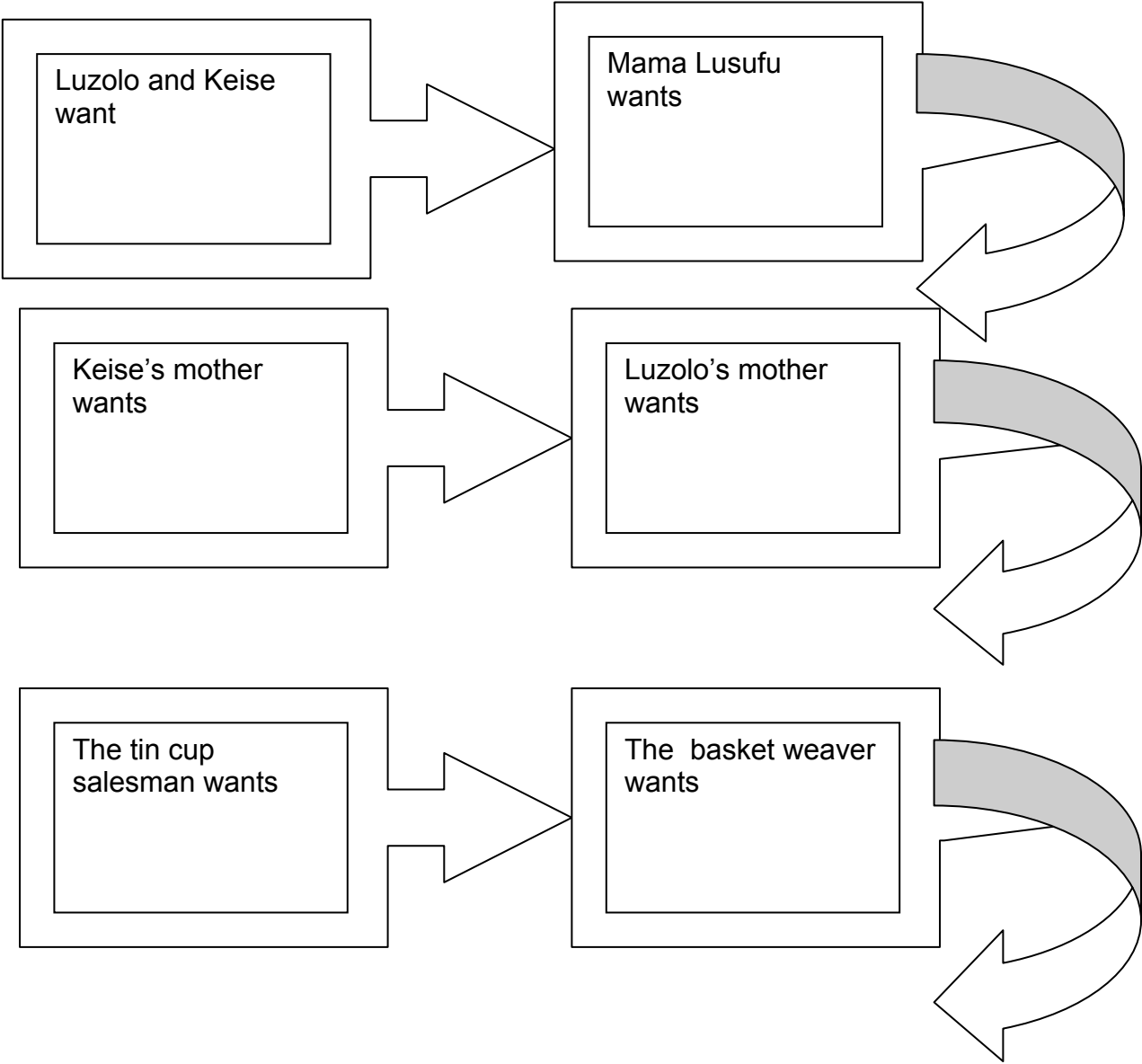
Assessment:

On “Bartering and Trading,” Resource Sheet 2, have the students draw a picture of one good that was traded and name the human resource that produced that good. Then have students write a sentence to explain how the producer used the good to satisfy an economic want.

Additional Activities and Resources

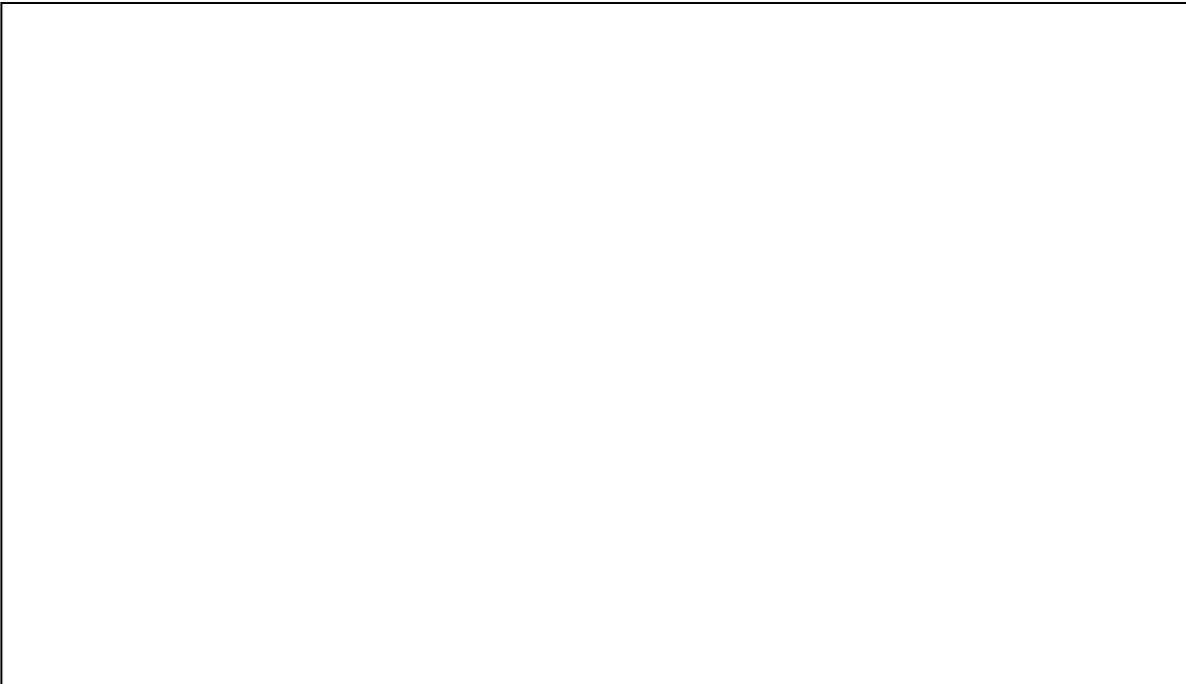
- Have students identify one natural resource and one capital resource that the producer (human resource) used to produce his or her good. Create a class chart listing each product and the resources that were used to produce each one.
- Have students role play the bartering and trading from the story. Assign the role of one person in the story to selected students and have the class recreate the story in their own words. Roles to be assigned include the following: Luzolo, her father, her mother, the person with mango candy, the salesman with fingernail polish, the woman with peanuts and mukatis, Kiese, Mama Lusufu, the man from the city, Kiese's mother, basket weaver, tin cup salesman, and the beans and rice sales person. Additional sales people can be added if desired.

Trading for a Monkey



Bartering and Trading

Draw a picture of one good that was used in the trade for the monkey. Then complete the sentence under the drawing with the name of the person and the product they produced.



_____ produced _____

On the lines below, explain how this good was used to satisfy the producer's economic wants.

Monkey for Sale Trading Cards

