

Title: *Saturday Sancocho* by Leyla Torres. (Farrar, Straus Giroux, New York: 1999)
ISBN 0-374-36418-4

Literature Annotation: Every Saturday Maria anticipates making chicken sancocho, a kind of stew, with her grandparents. However, one Saturday there is nothing in the house except eggs. Grandmother gets the idea to take the eggs to the outdoor market, where Maria and her grandmother are able to trade (barter) the eggs to get the ingredients they need to make the chicken sancocho.

Grade Level: Grade 3

Duration: 60 minutes

Economic Concepts: Consumption and Production

Maryland Voluntary State Curriculum (VSC)

Economics Standard: Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions. (PreK-3 Standard)

- 4.A.1. Explain that people must make choices because resources are limited relative to wants for goods and services (Grade 3)
- 4.A.2.c. Describe the steps in the production process to produce a product (Grade 3)
- 4.B.1. Describe different types of markets (Grade 3)

Reading Standard: Students will read, comprehend, interpret, analyze, and evaluate literary text. (PreK-3 Standard)

- 3.A.2 Use text features to facilitate understanding of literary texts (Grade 3)
- 3.A.3 Use elements of narrative texts to facilitate understanding (Grade 3)

Objective:

Students will explain how people get the economic resources needed to produce a product by describing how Maria and her family barter and trade their eggs for other resources to make chicken sancocho.

Vocabulary:

economic resources -the natural, human, and capital resources that are used to produce goods and services: also call factors of production.

natural resources- The renewable, and nonrenewable gifts of nature that can be used to produce goods and services, including but not limited to land, water, animals, minerals, tress, climate, soil, fire, seeds, grain and fruits.

human resources-The health, strength, talents, education and skills that humans can use to produce goods and services.

capital resources-the goods that are manufactured and constructed by people and used to produce other goods and services, including but not limited to factories, warehouses, roads, bridges, machinery, ports, dams, and tools. (money is not a capital resource.)

production-the act of creating goods and services by combining economic resources.

interdependence-The condition in which events in one part of the community, state, nation, or world or one sector of the economy affects events in another part or sector; occurs as a result of the loss of self-sufficiency which accompanies specialization and,

hence, the need to exchange resources, goods and services with other producing and consuming units.

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

barter-to trade goods for other goods without using money

Other vocabulary:

plantains cassavas

Materials

Teacher materials:

- 4 copies of “Bartering Skit,” Resource Sheet 1
- six pieces of 4” square red paper, eight pieces of 4”x5”yellow paper, four sheets of 8”x11” white paper, and a box of eight crayons, including 1 black crayon
- 12 plastic eggs and a basket
- pictures from “Sancocho Ingredients,” Resource Sheet 3, cut out and mounted on tag board, or collect the following ingredients at a local grocery store:
a bunch of green bananas or plantains (available at some grocery stores), cassavas (or light colored sweet potatoes), six ears of corn, eight carrots, an onion, several tomatoes (or plastic play food), cilantro, garlic, cumin
- picture of a chicken (or a rubber chicken)
- wooden ladle
- small spinning top
- handknit bag

For each student:

- 2 copies of “Bartering for Chicken Sancocho,” Resource Sheet 2
- one copy of the pictures on “Sancocho Ingredients,” Resource Sheet 3

Teacher Background:

Students are usually familiar with the concept of trading one good for another good. Explain that barter is another word for trade without using money. Explain that bartering is not always a one for one trade, but rather requires agreeing on an amount of one good for a similar value of another good.

Lesson Development:

Have four students read the bartering activity on “Bartering Skit,” Resource Sheet 1. Ask the class to retell how each person was able to get the supplies they needed. Have a few volunteers share experiences when they might have done something similar.

Activities:

1. Have students discuss how they were able to get supplies that they did not have. Introduce the vocabulary words **trade** and **barter**. Explain that they were trading or **bartering** with the other members of their group to get the supplies they wanted. (Note that student 1 is trying to collect resources to produce a card to satisfy an economic want.)

2. Tell students that today they are going to read about a girl named Maria and her grandmother who wanted to make Chicken Sancocho, a chicken stew or thick soup, for their dinner on Saturday but they only had a dozen eggs. Ask the students if they think a dozen eggs would be enough to make a chicken stew. In the story Maria says it is not, but the grandmother has an idea to help them get the ingredients to make Chicken Sancocho.
3. On the board display a copy of the recipe for Chicken Sancocho that is included in the back of the book.. Read the recipe with the class and have the students identify the different ingredients that Maria and her grandmother will need to get to make the Sancocho. Circle each food item on the recipe. Identify these food items as **natural resources** that are needed to make the chicken stew.
4. Read the story *Saturday Sancocho*. Have the students identify what idea Maria's grandmother had so that they could get all the ingredients they needed to make Chicken Sancocho. Have students identify this idea as **bartering**.
5. To have students recall the sequence of the bartering, distribute the various pictures (or actual food items) of the different ingredients that Maria and her grandmother traded at the market to selected students in the class ("sellers"). Then have two volunteers role play being Maria and her grandmother with their basket of one dozen eggs and grandmother's handknit bag. As the students retell the story, have "Maria and her grandmother" walk around to the different "sellers" to **barter** for the ingredients to make the Chicken Sancocho. At the end of the story be sure to exchange the handknit bag for the wooden ladle and the spinning top.
6. Have the students identify the economic want that Maria and her grandmother had, and then describe what they bartered to meet that economic want. Use the following sentence to guide them.

*They wanted _____ so they bartered _____ for _____ . Their **economic want** was for the ingredients to make chicken sancocho, a special food they liked to eat.*

(If students want to do the ladle and spinning top, these are possible responses they may have. Maria and her grandmother bartered the handknit bag for a wooden ladle and a wooden spinning top. The wooden spinning top met an economic want of something to play for Maria, and the ladle met an economic want of a serving tool for her grandmother.)

7. Have students look at the illustrations in the book that show the preparation of the sancocho. Have students identify the **capital resources** that the family uses to produce the stew (basket, knife, cutting board, stove, pot, and ladle).
8. Distribute two copies of "Bartering for Chicken Sancocho," Resource Sheet 2, and one copy of "Sancocho Ingredients," Resource Sheet 3, to each student. Have the students glue the pictures of the ingredients from "Sancocho Ingredients," Resource Sheet 3, in the boxes on "Bartering for Chicken Sancocho," Resource Sheet 2, to

show what Maria and her grandmother bartered each time. Have students complete the sentence under each set of boxes to label what was bartered.

Assessment:

In a journal or on lined paper have the students describe a situation where they used bartering or trading to meet an economic want. Students should identify their economic want and retell how they used bartering to meet that economic want.

Additional Activities

- Have students list the natural resources and capital resources used to produce their lunch or dinner. One food, such as chicken rice soup or taco, could be the product instead of a whole meal.

Bartering Skit

Directions:

Give student #1 six pieces of red paper, each piece approximately 4 inches square.

Give student #2 four pieces of white paper, each piece an 8"x11" sheet.

Give student #3 eight pieces of yellow paper, each piece a rectangle about 4"x 5".

Give student #4 a box of crayons.

Student #1: *Walk to Student #2 and say:*

"I only have six pieces of red paper. To make a card for my friend, I want one white piece of paper, two yellow pieces of paper, and a black crayon. Will you trade one of your pieces of white paper for one piece of my red paper?"

Student #2: *Say to Student #1:*

"My white paper is bigger than your red paper and it is not worth as much as my white paper. If you give me two pieces of your red paper, I will trade them for a white piece of paper."

Students 1 and 2 exchange one piece of white paper for two pieces of red paper.

Student #1: *Walk to Student #3 and say:*

"I want two pieces of yellow paper to make a card for my friend. I only have pieces of red paper. Will you trade two of your pieces of yellow paper for one of my red pieces?"

Student #3: *Say to Student #1:*

"My yellow paper is almost the same size as your red paper. If you want two pieces of my yellow paper, you will need to give me two pieces of your red paper."

Students 1 and 3 exchange two pieces of yellow paper for two pieces of red paper.

Student #1: *Walk to Student #4 and say:*

"I want a black crayon to write a message on my card. Will you trade me a black crayon for one piece of my red paper?"

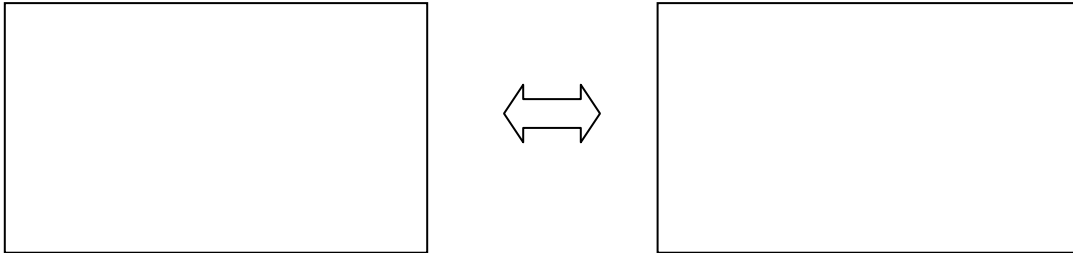
Student #4: *Say to Student #1*

"I will trade a black crayon for one of your red pieces of paper."

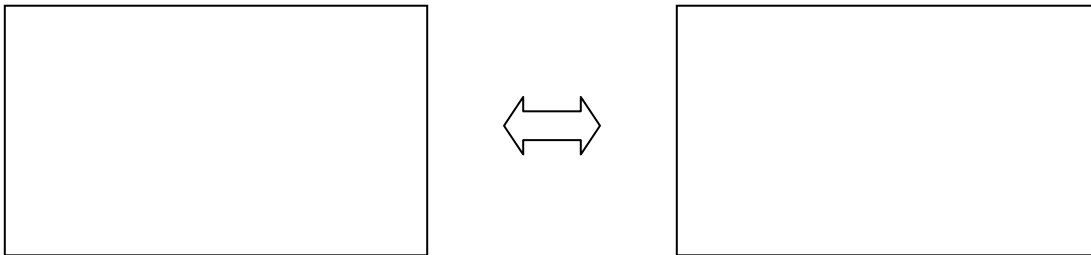
Students 1 and 4 exchange a black crayon for a piece of red paper.

Bartering for Chicken Sancocho

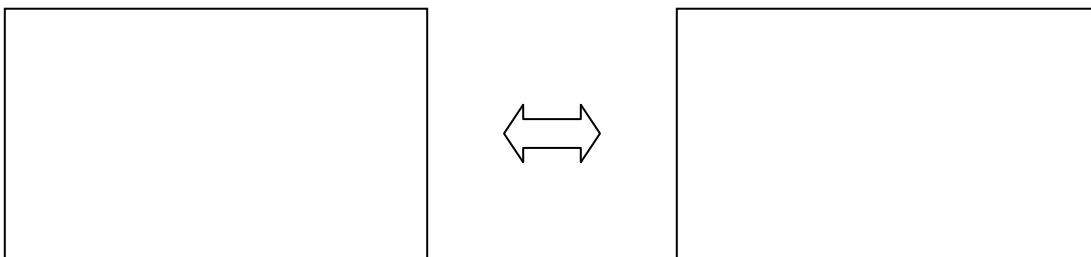
Maria and her family want to make Chicken Sancocho. To meet this economic want they bartered a dozen eggs to get the ingredients they needed. In the boxes below, glue the pictures of the trades that Maria and her grandmother made at the marketplace in order to meet this economic want.



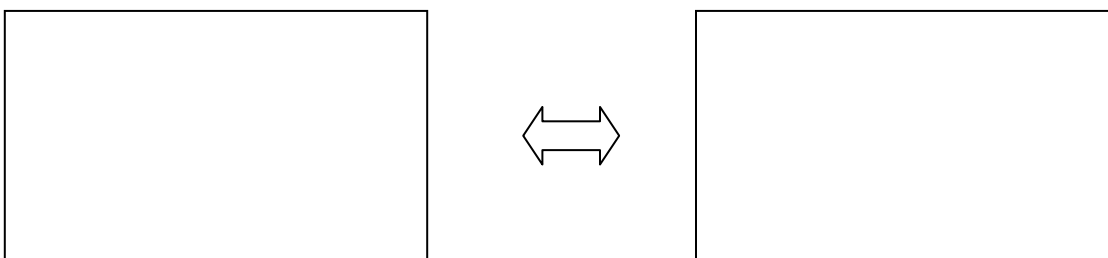
They traded _____ for _____.



They traded _____ for _____.

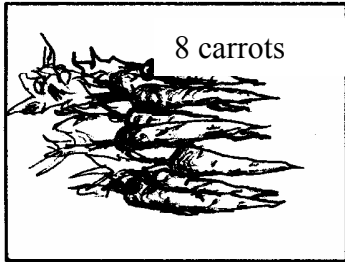


They traded _____ for _____.

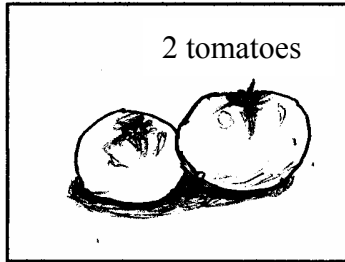


They traded _____ for _____.

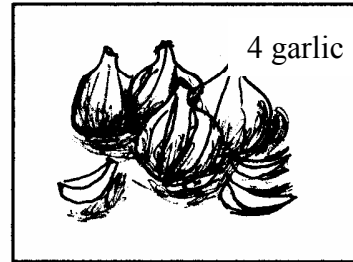
Sancocho Ingredients



8 carrots



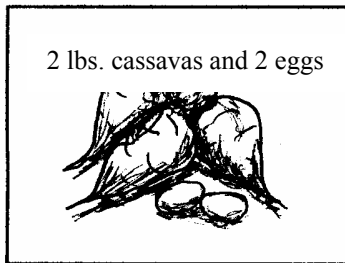
2 tomatoes



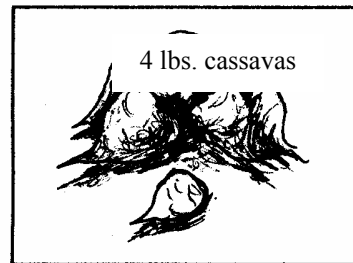
4 garlic



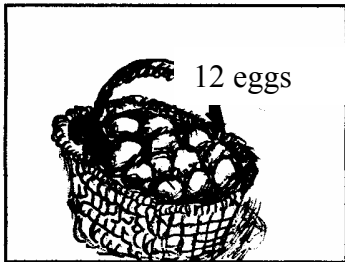
2 garlic



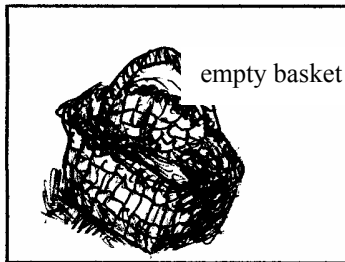
2 lbs. cassavas and 2 eggs



4 lbs. cassavas



12 eggs



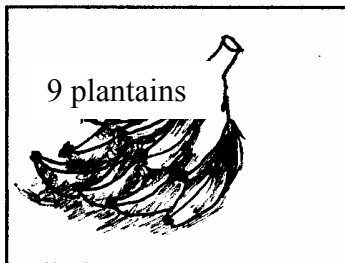
empty basket



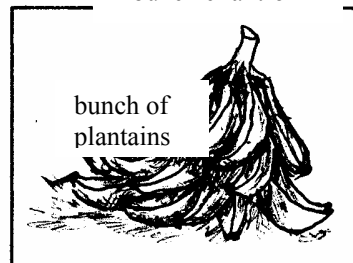
1 bunch cilantro



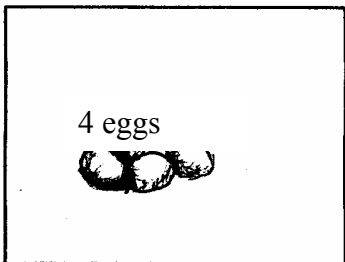
2 bunches cilantro



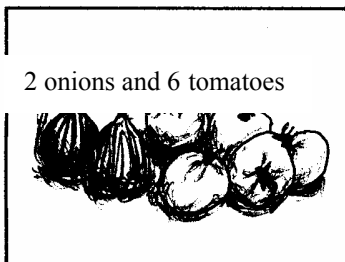
9 plantains



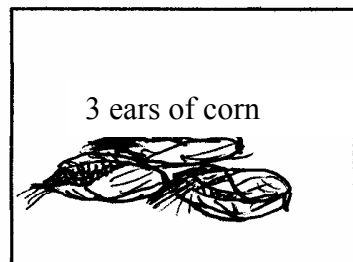
bunch of plantains



4 eggs



2 onions and 6 tomatoes



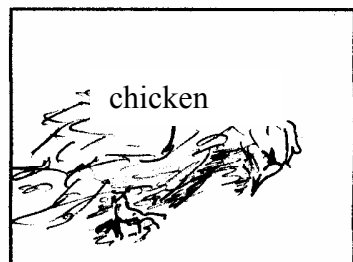
3 ears of corn



6 ears of corn



Half of all ingredients



chicken