

*Bake, Build & Barter:
The Maths of Practical Life*

Waldorf Curriculum - Third Grade

© 2006

Unit Design

Each unit is designed as a 3 – 4 week long main lesson block made up of four recurring lesson plan components: Introduction, Activation, Exploration and Extension.

Introduction

Before beginning a new topic, it is useful to know your child's preconceived notions about a subject; that is, a sort of a Pre-Test. The introduction generally takes the form of discussion questions or an initial activity.

Activation

The activation follows the introduction and answers the question: "Who cares?" This is similar to activating a toy for a small child; they see it but can't think of anything to do with it so they continue to complain that they are bored. Your child may see the topic at hand, but fails to see that it holds any interest for them. For a third-grade child (8-9 years), this is usually because the subject isn't seen as being relevant to "real life." A successful activation will engage your child's interest and set the stage for your explorations.

Exploration

This is the stage in your lesson plans where the subject is explored as thoroughly as possible. The process of exploration takes place in Sets, which are groups of activities completed over several days, and include a wide variety of activities and integrated subjects such as art, music & movement, nature, cooking, and handwork. You can move through these at a pace which is comfortable for your child; each Set is not necessarily one day's work. Quality is more important than quantity when it comes to completing the activities within a Set. Through the process of exploration, the child will engage in journaling and complete pages in their main lesson book, recall orally what they have learned, and synthesize new learning with previously learned content. Exploration is the process of making connections – this is the time of the "aha!" moments.

Extension

Depending on your schedule and your child's depth of interest in a subject, you may wish to spend additional time on a unit. Extension ideas are given which you can use to explore the topic further at this time (whether to give additional coverage to a subject which your child finds difficult or to give your eager child more time with a subject he really enjoys) or later in the year. They are also useful for filling in small blocks of time which come up during the school year such as transitions into and out of holiday breaks.

Table of Contents

Bartering:

Trade Goods & The Development of Currency

Booklist.....	2
Main Lesson	
Parent Background	
Suggested Read-Alouds	
Independent Skills Review	
Daily Meditation.....	4
Lesson Plans.....	5
Trade Goods	
The Development of Currency	
Simple Economics	
Independent Skills Review	13
Cumulative Project	14
Assessment Criteria.....	15

Booklist: Main Lesson

Trade Goods

On the Shores of the Great Sea. by M.B. Synge.

http://www.mainlesson.com/display.php?author=synge&book=greatsea&story=_contents

Ox-Cart Man. by Donald Hall.

"Salt Over Gold"

http://www.geocities.com/slovaktales/salt_over_gold.htm

One Fine Day. by Nonny Hogrogian.

Apple Cake. by Nienke Van Hichtum.

Monkey for Sale. Sanna Stanley.

Don't Let the Pigeon Drive the Bus! Mo Willems.

The Pigeon Finds a Hot Dog! by Mo Willems.

The Development of Currency

The History of Counting. by Denise Schmandt-Besserat.

Money (DK Eyewitness book). by Joe Cribb.

The Story of Money. by Betsy Maestro.

Flicka, Ricka, Dicka Go to Market. by Maj Lindman.

Simple Economics

Ideas About Choosing. by Jo Edward Maher.

The Penny Pot. by Stuart L. Murphy.

Uncle Jed's Barbershop. by Margaree King Mitchell.

Helga's Dowry. by Tomie de Paola.

Parent Background

Martha Stewart Living magazine, February 2000.

Salt: a world history. by Mark Kurlansky.

Tinkering with Eden. by Kim Todd.

Suggested Read-Alouds

A Little Princess. by Frances Hodgson Burnett.

Changes for Kit: a winter story, 1934. by Valerie Tripp.

Independent Skills Review

"The Silver Shilling" by Hans Christian Andersen.

<http://hca.gilead.org.il/shilling.html>

Cumulative Project

A Chair for My Mother. by Vera B. Williams.

The Quiltmaker's Gift. by Jeff Brumbeau.

Daily Meditation

A rich man is not one who has much, but one who gives much, for that remains his forever.

John Chrysostom (ca. 350-407)

Lesson Plans

Introduction – Trade Goods

Begin this unit by taking yourself back to the times of early history. Read your child the first few chapters of On the Shores of the Great Sea

<http://www.mainlesson.com/display.php?author=synge&book=greatsea&story= contents>

chapter 1: The Home of Abraham

chapter 2: Into Africa

chapter 3: An Old Trade-Route

Activation

Ox-Cart Man

Read Ox-Cart Man.

How far back in time do you think you would have to go to find the place in history when trade didn't exist? Try to imagine it.

Begin A Little Princess as a read-aloud.

Explorations

Set A:

Visit your grocery store. What items can you find there that are trade goods? (all of them)

***For these three weeks, keep a list of everything your family buys.

In the produce section, check the labels on each food to see what county it was shipped from. What items are actually growing in your area this time of year? If you didn't have the option of trading with different countries for food, what would you be eating? Make a list (it will be a short one) and see if you can eat only local foods. You might not last a day! Depending on if you can find a farm near you which supplies eggs, milk, meat, vegetables and grains.

Make a list of what you ate today. Where did it come from?

Set B:

Visit a McDonald's. Find the condiment section. How many packets of salt and pepper do you see there? How much do they charge you for them?

Parent Background: Salt, a World History and "Tasting Peppercorns" from Martha Stewart Living magazine, February 2000 (included in packet).

When you get home, explain to your child how valuable salt and pepper once were. It's an amazing story. Tell the fairy tale "Salt Over Gold."

Main Lesson Book: have your child compose a short text and corresponding illustration to explain how valuable trade routes grew up around the need for salt and pepper, and how rare and precious they were.

Set C:

Read the following books which describe a series of trades:

One Fine Day

Apple Cake

Monkey for Sale

When you are done, create a diagram for each book which shows what items were traded. Make sure the direction of the arrows leads you in a straight line, not a circle. For example, your diagram for One Fine Day might look like,

fox wants his tail → woman wants some milk → cow wants some grass → field wants some water → stream wants a jug → maiden wants a blue bead → peddler wants an egg → hen wants some grain

When the fox finds the miller, who takes pity on him and gives him some grain, then you follow your arrows backwards and watch as each step of the series falls into place. It's not a circular trade, it's a linear trade. If the fox drank the woman's milk again and lost his tail again, he'd have to go back through the exact same series of steps to get it back.

Do the same with the other two books. Find maps of old trade routes in a set of encyclopedias or on the internet. Are the routes circular or linear?

Norse traders: http://www.hurstwic.org/history/articles/daily_living/text/Towns.htm

maps of European trade routes: <http://www.ancientroute.com/maps.htm>
why do you think map 5 (the amber route) shows a different course than map 6 (the tin route)?

Ghana: <http://www.scn.org/rdi/kw-map6.htm>

Some of the most famous trade routes in the world were the Silk Road, Spice Route, Amber Route, Salt Route, and Tin Route. What were they used for in ancient times? Are these materials still important today?

Main Lesson Book: have your child compose a short text and corresponding illustration to explain what a trade route is and how it works.

Set D:

Don't Let the Pigeon Drive the Bus & The Pigeon Finds a Hot Dog!

Read Don't Let the Pigeon Drive the Bus and The Pigeon Finds a Hot Dog! with your child. What is the pigeon (and the duckling, in the second book) doing? He's bartering, dickering, haggling.

Bartering is when you try to persuade someone to do something. And bartering is used when people trade. In order to swap both sides have to agree. Ask your child the last time he/she bartered with someone for something. Has she ever persuaded a sibling or friend to swap candy at Halloween, Valentine's Day or Easter? Has she traded books, stickers, or clothing?

People barter, dicker, and haggle all the time. In fact, some people dread going car shopping because you are supposed to haggle with the dealer to get him to drop the price on a car. Take your child to a car dealership with you. See if you can convince the car dealer that you're interested in a vehicle but the price is too high. Does he drop the price or try to woo you with some other incentive?

Go to a grocery store, clothing store, or bookstore. Find a piece of damaged merchandise. See if the salesperson or manager will give you a discount. In some countries of the world, you are *supposed to* haggle over everything. If you paid asking price at a market, people would think you were crazy. In our culture paying the asking price is generally the acceptable thing to do, except in circumstances when there is something wrong with an item or the store feels they need to do something else to make you feel you've good customer service and to persuade you to come back. People get free food at restaurants if they've had to wait too long or someone was rude to them.

Set F:

Give your child some experience with haggling – even as simple as having her persuade you to lend her some money for a new outfit, to change her bedtime, or to go on a trip with friends. Tell her that you are willing to push her bedtime back and you want her to prepare a presentation which states what her new bedtime should be, a reasonable explanation why (with reasons that you will find acceptable, not just “because everyone else’s is”) and what she will do to ensure that the new bedtime works out (she will still get up on time for breakfast, she won't be overtired during the day, and so on). Then see what she comes up with.

Set G:

Have your child create a product she would like to trade. This is an excellent opportunity for handwork projects – have her decide what she is good at, what she would like to create. Basketweaving is a good project for this age and many kits are available.

Find a place for her to barter her product. This may be at a local farmer's market or roadside stand, a craft fair or other community event; if there's no safe and convenient place for her to do this have her join the online Yahoo group waldorfhandmadeexchange (<http://groups.yahoo.com/group/waldorfhandmadeexchange/>) and post her items for trade there. She'll want to have photographs available and a list of things she's like to swap her item(s) for – at this point in the unit have her trade, not sell, her items.

This is a really good real-life experience with the barter system. It may be a bit intimidating at first, but it will be very rewarding. Her experience haggling will come into play here; if someone offers her something in trade that she doesn't feel is quite valuable enough, she will need the confidence to make a counter-offer. Or, she can find someone selling something online through the handmade exchange and she'll need the confidence to approach them and say, I have this wonderful item and I think you ought to consider making a trade with me.

Lesson Plans

Introduction – The Development of Currency

The history of money starts much earlier than you may think. Before money, counting had to be invented.

Read (or re-read) The History of Counting. How old is the first known evidence of human counting?

Read the first section of Money, "This is Money." How old is the first known evidence of human money?

Activation

The Story of Money

Read pages 1-15 of The Story of Money. What was the first precious metal used as money? Go to your bank (or research) the composition of your country's metal coins. List what each is made of. Why do you think pure silver is no longer used?

Read the remainder of The Story of Money up to page 39 to find out.

Explorations

Set A:

With money, trade with other people is easier – we have an agreed system of stating what something is worth and knowing if it's a fair exchange – but determining what price to put on a thing is still difficult. Have your child create another round of products to sell. This time, instead of bartering, ask her to put a price on her goods. How do you determine what something you have made is worth?

First, generally, the cost of the raw materials is taken into account. Have her create a table which shows each of the materials which had to be purchased to make her items and its cost.

Second, you must put a value on your time. How long did it take your child to make each item? What does she think her time is worth?

Third, you must put a value on your skill. A master artisan commands more for his work than a beginning hobbyist.

Finally, you may want to price your items high enough to make a profit. How much of a profit is fair? Have your child calculate a final asking price for her items for sale.

Set B:

Now it is time for some market research. Is there another item like this for sale somewhere else? How much is that person asking? How does the item your child is making compare?

Perhaps her item is of a higher quality and she is confident asking a higher price.

Perhaps she must ask more for her item because she cannot afford to drop her price any further.

Perhaps she able to offer her item for less because she was able to achieve the raw materials at a cheaper price.

Visit a farmer's market, roadside stand, or other area where you can find homemade items for sale. Interview the proprietor and ask what criteria they use when determining the asking price for their items. Find several people to interview. Get a good idea of how supply and demand can affect a home business.

Set C:

Have your child begin a Science-Fair type backboard display of her item(s) for sale.

<http://www.plymouthschools.com/science/scifair/display.htm>

Center:

Give it a heading on the center panel which states what she is selling, then take photographs of the steps involved in her making the items for sale. Also on the center panel, have her describe the process of making these items, including diagrams of any patterns used. Stand the backboard on your Math Table. In front of the backboard have her place a representative sample of her items.

Left:

On the left hand panel, place her table which shows the raw materials, time, skill level, and profit margin for her items. Below it have her write up a paragraph or two explaining her thought process in determining her asking price.

Save the right hand side for the final results of her sales experience.

Set D:

Flicka, Ricka, Dicka Go to Market

Now it's time to sell! Read Flicka, Ricka, Dicka Go to Market with your child to give her some confidence. Find a venue to sell your products – this may be a road side stand, a craft fair, door to door sales (have an adult go with your child for safety). If there is no good place for your child to sell her item locally, turn to the Internet. Have your child put her items up for sale on eBay. This is an international venue and a good lesson in supply and demand. If you have time you may want to try selling your item in several different places, then compare why sales were better in one than in another. For example, you wouldn't have much luck taking a dry felting kit and standing outside the grocery store trying to sell it – but this item would sell very well in a venue dedicated to crafts.

Set E:

When the sales process is over, have your child complete a table showing how many items she sold and how many did not sell. Place it in the upper part of the right hand panel of your backboard. Below that have her write a few paragraphs about her experiences. Did she have to adjust her asking price? Why? Was she surprised about anything – how much or how little interest there was, how much she enjoyed it or how scared she was. What was it like? What did she learn?

Lesson Plans

Introduction – Simple Economics

Ideas about Choosing

The text for this section of the unit is Ideas about Choosing. Read the first few pages of the book, stopping at the bottom of page 7 with the words Economic Choice.

Activation

What was the last thing that you bought? Sit down with your child and examine the most recent thing that you purchased (you may want to decide in advance what this will be). Why did you choose to buy it and not to buy something else with that money?

What was the last thing that your child bought?

Main Lesson Book: have your child compose a short text and corresponding illustration to describe the most recent thing that she bought and what she *wasn't* able to buy because she made that choice.

Explorations

Set A:

Ideas about Choosing

Read pages 8–13. Do you know a person who does not make economic choices, someone who fritters money away? Ask your child, why does this happen? The answer is, because they don't think first. Read The Penny Pot from the beginning to the bottom of page 7. When Jessie bought her ice cream cone was she making an economic decision? Why or why not?

Have your child make a list of what she would like to buy next time she has some money. Then read pages 14-15 of Ideas about Choosing.

Set B:

Ideas about Choosing

Read pages 16-17. When was the last time you had to make an economic choice about your time? Have your child make a chart of her daily schedule and highlight her blocks of free time. What does she choose to do with them? What does she give up to make those choices?

Main Lesson Book: have your child compose a short text and corresponding illustration to explain what an economic choice is.

Set C:Uncle Jed's Barbershop

The less money you have, the more difficult the economic choices you must make. When there's not a lot of money, every decision counts all the more. Read Uncle Jed's Barbershop and discuss the choices that he made. Begin Changes for Kit as a read-aloud.

Set D:Ideas about Choosing

Read pages 18-23 of Ideas about Choosing. What are "goods"? Think of some examples. If your child is stuck, look back at Monkey for Sale or Little House in the Big Woods.

Read pages 24-25 of Ideas about Choosing. What are "services"? Give some examples. What was the service that people paid money for in The Penny Pot? Read Helga's Dowry. What services did she provide?

Read pages 26-27 of Ideas about Choosing.

Main Lesson Book: have your child compose a short text and corresponding illustration to explain what good and services are and to give examples of each.

Set E:Ideas about Choosing

Read the remainder of Ideas about Choosing. Then begin the Cumulative Project.

Extension – The Stock Market Game

There is an online simulation designed for classroom teachers and students (grades 4-12) called The Stock Market Game. Students are given a hypothetical \$10,000 but invest it in a real-time portfolio on the US stock market.

Find more information at

<http://www.smg2000.org/cgi-bin/haipage/page.html?tpl=coordinator/index>

Independent Skills Review

The Development of Currency

Activation

Using Money and The History of Money as resources, have your child create a timeline showing the history of the development of currency.

skill: reading non-fiction text

skill: organizing information in a timeline

check: that your child included the evolution of counting in her timeline

check: that facts about the evolution of money are included accurately and in the proper order

Activation

See if your child can gather one of every denomination coin (from your country's currency) for each year she has been alive. Make a chart. Which coins are difficult to find? Remember that when coins become older, they are often taken out of circulation and melted down to create new ones. Coins of the denomination which is used most often will wear out first. Based on your research, which coin is used most often in daily life?

Do you think you could find one coin of every denomination for each year of your mother's life?

skill: finding and reading the date mark on your country's coins

check: that your child created a neat and organized table

check: that your child understands how often coins are exchanged and how quickly they wear out

Activation

Find a friend or relative who is a numismatist. Have your child visit and look over his collection. Hopefully, she will be able to see and compare coins from around the world and throughout time. Some people collect ancient coins, some modern. Try to see a variety of coin collections. If possible, visit one of your country's mints.

Activation

"The Silver Shilling"

It takes time to learn how to stop and see the interesting history in every day things. Encourage your child to stop and look at the date of each coin that passes through her hands each day. Perhaps you may find a coin which is very rare or one which is very old. Coins all have a story to tell. They see the world.

Tell your child the story "The Silver Shilling." Then take a large pile of coins and dump them in a hat. Play a game with your child, taking turns to pick a coin out of the hat, sit and think for a moment, and then spin a tale of the amazing journey that coin has taken on its way to find you.

Cumulative Project

Your child's cumulative project for this unit is to choose a charity she would like to support, make a plan for earning money, diligently and accurately save her money until she has reached her target, and then present her donation to the charitable cause of her choice.

Talk with your child about the daily meditation. You don't have to have a lot to give a lot. Discuss what Kit is doing in Changes for Kit. What charitable cause would you like to support?

Make a plan. Will your child create and sell goods or services? Go door to door asking for money? Write an article for the local paper highlighting this good cause? Or come up with some other fundraising project of your own invention.

Read A Chair for My Mother. Sometimes it takes a long time to save up for what you want. If your child doesn't already have a bank account, help her get one. Learning to keep an accurate checkbook register is a skill which **must** be learned early! I know this from personal experience. Or she can put money in a large jar but the important thing is she diligently and accurately records the amount of money she has saved up. If you like, buy a special jar and have her paint Savings on it – or paint on it what she is saving for to help her remember. Special paints for glass are available at craft stores.

Throughout this process, have your child keep a journal of what it feels like to know she is supporting a good cause. Read (or re-read) The Quiltmaker's Gift.

Checklist:

1. have your child research charities and choose one
2. have her make a plan as to how much she would like to donate and how she will raise the money
3. have her identify and set up a system for storing the money as it is saved
4. have her put her plan into action and begin saving money
5. have her maintain clear and accurate records of how much money has been saved
6. have her keep a journal describing how it feels to know she is supporting this good cause
7. have her present her gift to the charity

Assessment Criteria

Content/declarative knowledge: how well does the student know the **content**?

Assess your child's work during introduction, activation, exploration, and extension components of the unit. Assess her independent skills review activities. For example,

- Can she explain why trade routes developed and list some items which were traded?
- Can she explain how many things in her life are achieved through trade as opposed to how many of her needs she actually meets herself?
- Can she explain how bartering works and some difficulties with the barter system?
- Can she identify why money was developed and explain the history of coins, paper money, and modern financial transactions?
- Does she have a respect for how important money is in our society, how frequently it changes hands, and how different our lives would be without it?
- Does she have a good sense of simple economics, explain what goods and services are and how economic choices are made?
- Can your child explain why printing more money won't suddenly mean that everyone has everything they need?
- Can she identify how she herself can make money if need be and what some good uses of her income are?

Quality of the **product**: how well did the student present the work in writing, speaking, etc.

Assess the quality of your child's main lesson book work. For example,

- Did she concentrate on using her best handwriting and work diligently on her illustrations?
- Were her explanations clear and easy to follow?

Assess the quality of your child's Math table backboard. For example,

- Did she work to make her backboard presentation neat and tidy?
- Did she use the sales experience to consider the real-world relevance of what she was learning and summarize her findings in a well-written manner?

Quality of the **application**: how well did the student execute the knowledge application process?

Assess your child's cumulative project. For example,

- Did she demonstrate the ability and confidence to make a plan for raising money for her chosen charity or cause?
- Did she successfully raise and set aside money to contribute?
- Did she use the journal in her cumulative project to consider her economic choices and how they were making her feel?
- Did she achieve her financial goal?
- Did she feel a sense of pride in her charitable contribution and has she used this unit as an opportunity towards personal growth and making good economic choices in the future?