

## ACTIVITY 20.1

**Trading in the Old World–New World Market****INTRODUCTION**

Voluntary trade usually makes both buyers and sellers better off. But trade is based on the benefits buyers and sellers expect to receive. Occasionally, people regret trades that they have made because their expectations were not realized. For example, people use the word “lemon” to describe an automobile that needs frequent repairs and does not perform as well as the buyer thought it would. If a buyer knew an automobile was a “lemon” she or he would not buy it, but people sometimes make trades with incomplete information. This is why **voluntary exchange** is defined as trading goods and services with other people because both parties *expect* to benefit from the trade. This activity will teach students that some trades make people better off while other trades make people worse off because they have incomplete information.

In this activity, students trade New World food cards and Old World food cards. Each of the New World food cards has a number in the lower right-hand corner (1 through 16). The main ingredients of New World foods were available only in the New World, or Western Hemisphere, prior to the Columbian Exchange. Each of the Old World food cards has a letter (A through P) in the lower right-hand corner. The primary ingredients of Old World foods were available only in the Old World, or Eastern Hemisphere, prior to the Columbian Exchange. Recipes for some foods (for example, baby-back ribs and eggplant parmesan) have multiple ingredients, some of which may have originated in the New World or the Old World. The classification of foods is based on the primary ingredient; for example, baby-back ribs are considered an Old World food because the primary ingredient, pork, is an Old World food.

**INSTRUCTIONS**

**Step 1** — Half of the students will be New World consumers and the other half will be Old World consumers. Make enough copies of the cards so that each New World consumer receives two New World food cards and each Old World consumer receives two Old World food cards. You may choose to give some consumers two of the same card (for example, a New World consumer may be given two “Chocolate Syrup” cards).

**Step 2** — On the backs of half of the Old World cards, write the letter X (big enough to be seen, but small enough not to attract attention). Leave the backs of the other Old World cards blank. Divide students into New World and Old World consumers and distribute the food cards.

**Step 3** — Allow students five minutes to trade their food cards within their own groups, New World or Old World. Tell students that they may choose not to trade if they prefer the food cards they were given to the cards other students have. After trading ends, ask students to report orally or by a show of hands whether they considered themselves better off as a result of their trades. Record the results.

**Step 4** — Conduct a second round of trading, allowing students to trade with all other students. After a second five-minute round, announce that some New World consumers have been exposed to diseases for which they have no immunity. To determine which consumers are affected, tell the students to look on the backs of their cards. Students who have an X on the back of one or more of their cards have been exposed to a disease. Old World consumers have been exposed to this disease previously and have developed immunity. New World consumers have no immunity; they become very ill and perish. Ask students whether they consider themselves better off as a result of their trades, including the New World consumers who have “perished.” Record these results and compare them to results from the first round.

ACTIVITY 20.1, CONTINUED

**New World Food Card**

<b>Pumpkin Pie</b>  1	<b>Peanuts</b>  2
<b>Nachos</b>  3	<b>Potato Chips</b>  4
<b>Pizza</b>  5	<b>French Fries</b>  6
<b>Pineapple</b>  7	<b>Chocolate Syrup</b>  8

## ACTIVITY 20.1, CONTINUED

**New World Food Cards**

<b>Strawberries</b> 9	<b>Beans</b> 10
<b>Corn Flakes</b> 11	<b>Potato Skins</b> 12
<b>Potato Pancakes</b> 13	<b>Tapioca Pudding</b> 14
<b>Lima Beans</b> 15	<b>Chocolate Bar</b> 16

ACTIVITY 20.1, CONTINUED

**Old World Food Cards**

<p><b>Hamburger</b></p> <p>A</p>	<p><b>Pulled Pork Sandwich</b></p> <p>B</p>
<p><b>Milk Shake</b></p> <p>C</p>	<p><b>Baby-Back Ribs</b></p> <p>D</p>
<p><b>Cheese</b></p> <p>E</p>	<p><b>Eggplant Parmesan</b></p> <p>F</p>
<p><b>Rice</b></p> <p>G</p>	<p><b>Ice Cream</b></p> <p>H</p>

## ACTIVITY 20.1, CONTINUED

**Old World Food Cards**

<b>Sugar</b> I	<b>Chicken Quesadilla</b> J
<b>Roast Beef Sandwich</b> K	<b>Chicken Wings</b> L
<b>Banana Split</b> M	<b>Bacon</b> N
<b>Cream</b> O	<b>Eggs</b> P