

Social Studies Theme: Community

Lesson: *Money and Rationing*

Grade Level: 1-4

Overview: Food workers depend on the consumer to pay for their services.

Approximate Duration: one class period

National Social Studies Standards: [NSS-EC.K-4.11](http://www.educationworld.com/standards/national/soc_sci/economics/k_4.shtml) Role of Money
http://www.educationworld.com/standards/national/soc_sci/economics/k_4.shtml

Objective: Students will be able to determine how money is exchanged for services in a community.

Procedure:

- Begin by asking children what they did to get a piece of clothing, a notebook, or a pencil. Then ask them what they gave in return for their lunch, whether it was brought from home or bought at school. Ask them to name the people who get paid for a piece of clothing or a food product and who pays them for what they do. Read the story, *The Vegetable Victory Pasta Story*. Take breaks to talk about how all workers depend on consumers.
- Explain to students that during World War II communities had to work together to make sure that there was enough of everything because so much went to support soldiers. Along with money, points and coupons were issued to people to make sure there was enough for everyone. This was called rationing.

Assessment:

- Have children finish this sentence:

Food workers depend on me to _____.

Have them illustrate their sentence with as many workers as they can think of.

- Ask children to draw a picture of people shopping inside a grocery store. Have them circle the consumers and put x's on the people who take the money we use to buy food.
- **Technology integration:** On a smart board, show a picture of people shopping inside a grocery store. Call on students to come up and circle the consumers and put x's on the people who take the money we use to buy food.
- **Technology integration:** On a smart board or projector, display pictures of various food items, each with a point value. Give the students a certain "ration" of points (or create ration coupons), and have them select what items they could buy to add to their pantry. Is there anything they could add by growing themselves?

The Victory Vegetable Pasta Story

Polly Peters owns an Italian restaurant in New York City. Polly's mother, Camilla came to America from Italy in 1925 and taught her Italian heritage to younger generations, mainly through sharing with them her delicious Italian meals and recipes. Camilla saw that Polly showed a passion for Italian cooking from a very young age, so she decided to pay for her daughter's business and culinary training.

When Polly opened her restaurant, she was nervous that customers wouldn't choose her food over the many other Italian restaurants in the city. Polly depended on her meat, vegetable, and pasta suppliers to sell her the freshest ingredients in order to make delicious Italian food. Polly asked her neighbors in the community to come support her new business. Quickly, many people began to come to her restaurant to enjoy her lasagna and chicken parmesan. Polly would not have been able to succeed without the generosity of her mother and the people who paid to eat her Italian food each day.

When she was cooking at home, Polly needed to have enough food for herself and her three children. Because so much of the food during World War II went to the armed forces fighting all over the world, Polly had to use rationing coupons when buying food at the grocery store. Polly always tried to make dishes that used fresh produce grown in the neighborhood and foods that did not cost ration points. She did this to show her support for the brave soldiers fighting the war. To honor their sacrifices, Polly created a dish called "Victory Vegetable Pasta" with ingredients she grew in her own Victory Garden! The dish continues to be sold at Polly's Restaurant today and has been enjoyed by generations of Americans who continue to see the dish as a great salute to the brave U.S. soldiers who fought in World War II.