



Which Shoes Will You Choose?

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Lesson Description

Decisions! Decisions! Shoes “fit” special occasions and situations. Americans spend billions of dollars annually on choosing shoes. None of us can have everything we want, and shoes are no exception. This lesson is both informative and entertaining as students apply decision-making skills to select one pair of shoes to wear for the entire weekend.

Grades 2-3

Concepts

- **Alternative:** One of many choices or courses of action that might be taken in a given situation.
- **Benefits:** Monetary or non-monetary gain received because of an action taken or a decision made.
- **Choice:** Decision made or course of action taken when faced with a set of alternatives.
- **Costs:** The effort, loss or sacrifice necessary to achieve or obtain something.
- **Decision Making:** Reaching a conclusion after considering alternatives and their results.
- **Opportunity Cost:** The value of the next-best alternative when a decision is made; it’s what is given up.
- **Scarcity:** The condition that exists because there are not enough resources to satisfy everyone’s wants.

Standards

Arkansas Economics Standards

- E.1.2.1 Explain examples of scarcity and opportunity cost.
- E.1.2.2 Explain a decision related to the criteria of costs and benefits such as the cost-benefit decision model.
- E.1.3.1 Discuss how scarcity and opportunity cost influence decision-making.
- E.1.3.2 Evaluate problems, alternatives, and trade-offs involved in making a decision such as the cost-benefit decision tree.

Arkansas English Language Arts Standards**Grade 2**

- 2.RC.2.RF: Answer questions about key details in a text.
- 2.V.1: Determine or clarify the meaning of words and phrases in a text read aloud or independently.
- 2.CC.1.OL: Participate in collaborative conversations following class created discussion guidelines to expand upon conversations.

Grade 3

- 3.RC.2.RF: Answer questions about key details in a text.
- 3.V.1: Determine or clarify the meaning of words and phrases in a text read aloud or independently.
- 3.CC.1.OL: Participate in collaborative conversations following class created discussion guidelines to expand upon conversations.

Objectives

Student will be able to

- complete the decision making grid as they choose one pair of shoes to wear for the entire weekend.
- identify their choices in the classroom activity and explain why people have to make choices.
- define opportunity cost and give an example.
- identify the pair of shoes they gave up in the activity as their opportunity cost and evaluate their choices.

Time required

45 minutes

Materials required

- Activity 1: (one per student)
- Activity 2: (one per student)
- Activity 3: (one per student)
- Shoes rationing articles:
 - ◆ Make it Do!-Shoe Rationing in World War II
◇ <http://www.sarahsundin.com/make-it-do-shoe-rationing-in-world-war-ii-2/>
 - ◆ Library of Congress: World War II Shoe Rationing Photos
◇ <https://www.loc.gov/item/2017857385>
◇ <https://www.loc.gov/item/2017857390>
◇ <https://www.loc.gov/item/2017857404>

◇ <https://www.loc.gov/item/2017857408>

Teacher Preparation

Send Activity 1 home through your family communication venue explaining the activity planned for the weekend.

Procedure

1. Ask students how many of them get to choose the shoes they wear. Allow time for students to share why they do or do not get to select their shoes. Generate a discussion of what criteria they consider when choosing shoes. (*Answers may include: color, style, price, name brand, parental approval, school dress code, peer approval.*)
2. Tell the students that today's lesson will take them back in time to a period in United States' history when a wide range of shoe options were not available. (The article *Make it Do! – Shoe Rationing in World War II* is a great article to share or summarize.) Explain to students that in 1942, during World War II, leather and rubber were scarce. Leather and rubber were used to help soldiers fighting in World War II. Review the concept of scarcity. Beginning in 1942, men's rubber shoes and rubber work boots were placed under rationing. Explain to students that to ration something means to make only a fixed amount of a good available. If a gentleman wanted a new pair of rubber work shoes or boots, he had to apply to a local ration board, prove he needed the shoes for work and turn in his old pair. On February 7, 1943, leather shoe rationing was announced to the American public and two days later it went into effect. Families received coupons which was the way the government made sure that families stayed within the rationed amount. This rationing affected men, women, and children. When you had enough coupons, you could trade the coupons for the opportunity to buy a pair of shoes. Even if you had shoe coupons, you might not be able to find shoes to buy in your size.
3. Ask students if they ever outgrow their shoes. With the rationing, no exceptions were made for the fact that children's shoes might become too small during the year. Families would have to decide how they would use their limited resources (*shoe coupons*) to buy shoes. Sometimes that meant adults might purchase fewer shoes so that their children could wear shoes that fit properly. For most families, this meant having one or two pair of shoes a year.
4. Ask students to imagine choosing one or two pair of shoes to wear for an entire year. What would be important to consider when selecting a pair of shoes? Brainstorm criteria to consider. (*Examples might include comfort, plenty of room to grow, suitable for many settings.*) Tell the students that this weekend they will get to choose one pair of shoes to wear, not for a year, but for a weekend.
5. Model for the students the decision making process using Activity Sheet 2: My Shoe Choice and shoes you bring from home. Place five pair of shoes on a table or the floor. Tell students that you are going to show them how to make a wise choice as you select shoes you will wear this weekend by going through the decision making process:
 - ◆ Step 1: Identify the problem. (*Which pair of shoes will I choose to wear for the weekend?*)
 - ◆ Step 2: List the alternatives/shoes in my closet. (*List five options.*)
 - ◆ Step 3: List important criteria to consider. (*comfortable, suitable for weather, appropriate for weekend activities, etc.*)
 - ◆ Step 4: Narrow your alternatives to two pairs of shoes. List the good (benefits) and negative (costs) of each alternative.
 - ◆ Step 5: Make your choice. Identify your opportunity cost.

6. Now the challenge will be to wear the shoes ALL weekend, EVERYWHERE you go. On Sunday evening, you will evaluate your choice. Remember to THINK- a weekend can be a long time if you don't make a wise choice.

Closure

1. Briefly review the concepts of decision making, choice, and opportunity cost. Ask students to share examples of times they have made decisions and identify the opportunity cost of those decisions.
2. Review the steps in making a decision when selecting the shoes they will wear this weekend.
 - ◆ Step 1: Identify the problem. (*Which shoes will I choose to wear for the weekend?*)
 - ◆ Step 2: List the alternatives/shoes in my closet. (*List five options.*)
 - ◆ Step 3: List important criteria to consider. (*comfortable, suitable for weather, appropriate for weekend activities, etc.*)
 - ◆ Step 4: Narrow your alternatives to two pairs of shoes. List the good (benefits) and negative (costs) of each alternative.
 - ◆ Step 5: Make your choice. Identify your opportunity cost

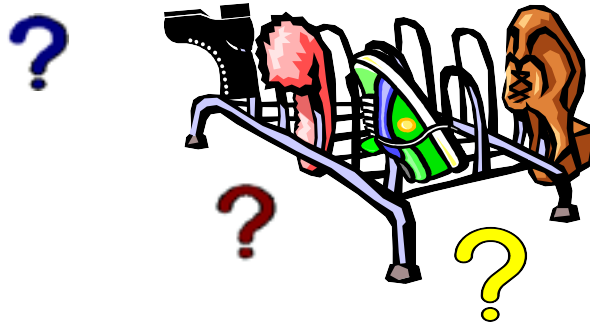
Home Connection

Distribute Activity 1: "Which Shoes Will You Choose?" home connection letter and decision making form to each student (Activity sheet and Home Connection sheet) Explain to the students that Friday evening they will complete their activity choice, make their decision and wear those shoes until Sunday evening. They will then complete the evaluation form and bring the completed sheet to class on Monday.

Assessment (Monday):

1. Allow time for students to share their shoe decision making process: Listing the alternatives, criteria, choice, opportunity cost and evaluation.
2. Distribute Activity 3 for their journals.

Which Pair of Shoes Will You Choose?



Dear Families,

Today we discussed **decision making, choice, and opportunity cost** in our “Stepping into Economics: A Perfect Fit” economics project. We know that we can’t have everything we want and must make **choices**. We learned the steps in making a good **decision**. We have identified **choices** and **opportunity cost**.

Today we learned that shoes were rationed during World War II. A family would receive shoe coupons. We discussed what it must have been like to choose one or two pair of shoes to purchase for the entire year. Can you imagine? Well, you are about to have that opportunity for the weekend.

Our challenge to you is to choose a pair of shoes from your closet that you will wear for the ENTIRE weekend. That’s right---one pair of shoes to wear EVERYWHERE from Friday evening through Sunday evening. Here’s what we need you to do: 1. Go to your closet and make a list of the shoes in your closet. (If you have a lot of shoes, make a list of your five favorite shoes.) These are your **alternatives**. 2. Now think of good and bad points about each of the pair of shoes. **Criteria** to consider: weather, special activities or occasions for the weekend, comfort, etc. List them on the sheet attached. 3. Narrow your list to two pair of shoes based on **evaluating your criteria**. 4. **Choose** the pair of shoes that you can wear ALL weekend. 5. On the attached sheet, identify your **opportunity cost**. (Your opportunity cost is your next best alternative).

NOW, wear your shoes ALL weekend everywhere. Ball games, social events, etc. On Sunday evening, evaluate your choice by completing the section on the attached sheet. Be honest!

Walking the Extra Mile- Involve the entire family. That’s right... let everyone in your family choose a pair of shoes to wear all weekend. Take photos.

“There’s No Place like Home” Connection-Decision Making, Choice, Opportunity Cost





Shoes in My Closet:

What is my criteria to consider in my decision?

1. _____
2. _____
3. _____
4. _____
5. _____

My two best choices:

Alternative: _____

Alternative: _____

Benefits :

Benefits:

Costs :

Costs:

My **choice** is to wear my _____.

My **opportunity cost** is to wear my _____.

Sunday Evening:

Evaluate your decision now that the weekend is over. Share some experiences that you had as a result of your **choice**.

