

Title: Stepping into Economics: A Perfect Fit

Grade Level: second grade

Number of Students: 47

Length of Project: one semester



Abstract/Overview of Project:

In an average lifetime, our feet carry us over 65,000 miles, more than two and a half times around the world. Composed of 26 bones, 107 ligaments, and 18 muscles, the foot is a marvel. Therefore, the shoes that “fit” these wonderful feet must also be special. Shoes have a basic function of protecting feet but also indicate social and economic status, fashion statements, suitability for special jobs, and the personality of the owner.

What better way to teach economics than to “step into” an essential part of students’ wardrobes, dress code at school, and extracurricular activities? Lessons for *Stepping into Economics: A Perfect Fit* were developed to align with Arkansas standards in all core content subjects. A variety of activities were incorporated to address the learning styles of all students. Teaching was supplemented with children’s literature, large and small group activities, a field trip, and home connections. An assessment for each concept taught was given and placed in the students’ shoe journal. A giant shoe shaped bulletin board display kept the school informed about our study by posting pictures, samples of work, etc. for everyone to view.

The concepts of economic wants, scarcity, producer, goods, services, consumer, market, price, productive resources, human resources, natural resources, capital goods, entrepreneur, specialists, interdependence, choice, decision making, opportunity cost, imports, exports, and technology and technological change were the focus of the lessons in the project.

The project began as students were asked to list all the shoes they could think of, explain why there are so many types of shoes, and where shoes are produced. “If the Shoe Fits” activity had students scurrying around to classmates to see if shoe phrases fit them.

The next step came when we addressed the universal question of economic wants. After brainstorming a list of wants. A fun readers' theater helped them see the main character, Katie, wanting every shoe she sees in the store.

Diving into economics "feet" first helped students learn the concept of scarcity through a children's literature selection, *The Pair of Shoes*, spotlighted a family who had only one pair of shoes and three children who wanted to wear them. Students created scarcity stories to share with the class to demonstrate their understanding of scarcity. As a home connection, they read the popular nursery rhyme about the old woman who lived in a shoe and brainstormed scarcity problems the woman and her children face. They also were challenged to see scarcity situations with their families in real world applications.

Decision-making, choices and opportunity cost were explored as students made a very important decision-"What shoes will I wear for the entire weekend?" This provided a great history lesson as students viewed primary documents from World War II during shoe rationing times. The students learned the decision making process as they selected one pair of shoes to wear for the entire weekend. Teachers and families were challenged to accept the same challenge. The students developed the valuable tools to identify problems, evaluate alternatives and important criteria, and reach informed decisions.

Producer rotation stations incorporated the book *Shoeshine Girl*, a science related lesson on recycling by producing shoe planters, and an opportunity to provide a service by shining shoes for any who were interested. As a home connection, students created a business for Shoetown, USA out of a shoebox. The businesses either produced a good or service related

to the shoe industry. The creativity was amazing! A service project collected 98 pairs of old athletic shoes which were sent to Nike to be ground up into playground surfaces, basketball courts and running tracks.

One very important specialist our school depends on is our custodian. The book *The Feet in the Gym* was a great way to introduce the concept of interdependence. Students brainstormed a list of specialists they depend on to make our school great. Each student was then given a colorful sheet of paper and pencil and was assigned a specialist from the list. Each visited a specialist to learn more about the valuable service they provide to the school. The student then traced the shoe of that specialist and brought it back to the class. A display entitled "Solemates" demonstrated interdependence. Students then created their own interdependence web as they became specialists who wear special shoes like a diver, a golfer, a ballerina, a life guard and more. Each of them shared their role in the community and how they depended on others to satisfy their wants

"Stepping Stones on a Shoestring Budget" was a natural way to teach productive resources, provide students an art lesson on design layout, and help students learn about the states of matter. At the same time, they learned about the human, natural and capital resources need to produce a stepping stone.

A newspaper scavenger hunt allowed students search for public goods and services and learn about current events at the same time. Shopping at Buck's Store allowed students to experience a market and put their math thinking skills to work. A search of closets for imported shoes provided a unique graphing activity and also helped students learn about the global

market. Students studied about the history of shoes while creating a timeline with economic “tie ins”. A “u shaped” shoe specialist came to visit, a farrier, who brought a horse and explained how we specialize to provide shoes for horses in our community.

Next on the agenda was “The Amazing Shoe Race.” This was a perfect culminating event to a semester long study of shoes. Students were advised to wear comfortable shoes as they saw an economic shoe connection all around town. Students completed individual activity pages as they answered economic questions at each of their stops including a retail store, a shoe repair shop and a shoeshine stand to name a few. Their field trip assignment required listening skills and observation techniques as they had economic clues to solve on each stop of the race.

An economic portfolio shaped like a shoe was developed for each student. Each concept was assessed and placed in his/her shoe. We agree with Dorothy that “there’s no place like home”, so we sent a home connection explaining the economic concepts we studied and provided the family with a great opportunity to apply those concepts through fun activities. The culminating event was a shoe revue where students created their own floats for a shoe parade. The average score on the pretest was 45% with an amazing 83% average on the posttest. Students put their best feet forward as they began this economic journey, one step at a time, and they crossed the finish line “winners”.

Resources Used:

Books:

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Daniels, T. (1999). *The feet in the gym*. New York: Winslow Press.

Ellmore, M. (1998). *U-shaped shoes*. Nashville: Ideals Children's Books.

Frisch, A. (2011). *The story of Nike*. Mankato, MN: Creative Paperbacks.

Fullerton, A. (2013). *A good trade*. Chicago: Pajama Press.

Glasgow, Aline. (1971). *The pair of shoes*. New York: Dial Press.

Grimes, N. & Widener, T. (2000). *Shoe magic*. United Kingdom: Orchard Books.

Grimm, Brothers. (1960). *The shoemaker and the elves*. New York: Scribner.

Heo, Y. (1995). *Father's rubber shoes*. New York: Orchard Books.

Jordan, R., Jordan, D., Nelson, & K. (2003). *Salt in his shoes: Michael Jordan in pursuit of a dream*.

New York: Aladdin Paperbacks.

Lawston, L. (2001). *A Pair of red sneakers*. New York: Scholastic.

Miranda, A. (1997). *To market, to market*. New York: Harcourt Brace & Company.

Online Resources:

Solemates: The Century in Shoes. (n.d.). Retrieved from

<http://www.centuryinshoes.com/before/before.html>

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<http://inventors.about.com/library/inventors/blshoe.htm>

Library of Congress. Shoe Rationing Photos. (n.d.). Retrieved from <http://www.loc.gov>

Make it Do- Shoe Rationing in World War II (2011, March 11). Retrieved from

<http://www.sarahsundin.com/make-it-do-shoe-rationing-in-world-war-ii-2/>

National Shoe Retailers Association. (n.d.). Retrieved from <http://www.nsra.org/news.cfm>

Sneakers Lead in Children's Footwear Online Sales, NPD Reports. (n.d.). Retrieved from

<https://www.npd.com/wps/portal/npd/us/news/press-releases/2015/sneakers-lead-in-childrens-footwear-online-sales-npd-reports/>

Videos:

How your shoes are made [Video file]. (2011, April 7). Retrieved from

<https://www.youtube.com/watch?v=JfmBTXLg5wc>

Ozark Water Projects [Video file]. (2012, March 21). Retrieved from

<https://www.youtube.com/watch?v=oVlacmiDV9A> Red Wing Video Factory:

Video Series [Video file]. (n.d.). Retrieved from <http://www.redwingshoes.com/red-wing-video-series>

Economic Concepts and Objectives:

Students will be able to:

- define and give oral/written examples of the following terms:

economic wants	market	human resources	interdependence
scarcity	price	natural resources	import
goods	tax	capital resources	export
services	public goods	choice	entrepreneur
consumers	public services	opportunity cost	technology
producers	specialist	productive resources	

- brainstorm a list of wants , identify those that are economic wants , and explain in written form what makes a want an economic want.
- create a scarcity scenario, illustrating and identifying a way to allocate scarce resources.
- categorize producers of goods and producers of services given a set of producer cards.
- list five examples of people using goods and services and identify the goods and services being consumed.
- record an example of a market where buyers and sellers meet face-to-face and an example where buyers and sellers never meet.
- identify prices they have paid for three items and prices they have received for selling three goods or services.

- explain, in written format, the role of taxes in providing public goods and public services and create a collage of public goods and public services using the newspaper.
- categorize human resources, capital goods, natural resources, and intermediate goods used in the production of stepping stones.
- research about a specialist online and write a paragraph identifying the specialist and goods and services this specialist consumes but doesn't produce.
- participate in an interdependence simulation and verbally defend how specialists depend on others to satisfy wants.
- write a definition for import and export and explain the role the global market plays in the shoe industry.

Activity 1: Which Shoes Will You Choose?



My Shoe Choice



Shoes in My Closet:

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

What is my criteria to consider in my decision?

My two best choices:

Alternative: _____

Alternative: _____

Good Points:

Good Points:

Bad Points:

Bad Points:

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**.

How to Use Which Shoes Will I Choose?

- Ask students how many of them get to select the shoes they wear. Allow them to share responses.
- 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.

Great links:

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 Photographs

<https://www.loc.gov/search/?in=&q=shoe+rationing&new=true&st=>

- Ask students to imagine choosing one pair of shoes to wear for an entire year. Allow them to share the challenges of only having only pair. (*Answers might include they could outgrow them, get damaged, get tired of wearing them every day, might not always be appropriate for the occasion.*) 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 they will be challenged to wear a pair of shoes for the entire weekend. They will get to choose one pair of shoes to wear, not for a year, but for a weekend.
- Model for the students the decision making process using *My Shoe Choice* (Activity 1) 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 an informed choice as you select shoes you will wear this weekend.
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 as the next best alternative.
- Now the challenge will be to wear the shoes ALL weekend, EVERYWHERE! On Sunday evening, challenge them to evaluate their choice. Remember to THINK- a weekend can be a long time if you don't make a wise choice.



Activity 1: Parent Letter

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**.

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** in 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.





My Shoe Choice



Shoes in My Closet:

1. Cleats
2. tennis shoes
3. flip-flops
4. slippers
5. dress shoes

What is my criteria to consider in my decision?

- * can wear to practice soccer
- * can play in
- * can wear to church
- * comfortable

My two best choices:

Alternative: flipflops

Good Points:

comfortable

Bad Points:

can't practice or
ride bike in

Alternative: tennis shoes

Good Points:

comfortable, can
practice and play

Bad Points:

hot

My **choice** is to wear my tennis shoes.

My **opportunity cost** is to wear my flip flop.

Sunday Evening:

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

Good choice for me!

Activity 2: *Salt in His Shoes*

Economic **specialization** occurs when people concentrate their production on fewer kinds of goods and services than they consume. We depend on many specialists to satisfy our economic wants.

Specialists invest in their **human capital**. They “train their brains” to become better prepared and more productive. Investment in human capital includes practice, education, training, etc.

1. Who is the specialist in this book? _____
2. What did Michael dream of becoming? _____
3. What did Michael think the most important skill was in being a great basketball player? _____
4. What did Michael’s mother suggest Michael do? _____
_____ Did that help? _____
5. What special skills did Michael’s dad remind him were important in being a great basketball player?

6. Is he a specialist? _____ Why or why not?

7. What kind of specialist do you want to be when you get older?

_____ What special skills will you need to be successful? How can you invest in your human capital?

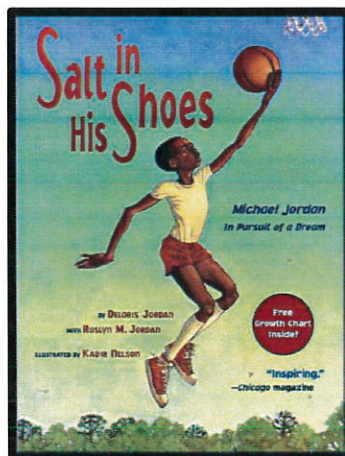
8. Name a specialist you admire.

Why do you think he/she has a good job?



How to Use “Salt in His Shoes”

- Ask students to share careers they might be interested in when they get older. (Allow time for discussion.)
- Read the Book, *Salt in His Shoes*. Introduce the concept of human capital.
- Discuss the special skills, abilities and training that are required to work are called human capital. Explain, if you want to be a pilot, you would need to study, taking flying lesson, pass a physical, take continuing classes to learn the latest about rules and regulations, etc. If you want to be a nurse, you wouldn't need the flying lesson, but you would need specialized training to do your job. Ask students to brainstorm some skills a nurse might need. (*Examples might include: classes on anatomy, learning about medications, learning how to use medical tools, etc.*)
- These special skills, abilities and training are considered human capital. It's the way you “build” your skills and “train” your brain.
- Challenge students to think of something they know how to do, and challenge them to share how they learned the skills necessary for the task. (*Examples might include baking cookies, riding a bike/skateboard, playing a sport or musical instrument.*)
- Share with them as they get older, they will think of a career that is of interest to them. They can't do 4 jobs at a time, so they will have to pick a job to specialize in. They will then develop the skills to be successful.
- Review the story by asking the following questions:
 - What did Michael Jordan want to be when he grew up? (basketball player)
 - What skills are necessary? (speed, height, good eye hand coordination, team cooperation, etc.)
 - How could Michael develop those skills? (practice)
 - Which factors could he control and which could he not control? (He couldn't control his height. He could control his practice, his workout regime, etc.)
- Note: It's important that students understand investing in their human capital is always important. (*Michael didn't stop practicing when he became a basketball player. Doctors continually go to trainings to learn about new medications and practices.*)
- Distribute the sheet for students to complete as an assessment.
- Extension: Challenge students to select a career of interest and create a checklist of ways to invest in their human capital to be ready for that career.



Activity 2: Salt in His Shoes

Economic **specialization** occurs when people concentrate their production on fewer kinds of goods and services than they consume. We depend on many specialists to satisfy our economic wants.

Specialists invest in their **human capital**. They "train their brains" to become better prepared and more productive. Investment in human capital includes practice, education, training, etc.

1. Who is the specialist in this book? Michael Jordan
2. What did Michael dream of becoming? basketball player
3. What did Michael think the most important skill was in being a great basketball player? being tall
4. What did Michael's mother suggest Michael do? put salt in his shoes Did that help? no
5. What special skills did Michael's dad remind him were important in being a great basketball player?
practice determination
play
6. Is he a specialist? yes Why or why not?
He's a star
7. What kind of specialist do you want to be when you get older?
lawyer What special skills will you need to be successful? How can you invest in your human capital?
go to law school
8. Name a specialist you admire.
doctor
Why do you think he/she has a good job?
keeps me healthy



Evaluation/Assessment:

As he stepped on to the moon's surface, Neil Armstrong said, *"That's one small step for man and one giant leap for mankind."* As the second graders stepped into economics, they took their first steps in learning basic economic concepts that will equip them to make giant leaps toward wise decision making skills in the future.

A variety of evaluation techniques were incorporated to assess learning. Hands-on activities, participation in group activities and lessons, and individual shoe journal that included assessments of concepts, teacher observations, home connections that transferred economic learning outside the classroom to home, a field trip, and a pre/post test of basic economics were some of the methods employed to accommodate different learning styles.

The pre and post test administered to second grade students was designed and developed by the teachers based on identified national economic standards. Forty-six students took the pretest. One student entered in the middle of the project was not included in the results. The pretest scores ranged from 23% to 73% with an average of 45%. The posttest score ranged from 35% to 100% with an average of 83%. This indicates a 38% increase in economic knowledge. One student showed a 65% increase. What a boost to her self-esteem!

The shoe journal provided an instant analysis of learning. Students were given a shoe journal entry for each concept. As each entry was completed, teachers reviewed answer to ensure master of the concept before introducing the next lesson. When all the entry pages

were completed, students laced them all together. Each student took his/her shoe journal home to share with family and friends.

The home connection proved to be a successful way to reinforce economics and transfer learning outside the classroom. Andrew's mother wrote, *"What a clever, well planned project- I was amazed at all the different ways 'shoes' can be integrated into learning economics. I sing your praises and thank you for teaching all of us in the Fallon family something new."*

The Amazing Shoe Race was both fun and educational. Students were given the charge to complete the race and answer economic questions at each stop. A card game of "I have _____. Who has _____?" helped students review concepts they had learned throughout the project.

At our Shoe Review/Shoe Parade, parents were asked to evaluate our Stepping into Economics: A Perfect Fit project. Lawson's parents wrote, *"A great way to teach children about economics-a subject that is hard to grasp without examples in real life-great idea!"* Grace's mom wrote, *"Shoe economics has taught Grace so much about the process of production, purchase and repair of shoes. It was a great learning example and easily applicable since Grace loves shoes!"* Another parent wrote, *"I have been very impressed with the method of teaching economic concepts to young enterprising children. The children had fun learning about concepts that I didn't learn until middle school. Hats off to the teachers and support staff for a great program!"* Laura's mother commented, *"The shoe project taught my children quite a lot about economic concepts. I feel she learned much about the manufacturing process. Before this*

project, I didn't believe she gave much thought to what happened prior to a product being in a store for purchase."

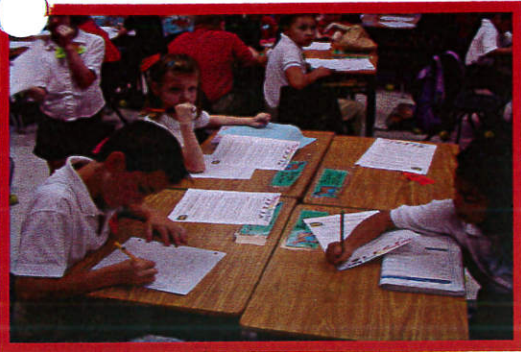
The students' reflections said it all. Once student wrote, *"I learned so much in the economic shoe project. One of my favorite things we did was make stepping stones. It was a great experience to get to know what it's like being a producer of a good."*

Another wrote, *"I really liked it when we put on a certain kind of shoe. Example: I was a golfer, so I had to wear golfing shoes. Whoever started the game would say who they depended on, and then tied their shoestring to the person they depended on. Then they kept going from there. That activity taught us about interdependence."*

Perhaps the best reflection, *"It's so important for us to learn economics so we will be more prepared for when we get a job or just being a consumer."*

In the book *The Pair of Shoes*, the oldest son told his parent that he had learned something from an old pair of shoes. The second graders would tell you the same.

The Amazing Shoe Race



Welcome to the Amazing Shoe Race.
Wear your comfortable shoes for it's a fast pace.
A search for economics you will start,
And when you are finished you will be shoe smart!



Stop #1

Let's start the fun!

You go here if you need a new sole,
have a rip or tear.

This shop is called ...

Markham Park Shoe Repair.



Stop #2

This is where you go if you want a shoe

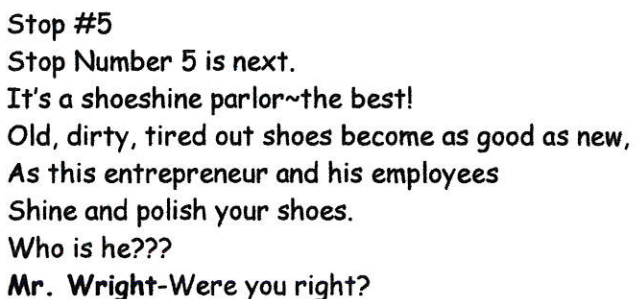
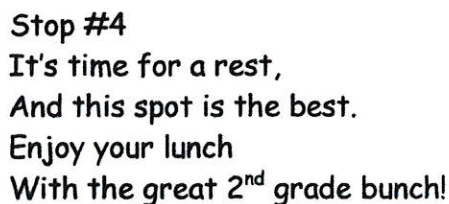
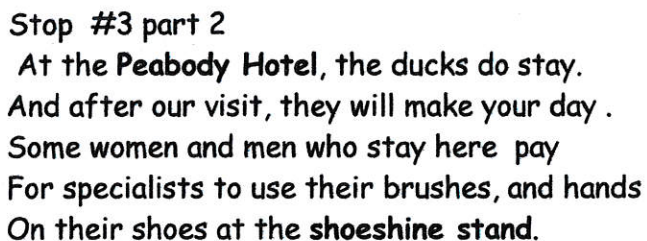
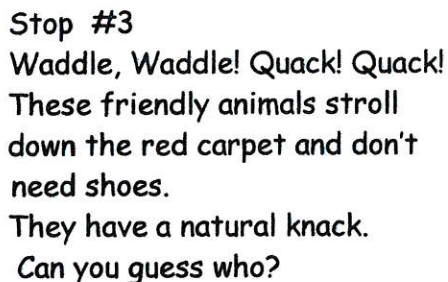
That is new!

Shoes for everyone...

For dress, work, or fun!

This shop is named **Shoe Connection.**







Stop #6

Lights! Camera! Action! A tour we will take!
Around KTHV Channel 11, the news we will make.
The weather garden we will see.
The meteorologist who works here...Who can it be?
It's Mr. Ed Buckner. He wears his galoshes in the rain, sleet and snow.
Providing a service, so the weather we will know.



Stop #7

Where, oh where, does our tax money go?
One thing is for sure----
The second graders at Baker all know.
To provide public services and public goods-
This stepping stone will be a big thank you!



Stop #8

"There's No Place Like Home.
As Dorothy Would Say!
And for us that is Baker to end our day.
Congratulations on finishing the Amazing Shoe Race!
You are winners, and wasn't the day great?"



"The Amazing Shoe Race"



Stop #1: shoe repair shop

- Does this business produce a good or service? service
- Why would a consumer come to this shop? to get your shoes repaired
- Name one capital good used here. shoe grinder

Stop #2: [redacted]

- Name one economic want you see at this stop. a handbag
- Does this stop ever have a problem with scarcity? no Explain. because they have more of them
- How many human resources work here? around 24
- Which shoe in the game "The Price is Right" had the most expensive price? Empire
- Name two countries that have imported shoes to this store. Mexico + South America

Stop #3: [redacted]

- Does this stop provide a good or a service? service
- Name one public good or public service that this stop consumes. shoe shine stand
- Why does this stop have ducks? for entertainment
- Why are there no human resources working at the shoeshine stand at 11:00 a.m.? lunch

On the Bus Ride or at Lunch(Stop 4):

- What special event is happening today at the River Market? farmers market
- Name one public good or public service you consumed today. bus



- Name 5 workers you see today and the special shoes they wear.

WORKER	SHOES
Window cleaner	leather shoes
grounds keeper	special boots
Fireman	fire boots
Ed Buckner	Bucks
Mr. Wright	Clean Bucks

Stop 5: Wright's Shoe shine parlor

- What is the name of the entrepreneur of this business?
Mr. Wright
- Does this entrepreneur produce a good or service? service

Stop 6: channel news station

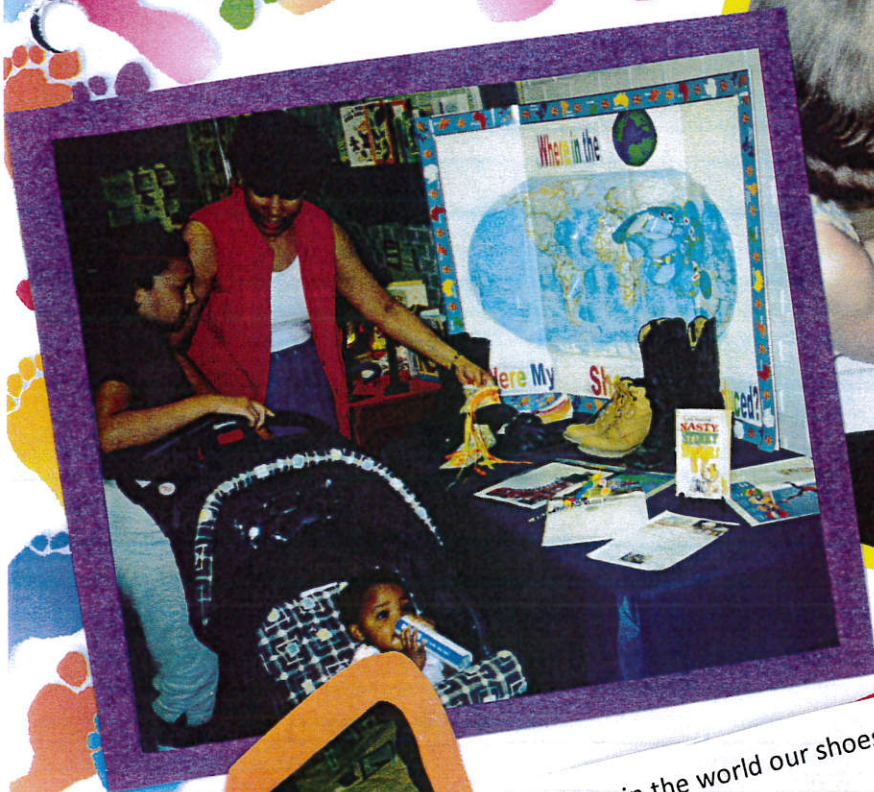
- Does this stop provide a good or service? service
- What special human resource did we meet today? Ed Buckner
- What types of shoes might he need to do his job? He is probably wearing bucks.
- Explain how technology has helped improve weather forecasting.
Now that we have television, we can watch the weather all over the world.

Stop 7: Fire Station

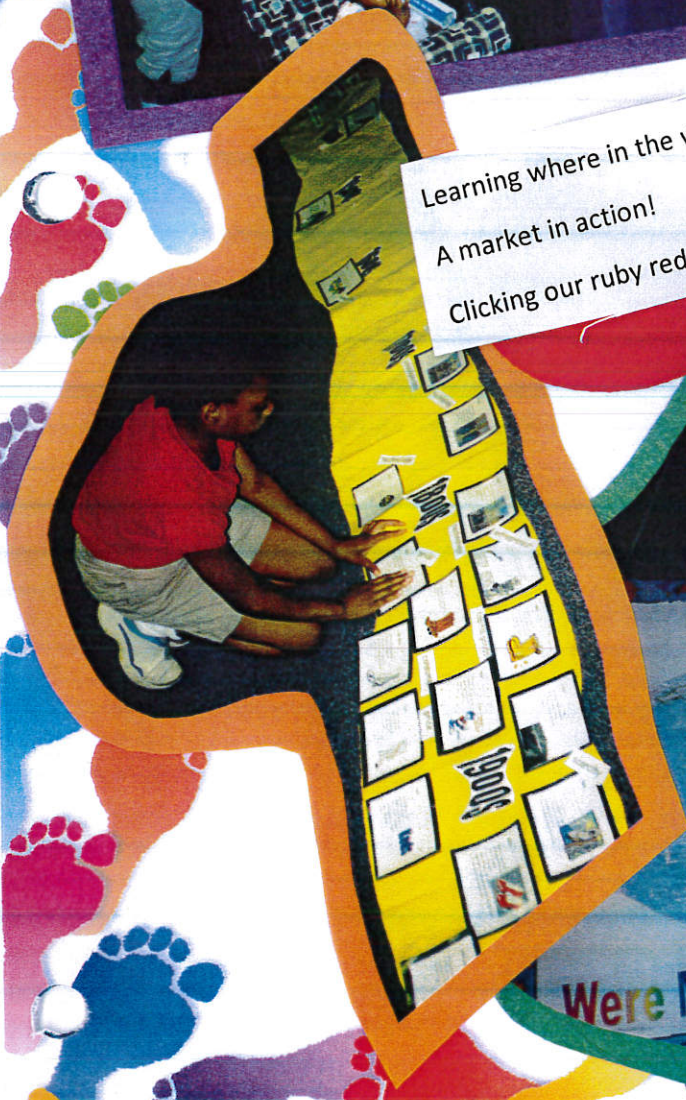
- What public servants are we honoring with a stepping stone?
Firemen and Warran

Stop 8: School

- What was the best part of the field trip? going to the Paddy Hotel
- Name one fact you learned about shoes on our field trip. People need shoes to do their job.
- Share one example of economics you saw on our field trip. Sometimes they had a scarcity of shoes at the shoe convention.



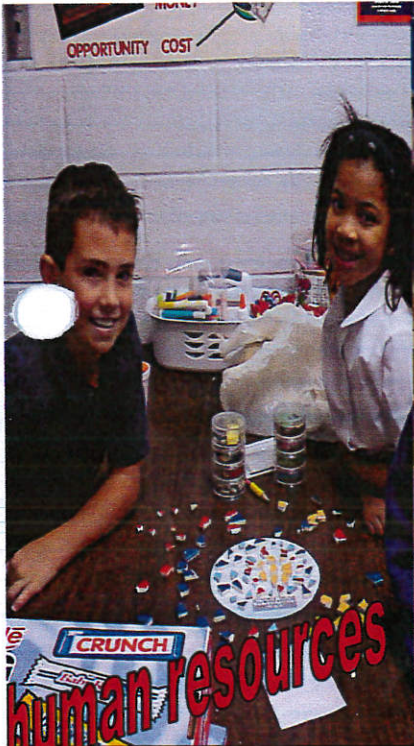
Learning where in the world our shoes were made!
A market in action!
Clicking our ruby red slippers and discovering economics on the Yellow Brick Road!



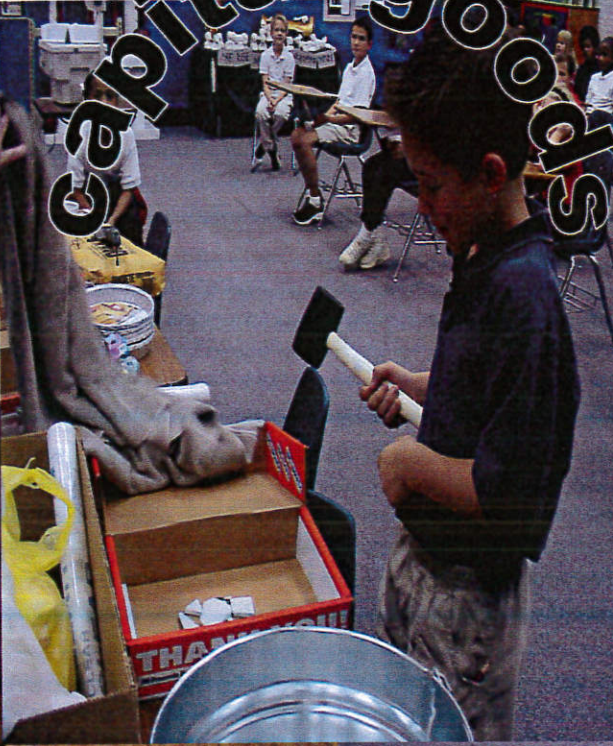
Producing Stepping Stones

on a Shoestring Budget!

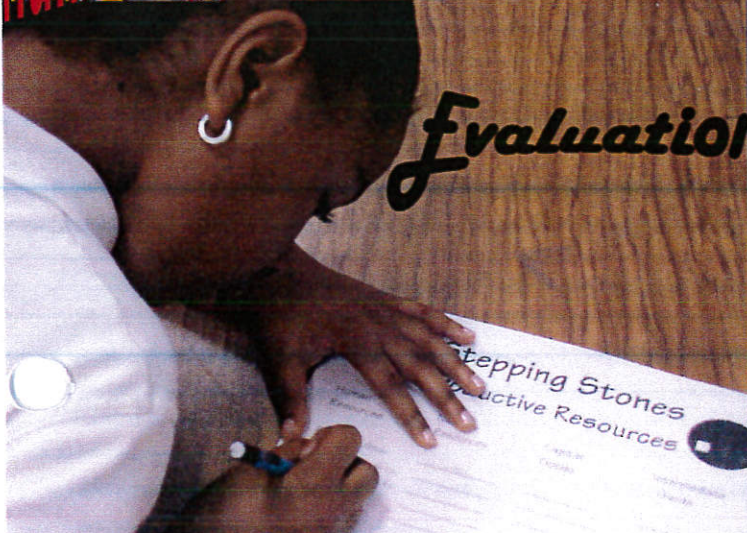
Capital goods



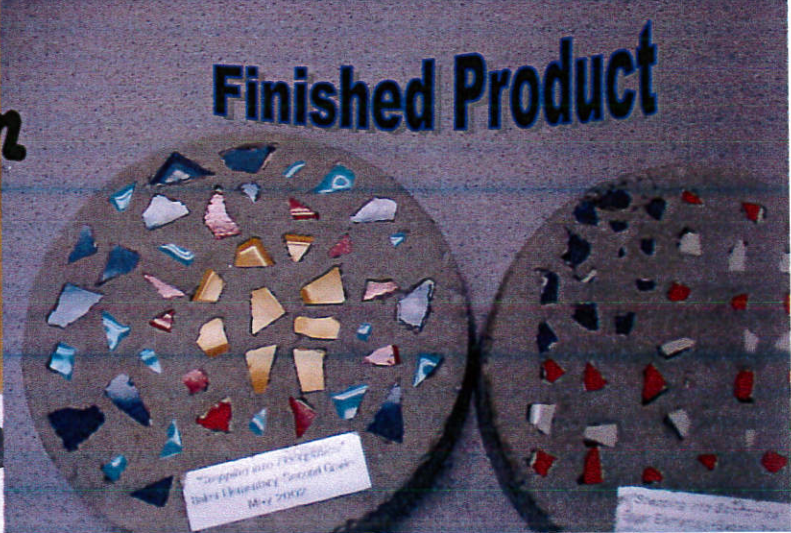
human resources



natural resources



Evaluation



Finished Product

Interdependence is:

- a. Everyone working on their own.
- ☒ b. Someone depending on someone else.
- c. Starting a new business.

Name 2 specialists that your family depends on. police firefighters

What would happen if the police officers and firefighters didn't show up for work? there would be no just get

minimals the house would burn

Name Mason

down and the people
will die



SHOE MAGIC
BY BAKER ELEMENTARY

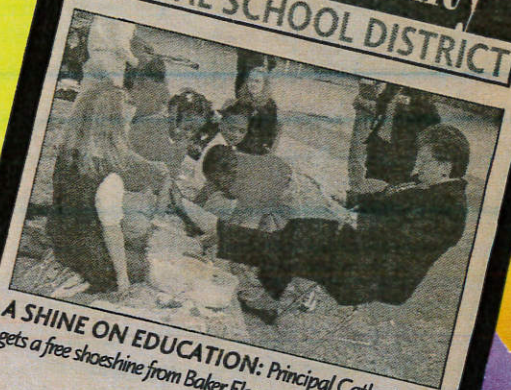
This presentation is based on the poetry of Nikki
Grimes



FRIDAY, MARCH 1
NOON

2 ARKANSAS HONORS

Pulaski County
SPECIAL SCHOOL DISTRICT



A SHINE ON EDUCATION: Principal Cathy Austin gets a free shoeshine from Baker Elementary second-graders.

Stepping into
economics: perfect fit

Second-graders at Baker Elementary are "stepping into economics" as they study the economics of the shoe industry, why consumers choose the shoes they wear, and specialists who wear special shoes to do their jobs.

Each lesson has a literature connection and ties in with other subject areas. The students have shined shoes for their parents as they studied producers of services. They produced stepping stones when studying productive resources and shoe connections around Little Rock. In learning about specialists, they looked on as a horse was shod.

Students searched through newspapers to locate examples of public goods and services as they learned where tax money goes. They also learned how shoes were rationed during World War II. They chose one pair of shoes to wear for an entire weekend as they learned about decision-making and opportunity cost.

1. A producer is someone

who creates things and puts them in stores.

2. To produce shoe planters you must

have a shoe, soil, flowers, and use it until
the right time to water it.

3. Shining shoes is a way to get shoes looking better.

4. The materials needed for shining shoes are?

saddle soap, toothbrush, buffing cloth, polish,
and brushes.

4. What is the difference between producing a good
and providing a service?

Producing a good is creating something
you think people will like. Providing a
service is doing something for people
that they will appreciate.

Name Andrew

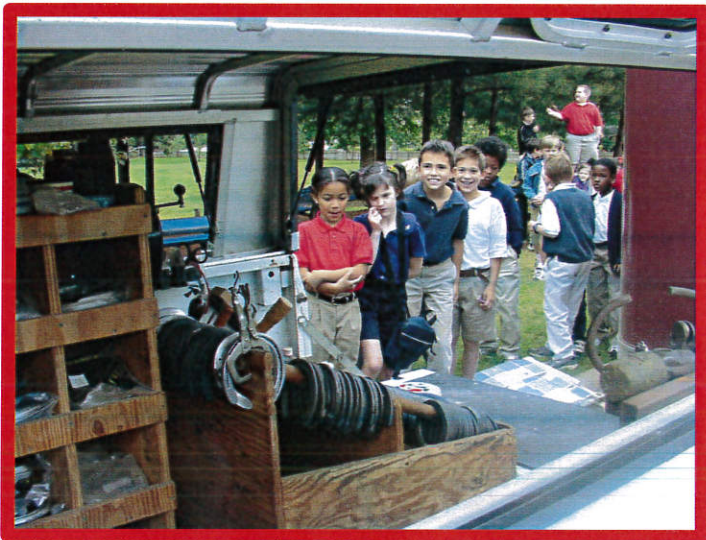


Following the yellow brick road to learn economics and shoe history.



Emily and Office: Solemates

Emily learns about the special service he provides.



Meeting a farrier and his "u" shaped shoes

A specialist at work!



Providing a community service project with Nike

Showcasing Economics!



Sam's Shoe Shop

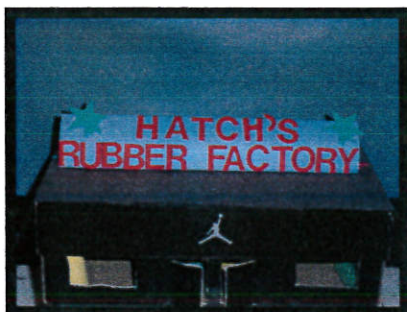
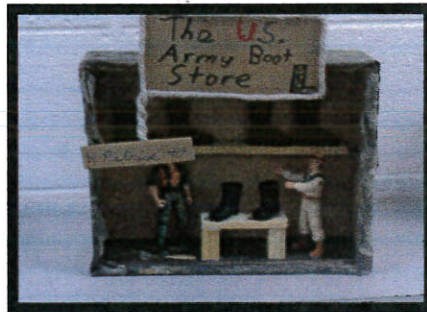
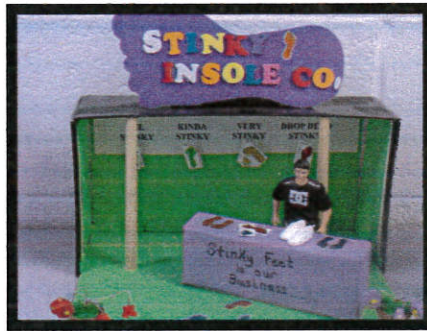


Dear Families,

Today we learned about producers. Producers satisfy our wants of goods and services. We enjoy the goods and services that producers provide.

Now for the fun part! You live in Shoetown, USA. You are a producer of either a good or service related to the shoe industry. You are to use a shoebox to create the shop where you work. Be Creative! Remember to think out of the shoebox! (Examples to consider: You could create a store like "Just for Feet", a specialty store like a baby or kid shoe store, or you could be the owner of a shoe repair shop.)

Walking the Extra Mile- Write a short description of your store including the name and whether you produce a good or service.



"There's No Place Like Home" Connection-Producer





Shoeshining 101:
Investing in our human capital



Shoetown USA:
Producers in the Shoe Industry



What is a specialist?

A person who specializes in one kind of
Mr. Owen works for Snell Prosthetic and Orthotic Laboratory. What does Sn
specialize in?

shoes for people with special needs.

What is a good or service that Mr. Owen consumes?

good: shoes, food

Mr. Patterson specializes in shoeing horses.

Name some capital goods he had to use.

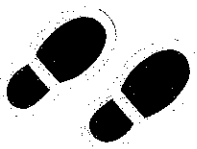
hammers, nail pullers, rollers, nails, nail file.

What is a good or service that Mr. Patterson consumes?

horse shoes, bedding, a horse, hammer

Name

Keller Barbara #11





Who wears U-shaped shoes?

What Specialist Shoes? Horsesh?



A Farrier of Course!