**Using Economic Decision-Making Models**

**to Become Informed Decision-makers**

**Skills (1h) in 2015 History/Social Science SOL**

**K-5 Examples for Using a Decision-Making Model**

**H/SS K.1h; 1.1h; 2.1h; and 3.1h The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by:**

**h) using a decision-making model to make informed decisions;**

**Kindergarten K.1h**

Cost-Benefit Analysis Implementation:

* When a character in a story has to make a decision, stop and have the students discuss the costs and benefits of that decision.
* Consider the costs and benefits of doing a particular classroom chore. (K.10b).
* Compare the benefits and costs of working in a group (K.10g).

Decision Tree Implementation

* Compare the benefits and costs about taking on one job instead of another and decide which one you would choose (K.8).
  + Example: choosing whether to be a veterinarian or a truck driver.
  + Choosing to be the class plant-waterer or the line-leader.
* Decide whether you want a bicycle or trip to \_X\_ by weighing the benefits and costs of each. There are endless examples of things students want that they need to decide between (e.g. more time in lunch or more time in recess; spend money now or save it to buy something later) (K.9a) Focusing on such decisions can/should be raised often.

**1st grade 1.1h**

Cost-Benefit Analysis Implementation:

* When a character in a story has to make a decision, stop and have the students discuss the costs and benefits of that decision.
* Before participating in a classroom decision through voting (1.10f), students should weigh the benefits and costs about a proposed course of action.
* Examine why a famous person or group made a decision.
  + Examples: What were the costs and benefits that the Jamestown settlers thought about before going to the New World? (1.2a)
  + What were the costs and benefits of Pocahontas’s decision to share food with the new settlers? (1.3b)
* Volunteers are workers who donate their human capital in an effort to help others and show good citizenship. Volunteers do many kinds of work, and each volunteer must choose what

type of work to do. Ask students to weigh the costs and benefits of volunteer opportunities in their classroom or school—such as picking up trash they did not drop, or helping another student. (1.10 and 1.13b)

Decision Tree Implementation:

* Suppose a student gets $20 for birthday money. Weigh the costs and benefits of saving it vs. spending it.
  + Spending money right away means that you get something now (benefit), but it is something “smaller” (less expensive) than you could get if you saved your money (cost). Saving your money means that you have to wait for what you want (cost), though it will be something “bigger” (more expensive) (benefit). You can actually do some of both! (1.8, 1.9)
* Decide whether you want a bicycle or trip to \_X\_ by weighing the benefits and costs of each. There are endless examples of things students want that they need to decide between (e.g. more time in lunch or more time in recess; spend money now or save it to buy something later) (1.8) Focusing on such decisions can/should be raised often.

**2nd grade 2.1h**

Cost-Benefit Analysis Implementation:

* When a character in a story has to make a decision, stop and have the students discuss the costs and benefits of that decision.
* Evaluate the costs and benefits of using barter to get a toy that you want. (2.9).
  + One benefit: you can trade for something you want without using money.
  + One cost: it might be difficult to find someone to trade with you; you may identify someone who has the toy you want, but you may not have something to trade that that person wants.
* Examine the costs and benefits of a decision a famous person made: (2.4)
  + Example: What were the costs and benefits that Rosa Parks had to think about when deciding if she would sit in the front of the bus? (2.4g)
    - One benefit: Call attention to the injustice of segregation
    - Some costs: Could have been taken to court; could have been physically threatened.
  + What were the costs and benefits Christopher Columbus might have considered in deciding whether to sail across the Atlantic Ocean? (2.4a)
    - Benefits: he might discover a shorter and cheaper way to travel to the West Indies to sell spices; he might be famous for the discovery; a great adventure;
    - Costs: how will he pay for it; he might be injured or killed
  + Consider the cost and benefits of one of the jobs they choose. (2.4)
    - Benjamin Franklin: printer, writer, diplomat, politician, inventor, and postmaster.
    - Martin Luther King, Jr.: minister, civil rights activist.
    - George Washington Carver: scientist.
  + Students can consider the decision from the perspective of the person making it at the time it was made and/or weigh their costs and benefits and how they would decide if considering their choices today.
* Weigh the costs and benefits of a proposed action to improve the school or community (2.11c).
* Consider the costs and benefits of voting in an election and decide whether you would vote if you had the opportunity (2.12b)

Decision Tree Implementation:

* Compare the benefits and costs of bartering to obtain goods and services versus using money. This can be done by considering each system overall or considering a specific good or service. (2.9).
* Weigh the costs and benefits of using horses versus covered wagons for transportation and decide which you would choose if traveling across the country. (2.2) Other examples might be steamboats versus railroads; or automobiles versus airplanes; or horses versus airplanes; each given a specific situation. (2.2)
* Consider the costs and benefits of being a Powhatan Indian living in Eastern Woodlands and a Pueblo Indian living in the Southwest and decide which you would prefer to be. (2.7)

* Decide whether you want a bicycle or trip to \_X\_ by weighing the benefits and costs of each. There are endless examples of things students want that they need to decide between (e.g. more time in lunch or more time in recess; spend money now or save it to buy something later) (2.10) Focusing on such decisions can/should be raised often.

**3rd grade 3.1h**

Cost-Benefit Analysis Implementation:

* When a character in a story has to make a decision, stop and have the students discuss the costs and benefits of that decision.
* What were the costs and benefits of China choosing to build the Great Wall? (3.2)
* What were the costs and benefits of Egypt choosing to build the pyramids? (3.2)
* What are the costs and benefits of voting? (3.13)

Decision Tree Implementation:

* What are the costs and benefits of a direct democracy and a representative democracy and which would you choose? (3.3)
* Consider whether a country should produce a particular product, or trade to get it. For example, should producers in ancient Greece produce ships, or trade to get ships? And should they produce olives, or trade to get olives? (3.7 and 3.9)
* There are a number of tasks to be done in your classroom each day—water the plant, feed the pet, keep the books order, pick up trash, etc. Would it be better to have every student be responsible for every task, or should each student specialize in a different job? Use the decision tree to analyze the two choices (3.9).
* Decide whether you want a bicycle or trip to \_X\_ by weighing the benefits and costs of each. There are endless examples of things students want that they need to decide between (e.g. more time in lunch or more time in recess; spend money now or save it to buy something later) (3.10) Focusing on such decisions can/should be raised often.
* Voting when making classroom decisions (3.11b)
  + Example: Which of our two options should we pick for a community service project?

**VS.1h The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by**

**h) using a decision-making model to identify costs and benefits of a specific choice made**

Cost-Benefit Implementation:

* Should you buy shares of stock in the Va. Company of London in 1607? What were the costs and benefits viewed from the perspective at that time? (VS.3a)
  + Some benefits – You could earn a very high rate of return on your investment if the Virginia Company found silver, gold, or raw materials in the New World. Your investment would help the company to establish a settlement in North America spreading English influence.
  + Some costs – If the Va. Company of London was not successful you would lose all your money. Money you invested in stocks is money that you can’t spend on something else.
  + You could also consider this from a later perspective, looking back. Costs: Most shareholders did not make money on their investment. The early settlement struggled and the Va. Company of London went bankrupt. Benefits: England, however, was able to establish a permanent settlement at Jamestown and tobacco (not gold or silver) became a cash crop and the primary source of wealth in Virginia.
* If you are an Englishman in the early 1600s, what are the costs and benefits of traveling to America and settling in Jamestown? If you are an American Indian in the early 1600s, what are the costs and benefits of Englishmen settling in Jamestown? Later in the 1600s? If you were an English woman in the 1620s, what were the costs and benefits of settling in Jamestown? From the perspective of those already living in the Jamestown settlement? (VS.3)
* In colonial Virginia, what were the costs and benefits of using money (in the form of tobacco) to buy goods and services? Of bartering to get goods and services? Of using credit to get goods and services from the perspective of the person who is getting the goods/services? Of using credit to get goods and services from the perspective of the person providing the goods/services? (VS.4d)
* What are the costs and benefits of the “pay as you go” policy used by Governor Harry F. Byrd? (VS.9d)
* What are the costs and benefits of Virginia being able to trade with other countries? (VS.10c)

Decision Tree Implementation:

* If you were living in Virginia during the American Revolution how would you weigh the costs and benefits of siding with the patriots who were fighting for independence versus being on Great Britain’s side? And which would you choose? (VS.5b)
* What were some of the costs and benefits of keeping Virginia’s capital in Williamsburg versus moving it to Richmond? (VS.5d)
* In the first half of the 1800s, should you move to either the western part of Virginia or into the Deep South or stay in Eastern Virginia? (VS.6c)

Choice 1: Move west or south

* Benefits: Moving would give you better farmland. You would be able to own a bigger farm. You might like the adventure of living in a new place.
* Costs: The land you choose might be worse, not better than your current farm land. You would be moving to a place that you didn’t know, one where the geography was different than where you lived now. The fear of the unknown.

Choice 2: Stay in Eastern Virginia

* Benefits: less uncertainty; you know your neighbors and the way of life in eastern Virginia
* Costs: tobacco farming has been hard on your farm’s soil and you are not able to grow as much as before.

A similar cost/benefit chart can be used to analyze why Virginians moved from rural to urban areas in the 20th Century. (VS.9a)

**USI.1h The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**h) using a decision-making model to identify costs and benefits of a specific choice made**

Cost-Benefit Analysis Implementation:

* Should Europeans explore North America? (USI.4a,b)
  + Benefits: Economic benefits of gold, natural resources, trade and new farming techniques; the opportunity to spread Christianity; gain new lands for their empires and spread their own cultural beliefs; gain new farming techniques.
  + Costs: Potential for their own death by disease and starvation; facing the fear of the unknown; the harm done to Native Americans during exploration including loss of their land, slavery and death.
* What were the costs and benefits Englishmen needed to consider in deciding whether to come to the colonies? (USI.5a)
* What were the costs and benefits of westward expansion in America during 1801 to1861? (USI.8a-c)
* Should Abraham Lincoln have used military force to attempt to prevent Confederate states from seceding? (USI.9)
  + Benefits: Preservation of the Union and the belief that the US was one nation, not a collection of independent states; stopping the spread of slavery (which would become the total abolition of slavery as the war continued); enforcement of the belief that the federal government’s power was supreme over that of the states;
  + Costs: Hundreds of thousands of soldiers dead, Family and friends were often pitted against one another; the economic devastation caused by war

Decision Tree Implementation:

* What were the costs and benefits of a colonist remaining loyal to Great Britain during the period immediately prior to the American Revolutionary War versus siding with patriots willing to fight for independence from Great Britain? (USI.6)

PACED Decision-Making Model Implementation:

* If I am a colonist during colonial times, where do I want to live? New England, Mid-Atlantic or the South (USI.5b) See a lesson provided [here.](http://vcee.org/performance-assessments-2/)