

Geography	Monday	Tuesday	Wednesday	Thursday	Friday
Objective	Content Objective: TSWBAT use skills learned in MEAP skills on an informational text. Content Objective: TSWBAT identify elements critical to understanding informational text.	Content Objective: TSWBAT use SQ3R method in breaking down a reading passage. Content Objective: TSWBAT identify elements critical to understanding informational text.	Content Objective: TSWBAT identify critical elements of Era I. MEAP testing begins today. Hours 1-3 only. Repeat this lesson plan for Thursday 4-7 hours.	Content Objective: TSWBAT identify critical elements of Era I. MEAP testing begins today. Hours 1-3 only. Repeat this lesson plan for Thursday 4-7 hours.	Content Objective: TSWBAT summarize current events as presented in the Channel One netcast.
	Language Objective (SIOP): S.1 Use spoken language for daily activities within and beyond the school setting. L.1 Follow simple and complex directions.	Language Objective (SIOP): S.1 Use spoken language for daily activities within and beyond the school setting. L.1 Follow simple and complex directions.	Language Objective (SIOP): S.1 Use spoken language for daily activities within and beyond the school setting. L.1 Follow simple and complex directions.	Language Objective (SIOP): S.1 Use spoken language for daily activities within and beyond the school setting. L.1 Follow simple and complex directions.	Language Objective (SIOP): S.1 Use spoken language for daily activities within and beyond the school setting. L.1 Follow simple and complex directions.
Assessment	Students will be assessed on previous week's learning using an informational text and bubble sheet.	Summative Entrance Exam in Library.	Oral assessment.	Oral assessment.	Channel One Type 2 writing: summarize 3 events from the netcast.
Activity	MEAP skill: Map skills (scale and direction) Great Educators CCS Bellringers.	MEAP skill: SQ3R Method. (See below) Introduction to modified Cornell Notes.	MEAP skill: Introduction to modified Cornell Notes.	MEAP skill: Introduction to modified Cornell Notes.	MEAP skill: summarizing
Vocabulary		SQ3R Method	agrarian society Agricultural Revolution archeology cause and effect cultural adaptation culture historical inquiry hunter-gatherer societies migration turning point world history 5 Themes of Geography nomads	agrarian society Agricultural Revolution archeology cause and effect cultural adaptation culture historical inquiry hunter-gatherer societies migration turning point world history 5 Themes of Geography nomads	As noted in the Channel One broadcast.
Strategy	Lecture, visual modality, model examples.	Lecture, visual modality, model examples, guided practice and assessment.	Lecture, visual modality, model examples.	Lecture, visual modality, model examples.	NCA: Type 2 John Collins writing
Published to:	http://www.mrmcgirr.com/downloads-9/index.html				

Enrichment	Monday	Tuesday	Wednesday	Thursday	Friday
Objective	<p>Content Objective: TSWBAT explain how incentives matter, increases in supply lead to reductions in market prices by restricting production and the human desires for profit undermine cartel agreements.</p> <p>Language Objective (SIOP): Lecture, visual modality, examples, use prior knowledge from the "Cartels and Competition" activity during the week.</p>	<p>Content Objective: TSWBAT explain how incentives matter, increases in supply lead to reductions in market prices by restricting production and the human desires for profit undermine cartel agreements.</p> <p>Language Objective (SIOP): Lecture, visual modality, examples, use prior knowledge from the "Cartels and Competition" activity during the week.</p>	Class does not meet due to the MEAP Test window.	<p>Content Objective: TSWBAT explain how labor markets work, depend on supply and demand, skilled vs. unskilled labor and the impact of education on wages.</p> <p>Language Objective (SIOP): Lecture, visual modality, examples, use prior knowledge from the "Cartels and Competition" activity during the week.</p>	<p>Content Objective: TSWBAT explain how labor markets work, depend on supply and demand, skilled vs. unskilled labor and the impact of education on wages.</p> <p>Language Objective (SIOP): Lecture, visual modality, examples, use prior knowledge from the "Cartels and Competition" activity during the week.</p>
Assessment	Oral assessment, Students will create a NCA Type 3 writing from the simulation last week.	Students will write an evaluation of the simulation using the vocabulary as a word bank.		Oral assessment, "Cartels and Competition" reflection when appropriate.	Oral assessment, "Cartels and Competition" reflection when appropriate.
Activity	"Cartels & Competition" simulation continues today.	A slight variation on last week's simulation will occur sometime this week to set up the "Cartels and Competition" activity when appropriate during the week.		A slight variation on last week's simulation will occur sometime this week to set up the "Cartels and Competition" activity when appropriate during the week.	A slight variation on last week's simulation will occur sometime this week to set up the "Cartels and Competition" activity when appropriate during the week.
Vocabulary	Demand Competition Property Rights Supply Substitutes Equilibrium Price Market Clearing Price Price Ceilings Market Power Cartels	Demand Competition Property Rights Supply Substitutes Equilibrium Price Market Clearing Price Price Ceilings Market Power Cartels		Derived demand Productivity Labor supply Technology Total labor income / Individual income Investment Excess demand / Excess supply Unemployment	Derived demand Productivity Labor supply Technology Total labor income / Individual income Investment Excess demand / Excess supply Unemployment
Strategy	Lecture and simulation, Some review of the simulation from last week will happen today.	Lecture and simulation. Video on the Puritans in New England will be inserted when appropriate.		Lecture and simulation. Video on the Puritans in New England will be inserted when appropriate.	Lecture and simulation. Video on the Puritans in New England will be inserted when appropriate.
CCS	SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies.	SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies.		SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies.	SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies.

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<p>31a Plans Note: 31a Staff may be reassigned by the office to cover other classes without notice. In such cases, these plans do not apply.</p>	<p>The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. No 31a Aide has been assigned at this time.</p>	<p>The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. No 31a Aide has been assigned at this time.</p>	<p>The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. No 31a Aide has been assigned at this time.</p>	<p>The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. No 31a Aide has been assigned at this time.</p>	<p>The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. No 31a Aide has been assigned at this time.</p>

Lesson 5: Labor Markets

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Key Terms

Derived demand

Productivity

Labor supply

Technology

Total labor income / Individual income

Investment

Excess demand / Excess supply

Unemployment

National Content Standards Addressed

Standard 4: Incentives Matter

People respond predictably to positive and negative incentives.

- Acting as consumers, producers, workers, savers, investors, and citizens, people respond to incentives in order to allocate their scarce resources in ways that provide the highest possible returns to them.
- Small and large firms, labor unions, and educational and other not-for-profit organizations have different goals and face different rules and constraints. These goals, rules, and constraints influence the benefits and costs of those who work with or for those organizations and, therefore, their behavior.

Standard 13: Income and Productivity

Income for most people is determined by the market value of the productive resources they sell. What workers earn depends, primarily, on the market value of what they produce and how productive they are.

- People can earn income by exchanging their human resources (physical or mental work) for wages or salaries.
- Employers are willing to pay wages and salaries to workers because they expect to sell the goods and services those workers produce at prices high enough to cover the wages and salaries and all other costs of production.
- A wage or salary is the price of labor; it usually is determined by the supply of and demand for labor.
- More productive workers are likely to be of greater value to employers and earn higher wages than less productive workers.
- In a labor market, in the absence of other changes, if wage or salary payments increase, workers will increase the quantity of labor they supply and firms will decrease the quantity of labor they demand.
- Changes in the prices of productive resources affect the incomes of the owners of those productive resources and the combination of those resources used by firms.
- Changes in demand for specific goods and services often affect the incomes of the workers who make those goods and services.

Standard 15: Investment

Investment in factories, machinery, new technology, and in the health, education, and training of people can raise future standards of living.

- Workers can improve their productivity by improving their human capital.
- Workers can improve their productivity by using physical capital such as tools and machinery.
- Productivity is measured by dividing output (goods and services) by the number of inputs used to produce the output. A change in productivity is a change in output relative to input.
- Increases in productivity result from advances in technology and other sources.
- Investments in physical and human capital can increase productivity, but such investments entail opportunity costs and economic risks.
- Investing in new physical or human capital involves a trade-off of lower current consumption in anticipation of greater future production and consumption.
- The rate of productivity increase in an economy is strongly affected by the incentives that reward successful innovation and investments (in research and development, and in physical and human capital).

Standard 19: Unemployment

Unemployment imposes costs on individuals and nations. Unexpected inflation imposes costs on many people and benefits some others because it arbitrarily redistributes purchasing power. Inflation can reduce the rate of growth of national living standards because individuals and organizations use resources to protect themselves against the uncertainty of future prices.

- Unemployment exists when people who are actively looking for work do not have jobs.
- The labor force consists of people aged 16 and over who are employed or actively seeking work.
- The unemployment rate is the percentage of the labor force that is willing and able to work, does not currently have a job, and is actively looking for work.
- Full employment means that the only unemployed people in the economy are those who are changing jobs.

Lesson 5:

Key Ideas

1. Review:

- Institutional differences help to explain differences in *countries'* wealth and standards of living.
- The interaction of supply and demand in markets generates the prices that allocate goods, services, and resources (including labor).

2. The demand for labor is derived demand.

- There is no demand for labor apart from the demand for the goods and services labor can produce.
 - Employers are the demanders in labor markets.
 - Workers are the suppliers in labor markets.
- Wages (the “price” of labor generated by the interaction of employers’ demand and workers’ supply in labor markets) are a production cost in the markets for the goods or services labor is hired to produce.
 - The quantity supplied of these goods and services is determined by marginal production costs.
 - The availability of substitutes for labor affects wages and employment.
- When demand for an output good or service decreases, total labor income in the affected industry will decrease.
 - As demand for the good decreases, demand for labor must also decrease. Possible results include:
 - Workers are laid off;
 - Workers’ hours are cut;
 - Workers’ wages are reduced.
 - The magnitude of the impact on individuals’ income depends on the alternatives available to workers in other employment.
 - An increase in demand for an output good that generates a positive impact on industry revenue also increases total labor income, the latter by increasing the demand for labor.

3. Market changes may produce different effects on *total labor income* and *individual* income.

- Total labor income equals the payments to all workers, whereas individual income is the payment to an individual worker.
 - Differences in *individuals'* income result from the choices of buyers and sellers of labor services in labor markets.
- In the labor market, wages and benefits combined are used to pay workers for their labor services.
- Note that the term “wage” or the “wage rate” represents compensation per unit of time, which is not the same as income. Income for hourly workers equals the wage rate times the hours worked. The term “salary” represents a total payment per period, regardless of the number of hours worked in the period.
- An increase in derived demand for labor will increase the wages and benefits paid in the market, at least in the short run, as employers compete to hire new workers. Total income of all workers will increase and income for individual workers will increase.

- In the long run, the increased wage and benefits paid are expected to attract new workers to the market. This will cause wages and benefits to decrease toward (but not beyond) their levels before the increase in demand.
- Wages and benefits may change slowly (“sticky” wages) in some local markets in response to changes in the demand and supply for labor.
 - This is largely due to two distinctive features of labor in many jobs:
 - Individuals may have firm-specific human capital – skills they have acquired on the job which are valuable to their current employers but worth little to other firms.
 - Workers often have subtle characteristics that make them singularly well-suited (or poorly-suited) to particular jobs. Employers face high fixed costs in hiring new workers because they must learn about worker-specific characteristics to make successful hiring decisions.
 - Together, these two features give many employers and their workers incentives to tie themselves together in relatively long term, usually implicit, labor agreements, in which there may be substantial variation in hours worked per year in response to demand fluctuations, without corresponding short term changes in hourly wages and benefits.

4. Workers’ wages and benefits are affected by the value of what they produce *and* by each worker’s individual productivity.

- As the value of what is produced increases (e.g., shoe makers versus diamond cutters), worker’s compensation is expected to increase, *ceteris paribus*.
- *Labor productivity* is measured by output per worker per day or per year.
 - Other resources affect labor productivity. More capital (buildings, machines, tools and technology) increases laborers’ output per time period.
 - A nation’s infrastructure – capital that facilitates transportation and communication, for example – is a significant factor in labor productivity and economic growth.
 - Within an industry, more productive workers generally earn higher wages than less productive workers.
 - Technology is a key determinant of the productivity of the worker in most types of jobs. Workers trained to use advanced machinery, computers, robots, etc. are more productive to employers and earn higher wages.
- Derived demand and productivity also explain the extremely high income of Superstars
 - Some labor markets have a “tournament” nature: the high demand is only for those with the very best abilities (or highest productivity).
 - In sports, for example, those at the very top earn substantially more than those with very similar, but not quite “tournament winning,” abilities.
 - The top sales person in a company may be awarded a higher percentage commission as the winner of the sales “tournament.”
- In other industries, technology may create huge increases in productivity that leverage the time input of the Superstar.

5. Institutions affect labor markets.

- Labor unions generate market power by controlling the supply of labor available to employers; unions do this for the purpose of raising wages and increasing non-wage compensation (benefits) to workers.
 - In the U.S. there has been significant decline in labor union membership in the private sector, but not in the public sector.
 - In 2007, union members accounted for 12.1 percent of employed wage and salary workers, essentially unchanged from 12.0 percent in 2006. In 1983, the first year for which comparable union data are available, the union membership rate was 20.1 percent.

- Although union members are more likely to be employed in the private than public sector, in 2003, 37.2% of public sector employees were union members, compared to 7.2% of private sector employees. Workers in the public sector had a union membership rate nearly five times that of private sector employees.
 - There are several factors affecting unionization rates between public and private sectors, including improved wages and working conditions in the private sector and the lack of a “residual claimant” in the public sector.
 - Laws and government regulations also impact the income of various segments of the labor force by affecting the supply of or demand for labor.
 - Minimum wage legislation has greatest impact on entry-level, first time, and unskilled workers.
 - U.S. Immigration laws limit chiefly the supply of lower-skilled workers.
 - OSHA safety regulations comprise a complex burden that varies by industry.
 - Federal and state child labor laws restrict hours worked by minors and thus the supply of unskilled labor.
6. Unemployment occurs for a variety of reasons, some detrimental to workers’ incomes and some beneficial.
- Many types of resources are “unemployed” at one time or another without there necessarily being anything “wrong” with the market.
 - Unemployment is a natural (and necessary) part of the process of reallocation of resources in changing markets.
 - Workers currently unemployed are often searching for the “best” match for their labor services. Such search provides information about how valuable their skills are to the marketplace.
 - The government defines the level of unemployment as the portion of the labor force not presently employed but actively seeking work.

Ideas To Take Away From This Lesson

- Labor markets are affected by the demand for the goods and services that labor helps to produce.
- Individual productivity affects wages and technology affects individual productivity.
- Institutional features of labor markets affect the supply of labor, cost of hiring and the price of goods produced.

Lesson 5 Simulation

The Job Jungle: A Labor Market Game*

Participants:

- **Workers:** Twenty or more students to act as workers in search of employment.
- **Employers:** Four to six students (or 8-12 students in pairs) to act as employers in the competitive kite industry.
- **Educator:** 1 or 2 students (or classroom aides) who can enhance the labor market skills of workers.

Goals:

Workers: The goal of each worker is to earn the greatest total income. Workers earn income by finding an employer who will hire them at a mutually acceptable wage or by remaining unemployed and receiving public assistance. **The winning Worker receives \$5.**

Employers: The goal of each employer is to generate the greatest total profits. Profits are equal to the difference between revenues and costs of production. Employers must hire workers in order to produce kites, which generate revenues. The costs of production are determined by the wages negotiated between workers and employers. Employers try to negotiate relatively low wages in order to increase profits, while workers seek relatively high wages to maximize total income. **The winning Employer receives \$5.**

Skills & Endowments:

Low-skilled workers: (*yellow 3×5 index card*) All workers begin the first round as LOW skilled. These workers carry a yellow card that identifies them to employers as LOW skilled. Yellow cards have a random wealth endowment of \$4, \$5, or \$6 written on the back, so all workers start off with some resources.

High-skilled workers: (*pink 3×5 index card, or any color different from low-skilled, except green. “Green card” introduces unnecessary complication to the activity.*) At the end of any round, a worker may become HIGH skilled by acquiring an education from an educator. The worker pays \$25 out of total income for this education. The educator gives the worker a pink card and collects the worker’s yellow card, subtracting the “tuition” from the worker’s total. (*Note: No borrowing is allowed; workers must have total income of at least \$25 to become HIGH skilled.*)

How to Play the Game:

1. Discuss labor demand and supply with students. Instructors must prepare participants for this exercise with a discussion of derived demand for and supply of labor. The demand side discussion should explain why profit-maximizing employers will not offer more than the value of a worker’s marginal product. The supply side discussion should highlight the opportunity cost a worker faces when considering whether to accept a wage offer. This is a bare-bones discussion. Other issues, such as working conditions, unemployment insurance, or economic fluctuations are not important at this point.
2. Distribute the game pieces. All workers receive low-skill cards to start the game. Each employer receives an Output and Marginal Product Schedule and a colored pen. Give the high-skill cards and a different colored pen to each educator.
3. Market price and public assistance. Ask employers and their consultants to distribute themselves around the room; they can move around later if they want to.
 - Announce to employers that the competitive market price of kites is \$10. (You may change the price from round to round, depending on how complex you want to make the game.)

- (*Option*) Announce to yellow card workers that if they do not find an acceptable job offer, they receive \$15/round in income from public assistance programs. In later rounds, announce to pink card workers that they receive \$35/round in income from public assistance programs if they do not accept a job offer.
4. Repeat the goals of workers and employers.
- Note that total income and total profits are cumulative. Workers add their initial endowment to the income received in all rounds, and then subtract any education costs, to compute total income. Employers add profits generated in all rounds to compute total profits.
 - Announce rewards for the winners once again.
5. Explain the hiring process.
- A job lasts for **only one round**. (Make sure that workers and employers know that they are bargaining over wages in each round. Remind employers that the value of the marginal product changes with each new worker hired!)
 - When an employer and worker agree on a wage, the employer writes the wage and his or her name or ID on the worker's card with the colored pen. This ensures that workers do not try to sell their services twice in the same round because they have found a better offer.
 - **Once made, a deal cannot be broken – by either the employer or the worker.**
 - Employers also record wages paid on their Output and Marginal Product Schedule.
6. Explain how workers acquire skills.
- At the end of any round, workers may choose to become HIGH skilled by paying \$25 to an educator. The educator deducts \$25 from the total income shown on the worker's yellow card and writes the new total on the worker's pink card. Workers do not keep their yellow cards!
 - Once they have invested in an education, they cannot undo this investment.
7. Play the first round. The first round may last 6-8 minutes as workers search for better job offers.
- It is better to place a time limit on each round and announce the time remaining when the end approaches.
 - Ask all workers to sit down when the round ends.
 - Make sure that employers/consultants keep timely records on each round.
8. Ending the game. The game can be stopped after two or three rounds.
- If more rounds are played, some of the variations discussed below should be used to keep the participants interested.
 - After potential winners have been identified, be sure to check their math. Mistakes are often made by employers.
 - In the event of a tie, a coin toss is used to determine the winner.

Game Variations:

Economic Fluctuations: The effects of economic expansions and contractions can be added by changing the output price of kites. An output price of \$6 reduces equilibrium employment by one yellow and one pink card worker for each employer. Similarly, an output price of \$20 increases employment of each type by one worker.

Public Assistance: The effects of public assistance programs can be illustrated by changing the amount of assistance paid to each type of worker. If high skill card workers receive \$15 during unemployment, for example, more high skill workers are employed at the new equilibrium wage of \$20.

New Employers or Entry: The effects of entry on profits can be shown by allowing workers who have earned \$100 to become employers. The new entrants drive profits close to zero if the game is played for several rounds.

Over-qualified workers: Allow high-skill card workers to accept low-skill jobs. This will act to equalize wages between yellow and pink card workers.

Lesson 3 Activity: Cartels and Competition

Lesson 3 Activity Video Demonstration: <http://www.fte.org/teacher-resources/lesson-plans/eflessons/cartels-and-competition/>

Concepts:

- Incentives matter
- Increases in supply lead to reductions in price
- Cartels increase their profits and market prices by restricting production
- Desire for profit undermines cartel agreements

Materials:

- Balance Sheet - 1 per team
- Production Decision Cards - 25 to 30 cards per game
- Production Decision Worksheet - 1 per student
- Demand Forecast (overhead transparency)
- Market Demand (actual) (overhead transparencies)
- Production Record (1 overhead transparency)
- Prizes for companies making more than \$300
- Grand prize for most profit

Procedure:

1. Form 6 companies of 4-6 students. *(If necessary, increase the company size, but do not increase the number of companies.)*
 - Explain that the companies are all producers of the same commodity, selling their product in the same market. Mention that, while there are certainly others who are capable of entering the market, at this point in time, there are only 6 major companies who do almost 98% of the business, worldwide.
 - Emphasize that the goal of each company is to make as much profit as possible. Announce that there will be prizes for all companies earning more than \$300 *profit* and an additional prize for the company that earns the most profit.
2. Distribute one Production Decision Card to each company. Explain that the firm must decide how much to produce, given the cost of production, the amount of money they have on hand, and their anticipation of the demand for the product. Remind them that they must pay the costs of production at the time they turn in their production decisions.
3. Display the Demand Forecast overhead. Explain that the economic research department will provide them with the results of market research before each round, and while there is no guarantee that actual demand will be exactly the same as the forecast, the forecasts have been highly reliable in the past. Distribute the Production Decision Worksheet and use the overhead transparency to guide the class through the problems. (Answers: #4 = \$150, #5 = -\$35)
(Note: Resist the temptation to skip this step. Don't assume that because you have good math students, they'll figure it out. It's the vocabulary of the procedure, not the arithmetic, that they need to practice. Doing the worksheet at the beginning allows students to concentrate on decision-making during the simulation.)
4. Distribute the balance sheets, and point out that each team has a starting balance of \$150. Remind them that the goal is to have the biggest balance at the end of the game, and that they must have at least \$300 to earn any prize. (Do NOT tell them how many rounds will be played.) Leave the Demand Forecast transparency on the overhead. Allow companies time to discuss the problem and determine the amount they wish to produce in Round 1. Each team must record the number produced on the Production Decision Card and must subtract the total production cost from their balance sheet. Collect the cards and tally the total production on the Production Record overhead (or on the board).
5. Display one of the Market Demand overheads (choose randomly) and help the class interpret the graph. Total the production for all companies, and draw a vertical line on the transparency to correspond with the total production. *(If the class has had the necessary background, discuss the meaning of a vertical supply curve.)* Explain to the class that the intersection of the vertical line and the Market Demand curve indicates the market clearing price, the amount they will be paid for each unit they produced.

Instruct students to enter their revenue (*market clearing price X the number of units produced*) on their balance sheets. Instruct teams to figure out how much profit they made and to consider strategy for the next round.
6. Distribute new Production Decision Cards and proceed as in Round 1.

7. Before beginning Round 3, announce that there will be a trade convention; a common activity in which firms in an industry send representatives to a convention to see new technology, innovations, give awards for industry performance, etc. Each student team may send one representative.
(It may not be necessary to belabor this process. Some students may see, in earlier rounds, an advantage to be gained by collaboration. In that case, as Round 3 begins, simply say certainly members of different companies run into each other from time to time, as at trade conventions.)
8. After the negotiation period, direct representatives to return to their companies. Stop all communication between companies. Distribute the Production Decision Cards and proceed with Round 3.
9. Use the same procedure for Round 4.
(Note: Teachers must be sensitive to students' reactions in determining how many rounds of the game to play. For example, students should see the advantage of collusion by round 3. If, however, you feel that they are still exploring options in round 2, play a third round without collaboration and set up the "trade convention" before round 4. Similarly, be aware of student response in the rounds after the collaboration. If students do not collude as a result of collaboration, do some debriefing after the payout in that round. Then allow collaboration in the next round. If students agree to restrict supply and all companies uphold the agreement, proceed with another round until a team, discovers the advantage of not restricting supply when all other companies have agreed to do so.)
10. End the simulation by giving out the prizes for companies with profits over \$300 and the grand prize for the company with the most profit. *(Profit = final balance - \$150 beginning balance.)*
11. Debriefing questions might include:
 - Which team made the most money? What was your strategy?
 - Which team made the least? What was your strategy and why did it fail?
 - Why did you want to talk to the other teams/companies?
 - Why did you agree to set production levels? What was the impact on the market of such an agreement? What was the impact on your profit?
 - How did you decide how much to produce?
 - Did agreeing to set production levels work? Why? Why not?
 - How did the profit motive, the desire of teams to make profit, act as an incentive? What behaviors did this incentive encourage?
 - Looking at all the rounds of the simulation, make a generalization about the relationship between price and level of production (supply)
 - How does the creation of a cartel affect consumers - both in terms of product availability and in terms of price?
 - Predict what happens - in the short run and in the long run - in markets that do NOT prohibit collusion among producers.
 - Evaluate the argument that it doesn't matter if producers try to collude; the system of incentives will undermine their efforts. (You might want to read excerpts from Adam Smith at this point, or have ready a reading assignment for homework.)

- Predict the impact on the market of rules or laws that prohibit collusion between producers.
- Predict the impact on the market of rules or laws that enforce cooperation among producers – for example: licensing requirements for doctors, teachers, hairdressers, taxicabs; or regulatory agencies etc.

PRODUCTION DECISION WORKSHEET

As you make your production decisions, the following hints and examples may help you increase your profits.

1. The interaction of market demand and market supply will determine the market-clearing price, the price at which the units you produce will sell.
2. In each round, a forecast of market demand will be displayed on the overhead. Remember that this is only a forecast, and actual demand may vary from the forecast somewhat.
3. You will have to make your own forecast, or prediction, of market supply. You will know how many units your own company will produce, but the TOTAL market supply will include not only your own production, but also that of the other companies in the room.

EXAMPLE: If you produce one unit and so do all the other companies, the total supply will be 6 units. According to the demand forecast, if 6 units were produced, the market price would be \$125.

Your decision must also take into account your production cost.
 Suppose your cost is \$25 per unit and you sell that unit for \$125:

\$125	total revenue
<u>- 25</u>	total cost
\$100	profit

4. Try the following problem:
 Suppose your company produces 3 units, total market supply = 19 units, and your production cost is \$25 per unit.

Cost of production x number of units you produced = your total cost of production:

$$\underline{\hspace{2cm}} \quad \times \quad \underline{\hspace{2cm}} \quad = \quad \underline{\hspace{2cm}} \text{ total cost}$$

(units sold) x (price) = total revenue $\underline{\hspace{1cm}}$ x $\underline{\hspace{1cm}}$ = $\underline{\hspace{1cm}}$ total revenue

(total revenue) - (total cost) = your profit/loss $\underline{\hspace{1cm}}$ - $\underline{\hspace{1cm}}$ = $\underline{\hspace{1cm}}$ profit?

5. Try one more example; don't leave out any steps!

Your company produces 7 units; market supply is 42; and cost of production is \$25 per unit.

What is your profit?

<p><i>PRODUCTION DECISION CARD</i></p> <p>Production Cost \$30</p> <p>Team # _____</p> <p>Number Produced _____</p>	<p><i>PRODUCTION DECISION CARD</i></p> <p>Production Cost \$30</p> <p>Team # _____</p> <p>Number Produced _____</p>
<p><i>PRODUCTION DECISION CARD</i></p> <p>Production Cost \$30</p> <p>Team # _____</p> <p>Number Produced _____</p>	<p><i>PRODUCTION DECISION CARD</i></p> <p>Production Cost \$30</p> <p>Team # _____</p> <p>Number Produced _____</p>

<p><i>PRODUCTION DECISION CARD</i></p> <p>Production Cost \$30</p> <p>Team # _____</p> <p>Number Produced _____</p>	<p><i>PRODUCTION DECISION CARD</i></p> <p>Production Cost \$30</p> <p>Team # _____</p> <p>Number Produced _____</p>
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Balance Sheet**Team #** _____

Round 1	Beginning Balance	\$150
	Production costs – Round 1	– _____
	Subtotal	
	Revenue from sales – Round 1	+ _____
	Balance after Round 1	<input type="text"/>
Round 2	Beginning Balance	_____ (<i>from Round 1</i>)
	Production costs – Round 2	– _____
	Subtotal	
	Revenue from sales – Round 2	+ _____
	Balance after Round 2	<input type="text"/>
Round 3	Beginning Balance	_____ (<i>from Round 2</i>)
	Production costs – Round 3	– _____
	Subtotal	
	Revenue from sales – Round 3	+ _____
	Balance after Round 3	<input type="text"/>
Round 4	Beginning Balance	_____ (<i>from Round 3</i>)
	Production costs – Round 4	– _____
	Subtotal	

	Revenue from sales – Round 4	+	_____
	Balance after Round 4		<input type="text"/>
Round 5	Beginning Balance		_____ <i>(from Round 4)</i>
	Production costs – Round 5	–	_____
	Subtotal		
	Revenue from sales – Round 5	+	_____
	Balance after Round 5		<input type="text"/>

(Continue on the back for additional rounds.)

DEMAND FORECAST

<u>PRICE</u>	<u>MARKET DEMAND</u>
\$125	0 – 6
\$100	7 – 13
\$75	14 – 19
\$50	20 – 26
\$30	27 – 32
\$25	33 – 40
\$20	41 - 50

MARKET DEMAND

<u>price</u>	<u>qd</u>
\$125	6
\$100	13
\$75	19
\$50	26
\$30	32
\$25	40
\$20	50

MARKET DEMAND

<u>price</u>	<u>qd</u>
\$125	5
\$100	12
\$75	20
\$50	25
\$30	34
\$25	42
\$20	50

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Lesson 4:

How to Attack Reading Passages

Objective: Students will learn to attack reading passages. Subject: Reading

Grade Level: 7

Class Size: 24 students

Time Line: Approximately 25 minutes; can be expanded and completed in sections over a day or a period of a few days.

Materials Needed: 24 copies of Sample 4, Practice 4, and Evaluation 4 (may need to be modified according to your state); 24 pencils

In this activity, students will find out that there are many ways to attack a reading passage and that these skills will help them prepare for tests. Memorizing the strategies will help them to answer test questions.

There is no magic pill that makes students read and answer questions correctly on a test. It is important to teach a strategy so that students who have a difficult time taking tests don't quit but rather keep trying. It is also important to teach students that sometimes they are reading for a purpose – like finding answers to test questions. Some students think that if they do not know the answer to the questions following a passage, they should just give up.

If you already have a strategy that works in your classroom, keep teaching it. What is important is that students have a strategy to use so they keep working on tests. There are several attack strategies: SQ3R, PLORE, SMART 7, etc.

The strategies will show students that there are ways to read that will help them remember details and answer questions correctly on tests.

The SQ3R Strategy is:

S-Survey or glance over the reading passage.

Q- Question or ask yourself what the passage is about.

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R- Read the passage

R- Recite or recall major points in the passage

R- Review or go over any section of the passage again that you need to refresh in your mind.

The PLORE Strategy is:

1. Preview and Predict from the title what the story might be about.
2. Locate all the vocabulary words in the passage (context clues).
3. Organize the information by writing short notes about each paragraph as you read.
4. Read and Reread the passage to find answers to the questions.
5. Eliminate all answers you know are wrong, and Evaluate by looking back in the story and proving answers to yourself.

For the purpose of this lesson, the SMART 7 strategy will be used. The SMART 7 strategy has seven steps. You may want to write the steps on the board or keep them on a chart in the classroom that your students can see.

1. Students should box in the title of a passage (makes them pause and think about what the passage might be about).
2. Students should read each paragraph in the passage and stop and think.
3. Students should read every paragraph in the passage and identify key words (vocabulary words or connecting words they have learned previously).
4. Students should read and identify key words in the questions (vocabulary or questioning words they have learned previously).
5. Students should read each answer and put an x, ?, or + by each choice (helps students identify which questions they already know the answers to and which questions they will need to go back and look for and think about more). This will be different for each individual student.
6. Students should prove the answer. Then, locate the paragraph where each answer is found.
7. Students should mark or write the answer.

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Tell students that using reading comprehension strategies will give them a better chance of getting a test question correct, and they will use Sample 4 to practice the SMART 7 strategy.

Look at Sample 4. Below are sample instructions for your class

1. First, have students box the title and think about what the passage could be about (Students may say Amelia Earhart could be about a woman).
2. Next, have students read each paragraph and stop and think after each paragraph about what the author was writing about (Students may say paragraph 1 was about Amelia's childhood, paragraph 2 was about Amelia learning to fly, paragraph 3...).
3. Then, have students read each paragraph again and find (ie: first, last, now, names of characters, words that are clues to the setting, etc.) key words.
4. Also, students should read each question and find key words (ie: opinion, false, before, true statement, which, when, who, how what, why, names of characters, etc.).
5. Then, students should place an x, ?, or + next to each answer (x for I do not know if this is a good answer choice, ? for I am not sure I know if this is the best choice, and + for I know this is the best answer, and I can prove it by finding it in the passage) .
6. Next, students should prove the answer to the question by finding it in the passage (Have students focus on question 1).
7. Last, students should mark their answer (Students should know that answer a) and b) for question 1 do not make sense because the author did not mention it in the story and they can be proven false).

Teacher Copy of Sample 4

DIRECTIONS

Read the passage. Then read each question that follows the passage. Choose the best answer for each question.

Amelia Earhart

Amelia Earhart was born in Kansas in 1897. As a child, she was always interested in exploring and airplanes. She and her younger sister climbed trees and went sledding. They found many kinds of lively recreation in their neighborhood. [STOP AND THINK, READ AND FIND KEY WORDS]

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As a young adult, Amelia worked to earn money to take flying lessons. She learned to fly and practiced a lot. She was the sixteenth woman to receive a pilot's license. After flying over five hundred solo flight hours, Amelia Earhart was the first woman pilot to fly across the Atlantic Ocean. It took her twenty hours and forty minutes to accomplish this feat. [STOP AND THINK, READ AND FIND KEY WORDS]

Amelia did not stop there. She went on to accomplish a lot of flying firsts. In 1931, she set a world high flying record of 18,415 feet. Amelia also flew from Newfoundland to Ireland in 1932. The flight lasted fourteen hours and fifty-six minutes. In 1935 Amelia was the first person to fly solo from Hawaii to California. [STOP AND THINK, READ AND FIND KEY WORDS]

In March of 1937, Amelia Earhart attempted to fly around the world. Her airplane had difficulties and mechanical problems so she was forced to discontinue the journey. In June of 1937, Amelia made a second attempt to fly around the world. She made it as far as New Guinea. After flying past New Guinea, Amelia was never heard from again. [STOP AND THINK, READ AND FIND KEY WORDS]

No one is sure what happened to Amelia Earhart. Her airplane has never been found nor any signs of her remains. After a lot of searching and mystery, her death was finally declared in January of 1939. [STOP AND THINK, READ AND FIND KEY WORDS]

Amelia Earhart is remembered most for her love of exploring and for taking risks to try new things when flying airplanes. Her life has been commemorated by books, museums, and movies. She even has airports and scholarships named after her. [STOP AND THINK, READ AND FIND KEY WORDS]

1. A fact a) b) c)
2. What a) b) c)

in this passage is: [READ AND FIND KEY WORDS]

Amelia Earhart lived to be seventy-two years old.

Amelia Earhart was the most risky woman pilot in history. Amelia Earhart was the 16th licensed woman pilot.

are synonyms for the word commemorate? [READ AND FIND KEY WORDS] Collapse, impact, wreck.

Celebrate, pay tribute to, honor, remember.

Frill, wealth, abundance.

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3. According to this passage, which of the following is a false statement? [READ AND FIND KEY WORDS]
 1. a) Amelia Earhart gave up flying airplanes because it was a costly hobby.
 2. b) Amelia Earhart was never heard from again.

3. c) Amelia Earhart had to work and earn money to pay for flying lessons.

4. What

1. a) Support, protection, defense.

2. b) Trial, experiment, venture.

3. c) Quit, resign, retire.

is a synonym for the word attempt? [READ AND FIND KEY WORDS]

5. According to the story, which is a true statement? [READ AND FIND KEY WORDS]

1. a) Amelia Earhart lives in New Guinea.

2. b) Amelia Earhart always wore a red scarf when she flew her plane.

3. c) Amelia Earhart is remembered for taking risks when it came to flying airplanes.

Guided Practice:

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Students will now practice the SMART 7 strategy in small groups using Practice 1. Make sure the groups are using each step in the SMART 7 strategy, and encourage them to take notes about where they did their STOP AND THINK, the location of key words, where they found their answers, etc. Groups can share exactly what they did on each part of the strategy with the class when all groups have completed the passage.

Teacher Copy of Practice 4

DIRECTIONS

Read the passage. Then read each question that follows the passage. Choose the best answer for each question.

The Talent Show

It was 5:30 pm and the talent show would start in fifteen minutes. Seth and Lacey were going to play the Star Spangled Banner on their guitars. They were the second group on the talent show list, but Lacey was nowhere to be found. Seth had gotten to the school gym at 5:00 pm to set up the guitar amplifiers and check out the sound system. Lacey said she would meet him at the gym at 5:10 pm, but that was twenty minutes ago.

Seth decided to call Lacey on her cell phone to see why she was not at the gym and getting ready for their performance. He dialed her number but got her voicemail. He left a message and proceeded to ask around about Lacey's whereabouts. "Hey, Angelo," said Seth, "Have you seen Lacey?" Angelo said, "No, not today." Seth then asked Lacey's best friend Maggie, "Seen Lacey anywhere?" "No, I haven't," said Maggie, "She was supposed to be here already."

"There you are," said Seth as he turned around and saw Lacey walking towards him. "I have been looking for you everywhere. I was getting worried that I would have to play by myself." "Sorry," said Lacey. "I'm late because my parents' car wouldn't start. I would have called, but I left my phone at home." Seth said, "That's okay. I'm just glad that you made it with five minutes to spare. Let's plug in for a quick practice and sound check." "I'm ready," said Lacey.

The talent show had started on time. Seth and Lacey were back stage and were on after the first act. They were waiting for the signal to go out on stage. The first act was ending. Seth and Lacey got the cue to take their turn. They went out on stage, picked up their guitars, and

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looked out over the sea of people. Seth began to get nervous. He wasn't expecting such a big crowd. Lacey said, "Don't worry. We can do this. Just have fun." Seth said, "Let's wail!"

"And the first place winners of this year's talent show are Seth and Lacey," said the talent show judge. Seth and Lacey jumped for joy as they went to the front of the stage to claim their talent show trophy. The judge smiled and said, "That was the best rendition of the Star Spangled Banner I have ever heard. You two deserve this trophy!"

1. What is a synonym for the word cue? a) Worried.
b) Signal.
c) Lost.
2. What do you think Seth would have done if Lacey had not shown up?
a) Seth would have had Angelo fill in for Lacey.
b) Seth would have called Lacey and told her to hurry up.
c) Seth would have played the song on the guitar for the talent show by himself.
3. According to the story, how many acts were performing in the talent show?
 1. a) The story mentions five acts.
 2. b) The story says that the talent show is cancelled because someone did not show

4. up.

c) The story only mentions the first and second acts.

1. What time did Lacey arrive to the talent show? a) 5:00 pm.
b) 5:40 pm.
c) 5:10 pm.

2. Seth was waiting for Lacey so they could:
 1. a) Be the first act to perform.
 2. b) Perform a guitar duet.
 3. c) Ride home together.

Evaluation:

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Students will now be evaluated on the SMART 7 strategy using Evaluation 4. Each student will complete the passage on their own. Encourage students to take notes.

Teacher Copy of Evaluation 4

DIRECTIONS

Read the passage. Then read each question that follows the passage. Choose the best answer for each question.

St. John's Nurses

I am in the hospital trying to recover from eye surgery. Nothing serious. The doctors say I should be ready to go home tomorrow. My good eye is getting completely bored of watching the same television shows over and over so I decide to take a walk down the corridors of St. John's.

As I begin walking, I notice that nurses are everywhere on the fourth floor. They are rushing here and there, but always with a smile or "glad to see you up and about, Mr. Hallinger". I become curious of these hospital caretakers and wonder if it is just the nurses on my floor that are so caring and kind. Could it be that the whole hospital is lucky enough to have great nurses?

I hopped an elevator to the first floor, I figured I should start at the bottom and move my way up. The nurses on the first floor worked in the emergency room and they must be more serious because the patients that they see everyday are usually in a life threatening situation. As I watched them though, they too were friendly and compassionate like my nurses.

Onto the elevator again, this time to the second floor. The pediatric floor was full of babies and young children. All of the nurses I had seen today worked with adults. Would the children annoy and aggravate the nurses so they would be cross? Not so. The nurses here were just as warm and giving.

The third floor! Surely I will find one mean nurse in this hospital. The elevator raises me up and I get off on the geriatric level. Older and senior adults might make these nurses grouchy. It is obvious as I peek around corners and walk past the nurses' station that these real life, hard working people won't stop caring.

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I am getting tired by now and decide to stop and take a break on my floor. As I get off the elevator there are nurses Mary and Jake waiting for me. “We have been looking for you”, they say. “We were worried about you.” Mary ushers me back to my room and tells me that I need to rest so that I can go home tomorrow. I tell Mary that I will take a nap after I write a thank you note to all of the wonderful, selfless, and attentive nurses at St. John’s Hospital.

1. On which floor did Mr. Hallinger find the pediatric nurses?
 1. a) The first floor.
 2. b) The second floor.
 3. c) The third floor.
2. Why was Mr. Hallinger writing a thank you note at the end of the story?
 1. a) To tell the hospital that he wanted to leave early because his eye was better.
 2. b) To tell the elevator servicemen to fix the elevator.
 3. c) To tell the nurses at the hospital how wonderful, selfless, and attentive they are.
3. According to the story, the nurses at St. John’s are:
 1. a) Selfless, caring, and attentive.
 2. b) Selfish, cross, and arrogant.

3. c) Simple, cranky, and absent.
4. What would Mr. Hallinger have done if he was not tired when he reached the fourth floor?
 - a) Explored more floors of the hospital and their nurses.
 - b) Explored the doctors of St. John's hospital. c) Explored the parking lot of the hospital.
5. What are two reasons that Mr. Hallinger went exploring?
 - a) He was bored and wanted to find a new doctor.
 - c) He wanted to find caring nurses and was looking for the stairs.