

Geography	Monday	Tuesday	Wednesday	Thursday	Friday
Objective	Content Objective: TSWBAT take a pre-test.	Content Objective: TSWBAT demonstrate note taking techniques. This will be moved for Constitution Day Lesson Plans. See below.	Content Objective: TSWBAT demonstrate note taking techniques.	Content Objective: TSWBAT	Content Objective: TSWBAT construct a Type 2 summary of informational media related to current events.
	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): Language Objective (SIOP): TSWBAT summarize current events from the Channel One netcast with a John Collins Type 2 two and a half minute timed writing.
Assessment	Pre-Test: Era I Common Assessment Pre-Test: 5 Themes of Geography	Oral assessment	Oral assessment	Era I Common Assessment (may vary pending feedback from oral assessments throughout the week.)	Channel One Type 2 writing: summarize 3 events from the netcast.
Activity	D.E.A.R, pre-testing	D.E.A.R, note taking strategies.	D.E.A.R, note taking strategies.	D.E.A.R, test or simulation pending review during this week.	D.E.A.R, Type 2 writing.
Vocabulary	<ul style="list-style-type: none"> ↳ Location ↳ Place ↳ Human-Environment Interaction ↳ Movement ↳ Regions 	<ul style="list-style-type: none"> ↳ Location ↳ Place ↳ Human-Environment Interaction ↳ Movement ↳ Regions 	<ul style="list-style-type: none"> ↳ Location ↳ Place ↳ Human-Environment Interaction ↳ Movement ↳ Regions 	<ul style="list-style-type: none"> ↳ Location ↳ Place ↳ Human-Environment Interaction ↳ Movement ↳ Regions 	<ul style="list-style-type: none"> ↳ Location ↳ Place ↳ Human-Environment Interaction ↳ Movement ↳ Regions
Strategy	Pre-test assessment.	Direct instruction	Direction Instruction	Assessment (may be postponed if a suitable simulation can be found).	
Published to:	http://www.mmcgirr.com/downloads-9/index.html				
CCS	<p>RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.</p> <p>RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</p>	<p>RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>RH.6-8.4. 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Enrichment	Monday	Tuesday	Wednesday	Thursday	Friday
Objective	Content Objective: TSWBAT use the economics terms in a short Type 2 writing. Language Objective (SIOP): S.1 Use spoken language for daily activities within and beyond the school setting. L.1 Follow simple and complex directions.	Content Objective: TSWBAT take a test. Language Objective (SIOP): S.1 Use spoken language for daily activities within and beyond the school setting. L.1 Follow simple and complex directions.	Content Objective: TSWBAT explain marginal decision making and methods of allocating goods and services. Language Objective (SIOP): S.1 Use spoken language for daily activities within and beyond the school setting. L.1 Follow simple and complex directions.	Content Objective: TSWBAT explain marginal decision making and methods of allocating goods and services. Language Objective (SIOP): S.1 Use spoken language for daily activities within and beyond the school setting. L.1 Follow simple and complex directions.	Content Objective: TSWBAT explain marginal decision making and methods of allocating goods and services. 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	Oral review for Tuesday Assessment.	Vocabulary quiz	Oral assessment	Oral assessment	Oral assessment
Activity	1. Debrief "Magic of Markets" Activity from Friday. 2. DEAR	Direct Instruction, simulation, DEAR	Direct Instruction, simulation, DEAR	Direct Instruction, simulation, DEAR	Direct Instruction, simulation, DEAR
Vocabulary	Scarcity Incentives Technological change Standard of living Economic growth Productivity	Scarcity Incentives Technological change Standard of living Economic growth Productivity	Opportunity Cost Marginal Benefit & Cost Supply Incentives Rationing Sunk cost Money Price Demand	Opportunity Cost Marginal Benefit & Cost Supply Incentives Rationing Sunk cost Money Price Demand	Opportunity Cost Marginal Benefit & Cost Supply Incentives Rationing Sunk cost Money Price Demand
Strategy	Type 3, vocabulary review Ideas To Take Away From This Lesson: <ul style="list-style-type: none"> Scarcity forces us to choose among alternatives. Economic growth gives us more to choose from, and raises standards of living. Certain institutions and institutional arrangements encourage economic growth and this growth improves the human condition, by reducing infant mortality, lengthening lives, reducing hunger, improving environmental quality, cutting the incidence of debilitating diseases, etc. 	Vocabulary Quiz Ideas To Take Away From This Lesson: <ul style="list-style-type: none"> Scarcity forces us to choose among alternatives. Economic growth gives us more to choose from, and raises standards of living. Certain institutions and institutional arrangements encourage economic growth and this growth improves the human condition, by reducing infant mortality, lengthening lives, reducing hunger, improving environmental quality, cutting the incidence of debilitating diseases, etc. 	Direct Instruction, role play Ideas To Take Away From This Lesson <ul style="list-style-type: none"> Scarcity forces us to choose and every choice has an opportunity cost. Changing opportunity costs affect incentives and choices. Because costs lie in the future, the relevant costs and benefits occur at the margin. Money price acts effectively to balance quantity supplied with quantity demanded, and to ration goods in markets. Decisions about quantity supplied and quantity demanded are affected by opportunity costs. Price is a powerful incentive. The law of supply and the law of demand describe producers' and consumers' predictable reactions to changes in price. 	Direct Instruction, role play Ideas To Take Away From This Lesson <ul style="list-style-type: none"> Scarcity forces us to choose and every choice has an opportunity cost. Changing opportunity costs affect incentives and choices. Because costs lie in the future, the relevant costs and benefits occur at the margin. Money price acts effectively to balance quantity supplied with quantity demanded, and to ration goods in markets. Decisions about quantity supplied and quantity demanded are affected by opportunity costs. Price is a powerful incentive. The law of supply and the law of demand describe producers' and consumers' predictable reactions to changes in price. 	Direct Instruction, role play Ideas To Take Away From This Lesson <ul style="list-style-type: none"> Scarcity forces us to choose and every choice has an opportunity cost. Changing opportunity costs affect incentives and choices. Because costs lie in the future, the relevant costs and benefits occur at the margin. Money price acts effectively to balance quantity supplied with quantity demanded, and to ration goods in markets. Decisions about quantity supplied and quantity demanded are affected by opportunity costs. Price is a powerful incentive. The law of supply and the law of demand describe producers' and consumers' predictable reactions to changes in price.

Enrichment	Monday	Tuesday	Wednesday	Thursday	Friday
<p>CCS</p>	<p>National Content Standards Addressed Standard 1: Scarcity Productive resources are limited. Therefore people cannot have all the goods and services they want; as a result, they must choose some things and give up others. •Like individuals, governments and societies experience scarcity because human wants exceed what can be made from all available resources. •Choices involve trading off the expected value of one opportunity against the expected value of its best alternative. •The choices people make have both present and future consequences. •The evaluation of choices and opportunity costs is subjective; such evaluations differ across individuals and societies. Standard 4: Incentives People respond predictably to positive and negative incentives. •Rewards are positive incentives that make people better off. •Penalties are negative incentives that make people worse off. Standard 15: Growth Investment in factories, machinery, new technology, and in the health, education, and training of people can raise future standards of living. •Economic growth is a sustained rise in a nation's production of goods and services. It results from investments in human and physical capital, research and development, technological change, and improved institutional arrangements and incentives. •Historically, economic growth has been the primary vehicle for alleviating poverty and raising standards of living around the world. •Differences in economic growth are explained by differences in institutional arrangements, incentives to invest and the openness of markets to trade. 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.</p>	<p>National Content Standards Addressed Standard 1: Scarcity Productive resources are limited. Therefore people cannot have all the goods and services they want; as a result, they must choose some things and give up others. •Like individuals, governments and societies experience scarcity because human wants exceed what can be made from all available resources. •Choices involve trading off the expected value of one opportunity against the expected value of its best alternative. •The choices people make have both present and future consequences. •The evaluation of choices and opportunity costs is subjective; such evaluations differ across individuals and societies. 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7TH Grade Bellringers

Student's Edition

Day 6

Story: Briar-Rose

A LONG time ago, there were a King and Queen who said every day, "Ah, if only we had a child!" but they never had one.

But it happened that once when the Queen was bathing, a Frog crept out of the water on to the land, and said to her, "Your wish shall be fulfilled. Before a year has gone by, you shall have a daughter."

What the Frog had said came true, and the Queen had a little girl, who was so pretty that the King could not contain himself for joy, and ordered a great feast. He invited not only his kin, friends, and acquaintances, but also the Wise Women, in order that they might be kind and well-disposed toward the child. There were thirteen of them in his kingdom. But, as he had only twelve golden plates for them to eat out of, one of them had to be left at home.

The feast was held with all manner of splendor. When it came to an end, the Wise Women bestowed their magic gifts upon the baby. One gave Virtue, another Beauty, a third Wisdom, and so on with everything in the world that one can wish for.

When eleven of them had made their promises, suddenly the thirteenth came in. She wished to avenge herself for not having been invited, and without greeting, or even looking at any one, she cried with a loud voice, "The King's Daughter, in her fifteenth year, shall prick herself with a spindle, and fall down dead." And, without saying a word more, she turned round and left the room.

They were all shocked. But the twelfth, whose good wish still remained unspoken, came forward, and as she could not undo the evil sentence, but only soften it, she said, "It shall not be death, but a deep sleep of a hundred years, into which the Princess shall fall."

The King, who wished to keep his dear child from the misfortune, gave orders that every spindle in the whole kingdom should be burnt. Meanwhile, the gifts of the Wise Women were fulfilled on the young girl, for she was so beautiful, modest, sweet tempered, and wise, that everyone who saw her, was bound to love her.

It happened that on the very day, when she was fifteen years old, the King and Queen were not at home, and the maiden was left in the palace quite alone. So she went round into all sorts of places, looked into rooms and bedchambers just as she liked, and at last came to an old tower. She climbed up the narrow winding-staircase, and reached a little door. A rusty key was in the lock, and when she turned it the door sprang open. There in a little room sat an Old Woman with a spindle, busily spinning flax.

"Good day, old Dame," said the King's Daughter; "what are you doing there?" "I am spinning," said the Old Woman, and nodded her head.

"What sort of thing is that, which rattles round so merrily?" said the maiden, and she took the spindle and wanted to spin too. But scarcely had she touched the spindle when the magic decree was fulfilled, and she pricked her finger with it.

And, in the very moment when she felt the prick, she fell down upon the bed that stood there, and lay in a deep sleep. And this sleep extended over the whole palace.

The King and Queen, who had just come home, and had entered the great hall, began to go to sleep, and the whole of the Court with them. The horses, too, went to sleep in the stable, the dogs in the yard, the pigeons upon the roof, and the flies on the wall. Even the fire, that was flaming on the hearth, became quiet and slept. The roast meat left off frizzling, and the cook, who was just going to pull the hair of the scullery boy, because he had forgotten something, let him go, and went to sleep. And the wind fell; and on the trees before the castle not a leaf moved again.

But round about the castle, there began to grow a hedge of thorns. Every year it became higher and at last grew close up round the castle and all over it, so that there was nothing of it to be seen, not even the flag upon the roof.

But the story of the beautiful sleeping "Briar-Rose," for so the Princess was named, went about the country, so that from time to time Kings' Sons came and tried to get through the thorny hedge into the castle. But they found it impossible, for the thorns held fast together, as if they had hands, and the youths were caught in them, could not get loose again, and died a miserable death.

After long, long years, again a King's Son came to that country. He heard an old man talking about the thorn-hedge, and that a castle was said to stand behind it in which a wonderfully beautiful Princess, named Briar-Rose, had been asleep for a hundred years; and that the King and Queen and the whole Court were asleep likewise. He had heard, too, from his grandfather, that many Kings' Sons had come, and had tried to get through the thorny hedge, but they had remained sticking fast in it, so had died a pitiful death.

Then the youth said, "I am not afraid. I will go and see the beautiful Briar-Rose." The good old man might dissuade him as he would, he did not listen to his words.

But by this time the hundred years had just passed. The day was come when Briar-Rose was to awake again. When the King's Son came near to the thorn-hedge, it was nothing but large and beautiful flowers, which parted from each other of their own accord, and let him pass unhurt. Then they closed again behind him like a hedge.

In the castle-yard he saw the horses and the spotted hounds lying asleep. On the roof, sat the pigeons with their heads under their wings. And when he entered the house, the flies were asleep upon the wall, the cook in the kitchen was still holding out his hand to seize the boy, and the maid was sitting by the black hen which she was going to pluck.

He went on farther, and in the great hall, he saw the whole of the Court lying asleep and by the throne laid the King and Queen.

Then he went on still farther, and all was so quiet that a breath could be heard. At last, he came to the tower, and opened the door into the little room where Briar-Rose was sleeping. There she lay, so beautiful that he could not turn his eyes away. He stooped down and gave her a kiss. But as soon as he kissed her, Briar-Rose opened her eyes and awoke, and looked at him quite sweetly.

Then they went down together, and the King awoke, and the Queen, and the whole Court, and gazed at each other in great astonishment. And the horses in the courtyard stood up and shook themselves. The hounds jumped up and wagged their tails. The pigeons upon the roof pulled out their heads from under their wings, looked round, and flew into the open country. The flies on the wall crept again. The fire in the kitchen burned up and flickered and cooked the meat. The joint began to turn and frizzle, and the cook gave the boy such a box on the ear that he screamed, and the maid plucked the fowl ready for the spit.

And then the marriage of the King's Son and Briar-Rose was celebrated with all splendor, and they lived contented to the end of their days.

7 TH Grade Bellringers

Question 1

How do these sentences make the reader feel?

When the King's Son came near to the thorn- hedge, it was nothing but large and beautiful flowers, which parted from each other of their own accord, and let him pass unhurt. Then they closed again behind him like a hedge.

- a. The King's Son is doomed and will die with the others.
- b. The King's Son was meant to wake the princess.
- c. The King's Son was working hard to wake the princess.

Answer:

Question 2

What well-known story is this most like?

- a. Cinderella
- b. Snow White
- c. Sleeping Beauty

Answer:

Question 3

Which sentence is the best summary of the text?

Student's Edition

Day 7

Question #1 has to do with analyzing a text's form and meaning. What are some things to remember about this type of question? _____



- a. As a baby, a princess receives a spell that she will fall asleep on her 15th birthday after pricking her finger on a spindle and stay asleep for 100 years. After the 100 years, a prince arrives at the castle to wake her.
- b. A beautiful princess falls asleep after pricking her finger for a long time.
- c. A prince wakes the beautiful princess with a prick of the spindle.
Answer:

7 TH Grade Bellringers

Question 1

What point of view does the narrator use in this story?

- a. First person
- b. Second person
- c. Third person omniscient
- d. None of the above
Answer:

Question 2

What spell was put on the princess at her party?

Question #1 has to do with point of view. What are some things to remember about this type of question? _____



- a. That she would prick her finger and fall dead.
- b. That she would prick her finger and fall asleep.
- c. That she would fall asleep, and a prince will wake her.

Answer:

Question 3

How do these sentences foretell of something forbidden in the room

So she went round into all sorts of places, looked into rooms and bedchambers just as she liked, and at last came to an old tower. She climbed up the narrow winding-staircase, and reached a little door. A rusty key was in the lock, and when she turned it the door sprang open.

- a. The princess is being nosy and looking to get into trouble.
- b. By using words like “narrow winding staircase”, “rusty key”, and the fact that there was a lock on the door.
- c. They say that there’s a spindle in the room.

Answer:

7 TH Grade Bellringers

Question 1

What type of illustrations would you add to this story?

- a. Images of the princess sleeping.
- b. Images of the Wise Women giving their wishes and/or spell.
- c. Images of the King's Son kissing and waking the princess up.
- d. All of the above images would enhance the story. Answer:

Question 2

Day 9

Question #1 has to do with illustrations and visual representations of the story. What are some things to remember about this type of question? _____



How does this sentence illustrate how the King feels about his daughter?

The King, who wished to keep his dear child from the misfortune, gave orders that every spindle in the whole kingdom should be burnt.

- a. The King wanted to make sure his daughter's spell came true.
 - b. The King didn't want to protect his daughter.
 - c. The King tried to shield his daughter from harm the best he could.
- Answer:

Question 3

After reading this sentence, how is the reader supposed to feel about the spindle?

"What sort of thing is that, which rattles round so merrily?" said the maiden, and she took the spindle and wanted to spin too.

- a. The spindle is merry, happy – almost magical.
- b. The spindle looks dangerous.
- c. The spindle does not look interesting at all.

Answer:

Lesson 1 – Economic Growth and Scarcity

Key Terms

Scarcity	Incentives	Technological change
Standard of living	Economic growth	Productivity

National Content Standards Addressed

Standard 1: Scarcity

Productive resources are limited. Therefore people cannot have all the goods and services they want; as a result, they must choose some things and give up others.

- Like individuals, governments and societies experience scarcity because human wants exceed what can be made from all available resources.
- Choices involve trading off the expected value of one opportunity against the expected value of its best alternative.
- The choices people make have both present and future consequences.
- The evaluation of choices and opportunity costs is subjective; such evaluations differ across individuals and societies.

Standard 4: Incentives

People respond predictably to positive and negative incentives.

- Rewards are positive incentives that make people better off.
- Penalties are negative incentives that make people worse off.

Standard 15: Growth

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

- Economic growth is a sustained rise in a nation's production of goods and services. It results from investments in human and physical capital, research and development, technological change, and improved institutional arrangements and incentives.
- Historically, economic growth has been the primary vehicle for alleviating poverty and raising standards of living around the world.
- Differences in economic growth are explained by differences in institutional arrangements, incentives to invest and the openness of markets to trade.

Key Ideas

1. Scarcity – the condition we face with limited resources to satisfy unlimited wants, which compels us to choose among alternatives.
2. Economic growth raises standards of living, even in the continuing face of scarcity.
3. The history of world economic growth raises important questions about the ability of nations to deal with the ever-present problem of scarcity:
 - Why are some countries rich and others poor? The cross-sectional evidence shows a fairly wide disparity in per capita income between countries.
 - Why have some countries experienced economic growth and others have not? That is, looking back over a country's history, what factors have led to economic growth?
 - Why are some countries growing rapidly today and others are not, even though they may have experienced significant growth in the past?
 - What can be done to promote economic growth and reduce poverty?
4. Economic growth is a sustained increase in a nation's production of goods and services.
 - Increases in productivity, as the result of investments in human and physical capital, raise incomes and standards of living.
 - *Figure 1 – population and innovation graph (North)*
 - Innovation, technological advances, and education are the major sources of increases in productivity.
5. Institutions matter for economic growth. Nations that experience economic growth have established institutions that provide incentives for innovation and technological advance. Nations with stagnant economies where poverty persists lack the institutional incentives that encourage growth and increases in productivity.
 - Institutional arrangements define the formal and informal rules of the game that govern how people interact. These arrangements shape incentives and outline expected and acceptable forms of behavior in social interaction.
 - The institutions that foster growth and economic development include:
 - Open Markets – “Trade creates wealth.”
 - Property Rights – “Rights of ownership facilitate exchange.”
 - Rule of Law – “Consistent legal arrangements applied uniformly encourage long-term investment.”
 - Entrepreneurship and Innovation – “Increasing the gains from creative endeavors adds to economic activity.”
6. Economic growth creates benefits throughout the economy.
 - Economic growth expands a nation's productive capacity.
 - Historically, all segments of the economy have benefited from economic growth; hence the rise of the middle class.

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Ideas To Take Away From This Lesson

- Scarcity forces us to choose among alternatives.
- Economic growth gives us more to choose from, and raises standards of living.
- Certain institutions and institutional arrangements encourage economic growth and this growth improves the human condition, by reducing infant mortality, lengthening lives, reducing hunger, improving environmental quality, cutting the incidence of debilitating diseases, etc.

Lesson 2 – Opportunity Cost and Incentives

Key Terms

Opportunity Cost	Marginal Benefit & Cost	Supply
Incentives	Rationing	Sunk cost
Money Price	Demand	

National Content Standards Addressed

Standard 2: Marginal Decision Making

Effective decision making requires comparing the additional costs of alternatives with the additional benefits. Most choices involve doing a little more or a little less of something: few choices are “all or nothing” decisions.

- Few choices are all-or-nothing decisions; they usually involve getting a little more or one thing by giving up a little of something else.
- To determine the best level of consumption of a product, people must compare the additional benefits with the additional costs of consuming a little more or a little less.
- Marginal benefit is the change in total benefit resulting from an action. Marginal cost is the change in total cost resulting from an action.
- As long as the marginal benefit of an activity exceeds the marginal cost, people are better off doing more of it; when the marginal cost exceeds the marginal benefit, they are better off doing less of it.
- To determine the optimal level of a public policy program, voters and government officials must compare the marginal benefits and marginal costs of providing a little more or a little less of the program’s services.

Standard 3: Allocation Mechanisms

Different methods can be used to allocate goods and services. People acting individually or collectively through government must choose which methods to use to allocate different kinds of goods and services.

- No method of distributing goods and services can satisfy all wants.
- There are different ways to distribute goods and services (by prices, command, majority rule, contests, force, first-come-first-served, sharing equally, lottery, personal characteristics, and others), and there are advantages and disadvantages to each.
- Scarcity requires the use of some distribution method, whether the method is selected explicitly or not.
- National economies vary in the extent to which they rely on government directives (central planning) and signals from private markets to allocate scarce goods, services, and productive resources.
- Comparing the benefits and costs of different allocation methods in order to choose the method that is most appropriate for some specific problem can result in more effective allocations and a more effective overall allocation system.

Standard 4: Incentives

People respond predictably to positive and negative incentives.

- Both positive and negative incentives affect people's choices and behavior.
- Changes in incentives cause people to change their behavior in predictable ways.
- Incentives can be monetary or non-monetary.
- 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.

Standard 5: Gains from Voluntary Trade

Voluntary exchange occurs only when all participating parties expect to gain. This is true for trade among individuals or organizations within a nation, and among individuals or organizations in different nations.

- People voluntarily exchange goods and services because they expect to be better off after the exchange.
- Free trade increases worldwide material standards of living.

Key Ideas

1. Review:
 - Scarcity forces us to make choices.
 - People (not governments, nations, or societies) choose.
2. Every choice has an opportunity cost. The opportunity cost of choosing an alternative is the value of the "next-best" foregone alternative.
 - Relate opportunity cost to the choices students made in the "The Magic of Markets" trading game.
3. Because people make choices, all opportunity costs have the following characteristics:
 - All costs are costs *to* someone. Only people bear costs.
 - Costs are subjective. Individuals may value costs differently.
 - Opportunity costs result from actions. "Things" have no costs in and of themselves.
 - All costs relevant to decision making lie in the future. People can anticipate costs, but they occur only after a choice has been made.
4. Incentives are the rewards or punishments that shape people's choices.
 - Incentives can be either monetary or non-monetary.

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- When opportunity costs change, incentives change, and people's choices and behavior change.
- Changes in incentives cause people to change their behavior in predictable ways.

5. Price acts as an incentive to consumers and producers.
 - Higher (lower) prices require consumers to give up more (fewer) resources to obtain goods.
 - Consumers react to changing price incentives by altering their consumption choices or the quantity demanded of goods.
 - The *Law of Demand* predicts an inverse or negative relationship between quantity demanded and the price of a good.
 - Prices affect producers of goods by offering them greater benefits from production when prices increase or lower benefits when prices decrease.
 - The *Law of Supply* predicts a positive relationship between quantity supplied and the price of a good.

6. All costs or benefits that affect decisions are marginal costs or marginal benefits.
 - As long as the marginal benefit of an activity exceeds the marginal cost, people are better off doing more of it. When the marginal cost exceeds the marginal benefit, they are better off doing less of it.
 - Past costs are called “sunk” costs. The sunk cost fallacy occurs when people fail to recognize that the relevant costs and benefits occur at the margin, which necessarily involves *future* costs and benefits.
 - Marginal analysis helps people to make more informed decisions.
 - Those who do not use marginal analysis are likely to reduce the total benefits available from the choices made.
 - In the whole economy, a lack of marginal decision making reduces income and growth.

7. Because of scarcity, all goods and services *must* be rationed. The question is: How are they rationed?
 - Economies must use rationing mechanisms to determine what is produced, how it’s produced, and who gets what is produced.
 - People’s choices are influenced by the incentives incorporated in rationing mechanisms.
 - The rationing mechanism may encourage or discourage economic growth. Rationing by money price has proven effective in addressing the allocation problem presented by scarcity, and in providing information that encourages economic growth.
 - Changes in price create incentives for predictable changes in people’s behavior that reduce the impact of scarcity.
 - A higher money price encourages more production (or a greater quantity supplied), while at the same time requiring buyers to give up more resources.
 - When buyers face higher opportunity costs to acquire a particular good or service, they react by seeking less costly substitutes; thereby reducing quantity demanded.
 - As production increases and quantity *demand*ed decreases, quantities that people are willing to exchange come into balance. Thus, a changing money price causes the marketplace to reach equilibrium between quantity supplied and quantity demanded.
 - While we employ a variety of rationing mechanisms in the American economy, the advantages of money-price rationing mean that most goods and services are rationed in this way.

Ideas To Take Away From This Lesson

- Scarcity forces us to choose and every choice has an opportunity cost.
- Changing opportunity costs affect incentives and choices.
- Because costs lie in the future, the relevant costs and benefits occur at the margin.
- Money price acts effectively to balance quantity supplied with quantity demanded, and to ration goods in markets.
- Decisions about quantity supplied and quantity demanded are affected by opportunity costs.
- Price is a powerful incentive. The law of supply and the law of demand describe producers' and consumers' predictable reactions to changes in price.

Activity – **In the Chips – A Market in Computer Chips**

Introduction:

Understanding how markets work and the role of prices within markets is an important key to being able to explain and predict economic behavior. In true markets, prices are determined by the interaction of buyers and sellers.

Concepts:

- Supply
- Demand
- Equilibrium Price (or Market Clearing Price)
- Competition

National Content Standards Addressed:

Standard 7: Markets

Markets exist when buyers and sellers interact. This interaction determines market price and thereby allocates scarce goods and services.

- A market exists whenever buyers and sellers exchange goods and services.
- Market prices are determined through the buying and selling decisions made by buyers and sellers.
- The market clearing or equilibrium price for a good or service is the one price at which quantity supplied equals quantity demanded.

Standard 8: The Price System

Prices send signals and provide incentives to buyers and sellers. When supply or demand changes, market prices adjust, affecting incentives.

- High prices for a good or service provide incentives for buyers to purchase less of that good or service and for producers to make or sell more of it.
- Lower prices for a good or service provide incentives for buyers to purchase more of that good or service and for producers to make or sell less of it

Standard 9: The Role of Competition

Competition among sellers lowers costs and prices, and encourages producers to produce more of what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.

- Competition takes place when there are many buyers and sellers of similar products.
- Competition among sellers results in lower costs and prices, higher product quality, and better customer service.
- Competition among buyers of a product results in higher product prices.
- The level of competition in a market is influenced by the number of buyers and sellers.

Lesson Description:

This lesson simulates a market for computer chips. Students, acting as buyers and sellers, will experience the competitive nature of markets. As a result, they will see how competition influences the price of goods and the decisions of buyers and sellers.

Time Required: 1-2 class periods

Materials:

- Student buyer and seller cards (use 2 colors or use colored arm bands for sellers if buyer and seller cards are the same color)
- Student transaction sheet – 1 per student
- Overhead transparency of Student Worksheet
- Overhead transparency or handout of “How to Play *In the Chips*”
- Overhead transparency of Tally Sheet

Preparation:

Make 32 buyer and 32 seller cards according to the following distribution.

Buyer Cards		Seller Cards	
Buy Price	No.	Sell Price	No.
\$3.50	2	\$3.50	4
3.70	2	3.70	6
3.90	2	3.90	6
4.10	2	4.10	4
4.30	4	4.30	4
4.50	4	4.50	2
4.70	6	4.70	2
4.90	6	4.90	2
5.10	4	5.10	2

Procedure:

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1. Explain to students that they are going to take part in a market simulation. Read the handout, “How To Play *In The Chips*.” Read aloud or have students read silently and then review the procedures and answer student questions.
2. Designate one student (or a classroom aide) to oversee the distribution of the buyer and seller cards during the activity and another to record each transaction on the tally sheet. Buyer and Seller cards should be kept in separate piles and each pile should be shuffled between rounds. While the buyer and seller cards are different colors, placing the piles at opposite ends of the desk or table further minimizes the possibility of students taking cards from the wrong pile.
3. Clear the center of the room and designate it as the marketplace.
4. Divide the class into two equal groups. One group will be the sellers, the other the buyers. Explain that buyers will be buyers throughout the activity and that sellers will be sellers throughout the activity.
5. Hand out individual score sheets on which participants can record their transactions. Review details of the score sheet if necessary. Make sure both buyers and sellers understand how to calculate “profit” on their score sheets. Emphasize that the **sellers** are responsible for reporting the selling price for each transaction.
6. Explain that you will conduct a number of rounds of trading sessions of five minutes each. (*You may want to do one practice round.*) For tallying purposes ask students to make all transactions in ten cent increments.
7. Encourage students to make as many deals as they can in the time permitted. Explain that it is permissible to take a loss in order to get a new transaction card. In order to encourage participation explain to students that if they make no transactions in a round they must count the amount on their card as a loss at the end of the round.
8. After each trading round, allow students time to figure their net losses and gains — their “profit.”
9. During non-trading time between rounds, direct students’ attention to the market record on the tally sheet. Remind them that one of the functions of markets is to convey information and indicate that the game tally may reveal things they would be interested in knowing – as buyers or sellers. out, for example, deals that were made at high prices and deals that were made at low prices, and the numbers of transactions made at various prices.
10. After the final round have students calculate their total profit or loss for all rounds.

Debriefing Questions:

1. Ask for a show of hands from those who made money, from those who lost money. Ask who made the most money. Ask how many buyers and how many sellers made money.
2. Call on a couple of the money-makers and ask why they think they were successful.
3. Call on a couple of the students who lost money and ask why they think they were unsuccessful.
4. Ask students what conditions made the market work well. (Equal number of buyers and sellers, like products for sale, equal or full knowledge about the products, clear rules concerning what you could and could not do in the market)
5. Direct students' attention to the class tally sheet and ask if they can make any statements about price in the various rounds. Follow-up question: What was the most frequent transaction price in each round?
6. In which round was there the greatest spread in transaction prices? Why?
7. Why did the transaction prices become more clustered in the final rounds?
(Competition is the most important cause for the clustering of prices. This phenomenon represents the tendency of a competitive market to move toward an equilibrium or market clearing price. Many factors help to account for this.- better information, more astute buyers and sellers, better identification of particular buyers and sellers etc.)
8. Who determined the "market price" for computer chips - buyers or sellers? *(Both. It is the interaction of buyers and sellers that determine the market clearing price)*

Ask both the buyers and sellers where they would have set the price if they'd had the power to do so. *(Buyers would set a lower price and sellers would set a higher price.)*
9. Ask students if they would describe this as a competitive market. Ask who was in competition with whom?
(It is important to note that buyers compete with buyers to bid prices up and sellers compete with sellers to bid prices down.)
10. How does opportunity cost explain a high price on a seller card? A low price on a buyer card? *(Students will quickly associate a high seller price with high production costs, but help them to see that it may also reflect the seller's opportunity cost – that he could be producing something else and will only*

produce computer chips if he can sell them at the higher price. Students also quickly assume that the low buyer price indicates that the buyer is poor. Point out the possibility that the buyer is rich, but places little value on the box of computer chips – perhaps because she already has a storehouse full of them!)

Optional Extension:

Once students have played *In the Chips*, it is easy to go back at a later time and play additional rounds to illustrate different market phenomena. It is best to play additional rounds at another time rather than trying to show all the possibilities in one activity. As students' understanding of markets develops, and as the semester of study progresses, returning to the game to play an additional round can be very effective. For example:

- Price ceiling: Tell students that you feel badly that not enough buyers made money because the price of computer chips was “too high.” Consequently, you are going to play another round, but as the teacher you are setting the maximum price at \$3.75. *(The sellers will quickly choose not to participate. The eventual result is far fewer transactions in the marketplace and fewer computer chips offered for sale.)*
- Price floor: Tell students that the computer chip industry is so important that you want to make sure that sellers make enough money to stay in business so you are going to set a minimum price of \$4.90 for the next round. *(This time buyers will choose not to participate, so sellers will not be able to sell their high priced chips.)*
- Limited competition: Conduct a round with only 2 sellers and everyone else as buyers. Put the sellers in opposite corners of the room and give them each half of the seller cards. Explain that sellers must still draw a new card from the face down stack for each transaction they choose to make. Discuss whether or not the sellers were still in competition with each other and how much that influenced the market price. *(The market works surprisingly well with this mix of buyers and sellers. There will be fewer transactions and the price will rise some, but not in the dramatic fashion that students might predict. Markets can be quite competitive with unequal numbers of buyers and sellers.)*

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How to Play *In The Chips*

1. Players' goal in the activity is to make as much **profit** as they can over the course of the game.
2. **Buyers:** Each buyer will have only one buyer card at a time. It will say, "*You are authorized to buy a box of computer chips. Pay as little as possible. If you pay more than _____ per box, you lose money.*" To make a "profit," buy at a price lower than the price shown on your card. If you buy at a higher price, you suffer a loss.

DO NOT REVEAL THE PRICE.

Record the buyer card price on your student score sheet.

When the round starts, try to buy below your buyer-card price – *the lower, the better*. (You *may* buy at a price higher than that on your buyer card in order to obtain chips, but note that this will reduce your "profit" for the round.) When you make a purchase, record the **transaction price** on your score sheet. Then, turn in the buyer card and get another buyer card from the buyer pile.

3. **Sellers:** Each seller will have only one seller card at a time. It will say, "*You are authorized to sell one box of computer chips for as much as possible. If you accept less than _____ per box you lose money.*" To make profit, sell at a price higher than the price shown on your card. If you sell at a lower price, you suffer a loss.

DO NOT REVEAL THE PRICE.

Record the seller card price on your student score sheet.

When the round starts, try to sell above your seller-card price – *the higher, the better*. (You *may* sell at a price lower than that on your seller card to get rid of your chips, but note that this will reduce your profit for the round.) When you make a sale, you must: **1) report the transaction price to the person keeping the Market Tally Sheet in the front of the room; 2) record** the transaction price on your score sheet, and then **3) turn in** your seller card you have and **get another** from the seller pile.

Remember – the seller is responsible for reporting the transaction price.

4. When the teacher says "Start," sellers and buyers are free to move around the room and to make transactions with one another. Any seller may talk with any buyer.

5. Both buyers and sellers are free to make as many transactions as they want in a round. For tallying purposes, please make all transactions in ten cent increments. Remember to trade in your card after each transaction.
6. During the game, keep track of your progress on the student score sheet. Compute your gains and losses by taking the difference between the price on your buyer or seller card and the price of the transaction.

STUDENT SCORE SHEET
“In the Chips”

Name: _____

BUYER SELLER *(Circle One)*

Transaction	Price on Card	Transaction Price	Gain	Loss	Profit
1					
2					
3					
4					
5					
Total For Round 1					
1					
2					
3					
4					
5					
Total For Round 2					
1					
2					
3					
4					
5					
Total For Round 3					
1					
2					
3					

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4					
5					
Total For Round 4					
Grand Total					

You may make as many transactions as you wish in each round. If there are not enough lines on the chart, continue to record transactions on the lines for the next round and then continue onto the back, if necessary.

MARKET TALLY: *In the Chips*

Transaction Price	Round 1	Round 2	Round 3	Round 4
5.40				
5.30				
5.20				
5.10				
5.00				
4.90				
4.80				
4.70				
4.60				
4.50				
4.40				
4.30				
4.20				
4.10				
4.00				
3.90				
3.80				
3.70				
3.60				
3.50				
3.40				
3.30				

SELLER CARDS – *In the Chips*

<p style="text-align: center;">SELLER</p> <p>You are authorized to sell one box of computer chips for as much as possible.</p> <p>If you accept less than _____ per box, you lose money.</p> <p>DO NOT REVEAL THE PRICE. Record the price on this seller card and on your student score sheet.</p>	<p style="text-align: center;">SELLER</p> <p>You are authorized to sell one box of computer chips for as much as possible.</p> <p>If you accept less than _____ per box, you lose money.</p> <p>DO NOT REVEAL THE PRICE. Record the price on this seller card and on your student score sheet.</p>
<p style="text-align: center;">SELLER</p> <p>You are authorized to sell one box of computer chips for as much as possible.</p> <p>If you accept less than _____ per box, you lose money.</p> <p>DO NOT REVEAL THE PRICE. Record the price on this seller card and on your student score sheet.</p>	<p style="text-align: center;">SELLER</p> <p>You are authorized to sell one box of computer chips for as much as possible.</p> <p>If you accept less than _____ per box, you lose money.</p> <p>DO NOT REVEAL THE PRICE. Record the price on this seller card and on your student score sheet.</p>

<p style="text-align: center;">SELLER</p> <p>You are authorized to sell one box of computer chips for as much as possible.</p> <p>If you accept less than _____ per box, you lose money.</p> <p>DO NOT REVEAL THE PRICE. Record the price on this seller card and on your student score sheet.</p>	<p style="text-align: center;">SELLER</p> <p>You are authorized to sell one box of computer chips for as much as possible.</p> <p>If you accept less than _____ per box, you lose money.</p> <p>DO NOT REVEAL THE PRICE. Record the price on this seller card and on your student score sheet.</p>
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BUYER CARDS – *In the Chips*

<p align="center">BUYER</p> <p>You are authorized to buy one box of computer chips. Pay as little as possible.</p> <p>If you pay more than _____ per box, you lose money.</p> <p>DO NOT REVEAL THE PRICE. Record the price on this buyer card and on your student score sheet.</p>	<p align="center">BUYER</p> <p>You are authorized to buy one box of computer chips. Pay as little as possible.</p> <p>If you pay more than _____ per box, you lose money.</p> <p>DO NOT REVEAL THE PRICE. Record the price on this buyer card and on your student score sheet.</p>
<p align="center">BUYER</p> <p>You are authorized to buy one box of computer chips. Pay as little as possible.</p> <p>If you pay more than _____ per box, you lose money.</p> <p>DO NOT REVEAL THE PRICE. Record the price on this buyer card and on your student score sheet.</p>	<p align="center">BUYER</p> <p>You are authorized to buy one box of computer chips. Pay as little as possible.</p> <p>If you pay more than _____ per box, you lose money.</p> <p>DO NOT REVEAL THE PRICE. Record the price on this buyer card and on your student score sheet.</p>

<p style="text-align: center;">BUYER</p> <p>You are authorized to buy one box of computer chips. Pay as little as possible.</p> <p>If you pay more than _____ per box, you lose money.</p> <p>DO NOT REVEAL THE PRICE. Record the price on this buyer card and on your student score sheet.</p>	<p style="text-align: center;">BUYER</p> <p>You are authorized to buy one box of computer chips. Pay as little as possible.</p> <p>If you pay more than _____ per box, you lose money.</p> <p>DO NOT REVEAL THE PRICE. Record the price on this buyer card and on your student score sheet.</p>
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Lesson: **Constitution Day**

Objective: TSWBAT make decisions on a real Constitutional case using Constitutional principles to decide the case.

Procedure:

- Students will be prefaced for the activity with a short lecture on the separation of powers enacted in the Constitution of the United States.
- Students will go through the simulation on iCivics called “Supreme Decision”. After each piece of information is presented, students will decide which way the case will go by group consent. Ideally, I would have them do this individually on a computer and print out a certificate of completion, however the computers are occupied with testing. (Will this get in the way of the mandate?)
- Students will write a Type 2 reflection on the experience.

Assessment: Student Type 2 reflection on the activity.

<http://www.icivics.org/games/supreme-decision>

In this lesson, students compare Ben Brewer’s fictional case in “Supreme Decision” with a real-life case involving a student. They also look at a variety of historic landmark cases to understand why precedents and judicial review are important in peoples’ everyday lives.

(Prior to this lesson, spend a class period with your class playing Supreme Decision. You can play with each student on an individual computer, or as a whole class on a smart board or with a projector. If students are playing their own version, ask them to email or print their game reports so you can see how they did!)

Objectives

The student will...

- Recall the justices’ analysis in Supreme Decision
- Analyze a real-life case
- Compare the analysis of the real-life case with an analysis of Ben’s case
- Evaluate the effect of landmark cases on everyday life
- Explain the importance of judicial review

Lesson Prep

PRINT

all student and teacher materials.

Supreme Decision.pdfapplication/pdf icon

Step by Step

ANTICIPATE with the “simple recall” A/B activity with students to get them remembering things about the Supreme Decision game (see Active Participation Guide). Explain that they will be learning more about the Supreme Court by thinking about what they learned from playing the game and using that to understand what makes the Supreme Court “Supreme.”

PAIR students together.

DISTRIBUTE colored pencils and one activity packet to each student.

INSTRUCT pairs to complete Part One on page one in the packet and review as a class.

PREVIEW the graphic organizer on page two with students.

TIME pairs for 4-5 minutes while they use the information in Part One to complete Ben’s side of the graphic organizer.

REVIEW the answers for Ben’s side of the graphic organizer with students.

READ about Savana’s case with students on page one.

GUIDE students through color-coding the paragraph about Savana’s case (see Active Participation Guide)

PREVIEW Savana’s side of the graphic organizer with students.

TIME pairs for 4-5 minutes while they complete Savana’s side of the graphic organizer

REVIEW/COLLECT the completed graphic organizer with/from students.

TRANSITION by reading page three’s introductory paragraph. Page three and four are intended to help students understand why it’s important to learn about the Supreme Court.

TIME pairs for 8-10 minutes while they complete the “Even My Life?” section. Afterward, ask a few pairs to share their answers.

CLOSE by having students complete the “Can You Explain It?” Quickwrite.