

Shifts in Supply and Demand

Part A

Fill in the blanks with the letter of the graph that illustrates each situation. You may use a graph more than once.

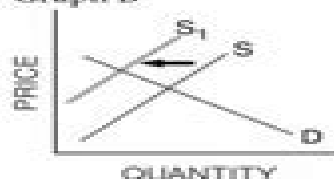


Figure 15.1
Jelly Beans Supply and Demand

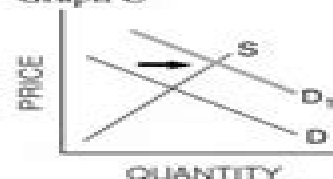
Graph A



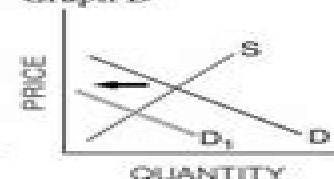
Graph B



Graph C



Graph D



1. The price of sugar increases. _____
2. The price of bubble gum, a close substitute for jelly beans, increases. _____
3. A machine is invented that makes jelly beans at a lower cost. _____
4. The government places a tax on foreign jelly beans, which have a considerable share of the market. _____
5. The price of soda, a complementary good for jelly beans, increases. _____
6. Widespread prosperity allows people to buy more jelly beans. _____

Activity written by Margaret Hamilton, Canton Country Day School, Canton, Ohio; Mary Kobelis, Brooke High School, Wellsburg, W. Va.; John Morton, National Council on Economic Education, New York, N.Y., and Francis Vottero, Shamokin Area High School, Shamokin, Pa. Part B adapted from G. Yobe, *Instructor's Resource Manual for Samuelson and Nordhaus Economics*, 14th ed. (New York: McGraw-Hill College Division, 1992), p. 16.

Lesson Activity 50 Microeconomics

Hussin A.Rothana



Lesson Activity 50 Microeconomics:

Advanced Placement Economics John S. Morton, 2003 The teacher guide accompanies the student activities books in macro and microeconomics for teaching collegelevel economics in AP Economics courses The publication contains course outlines unit plans teaching instructions and answers to the student activities and sample tests **Principles of**

Microeconomics N. Gregory Mankiw, 1998 *Economics, Today & Tomorrow* Roger LeRoy Miller, 1995 Applies traditional economic theory to contemporary problems such as unemployment inflation and conflicting economic systems

Microeconomics Heinz Kohler, 1992-06-01 **Basic Business and Economic Education** Anne Scott Daughtrey, 1990

Current Index to Journals in Education , 1999 **Resources in Education** , 1987 *El-Hi Textbooks & Serials in Print, 2003* , 2003 Teaching Social Studies in Middle and Secondary Schools Candy Beal, Cheryl Mason Bolick, Peter H. Martorella, 2009 In the tradition of social studies innovator Peter Martorella this readable accessible text offers prospective teachers a comprehensive introduction to teaching social studies to middle and secondary school students With the purpose of social studies being the development of reflective competent concerned citizens the text first examines the origins and evolution of social studies and citizenship education across the United States Following this targeted chapters address the art science and craft of social studies teaching as a means for engaging learners in knowledge construction In the final section the authors look at ways to improve social studies instruction through the incorporation of emerging technologies and explore the implications of the rich cultural diversity within our nation Teaching Strategies for the Social Studies James

A. Banks, 1985 Invitation to Economics Jim Eggert, 1991

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Teaching Elementary Social

Studies James Zarrillo, 2000 This text presents a methodology that offers every child a chance to succeed regardless of language culture intellectual ability physical attributes emotional capabilities or social skills Teaching Elementary Social Studies encourages teachers to recognize that each child is unique and brings a special set of skills and abilities to the classroom The unifying theme of the text is diversity and the author introduces several dimensions beyond the pluralistic nature of the student population It promotes the idea that diverse students require a diverse pedagogy and offers specific ways to introduce meaningful topics in ways that will engage all students Provides a foundation for teaching social studies Informs pre service teachers about the national standards documents that dictate curriculum planning for social studies Introduces students to Expectations for Excellence Curriculum Standards for the Social Studies National Standards for Civics and Government National Content Standards in Economics Geography for Life and National Standards for History Addresses the fundamentals of teaching social studies Provides instruction for creating lessons based on MI inquiry and student interaction Advocates the need for social studies lessons that infuse multicultural perspectives Each lesson mini lesson group project or unit concludes with a section on Effective Teaching in Today s Diverse Classroom Includes descriptions of

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