

Online Resource 7.21 Eleventh-Grade Lesson Example

Description of Unit:	Learning Intention, <i>I will . . . Design a solution for preventing and regulating monopolies.</i>		
	Success Criteria:		
	Surface	Deep	Transfer
	<p>I will . . .</p> <ul style="list-style-type: none"> • Define monopoly. • Define monopoly power. • List the sources of monopoly power. • Explain barriers to entry and exit. • Draw and explain monopolist revenue curves. • List the means of limiting monopolies. • Define natural monopoly. 	<p>I will . . .</p> <ul style="list-style-type: none"> • Calculate profit and revenue maximization from data. • Evaluate profit and revenue maximization as a means for monopolist decision-making. • Describe the strengths and challenges of a monopoly. • Compare and contrast monopoly with perfect competition. 	<p>I will . . .</p> <ul style="list-style-type: none"> • Present a solution that a government could use in the face of a monopoly.
Leverage	<ul style="list-style-type: none"> • Students are presented with a case study of a monopoly: <i>Through advertising, DeBeers has convinced the market that there is no substitute for diamonds. Thus, they have created a monopoly on these gems. The United States is looking to work with other countries to find means for curbing the power of this monopoly. Share your thoughts on whether this is an appropriate step for the United States and other countries. If so, how should they approach regulation? If not, why should they not approach regulating DeBeers?</i> • Students get into small groups and develop a collective opinion and then share out their opinions with the larger class. Teachers use this as an opportunity to determine student prior knowledge. • Students are then provided with the success criteria for the unit. • Students review the success criteria and identify what they already know and what they need to know for the learning outcome. <ul style="list-style-type: none"> • <i>Review the learning intention of the unit</i> • <i>Review the success criteria for the lesson</i> • <i>Review student current knowledge, ideas, and questions</i> 		
Link	<p>The teacher then reviews the calendar and discusses the purpose for surface and deep workshops over the next several days.</p> <ul style="list-style-type: none"> • <i>Align feedback, instruction, and learning strategies to surface, deep, and transfer</i> • <i>Align tasks to the surface, deep, and transfer</i> • <i>Focuses students on “progress of learning”</i> 		
Lift	<p>Finally, the teacher lets students know that each student will be engaging in case studies (similar to Debeers) in the next several weeks that will require students’ understanding of surface and deep level knowledge.</p> <ul style="list-style-type: none"> • <i>Summarize student learning relative to learning intentions and success criteria</i> • <i>Review individual performance and next steps in learning</i> 		