

Cultural Lit. 51: Business Cycles in the Four-Corners

Summary

Students will: Describe the nature and causes of business cycles in SE Utah and the Four-Corners regional industry, after receiving direct instruction, reading selected texts and working in group structures, within 1 class period.

Time Frame

1 class periods of 60 minutes each

Materials

1. Economics Textbook
2. Marzano, Pickering, and Pollock. 2001. *Classroom Instruction that Works*. Alexandria, Virginia: Association for Supervision and Curriculum Development.
3. Journal or notebook

Instructional Procedures

Anticipatory Set:

Post the names and words 'Cycle, expansion, contraction, peak, trough' on the board, on a flipchart or on a projection device and ask the class if they are familiar with these terms. Conduct a collective brainstorming session (utilizing group structures) and add the generated vocabulary words to posted ones. Allow students to postulate their understanding of words and concepts.

Activities:

1. Students will read--individually or in a group structures, pages explaining the nature and causes of business cycles' from the class text and take notes outlining the concept (see Marzano, Pickering and Pollock p. 46, Informal Outline).
2. Students will identify major businesses in SE Utah, utilizing a cooperative group structure, and take notes listing the businesses (see Marzano, Pickering and Pollock p. 46, Informal Outline).
3. Students will identify the nature and causes of SE Utah and Four-Corners business cycles, utilizing notes taken in a cooperative group structure.
4. Students will report to class from groups.

Assessment Plan

Students will take notes utilizing note-taking frames to list main points of the business cycle and report in groups.

Authors

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