

Alternative Interventions:

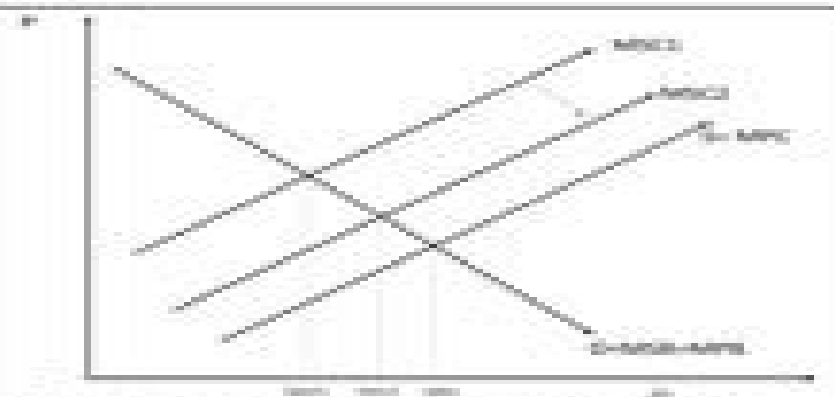
In recent years, governments have explored new ways of trying to reduce the negative production externality of pollution to better protect the environment.

Carbon Tax:

A carbon tax is put on manufacturers based on the amount of carbon dioxide emitted through the good's production.

For instance, US government could put a tax of \$30 per metric ton of carbon emitted in the U.S.A. Every producer in every industry would be required to track their carbon emissions, report their figures to the government, and pay \$30 per ton emitted in tax.

Carbon taxes incentivize firms to switch to 'greener' production to decrease their tax burden. This graph shows the result of a firm reducing their pollution. Notice the difference with a per unit tax here. MSC is shifting closer to MPC because external costs are decreasing when firms switch to 'green' production methods. See also the social optimum quantity has increased.



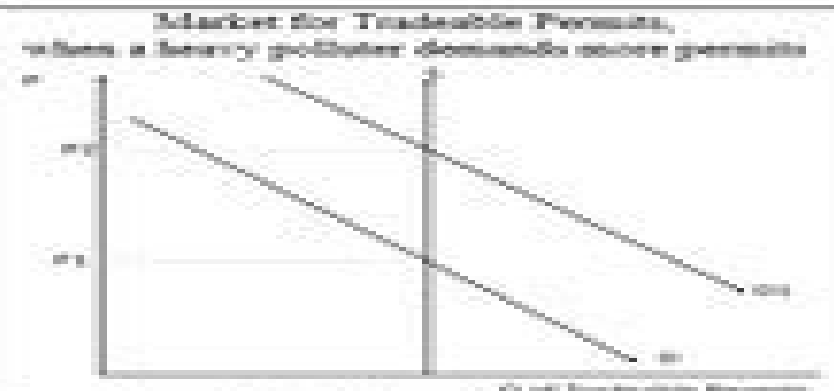
Question: 1. How could a carbon tax be better than a per unit tax on output?

Tradeable Permits (Cap and Trade):

The government could issue a fixed number of permits to all manufacturers. Each permit allows a firm to emit a amount of carbon dioxide. The government decides how much total pollution in the economy is acceptable, and then divides that amount across each permit equally. Government fines firms for polluting more than their permit total.

Pollution varies between firms, so each firm's demand for a permit will be different. Instead of paying the government a tax, a firm that pollutes a lot must pay another firm for more permits.

Supply of permits is fixed (perfectly inelastic), so their value (price) can increase a lot when demand increases. This gives firms incentive to 'go green' so they can profit from selling their permits to polluters at a high price.



Question: 2. Identify a problem with a tradeable permits system.

Question: 3. Which of these two ways do you think is more likely to reduce pollution? Explain.

Economics Lesson Handout Answers

Jianjun Gao



Economics Lesson Handout Answers:

Teaching International Economics and Trade Caroline Starbird, Dale De Boer, Jenny Pettit, 2004 Globalization means the increasing interdependence of world markets and world affairs Use these lessons to teach students about the international economic system that underlies globalization Topics include free trade foreign aid exchange rates international debt and debt relief Through lively activities students learn about important organizations including the IMF WTO and the World Bank All lessons and the final assessment are tied to national standards Teaching Economics Joshua Hall, Kerianne Lawson, 2019-08-07 This book looks at a number of topics in economic education presenting multiple perspectives from those in the field to anyone interested in teaching economics Using anecdotes classroom experiments and surveys the contributing authors show that with some different or new techniques teaching economics can be more engaging for students and help them better retain what they learned Chapters cover a wide range of approaches to teaching economics from interactive approaches such as utilizing video games and Econ Beats to more rigorous examinations of government policies market outcomes and exploring case studies from specific courses Many of the chapters incorporate game theory and provide worked out examples of games designed to help students with intuitive retention of the material and these games can be replicated in any economics classroom While the exercises are geared towards college level economics students instructors can draw inspiration for course lectures from the various approaches taken here and utilize them at any level of teaching This book will be very useful to instructors in economics interested in bringing innovative teaching methods into the classroom High School Economics Michael Watts, 2001 This revised edition features simulations role plays smallgroup discussions and other active learning instructional activities to help students explore economic concepts through real life applications **Resources in Education**, 1998 *Comparative Economic Systems* Carnegie Institute of Technology. Social Studies Curriculum Development Center, 1965 Play Dough Economics Harlan R. Day, 2005 Designed primarily for elementary and middle school students each of the 15 lessons in this guide introduces an economics concept through activities with modeling clay **Economics and National Security** Steve L. Miller, 1989 *Focus, Grades 3-5 Economics* Barbara J. Flowers, Penny Kugler, Bonnie T. Meszaros, Layna Stiles, Mary C. Suiter, 2005 Fourteen lesson plans uses a unique blend of games simulations role playing activities that illustrate economics in a way every elementary student will enjoy **Play Dough Economics** National Council on Economic Education, 1988 **Taxes & You** John Lee Pisciotta, 1997 Social Studies for Secondary Schools Alan J. Singer, 2003-04-02 Social Studies for Secondary Schools Teaching to Learn Learning to Teach Second Edition integrates discussions of educational goals and the nature of history and social studies with practical ideas for organizing social studies curricula units lessons projects and activities A major theme woven throughout the text is that what we choose to teach and the way we teach reflect our broader understanding of society history and the purposes of social studies education Each chapter opens with a broad question about social studies education

provides many examples of lessons including lesson ideas developed by new and experienced middle school and high school social studies teachers features a rich variety of teaching learning and classroom activities designed to provoke discussion and illustrate different approaches to teaching social studies and concludes with essays about related social studies topics Part I focuses on philosophical issues social studies goals and standards and the design of social studies curricula Part II examines and offers examples of strategies for planning units and lessons Part III explores topics such as thematic and interdisciplinary teaching a project approach to social studies as well as assesses student learning and one's own performance as a teacher and provides a guide to social studies resource materials and organizations New in the Second Edition Every chapter has been updated and includes a number of new lesson ideas The lesson ideas are designed especially to help beginning teachers address learning standards work in inclusive settings and promote literacy and the use of technology in social studies classrooms Sample activities developed with members of the Hofstra New Teachers Network reflect the current focus on document based instruction and assessment and can serve as tools for assessing student learning Increased attention is given to project based social studies instruction and to multicultural education Intended as a text for undergraduate and graduate preservice social studies methods courses this text is also useful for in service training programs as a reference for new social studies teachers and as a resource for experienced social studies educators who are engaged in rethinking their teaching practice

Focus: Middle School Economics Mary C. Suiter, Joanne Dempsey, Mary Ann B. Pettit, Mary Lynn Reiser, 1996 Curriculum guide for economics education in grades 6-8 based on Economics America from the National Council on Economic Education

Renaissance Politics/Economics DBA Social Studies School Service, 2002

The Educator's Handbook for Teaching With Primary Sources Scott M. Waring, 2023 Educators across subject areas are striving to integrate primary sources into their pedagogy and teaching Yet despite their importance to authentic disciplined inquiry the implementation of primary source activities in the pre-K-12 classroom has been limited This lack of utilization can largely be attributed to the perception that these activities are too complex to design implement and grade Many teachers also feel that primary source analysis and the construction of evidence based narratives is too difficult for students to complete in the traditional classroom Waring argues that this is not the case and with this handbook provides teacher candidates and inservice teachers with detailed and specific perspectives activities approaches and resources to help them effectively and authentically use primary sources in their classrooms

Book Features Introduces teaching with primary sources including detailed examples of authentic and tested instructional ideas and approaches Designed to meet the needs of classroom teachers and teacher candidates in social studies English and language arts mathematics science and other fields Offers dozens of primary sources and links to resources throughout the book Aligns to national standards frameworks and the C3 framework for social studies Can be used to meet the needs of emerging English learners and students with special needs Focuses on ways in which educators are utilizing a variety of emerging technologies to engage students in

deeper and more authentic ways of learning Contributors include Peter DeCraene Lisa Fink Eric J Pyle Stefanie R Wager Sarah Westbrook and Trena L Wilkerson **Separate But Equal?** ,1997 Looking in detail at the strong contrasts in the provision traditionally made for academically and vocationally minded students the authors discuss the differences and similarities in practice as observed in 40 schools and colleges **Separate But Equal?** Tony Edwards,Carol Fitz-Gibbon, Frank Hardman, Roy Haywood, Nick Meagher, 2005-08-19 This book looks in detail at the strong contrasts in the provision traditionally made for academically and vocationally minded students and looks at differences and similarities in practice The chapters report evidence of how students on both sides think they have been taught They also report on how those students prefer to learn how their teachers define the kinds of learning appropriate for particular qualifications and how the organisation of learning for different but equal qualifications was observed in forty schools and colleges The book s main focus is on the objectives and processes of learning at a stage which is certainly being transformed but which is still powerfully shaped by myths about the sixth form and education of leaders **Mathematics & Economics** National Council on Economic Education, 2005 Use mathematics concepts to teach economics and personal finance skills *Department of the Army Pamphlet* , **Capstone** Robert W. Reinke, 1989 **1920's Db**a Social Studies School Service, 2001

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