



Unit Planner: The Debate Over the Minimum Wage

Economics

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> Week 26 - Week 28

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The Debate Over the Minimum Wage

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Big Ideas / Enduring Understandings

Argument essay prompt:

Why--or why not--should the minimum wage be raised?

Corporate decisions affect communities in both micro and macroeconomic ways.

The current national and local debate over the minimum wage provides us, as students of economics, to consider our roles as current and future employees and employers.

Various constituencies hold divergent points of view in a multi-layered, multi-dimensional current issue that affects communities within New York City and beyond in myriad ways.

Presenting arguments in a "public" forum is an essential method of sharing viewpoints--from both the public and private sector--and providing information to inform the decision-making process of a governmental body.

Essential Questions

How might raising the minimum wage adversely or positively affect the economy?

How do different people have varying opinions within this debate, depending on what they have to gain or lose?

How do we approach a research question and conduct research from a specific (and fictional) point of view?

How do we both work collaboratively in the research and outlining process while also developing our own argument papers individually?

How do we collectively decide who will present on our constituency's behalf, and what the content of a three-minute testimonial to City Council will consist of?

Common Core Standards and Indicators

NYS: CCLS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

NYS: Grades 11-12

Reading: History/Social Studies

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- 7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- 9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Writing

Text Types and Purposes

- 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- 1. Write arguments focused on discipline-specific content.
- 1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- 1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- 1e. Provide a concluding statement or section that follows from or supports the argument presented.

Production and Distribution of Writing

- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge

- 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

NYS: Social Studies

NYS: Commencement

Standard 4: Economics

Economics

Key Idea 4.1. The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.

understand the roles in the economic system of consumers, producers, workers, investors, and voters.

Economics

Key Idea 4.2. Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.

apply a problem-solving model to identify economic problems or issues, generate hypotheses, test hypotheses, investigate and analyze selected data, consider alternative solutions or positions, and make decisions about the best solution or position

New York State P-12 Learning Standards (New York State Education Department, used with permission)

Content

minimum three news articles read, annotated, summarized & shared with the rest of study group members from group folder

Skills / Strategies

individually read articles, annotated and summarized
written summary with key facts and info useful both for

journalistic sources include *New York Times*, transcripts from National Public Radio and WNYC, the *Washington Post*, Bloomberg news, and *Crains New York Business*

claim *and* counterclaim evidence

formal outline for final argument paper

public speaking in a forum that includes all seven constituencies's points of view within the contested issue

in-text citations of journalistic sources

final argument paper, individually submitted via Google Docs

Collectively written and planned speech, one per constituency, submitted via Google Docs

Key Terms / Vocabulary

corporation/corporate

ethics

inflation

concentrated wealth

minimum wage versus living wage

federal minimum wage versus state minimum wages

employment discrimination

land usage

constituency

public hearing

Learning Plan & Activities

Please include Theatre Modalities when appropriate
Current statistics about the cost of living and inflation since the 1970s, and basic vocabulary introduces student to the unit.

Each class, divided into seven different "study groups," takes on a different role in the debate.

Students generate their own formative research questions to begin to understand their character's perspective in this debate.

Students learn to employ the study group method: Students divide readings, write summary sheets, and share research findings with group members.

Individual argument papers are written after students compile and share individual contributions to article packet reading, annotating, and summarizing.

Culminating event is a mock New York City Council hearing, with invited guests, modeled after similar hearings actually held in the past.

Assessments

[Depth of Knowledge \(DOK\) Levels](#)

Mock New York City Council Hearing

Summative: DOK 4 Extended Thinking: Oral: Debate
Students participate in a mock NYC Council hearing to present their constituency's point of view in the minimum wage debate.

Argument Essay

Summative: DOK 3 Strategic Thinking: Written: Persuasive Essay

Why should--or should not--the minimum wage be raised?

Resources



Atlas Version 9.2.1

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