**Birmingham City Schools**

**National Issues Forums in the Classroom**

**LESSON PLAN**

**Teacher:** Jessica Jones-Wedgeworth **Date:** July 6, 2011

**Grades:** 6th -12th **Subject:** **Regaining American Prosperity:** *Building an Economy That Works for Everyone* **Period**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Standards:(COS/ARMT/AHSGE)** National Standards I. Time, Continuity, Change: Apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues V. Individuals, Groups & Institutions: Analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings. Evaluate the role of institutions in furthering both continuity and change.

**Objectives:**

• Students will work toward a decision on how America will regain prosperity. Each student will participate, listen, and respect other perspectives and voices.

• Students will consider, analyze, and interpret all three approaches to gaining an economy that works for everyone fairly.

• Students will research the concepts of capitalism, entrepreneurial, socialism, collective bargaining.

• Students will be able to define the “American Dream” and reach a decision on how to gain economic prosperity in America. Students will learn about the impact of taxation, the “Social Contract,” educational system, and the class system in America.

**Big Picture Question:** How can America bridge the gap between the rich and poor where every citizen has a sound economic start to attain the American Dream?

Materials:

Issue Book: **Regaining American Prosperity:** *Building an Economy That Works for* *Everyone*

NIF Video Chart Paper or Butcher Paper

Pens and Pencils Felt

Markers CD Player

Notebooks/Paper

Glue Sticks

Computer

VHS/DVD player

Paper bags

Scissors

Construction paper

**Preparing for the Forum: (Introduction/Motivation) Date(s) \_\_\_\_\_\_\_\_\_**

*Bellringer Day 1:* “Inner City Blues”

Students will listen to a song relating to social conditions of America. Students will listen to Inner City Blues” by Marvin Gaye. Give students a copy of the lyrics as the song is playing.

Ask students to write down what they think the artist was trying to convey to his or her audience. Students may reflect on how these social and economic issues are still present today.

*Allow time for students to share thoughts and feelings*

*Bellringer Day 2:* Analyze a Political Cartoon

Political Cartoon <http://editorialcartoonists.com>

“Jobs in the New Year” <http://editorialcartoonists.com/cartoon/display.cfm/94302>

 “Bill Thomas Dance Troupe” http://editorialcartoonists.com/cartoon/display.cfm/93928/

Students will write down what they think the cartoonist is trying to convey to his or her audience on the economy.

*Bellringer Day 3:* Social Class System in America – “Does your social class determine your success as an American citizen? Why or Why not?

*Bellringer Day 4:* Quote “Democratic Way of Life”

“The motivating force of the theory of a Democratic way of life is still a belief that as individuals we live cooperatively, and to the best of our ability, serve the community in which we live, and that our own success, to be real, must contribute to the success of others.” by Eleanor Roosevelt, Former First Lady

Have the students respond and analyze the quote

*Bellringer Day 5:* “The Deliberative Process” Student will write down the deliberative process and the purpose.

**Introduce Issue: Provide Context/Guidelines/Student Roles/Pre-Forum Questionnaire) Date(s)**

**Day 1**

Introduce and discuss the role of the moderator, recorder, and participant. Explain the difference between a debate and a deliberation. Discuss the purpose and procedures of conducting a forum or study circle.

Show NIF Video on Deliberative Democracy

Refer to NIF Teacher Guide for handouts and activities from the NIF Lessons 1-9 (pages 3.3-3.20) and Knowledge Checks 1-9( 3.21-3.38). These lessons and activities will help students understand the deliberative process and other key terms and concepts.

**Day 2**

Then, preview the issue, Regaining American Prosperity, and introduce the three approaches outlined in the NIF issue booklet. Teacher will introduce and explainthe three options as followed:

Approach 1 Rewarding ambition and innovation

Approach 2 Restoring fairness in the economic system

Approach 3 Ensuring all citizens develop their full potential educationally

**Content Identifiers: (IDs / Vocabularies)**

Capitalism Entrepreneur “Social Contract” Progressive Taxation The American Dream Recession

Income Tax Commonwealth Socialism Collective Bargaining Underwater Stock Market

Teacher will explain and describe the IDs/Vocabulary words.

Homework: Students will research and define the vocabulary words.

Each student will create a visual for at least four of the vocabulary IDs.

Have students share their work in class the following day. Assign the students to read the NIF books to prepare for the group activity the following day.

**Instructional Process: Date(s)**

**Day 3**

Students will complete the Pre-Survey before the deliberative process.

“The Have-Not and Have-Not Simulation” –

Preparation: Create four types of bags representing the four types of income levels. The purpose of the activity is to illustrate how income affects the types of resources available to succeed in America.

The top level bag should consist of everything to create an elaborate paper bag puppet. The next subordinate class should consist of slightly less and so on. The bottom level bag should lack most of the necessary resources to create a paper bag puppet.

Bag#1 Top Income Level (paper bag, scissors, designer scissors, construction paper, glitter, cotton, markers, color pencils, glue, glue sticks )

Bag#2 Upper Middle Level (paper bag, scissors, construction paper, glue, cotton, color pencils, markers)

Bag#3 Middle Level (paper bag, scissors(lesser quality), color pencils, construction paper)

Bag#4 Bottom Level (paper bag, color pencils, scissors)

Students will explain the process of creating the puppets. Teacher will engage in a discussion on the resources provided to each group.

Divide the students into small groups. Instruct the students to use the materials in the bags provided to create a “Paper Bag Puppets.” Groups should not share materials. When all groups are finished creating their puppets, compare and contrast the quality of each puppet. Ask students what helped or hindered them in creating the puppet. The puppet will be displayed in the classroom and/or the hallway to represent the voices or perspectives from each of the income levels. The teacher should provide an explanation of the activity in the hallway for onlookers.

Show NIF Video “**Regaining American Prosperity:** *Building an Economy That Works for Everyone*”

Discuss key points and concepts from the video.

Break students into small groups and assign an Approach from the NIF books for each group to read and report back on. Each group should write down their key points on chart paper to display and share with the class.

**Mini-Lecture** – Social Class System in America. Students should take note on important information.

**Writing Assignment**: Instruct students to write down their feelings and experiences on how America needs to regain its economic prosperity. Students may write down their experience as they were creating their “Paper Bag Muppets”

**Deliberating the Choices: Prosperity (Forum) Dates**

**Topic: Regaining American Prosperity: Building an Economy That Works for Everyone**

**Day 4**

Review the procedures of a forum and roles of the moderator, recorder, and participants.

Students will deliberate on how to regain prosperity in America. They will weigh their options and determine the cost and consequences of every choice to regain the prosperity in America. Students will evaluate and analyze each of the three approaches.

A person should be designated to record the issues and solutions one the board or chart paper to the issue.

As the forum closes students reach common ground on the best ways to resolve the issue after weighing the multiple sides to the issue.

The roles of the moderator, recorder, and participants should be strongly encouraged throughout the forum.

**Summary and Reflection: Closure** Date(s)

**Day 5**

Students will complete the Formal Assessment 1 on pgs.3.63 – 3.71. Students will assess their role and responsibilities and others. They will evaluate the forum as whole.

Students will participate in a blog on the forum. Students’ forum will be posted on-line for the blog. Student should comment on their learning experience. Did the forum change their ideas and knowledge on the economic crisis?

**Assessment Strategies: Date(s)**

Test – Students will be given an assessment on vocabulary and major concepts relating to economic progress. The test will be include key terms/concepts on the process and procedures of conducting a deliberation.

Presentation – Students will present to PTA their learning and experiences they work on resolving the lack of prosperity of the economic. Students will bring work samples to share at the meeting. Students will share the importance of citizens deliberating.

**After the Forum: Dates\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Students will complete the post-survey, please mail questionnaires to Kettering Foundation. Students will write an article on the forum and the solutions that were suggested to ensure that every citizen receives a piece of the American Pie. The best articles will be published in the school’s newspaper.

Web Page Design. Students will create a web page design that introduces an alternate approach to solving the issue. Students will explain the purpose and results of the forum. Students are to include key information that relates to America’s prosperity.

**Extension Activities:** (What do you plan to do, i.e. PTA presentations, with other classes, etc.) Date(s)

Cause & Effects Current Events – Students are to find articles relating to the three different approaches as followed: Find articles related to impact of education on economic growth, articles on the impact of the economy on the different income levels, and impact of taxation on the economy. Students can choose one approach or all three. Students should complete a cause and effect graphic organizer. Teacher should provide examples of articles and resources to use. Post student work in the hallway to engage the entire school population.

Compare &Contrast. Have student examine the pie graph on individual income tax? Refer to “Who Pays the Most Individual Income Taxes?” by the Treasury Department Fact Sheet 2005. Allow students to judge if the percentages are fair or unfair.

The American Quilt. Students will collect pictures, articles, reflections, quotes, personal stories, etc. and arrange them in a creative manner creating a quilt like display exemplifying the American economic struggle from the past, present, and future. Students can use butcher paper to create the background portion of the quilt. Felt can be used for the background to make it appear more like a quilt.