**![C:\Users\Zakiyas\AppData\Local\Microsoft\Windows\INetCache\IE\QOF4W13Y\20130202-economy[1].jpg]()Center Point High School (Jefferson County Schools)**

**National Issues Forums in the Classroom Lesson Plan**

**Topic: The Future of Work: How Should We Prepare for the New Economy?**

**Teacher**: Zakiya Jenkins, NBCT Skills: M. Idea, Inferences, Dr. Conclusions, Pt. of View, etc.  **Date**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Grade Level/Subject:** US History 10 Time: SEVEN (90 minute blocks) School Year: 2018-2019

Introduction: The first step in preparing for a National Issues Forum is to choose an issue for your class to deliberate. You may use an issue featured in an NIF issue book, or your class may decide on its own forum issue. Please know, whichever route your class takes, the strength of the forum is in the deliberation itself – the issue you choose is secondary.

This one week lesson includes learning about the issue and deliberation (the process). Then I select one day the following week for the actual forum.

Ordering issues books: Please visit the NIFI Website: [www.nifi.org](http://www.nifi.org). In addition, please view my video recommendation of National Issues Forums <https://www.youtube.com/watch?v=Ijv42bFE7ug>

![C:\Users\Zakiyas\AppData\Local\Microsoft\Windows\INetCache\IE\2QWEZRRD\01988[1].jpg]()There is also a Teacher toolkit supplied by National Issues Forums Institute a while back that is extremely beneficial and includes all the lessons mentioned in this lesson plan. This teacher binder includes a VHS tape; however, I would not start deliberation without it. It is a great way to organize your instruction and upcoming forum. You may be able to order the teacher binder by writing to NIF Research, 100 Commons Road, Dayton, Ohio 45459-2777, or call 1-800-433-7834.

In my NIF classes, I prepare folders for my students which include the lessons we will cover and students purchase a composition

notebook specifically for NIF.

As per the NIF teacher binder, a forum works best in a large, open room. You will want to arrange participant chairs in a large circle so the students are able to look at each other’s faces. As the teacher, please be sure to sit in the circle. Your presence in the circle will keep students alert and show them that you are equally involved in the forum discussion.

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| **Topic: The Future of Work: How Should We Prepare for the New Economy?****In this National Issues Forums Lesson, the following Alabama Course of Study, Alabama College and Career Ready, as well as National Standards will be covered!** |
| **Alabama Course of Study Standards: Grade 12**#7 Describe the organization and role of business.• Comparing types of business firms, including sole proprietorships, partnerships, and corporations • Explaining the role of profit as an incentive, including shortterm versus long-run decisions, for all firms • Describing basic characteristics of pure competition, monopoly, monopolistic competition, and oligopoly • Explaining ways firms finance operations, including  retained earnings, stocks, and debt, and the advantages and disadvantages of each • Explaining ways firms engage in price and non-price competition • Recognizing the role of economic institutions, including labor unions and nonprofit organizations, in market economies# 8 Explain the impact of the labor market on the United States’ economy• Identifying regional characteristics of the labor force of the U.S., including gender, race, socioeconomic background, education, age, and regional specialization • Explaining how supply of and demand for labor affect wages • Describing characteristics that are most likely to increase wage and nonwage benefits, including skill, productivity, education, occupation, and mobility• Explaining how unemployment and inflation impose costs on individuals and nations • Determining the relationship of Alabama and the United States to the global economy regarding current technological innovations and industries  Examples: World Wide Web, peanut industry, telecommunications industry, aerospace industry • Tracing the history of labor unions and me**Alabama College and Career Standards** History/Social Studies Standards Satisfied by using National Issues Forums in the ClassroomCraft and Structure:**[CCSS.ELA-Literacy.RH.9-10.4](http://www.corestandards.org/ELA-Literacy/RH/9-10/4/)**Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.**[CCSS.ELA-Literacy.RH.9-10.5](http://www.corestandards.org/ELA-Literacy/RH/9-10/5/)**Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.**[CCSS.ELA-Literacy.RH.9-10.6](http://www.corestandards.org/ELA-Literacy/RH/9-10/6/)**Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.**CCSS.ELA-Literacy.RH.9-10.7**Integrate visual information.Speaking & Listening Standards Satisfied by using National Issues Forums in the Classroom[CCSS.ELA-Literacy.SL.9-10.1](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/)Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.[CCSS.ELA-Literacy.SL.9-10.1.a](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/a/)Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.[CCSS.ELA-Literacy.SL.9-10.1.b](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/b/)Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.[CCSS.ELA-Literacy.SL.9-10.1.c](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/c/)Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.[CCSS.ELA-Literacy.SL.9-10.1.d](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/d/)Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.[CCSS.ELA-Literacy.SL.9-10.3](http://www.corestandards.org/ELA-Literacy/SL/9-10/3/)Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.**Presentation of Knowledge and Ideas:**[CCSS.ELA-Literacy.SL.9-10.4](http://www.corestandards.org/ELA-Literacy/SL/9-10/4/)Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.WRITING Standards Satisfied by using National Issues Forums in the Classroom[CCSS.ELA-Literacy.W.9-10.2.a](http://www.corestandards.org/ELA-Literacy/W/9-10/2/a/)Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.[CCSS.ELA-Literacy.W.9-10.2.b](http://www.corestandards.org/ELA-Literacy/W/9-10/2/b/)Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.[CCSS.ELA-Literacy.W.9-10.2.c](http://www.corestandards.org/ELA-Literacy/W/9-10/2/c/)Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.[CCSS.ELA-Literacy.W.9-10.2.d](http://www.corestandards.org/ELA-Literacy/W/9-10/2/d/)Use precise language and domain-specific vocabulary to manage the complexity of the topic.[CCSS.ELA-Literacy.W.9-10.2.f](http://www.corestandards.org/ELA-Literacy/W/9-10/2/f/)Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).**Production and Distribution of Writing:**[CCSS.ELA-Literacy.W.9-10.5](http://www.corestandards.org/ELA-Literacy/W/9-10/5/)Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. [CCSS.ELA-Literacy.W.9-10.6](http://www.corestandards.org/ELA-Literacy/W/9-10/6/)Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.**Range of Writing:**[CCSS.ELA-Literacy.W.9-10.10](http://www.corestandards.org/ELA-Literacy/W/9-10/10/)Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**Meeting the National Standards: In considering issues and viable solutions, students will need to examine what has been done in the past as well as how changes in policy would affect people in the future. While meeting or exceeding this standard, students will have shared their experiences and insights in a public setting. In addition, students will have to consider their tone, volume, and word choice as they speak to other participants.** |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Engage(Before)** **Motivation/Hook/Warm-up:** ***Purpose:*** ***Activate Prior Knowledge*****Strategy*:*** Questioning**Procedure:** The teacher will ask the students about going to the doctor for a checkup? What are some of the things doctors do in order to determine overall health? How do we determine the overall health of the economy? Students will use <http://www.nber.org/cycles.html> to look at how the economy is doing right now – is it up or down? | **Engage(Before)****Motivation/Hook/Warm-up:** ***Purpose: Introduce a concept and connect with prior experiences******Strategy:*** Quick Write**Procedure:** Students will view a FOCUSER video on Small Business and the Economy. Students will take notes on the video. Students will also create two questions using the video content.Students will respond to the following prompt. What impact do small businesses have on the American society? | **Engage(Before)****Motivation/Hook/Warm-up:** ***Purpose: Make Predictions******Strategy:*** Notes/Questions**Procedure:** Students will complete the Questionnaire that accompanies the Issue Book. | **Engage(Before)****Motivation/Hook/Warm-up:** ***Purpose: Activate Prior Knowledge & gather initial thoughts on the issue******Strategy:*** Questionnaire & Quick Write**Procedure:** Thestudents will complete a short composition in which they write What their personal stake with this issue is. **Topic: The Future of Work:** *How Should We Prepare for the New Economy?*Then the students will share with the class. | **Engage(Before)****Motivation/Hook/Warm-up:** ***Purpose: Activate Prior Knowledge******Strategy:*** Discussion Starter I (Before the Forum)**Procedure:** Students will record their thoughts and opinions about the issue that will be the focus of the forum. |
| **Explain & Explore (During)*****Purpose:*** Engage with the content / text; Motivate the students**Strategy*:*** Gallery Walk, Video, Peruse the Folder of NIF Handouts / Documents, Graphic Organizers, Discussion & Reflection Questions**Procedure:**The teacher will introduce NIF to the students by 1. Showing the NIF introductory video (VHS) – 10 min
2. After the video, the teacher will provide different NIF Issue guides around the room using the strategy (Gallery Walk) for the students to look through. The teacher will explain the next issue will be based on student vote, however, the first issue has been selected by the teacher.
3. Students will view the NIF Video that features me, their teacher (Motivation).
4. **OPTIONAL:** **The teacher will show a short presentation displaying artifacts created by past NIF classes documenting their FORUM experience.**

Then we will work through the Deliberative Pedagogy including vocabulary, rules, setting personal goals, and reflection goals.In order to simplify the process, the teacher will create NIF Deliberation Folders for each student containing lessons, knowledge checks, and discussion starters.(The teacher will prepare a class set of folders with all NIF materials and students will complete everything in their composition notebooks for NIF ONLY). The teacher will also post copies of all materials on their website or Learning Management System (Edmodo, GOOGLE Classroom, etc.**Lesson 1**: You’ve Got Issues – In this short 10-min lesson, Students will look at a short list and determine which ones are Public Policy Issues? Then the teacher will call out each issue from the list individually and the students will respond by holding up their Policy card if they think it is a Public Policy issue. If do not, then they will simply do nothing (formative assessment).**Knowledge Check Lesson 1**Students will answer three assessment questions about lesson **Lesson 2**: Politically Speaking - In this short 15 min mini-lesson, Students will list three positive and three negative images of politics that are based on their own experiences or understanding of the definition of politics as presented in the reading. Then students will share their responses in a small group.**Knowledge Check Lesson 2**Students will answer three assessment questions about lesson 2.  | **Explain & Explore (During)*****Purpose:*** To activate prior knowledge and to connect the prior knowledge to new knowledge – establish the foundation for learning about deliberation**Strategy*:*** Graphic Organizers, Discussion & Reflection Questions**Procedure:****Lesson 3**: What is Public Opinion? In this short 15 min lesson, Students will use their assigned Plickers Cards to answer two public opinion questions by responding Agree, Disagree, or don’t know. Students will be able to see their responses on the screen as they respond. The teacher may acquire this information using a paper/pencil survey, Socrative Student app, Promethean Software Response Systems, etc. **Knowledge Check 3**Students will answer four assessment questions about lesson 3.**Lesson 4**: (20 min)Understanding Public Policy. In this lesson, Students will read the lesson (3.9) in a whole class setting. Then students will annotate the reading (3 paragraphs). Then the students will be given the opportunity to ask questions if they should have any. Then, students will be placed in small groups and given a policy scenario to read and suggest what problems must be responded to.**Knowledge Check 4**Students will answer five assessment questions about lesson 4. **Lesson 6: Making Trade-offs**The teacher will introduce scarcity to the students using musical chairs simulation. Then the students will complete lesson 6 by thinking of a decision they recently made and to determine whether or not they made the right trade-off.**Knowledge Check 6**Students will answer five assessment questions about lesson 6.**Lesson 5**: Time to Deliberate – In this short 10-min lesson, Students will determine if they went through the deliberation process while completing the Quick Write at the start of class.**Knowledge Check Lesson 5**Students will answer four assessment questions about lesson 5. | **Explain & Explore (During)*****Purpose:*** To activate prior knowledge and to connect the prior knowledge to new knowledge – establish the foundation for learning about deliberation**Strategy*:*** Graphic Organizers, Discussion & Reflection Questions**Procedure:****Lesson 7**: Finding Common Ground – In this short 20-min lesson, Students will individually read and annotate the lesson. Then they must record in the provided table: Benefits, Drawbacks, and Possibilities for common ground for action. Then students will share their responses in a small group.**Knowledge Check Lesson 7**Students will answer five assessment questions about lesson 7.**Lesson 8**: Focus on Forums – In this short 20-min lesson, Students will take notes on the reading and then answer the following question: Name at least two things that forum participants should take away from a successful forum. Then the teacher will solicit at least ten (10) responses in a Whole Group Setting.**Knowledge Check Lesson 8**Students will answer five assessment questions about lesson 8.**Lesson 9**: NIF in Your Classroom – In this short 25-min lesson, Students will work with a partner. Students will completed the survey individually and then share responses. Then students will take notes on the reading and then discuss an issue that is important to them and then write it down on their handout. Lastly, Students will in whole group, write the responses of their classmates on their tally table.Tally tables will be submitted to the teacher at the end of the class period.**Knowledge Check Lesson 9**Students will answer five assessment questions about lesson 9. | **Explain & Explore (During)*****Purpose:*** Engage with the text**Strategy*:*** Close Reading, Note-taking, Graphic Organizers**Procedure:**Lesson Part I:The students will be introduced to the topic by viewing the video clip ***The Future of Work: How Should We Prepare for the New Economy?***[***https://youtu.be/AFK4OSQy8AY***](https://youtu.be/AFK4OSQy8AY)***Then students will read their copy of the issue guide.***Students will work in their NIF Folder completing Issue Book Handouts 1-4.#1 Identifying the Choices. Students will read through the choices in the issue book. Then state the issues, state the problems associated with this issue, and identify the consequences of each alternative.#2 Analyzing Choices. Students will read the alternatives provided by the Issue Book and then list the benefits and drawbacks of each alternative.#3 Understanding Who Benefits. Students will complete the table answering the following questions: Who benefits? What are the benefits? Who does not benefit? The questions will be answered based on all approaches.#4 Recognizing Trade-Offs. In deciding the trade-offs for each alternative, consider the following questions:1. Who benefits from this choice?
2. What are the drawbacks of this choice?
3. What must be done to implement this choice?

People may support a choice, despite its drawbacks and challenges, because the benefits it offers are valued so highly. Lesson Part IIThe teacher will guide the students through the Issue and the students will have a chance to express their ideas about each alternative to get a feel for the issue.  | **Explain & Explore (During)*****Purpose:*** Engage with the text**Strategy*:*** Jigsaw**Procedure:** Let’s Put It All on the Table!Lesson Part IIIAfter working through the Issue Guide and completing the Issue Book Handouts, the students will break into small groups of 4 and Discuss each ALTERNATIVE!THEN…………As a group, we consider the ideas, values, or interests that are most important (Reaching Common Ground):**The following statements are suggestions used by the group to present their shared views.**As a group, we are willing to make the following trade-offs:As a group, we are not willing to live with the following consequences:As a group, we reached common ground when we realized that ….  |
| **Evaluate (After)*****Purpose: Summarize information******Strategy:*** Twitter Summary***Procedure:*** Now that you have learned about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, send a “Tweet” of 140 characters or less that summarizes what you have learned. You may use text-messaging lingo and spelling. Be prepared to share. | **Evaluate (After)*****Purpose:*** Variety**Strategy*:*** Think-Pair-Share**Procedure:** Students will Share their response to question five from the assessment with a partner. Why do you think the process of making public policy requires so many steps? | **Evaluate (After)*****Purpose:*** Self-monitor comprehension**Strategy*:*** Exit Ticket**Procedure: 3-2-1****Three** things I learned**Two** things I found interesting**One** thing I still have a question about | **Evaluate (After)*****Purpose:*** Variety**Strategy*:*** Think Pair Share**Procedure:** Students will consider the alternatives again posting the alternative(s) they support using [www.padlet.com](http://www.padlet.com), an online display board. Please know you can change this any way you like (exit ticket, Video response (ANIMOTO), then share with a partner). | **Evaluate (After)*****Purpose:*** Self-monitor comprehension**Strategy*:*** Exit Ticket **Procedure:** Discussion Starter #5Handout Title: Questions I Still Have |
| **Extend (Homework)*****Purpose:*** Reflect on the content of the lesson**Strategy*:*** Reflection & Questioning**Procedure:**Become familiar with the NIF Folder prepared by the teacher. Come to class tomorrow prepared for the discussion, having read and researched material under study. | **Extend (Homework)*****Purpose:*** Reflect on the content of the lesson**Strategy*:*** Reflection & Questioning**Procedure:**Lesson 3 (cont’)Online video lesson on economic policy issues at <https://www.econedlink.org/teacher-lesson/1382/Economic-Data-Lesson-Economic-Policy-Options> | **Extend (Homework)*****Purpose:*** Reflect on the content of the lesson**Strategy*:*** Reflection & Questioning**Procedure:** 1. Identify at least two goals of the National Issues Forums.
2. What are some benefits you might receive from participating in a National Issues Forums?
3. What artifact would you like to create as a final product to demonstrate your NIF experience? Explain why.
 | **Extend (Homework)*****Purpose:*** Reflect on the content of the lesson**Strategy*:*** Reflection & Questioning**Procedure:**1. Which approach appears to benefit the most people?
2. Which approach appeals to you at this point? Why?
3. I favor the ideas in Alternative # \_\_\_\_\_\_\_, even though \_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | **Extend (Homework)*****Purpose:*** Gain Knowledge**Strategy*:*** Reading, Write, Reflect**Procedure:**Students will continue to read the Issue book and to read over the work completed in their NIF Folder in order to be as prepared as possible for the forum on next week. |
| **Intervention (Tier II)**Differentiated Instructional Support: Describe how instruction can be differentiated according to learner needs to help all learners either meet the intent of the specified objective or, if the objective is already met, to advance beyond the specified objective. | **Intervention (Tier II)** | **(Day 6)****The Forum** **Scheduled for Tuesday of Next Week!** **We will hold the forum in 90 minutes.****Follow Up (Day 7)**1. Discussion Starter #2

(During the Forum)Questions 1-51. Discussion Starter #4

(After the Forum)Questions 1-5HomeworkDiscussion Starter # 6**Next Time……**Discussion Starter # 7**What’s Next?** The prompts will help the students determine what actions they might take now, that they have participated in an issue forum. Students will complete the prompts provided.**Forum Assessments**1. Self (Participation, meeting goals, etc.).
2. Peer
3. Overall Progress
4. NIF Materials
5. Moderator
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| **Summative Assessment**The following are possible assessment examples: Performance tasks/projects (include rubric), standard-based test, etc. **These are your weekly or bi-weekly assessments. Only enter on the days you are having a test or upon final submission of project, etc.** | **Summative Assessment** |
| **Extended Learning Beyond the Forum:** National Issues Forums in the News Today**Students learn diverse economic concepts by Creating a Classroom Economy Unit Plan.** There’s no need to reinvent the wheel. There are several online.  |
| **Technology/Resources:**  | 1. National Issues Forums Website www.nifi.org
2. Future of Work Issue Book
3. Teacher prepared folder for students discussion starters and selected lessons
4. National Issues Forums Binder (Lessons to be used according to teacher discretion).
5. VHS video found in binder

Issue video clip found at [www.nifi.org](http://www.nifi.org) or [***https://youtu.be/AFK4OSQy8AY***](https://youtu.be/AFK4OSQy8AY)1. Ground Rules Poster
2. Reflection Poster (Green Writing)
3. Index cards or sticky notes
4. Pens
5. Promethean Board / White Board
6. Crayons and Color Pencils
7. Chart Paper and Markers
8. Rolling Computer Lab / Chromebooks
9. Internet Access
10. [www.padlet.com](http://www.padlet.com)
11. Socrative app
12. Animoto app
13. [www.plickers.com](http://www.plickers.com)
14. [www.econedlink.org](http://www.econedlink.org) Website or

<https://www.econedlink.org/teacher-lesson/1382/Economic-Data-Lesson-Economic-Policy-Options> (Economic Policy Issues)1. Deliberation in the Classroom Video <https://www.nifi.org/en/groups/watch-video-deliberation-classroom>
2. Getting Started with Deliberation: National Issues Forums Video Recommendation by Zakiya Jenkins, NBCT <https://www.youtube.com/watch?v=Ijv42bFE7ug>
3. Literacy Article (Edutopia) – Creating a Writers’ Workshop in a Secondary Classroom. <https://www.edutopia.org/blog/learning-centers-in-secondary-classroom-ted-malefyt>
4. Composition Notebooks
5. Twitter Summary Page
6. NIF Logo (See Below)

NIF.png | **Vocabulary:** | 1. Moderator
2. Recorder
3. Forum
4. Deliberate
5. Deliberative Process
6. Public Policy
7. Public Opinion
8. Choice
9. Benefits
10. Costs
11. Prevention
12. Common Ground
13. Approach
14. Choice
15. Economy
16. Business
17. Stagnant
18. Wages
19. Innovation
20. Initiative
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