UNIT

THE LABOR MARKET

ALISS OBEID

FLA 518

DR. VERPLAETSE

SOUTHERN CONNECTICUT STATE UNIVERSITY
1. **Unit Title:** “The Labor Market”

2. **Grade Level:** Adult Education: GED class

3. **Target Group:** Content-based adult ESL class

4. **Source of written reading materials:** Internet:
   
   [http://www.cde.state.co.us/cdeadult/download/pdf/NCSALLbeyondged.pdf](http://www.cde.state.co.us/cdeadult/download/pdf/NCSALLbeyondged.pdf)

5. **Source of lessons:** Internet:

   [http://www.cde.state.co.us/cdeadult/download/pdf/NCSALLbeyondged.pdf](http://www.cde.state.co.us/cdeadult/download/pdf/NCSALLbeyondged.pdf)

6. **Learning goals:**

   1. I want my students to know graph and chart reading, calculation, and analyzing information.
   2. I want my students to know how to answer in writing GED-type questions based on charts, graphs, and tables.
   3. I want my students to understand the labor market in the United States.
   4. I want my students to know the impact of the global economy and temporary work on employment in the U.S.
Lesson 1
UNITE

THE LABOR MARKET

LESSON ONE

WHAT KINDS OF JOBS ARE OUT THERE?
Unit: The Labor Market

Lesson Plan One

What Kinds of Jobs Are Out There?

Content Objectives:

1. Students will identify and describe several important labor market trends regarding jobs and employment.

2. Students will analyze and discuss economic information from charts, tables, and graphs about the fastest growing jobs.

Language Objectives:

1. Students will name job titles and discuss the characteristics of these jobs.
2. Students will read a graph and a table and answer questions, in writing, based on the information in the graph and the table.

Materials:

1. Handouts # 1.1, 1.1A, 1.1B, 1.1C
3. Board
4. Markers
5. Newsprint papers
6. Pictures
7. Occupational Outlook Handbook
8. Overhead projector

NOTE: The modified parts of the lesson plan are written in bold.
Unit: The Labor Market
Lesson One: What kinds of Jobs Are Out There?

The lesson "What kinds of Jobs Are Out There?" is the first lesson of a three-lesson unit "The Labor Market" which was designed originally for a GED class. I modified the original lesson plan to make it appropriate for an adult ESL class that is focused primarily on English language development through content.

ESL classes are unique in that they include students with various levels of English language proficiency, diverse learning abilities and different backgrounds. All these aspects were clear in my mind as I was working on modifying this lesson plan. I used different modifications and strategies to make this lesson comprehensible to meet the various needs of the students.

First, I started with building background knowledge. This is an essential factor in any lesson plan as it allows students to recall and share their knowledge. This activity is highly interactive, as all students, even ELLs, would participate in the discussion. I used pictures, gestures and body language whenever necessary to simplify and convey the meaning.

I used different strategies to modify the input of the lesson to make it comprehensible to ELLs. I made word/phrasal bank with pictures to introduce the students to the vocabulary related to the lesson, and I modeled the pronunciation of this vocabulary. I designed three different worksheets for the same assignment to meet the needs of the various ELLs levels in the class. I also modified some of the questions that were listed in the original plan to make them comprehensible for ELLs. Throughout the whole lesson, I used repetition and paraphrasing of students’ correct and incorrect answers and comments.

Additionally, I had students work in small groups based on their levels, or in groups with students from higher levels to help them. Grouping and class discussions are very important as they give the students the opportunity to interact with each other.

In addition, I added a mini lecture that was not part of the original lesson plan. This lecture helps clarify the content and explains vocabulary and concepts that are important for students to understand the lesson. When giving this lecture, I was careful to make the input comprehensible. The language was clear, the vocabulary and expressions were familiar, and the pace of the speech was appropriate to the students’ various levels. Besides, I used pictures, gestures and actions to reflect the meaning and simplify the content whenever necessary throughout the whole lesson. I made sure to keep moving around the room from group to the other to monitor the students’ discussions.
## Unit: The Labor Market
### Lesson 1: What Kinds of Jobs Are Out There?

<table>
<thead>
<tr>
<th>Content Objectives</th>
<th>Language Objectives</th>
</tr>
</thead>
</table>
| 1. Students will identify and describe several important labor market trends regarding jobs and employment.  
2. Students will analyze and discuss economic information from charts, tables, and graphs about the fastest growing jobs | 1. Students will name job titles and discuss the characteristics of these jobs.  
2. Students will read a graph and a table and answer questions, in writing, based on the information in the graph and the table. |

### Standard # 5

English language learners communicate information, ideas, and concepts necessary for academic success in the area of social studies.

Objectives embedded in Student Performance Indicators:

<table>
<thead>
<tr>
<th>Domain topic</th>
<th>Level 5 Nearly Fluent</th>
<th>Level 4 Intermediate</th>
<th>Level 3 Speech Emergent</th>
<th>Level 2 Early Production</th>
<th>Level 1 Preproduction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaking</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Labor market trends: titles, categories, and characteristics</td>
<td>Students participate in class discussion and explain the nature and characteristics of specific job categories regarding growth, wages, and requirements with the help of a word/phrasal bank</td>
<td>Students will participate in a class discussion about specific job categories regarding wages, growth, and requirements with the help of a word/phrasal bank</td>
<td>In small groups, students will use simple sentences and familiar vocabulary to discuss the common features of certain occupations.</td>
<td>In small groups, students will use key words and/or short and familiar phrases to exchange facts about familiar jobs: titles, categories and wages. Answer questions using word bank.</td>
<td>In small groups, students point at pictures of specific professions and name each profession. Students categorize jobs based on their growth.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Reading</strong></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Read:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- A graph:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Services vs. Products&quot;</td>
<td>In small groups, students will read a graph and a table with economic information about the labor market and the fastest growing jobs and they will write short paragraphs to answer analytical questions about reading</td>
<td>In small groups, students will work with students from level 3 to read the graph and the chart and they will answer questions about the reading using word/phrasal bank</td>
<td>In small groups, students will work with students from level 4 to read the graph and the chart and answer questions in 1-2 sentences about the reading using word/phrasal bank</td>
<td>In small groups, student will work with students from level 1 to read the graph and the chart using a bilingual dictionary and the help of the teacher to read the graph and chart and answer simplified questions with 1 word</td>
<td>In small groups, students will work with students from level 2, use a bilingual dictionary and the help of the teacher to read the graph and chart and answer simplified questions with 1 word</td>
</tr>
<tr>
<td>- A chart:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;The Ten Occupations with the Largest Job Growth&quot;</td>
<td>In small groups, students will read a graph and a table with economic information about the labor market and the fastest growing jobs and they will write short paragraphs to answer analytical questions about reading</td>
<td>In small groups, students will work with students from level 3 to read the graph and the chart and they will answer questions about the reading using word/phrasal bank</td>
<td>In small groups, students will work with students from level 4 to read the graph and the chart and answer questions in 1-2 sentences about the reading using word/phrasal bank</td>
<td>In small groups, student will work with students from level 1 to read the graph and the chart using a bilingual dictionary and the help of the teacher to read the graph and chart and answer simplified questions with 1 word</td>
<td>In small groups, students will work with students from level 2, use a bilingual dictionary and the help of the teacher to read the graph and chart and answer simplified questions with 1 word</td>
</tr>
</tbody>
</table>

| **Write:** |                      |                      |                         |                          |                       |
| Answer in writing questions about |                      |                      |                         |                          |                       |

3
<table>
<thead>
<tr>
<th>Function</th>
<th>Situation/Topic</th>
<th>Expressions</th>
<th>Vocabulary</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and Describe</td>
<td>Labor market trends:</td>
<td>In ________ , (year) ________ (number) people worked as a ________ (job title)</td>
<td>- Employment</td>
<td>Nouns</td>
</tr>
<tr>
<td></td>
<td>Job titles, categories and growth</td>
<td>a/an ________ is what one does to ________</td>
<td>- Job</td>
<td>Verbs:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>________ jobs</td>
<td>- Occupation</td>
<td>Simple present tense</td>
</tr>
<tr>
<td></td>
<td></td>
<td>From 1950 to 1990</td>
<td>- Earn living</td>
<td>-s with 3rd person singular</td>
</tr>
<tr>
<td></td>
<td></td>
<td>________ jobs</td>
<td>- Service</td>
<td>Nouns: singular &amp; plural</td>
</tr>
<tr>
<td></td>
<td></td>
<td>from 1950 to 1990</td>
<td>- Increased</td>
<td>Verbs:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Manufacturing</td>
<td>Simple Past Tense</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Construction</td>
<td>-ed</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Mining</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>- Agriculture</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Decreased</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Teaching</td>
<td>Noun: singular</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Building</td>
<td>Indefinite articles a/an</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Farming</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Service job</td>
<td>Verb to Be</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Construction</td>
<td>Simple present Tense</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Agriculture</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- She</td>
<td>Subject pronouns</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- He</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Mechanic</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Farmer</td>
<td></td>
</tr>
</tbody>
</table>
Lesson Plan:

Procedure

1. Building background knowledge:

   - Post around the room pictures of people doing activities or wearing uniforms that indicate their jobs (nurse, teacher, mechanic...)
   - Post newsprint pieces around the room.
   - Ask each learner to think of two friends or family members who are currently employed and name their occupations.
   - As students mention different job titles, list the jobs on the newsprint pieces.
   - As you list, repeat the job titles and refer to the pictures.
   - Students write down the job titles in their personal dictionaries. (10 minutes)

2.

   - Explain to the students what the word “category” means. Give the word definition with illustration (use the job pictures). Say: “a category means a group of things or people that have something in common, for example: a firefighter and a police officer both serve the public “people”, so their jobs belong to the CATEGORY service jobs.”
   - Write on the board the three main job categories on the market:

     A. Service jobs
     B. Manufacturing, construction, and mining jobs
     C. Agriculture jobs.

   - Write on the board the following questions, ask students to discuss the questions in groups:

     A. What jobs are listed more than once?
     B. What, if anything, do these jobs have in common?
     C. Are there any categories of jobs that are missing from people’s lists?

   - Students then report their findings to the rest of the class.
   - Write the information on the board, repeat and paraphrase the answers. (15 minutes)

3.

   - Give the students the word/phrasal bank with pictures. (Handout # 1.1. p. 8-15)
   - Give a mini lecture that explains the nature and characteristics of these jobs and give examples of the types of jobs that go under each category. (15 minutes)
4. Refer back to the jobs posted on newsprint and the board, write on the board the following questions:

A. Point to and name the jobs that are service-related, manufacturing or construction-related and agriculture-related?
B. Which of these jobs are service-related, manufacturing or construction-related, and agriculture-related?
C. Discuss the jobs that are service-related, manufacturing or construction related. Can you guess the average hourly earnings of the various jobs that are listed on newsprint and written on the board?

- Group students based on their levels as the following:
  - Level 1 & level 2: in small cooperative groups, using the word bank, work on Q # A.
  - Level 3: in small cooperative groups, using word bank, work on Q # B.
  - Level 4 and 5: in small cooperative groups work on Q # C.

Each group selects a speaker to report their findings back to the class. (10 minutes)

5. Give students copies of the graph “Services vs. Products” (Handout #1.1A. p. 16).

6. Show students how to read the graph.
   - Place a copy of the graph on the overhead projector.
   - Point to the percentage line, to the year line, and to the bars, and explain that the graph represents the percentage of workers in each job category from 1950 to 1990.
   - For example, you can say, “The graph shows that in the year 1950, 35% of workers held manufacturing, construction and mining jobs, 52% of workers held service jobs, and 15% of workers held agriculture jobs.”
   - Ask students to read and analyze the graph with their groups.
   - Then, in their groups, students work on worksheets prepared based on their levels:
     - Level 1 and 2: using a bilingual dictionary (worksheet # 1.A. p.17)
     - Level 3: using word and phrasal bank (worksheet # 1. B. p. 18)
     - Level 4 and 5: (worksheet # 1.C. p. 19).

Students report their findings to the rest of the class through a whole class discussion. (15 minutes)

7. Use the Occupational Outlook Handbook to research certain jobs’ wages and education and/or training requirements.
• In groups based on their levels, ask the students to read the following:

  • Students in levels 1 and 2, using a bilingual dictionary, read a simplified chart “The Ten Occupations with the Largest Growth” (handout # 1.1B. p. 20)

  • Students in level 3, using the word/phrasal bank, read the table “Occupations with the Largest Job growth, 2006-16”. (handout # 1.1C. p. 21-22)

  • Students in levels 4 and 5 use the Occupational Outlook Handbook.

• Pick and name certain jobs (from their reading) such as teaching, nursing, management...

• Ask the students to read aloud the education/training required for each of the mentioned jobs.

• Ask the students about the rank of the average annual wages of these jobs.

• Ask them to list these specific jobs in their journals, based on the wage rank, from the highest to the lowest. (10 minutes)

8. Check students’ understanding of the lesson.

• Write each of the three job categories on a separate piece of newsprint posted on the board.

• Students go to the board and write a job name that belongs to each of these three categories.

• Students draw an arrow up next to the job that increased and an arrow down next to the job that decreased from 1950 to 1990.

• Students label the job name with [VH, H, L, VL] to indicate the rank of its wage.

• Students in lower levels (1, 2, 3) can use their journal and/or their word banks or personal dictionary. (5 minutes)
HANDOUT # 1.1

Word/Phrasal Bank

Agriculture job
Annual earning/salary
Associate degree
Bachelor's degree
Construction job
Decrease
Education
Employment
High school degree
Hourly earning/wage
Increase
Job
Long-term
Manufacturing job
Master's degree
Mining job
Moderate-term
Occupation

On-the-job training

Percentage

Service job

Short-term

Training

Work experience
Vocabulary/phrasal bank with pictures

Jobs, Occupations, Employment
Construction

Construction job

Agriculture

Agriculture Job
Manufacturing

Manufacturing Job

Service

Service Job
Percentage

Increase

Decrease
Hourly Earning

Annual Earning

She is a teacher

He is a mechanic

She is a cashier

She is a secretary/receptionist
She is a **salesperson**

He is a **manager**

She is a **computer** programmer

She is a **nurse**

He is a **firefighter**

He is a **construction worker**

He is an **architect**

He is a **farmer**
The changing composition of employment

<table>
<thead>
<tr>
<th>Year</th>
<th>Agriculture</th>
<th>Services</th>
<th>Manufacturing, construction, &amp; mining</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1960</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1970</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1980</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1990</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
WORKSHEET # 1.A
Level 1 and 2

Services vs. Products

The Changing Composition of Employment

From 1950 to 1990:
Service Jobs

From 1950 to 1990:
Manufacturing, Construction & Mining Jobs

From 1950 to 1990:
Agriculture Jobs

Based on the information in the graph

1. Use one of these two words to describe the growth of each job category. Write the correct word in the appropriate box.

   Increased       Decreased

2. Which job category holds the highest (↑) percentage of workers in 1990?
   ____________________________________________

3. Which job category holds the lowest (↓) percentage of workers in 1990?
   ____________________________________________
WORKSHEET # 1. B
Level 3

In complete sentences, answer the following questions based on the information represented in graph:

1. What can you conclude from comparing the percentage of service jobs held in 1950 with the percentage of the same jobs held in 1990?

2. What can you conclude from comparing the percentage of manufacturing, construction and mining jobs held in 1950 with the percentage of the same jobs held in 1990?

3. What can you conclude from comparing the percentage of agriculture jobs held in 1950 compared with the percentage of the same jobs held in 1990?
WORKSHEET # 1.C
Level 4 and 5

Read the graph and answer the following questions in short paragraphs:

1. Explain the nature of Service jobs growth from 1950 to 1990.

2. Explain the nature of manufacturing, construction and mining jobs growth from 1950 to 1990.

3. Explain the nature of agriculture jobs growth from 1950 to 1990.
4. What can you conclude from the graph?
The Ten Occupations with the Largest Growth, 2006-16

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Number of jobs 2006</th>
<th>Number of jobs 2016</th>
<th>Annual Wage</th>
<th>Education/Training Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Customer Service Representative</td>
<td>2,202,000</td>
<td>2,747,000</td>
<td>Very Low</td>
<td>High school or less</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Short-term on the-job Training</td>
</tr>
<tr>
<td>Computer Programmer</td>
<td>507,000</td>
<td>733,000</td>
<td>Very High</td>
<td>Four-year degree or higher</td>
</tr>
<tr>
<td>General Manager</td>
<td>678,000</td>
<td>827,000</td>
<td>High</td>
<td>Four-year degree or higher &amp; work experience</td>
</tr>
<tr>
<td>Nurse</td>
<td>2,505,000</td>
<td>3,092,000</td>
<td>Very High</td>
<td>Four-year college degree</td>
</tr>
<tr>
<td>Teacher</td>
<td>1,540,000</td>
<td>1,749,000</td>
<td>High</td>
<td>Four-Year or higher</td>
</tr>
<tr>
<td>Retail Salesperson</td>
<td>4,477,000</td>
<td>5,034,000</td>
<td>Very Low</td>
<td>High school or less</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Short-term on-the-job training</td>
</tr>
<tr>
<td>Security Guard</td>
<td>1,040,000</td>
<td>1,216,000</td>
<td>Low</td>
<td>on-the-job training</td>
</tr>
<tr>
<td>Carpenter</td>
<td>1,462,000</td>
<td>1,612,000</td>
<td>Low</td>
<td>Long-term on the job training</td>
</tr>
<tr>
<td>Truck Driver</td>
<td>1,860,000</td>
<td>2,053,000</td>
<td>High</td>
<td>Short-term on-the-job training</td>
</tr>
<tr>
<td>Receptionist &amp; Information Clerk</td>
<td>1,173,000</td>
<td>1,375,000</td>
<td>Low</td>
<td>High school or higher</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Short-term/on-the-job training</td>
</tr>
</tbody>
</table>
### Table 3. Occupations with the largest job growth, 2006–16

[Numbers in thousands]

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>29–1111 Registered nurses..........................</td>
<td>2,505</td>
<td>3,092</td>
<td>587</td>
<td>VH</td>
<td>Associate degree</td>
</tr>
<tr>
<td>41–2031 Retail salespersons.........................</td>
<td>4,477</td>
<td>5,034</td>
<td>557</td>
<td>VL</td>
<td>Short-term on-the-job training</td>
</tr>
<tr>
<td>43–4051 Customer service representatives............</td>
<td>2,202</td>
<td>2,747</td>
<td>545</td>
<td>L</td>
<td>Moderate-term on-the-job training</td>
</tr>
<tr>
<td>35–3021 Combined food preparation and serving workers</td>
<td>2,503</td>
<td>2,955</td>
<td>452</td>
<td>VL</td>
<td>Short-term on-the-job training</td>
</tr>
<tr>
<td>43–9061 Office clerks, general.......................</td>
<td>3,200</td>
<td>3,604</td>
<td>404</td>
<td>L</td>
<td>Short-term on-the-job training</td>
</tr>
<tr>
<td>39–9021 Personal and home care aides...............</td>
<td>767</td>
<td>1,156</td>
<td>389</td>
<td>VL</td>
<td>Short-term on-the-job training</td>
</tr>
<tr>
<td>31–1011 Home health aides...........................</td>
<td>787</td>
<td>1,171</td>
<td>384</td>
<td>VL</td>
<td>Short-term on-the-job training</td>
</tr>
<tr>
<td>25–1000 Postsecondary teachers.......................</td>
<td>1,672</td>
<td>2,054</td>
<td>382</td>
<td>VH</td>
<td>Doctoral degree</td>
</tr>
<tr>
<td>37–2011 Janitors and cleaners, except maids and housekeeping cleaners</td>
<td>2,387</td>
<td>2,732</td>
<td>345</td>
<td>VL</td>
<td>Short-term on-the-job training</td>
</tr>
<tr>
<td>31–1012 Nursing aides, orderlies, and attendants..</td>
<td>1,447</td>
<td>1,711</td>
<td>264</td>
<td>L</td>
<td>Postsecondary vocational award</td>
</tr>
<tr>
<td>43–3031 Bookkeeping, accounting, and auditing clerks</td>
<td>2,114</td>
<td>2,377</td>
<td>264</td>
<td>L</td>
<td>Moderate-term on-the-job training</td>
</tr>
<tr>
<td>35–3031 Waiters and waitresses.......................</td>
<td>2,361</td>
<td>2,615</td>
<td>255</td>
<td>VL</td>
<td>Short-term on-the-job training</td>
</tr>
<tr>
<td>39–9011 Child care workers...........................</td>
<td>1,388</td>
<td>1,636</td>
<td>248</td>
<td>VL</td>
<td>Short-term on-the-job training</td>
</tr>
<tr>
<td>43–6011 Executive secretaries and administrative assistants</td>
<td>1,618</td>
<td>1,857</td>
<td>239</td>
<td>H</td>
<td>Work experience in a related occupation</td>
</tr>
<tr>
<td>15–1031 Computer software engineers, applications..</td>
<td>507</td>
<td>733</td>
<td>226</td>
<td>VH</td>
<td>Bachelor's degree</td>
</tr>
<tr>
<td>13–2011 Accountants and auditors.....................</td>
<td>1,274</td>
<td>1,500</td>
<td>226</td>
<td>VH</td>
<td>Bachelor's degree</td>
</tr>
<tr>
<td>37–3011 Landscaping and groundskeeping workers.......</td>
<td>1,220</td>
<td>1,441</td>
<td>221</td>
<td>L</td>
<td>Short-term on-the-job training</td>
</tr>
<tr>
<td>25–2021 Elementary school teachers, except special education</td>
<td>1,540</td>
<td>1,749</td>
<td>209</td>
<td>H</td>
<td>Bachelor's degree</td>
</tr>
<tr>
<td>43–4171 Receptionists and information clerks........</td>
<td>1,173</td>
<td>1,375</td>
<td>202</td>
<td>L</td>
<td>Short-term on-the-job training</td>
</tr>
<tr>
<td>53–3032 Truck drivers, heavy and tractor-trailer.....</td>
<td>1,860</td>
<td>2,053</td>
<td>193</td>
<td>H</td>
<td>Moderate-term on-the-job training</td>
</tr>
<tr>
<td>37–2012 Maids and housekeeping cleaners...............</td>
<td>1,470</td>
<td>1,656</td>
<td>186</td>
<td>VL</td>
<td>Short-term on-the-job training</td>
</tr>
<tr>
<td>33–9032 Security guards................................</td>
<td>1,040</td>
<td>1,216</td>
<td>175</td>
<td>L</td>
<td>Short-term on-the-job training</td>
</tr>
<tr>
<td>47–2031 Carpenters...................................</td>
<td>1,462</td>
<td>1,612</td>
<td>150</td>
<td>H</td>
<td>Long-term on-the-job training</td>
</tr>
</tbody>
</table>

---

21
<table>
<thead>
<tr>
<th>2006 National Employment Matrix code and title</th>
<th>Employment</th>
<th>Change, 2006–16</th>
<th>Quartile rank by 2006 median annual wages</th>
<th>Most significant source of postsecondary education or training</th>
</tr>
</thead>
<tbody>
<tr>
<td>13–1111 Management analysts ..................</td>
<td>678</td>
<td>827</td>
<td>149</td>
<td>21.9</td>
</tr>
<tr>
<td>31–9092 Medical assistants ........................</td>
<td>417</td>
<td>565</td>
<td>148</td>
<td>35.4</td>
</tr>
<tr>
<td>15–1051 Computer systems analysts .............</td>
<td>504</td>
<td>650</td>
<td>146</td>
<td>29.0</td>
</tr>
<tr>
<td>49–9042 Maintenance and repair workers, general ........................................</td>
<td>1,391</td>
<td>1,531</td>
<td>140</td>
<td>10.1</td>
</tr>
<tr>
<td>15–1081 Network systems and data communications analysts ..................................</td>
<td>262</td>
<td>402</td>
<td>140</td>
<td>53.4</td>
</tr>
<tr>
<td>35–2021 Food preparation workers .............</td>
<td>902</td>
<td>1,040</td>
<td>138</td>
<td>15.3</td>
</tr>
<tr>
<td>25–9041 Teacher assistants ........................</td>
<td>1,312</td>
<td>1,449</td>
<td>137</td>
<td>10.4</td>
</tr>
</tbody>
</table>

1. The quartile rankings of Occupational Employment Statistics Survey annual wages data are presented in the following categories:

- VH = very high ($46,360 or more)
- H = high ($30,630 to $46,300)
- L = low ($21,260 to $30,560)
- VL = very low (up to $21,220).

2. An occupation is placed into 1 of 11 categories that best describes the postsecondary education or training needed by most workers to become fully qualified in that occupation.
Lesson 2
Unit: The Labor Market

Lesson Plan Two

What's Happening to the Jobs that Do Exist?

Content Objectives:

1. Students will identify and describe different types of employment.
2. Students will examine and discuss the impact of the recent changes in the labor market on workers and families.

Language Objectives:

1. Students will name and discuss different types of employment.
2. Students will read and analyze graphs and tables, and answer, in writing, questions based on the information in the graphs and tables.

Materials:

1. Handout # 1.A: KWHL Chart
2. Handout # 1.B: Word/phrasal bank
3. Handout # 1.2A: “Temporary Work”
4. Handout# 1.2B: “More Total Hours...And For What?”
7. Markers
8. Board
9. Overhead Projector

Note:
The modified parts of the lesson plan are written in bold.
Aliss Obeid
FLA 518
Dr. Verplaatse

Unit: The Labor Market
Lesson Two: What's Happening to the Jobs that Do Exist?

The lesson “What's Happening to the Jobs that Do Exist?” is the second lesson of a three-lesson unit “The Labor Market” which was designed originally for a GED class. I modified the original lesson plan to make it appropriate for an adult ESL class that is focused primarily on English language development through content. I also divided this lesson into two parts because it is very dense and long to be covered fully in one day. Thus, this lesson plan (the modified version) is the first part of the original lesson “What's Happening to the Jobs that Do Exist?” and the second part of this lesson will be the third modified lesson.

In an ESL class, there are students with various levels of English language proficiency, diverse learning abilities and different backgrounds. Therefore, it is important to consider these differences when modifying a lesson plan. I used different modifications and strategies to make this lesson comprehensible to meet the various needs of the students.

First, I started the modified lesson plan with building background knowledge. This is an essential factor in any lesson plan as it allows students to recall and share their knowledge. I used the KWHL chart which allowed me to lead students to recall part of the knowledge they gained from the previous lesson (lesson 1), and to link the previous knowledge with what will be covered in the recent lesson and build on it. This activity is highly interactive, as all students, even ELLs, would participate in writing in the chart and in an oral discussion. Lower levels of ELLs were provided with pictures related to the subject and they used their personal dictionaries and bilingual dictionaries. I used pictures, gestures and body language whenever necessary to simplify and convey the meaning.

I used different strategies to modify the input of the lesson to make it comprehensible to ELLs. I made word/phrasal bank with pictures to introduce the students to the vocabulary related to the lesson, and I modeled the pronunciation of this vocabulary. I designed three different worksheets for the same assignment to meet the needs of the various ELL levels in the class. Throughout the whole lesson, I used repetition and paraphrasing of students’ correct and incorrect answers and comments.

Additionally, I had students work in small groups based on their levels or in groups with students from higher levels to help them. Grouping students and class discussions are very important as they give the students the opportunity to interact with each other. Thus, learners will develop their language as they negotiate meaning.
In addition, I added a mini lecture that was not part of the original lesson plan. This lecture helps clarify the content and explains vocabulary and concepts that are important for students to understand the lesson. When giving this lecture, I was careful to make the input comprehensible. The language was clear, the vocabulary and expressions were familiar, and the pace of the speech was appropriate to the students’ various levels. Also, I made sure to pause after introducing any new term, vocabulary or information to give the students enough time to process and to emphasize the importance of this information. Besides, I used pictures, gestures and actions to reflect the meaning and simplify the content whenever necessary throughout the whole lesson. I made sure to keep moving around the room from group to the other to monitor the students’ discussions and assist students that need help especially level 1 and 2.
Unit: The Labor Market
Lesson 2: What's Happening to the Jobs that Do Exist?

<table>
<thead>
<tr>
<th>Content Objectives</th>
<th>Language Objectives</th>
</tr>
</thead>
</table>
| 1. Students will identify and describe different types of employment.  
2. Students will examine and discuss the impact of the recent changes in the labor market on workers and families. | 1. Students will name and discuss different types of employment in the U.S.  
2. Students will read graphs and tables about changes in the labor market, and answer questions based on the information in the graphs and tables. |

**Standard # 5**

English language learners communicate information, ideas, and concepts necessary for academic success in the area of social studies.

Objectives embedded in Student Performance Indicators:

<table>
<thead>
<tr>
<th>Domain topic</th>
<th>Level 5 Nearly Fluent</th>
<th>Level 4 Intermediate</th>
<th>Level 3 Speech Emergent</th>
<th>Level 2 Early Production</th>
<th>Level 1 Preproduction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaking</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Different types of employment: Voluntary part-time, involuntary part-time, and temporary work</td>
<td>Students participate in class discussion and explain the nature and characteristics of specific employment types in the U.S. with the help of a word/phrasal bank</td>
<td>Students will participate in a class discussion about specific employment types in the U.S. with the help of a word/phrasal bank</td>
<td>In small groups, students will use simple sentences and familiar vocabulary to discuss the features of certain employment types in the U.S.</td>
<td>In small groups, students will use key words and/or short and familiar phrases to exchange facts about employment types in the U.S. using a word/phrasal bank</td>
<td>In small groups, students name types of employment in the U.S. and rank them based on their growth. With the help of a word/phrasal bank</td>
</tr>
</tbody>
</table>

**Reading**

Read:
- A graph
  “Temporary Work”.
- A graph:
  “More Total Hours...And For What?”

Write:
Answer in writing questions about The reading

In small groups, students will read graphs and tables with economic information about different types of employment in the U.S. and changes in the labor market, and they will write short paragraphs to answer questions about the reading.

In small groups, students will work with students from level 5 to read the graphs and the tables and they will answer questions about the reading using word/phrasal bank.

In small groups, students will read graphs and the tables and answer questions in 1-2 sentences about the reading using word/phrasal bank.

In small groups, student will work with students from level 1 to read the graph and the table using a bilingual dictionary and with the help of the teacher and will answer simplified questions with 1-2 words.

In small groups, students will work with students from level 2, use a bilingual dictionary and the help of the teacher to read the graph and chart and answer questions with 1 word.
<table>
<thead>
<tr>
<th>Function</th>
<th>Situation/Topic</th>
<th>Expressions</th>
<th>Vocabulary</th>
<th>Grammar</th>
</tr>
</thead>
</table>
| Identify and Describe | Change in the types of employment in the U.S.                                   | ____________, and ___________ jobs are types of ___________ employment. From 1950 to 1990. | • Voluntary part-time  
• Involuntary part-time  
• Temporary  
• Employment  
• Voluntary part-time  
• Involuntary part-time  
• Temporary  
• Increased  
• Average hours worked  
• Husbands  
• wives  
• Increased  
• Economy  
• Better  
• Temporary  
• Voluntary part-time  
• Most  
• Least  
• U.S. companies  
• Profits  | Verbs: Simple past tense -ed  
Nouns: singular & plural  
Verbs: Present perfect tense  
Linking word |
|                       |                                                                              | The ___________ by _______ and _______ have ___________ employment.          | • Average hours worked  
• Husbands  
• wives  
• Increased  
• Economy  
• Better  
• Temporary  
• Voluntary part-time  
• Most  
• Least  
• U.S. companies  
• Profits  | Adjectives  
Comparatives  
Definite article the  
Adjectives  
Superlatives  
Verbs: Present progressive tense |
|                       |                                                                              | The ___________ was ___________ employment increased the ___________ from 1970 to 1990. | • Average hours worked  
• Husbands  
• wives  
• Increased  
• Economy  
• Better  
• Temporary  
• Voluntary part-time  
• Most  
• Least  
• U.S. companies  
• Profits  | Adjectives  
Comparatives  
Definite article the  
Adjectives  
Superlatives  
Verbs: Present progressive tense |
|                       |                                                                              | ___________ are making great ___________                                        | • Average hours worked  
• Husbands  
• wives  
• Increased  
• Economy  
• Better  
• Temporary  
• Voluntary part-time  
• Most  
• Least  
• U.S. companies  
• Profits  | Adjectives  
Comparatives  
Definite article the  
Adjectives  
Superlatives  
Verbs: Present progressive tense |
Lesson Plan:

Procedure:

1. Building background knowledge:

   - Post around the room pictures related to the economy: prices, working people, businesses and charts...
   - Write on the board the content and language objectives of the lesson.
   - On a piece of newsprint posted on the board, draw a KWHL chart (What We Know, What We Want to Learn, How Do We Find Out, and What We Have Learned).
   - Give students copies of the KWHL chart (Handout # 1.A p. 8)
   - Ask students to think silently for a few minutes about the jobs, prices (food, gas...), and cost of living in the U.S. nowadays. Refer to the pictures posted around the room.
   - Students brainstorm and report what they know.
   - Write in the first box of the chart the information that the students give.
   - Students write the same information in their charts.
   - Read the content and language objectives, ask the students to repeat with you.
   - Students talk about what they want to learn about jobs and cost of living based on the content objectives of the lesson.
   - Both teacher and students write down in the second box of the chart what they want (or going to) learn. (10 minutes)

2. Give the students copies of a word/phrasal bank. (handout # 1.B. p. 9-15)

   - Review the vocabulary and phrases with the students. Refer to the pictures and illustrate.
   - Students repeat the vocabulary.
   - Students write the vocabulary in their personal dictionaries.
   - Students in levels 1 and 2 can use bilingual dictionaries. (10 minutes)

3. Give a mini lecture about the change in types of employment in the U.S. from 1970 to 1990. Explain the nature and the characteristics of the four major types of employment:

   - Full time job
   - Voluntary part-time job
   - Involuntary part-time job
   - Temporary job
For example, “There was a great increase in temporary and involuntary part-time employment from 1970 to 1990.”

- As you lecture, write the main ideas in a simplified clear language on the board
- Students write these ideas in their journals.

(15 minutes)

4. Give the students copies of the graph “Temporary Work”. (Handout # 1.2 A. P. 16)

5.
- Review the graph with the students.
- Place a copy of the graph on an overhead projector.

  a. Explain to the students that the graph represents the change in types of employment in the U.S. from 1970 to 1990. For example pint to the bar that represent temporary employment and say, “This bar shows that temporary employment increased 211% from 1970 to 1990”.
  b. Students read and analyze the graph.
  c. Group students based on their levels and have them work on the following:
  d.

  - Level 1 and 2, in small cooperative groups, using a bilingual dictionary, work on worksheet #1.A. (p. 17)
  - Level 3, in small cooperative groups, using the word/phrasal bank, work on worksheet # 1.B. (p. 18)
  - Level 5, in small cooperative groups, work on worksheet # 1.B. (p. 19)

- Each group selects a speaker to report their findings to the rest of the class.
- Repeat and paraphrase each answer.
- Write on the board the information that the students give.

(15 minutes)

6.
- Give a mini lecture that focuses on the following points:

  a. How the large increase of temporary and involuntary part-time employment affects the workers and the U.S. economy.
  b. The growth of such types of employment has a negative impact on the working families.
  c. The average hours worked by husbands and wives have increased over the last two decades in order to meet the family’s needs.
  d. For families where the breadwinners don’t have much education, working more hours hasn’t meant better living standards.
7. Give the students copies of the graph “More Total Hours...And For What? (handout# 1.2B. p. 20-21)

8. Place a copy of the handout on the overhead projector.
   Explain that the graphs in this handout show that the “family” average hours worked by husbands and wives had increased over the past years. Less education means working harder and earning less. For example, point to the box “some college”, point the bar next to it that indicates “increase in hours worked” and say:
   *This bar shows that the hours worked by both husbands and wives have increased 17.4%.*
   - Students, in their groups, read and analyze the graphs.
   - Students report and discuss their findings with the rest of the class.
   - Write the information the students give on the board.

9. Group students based on their levels and have them work on the following worksheets:
   - Level 1 and 2: in small cooperative groups, using a bilingual dictionary and/or the word/phrasal bank, work on worksheet # 2.A (P. 22)
   - Level 3: in small cooperative groups, using the word/phrasal bank, work on worksheet # 2.B. (P. 23)
   - Level 4 and 5: in small cooperative groups work on worksheet # 2.C (P. 24)

10. 
   - Check students understanding of the material covered in this lesson.
   - Ask students to go back to their KWHL charts.
   - Students discuss what they have learned from the lesson and how they found out.
   - Students fill the third and the fourth box of the chart (How Do We Find Out, What We Have Learned)

(15 minutes)
**HANDOUT # 1.A**

**KWHL chart**

<table>
<thead>
<tr>
<th>What We Know</th>
<th>What We Want to Learn</th>
<th>How We Find Out</th>
<th>What We Have Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
HANDOUT # 1.B

Word/Phrasal Bank

Average hours worked
Benefits
Cost of living
Cheap
Economy
Expensive
Family hourly wages
Full-time work
Part-time work
Temporary work
Total real earning
The cost of living ↑
The Price of gas has increased

Gas is expensive
Food Price ↑

Food costs more now ↑
Houses are more expensive now than in the past

The Cost of living
The economy was good in the past

The economy is bad

The economy was better in the past
Husbands and wives work more hours
The average hours worked by husbands and wives has increased
Change in types of employment, 1970-90

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>All employment</td>
<td>54%</td>
</tr>
<tr>
<td>Voluntary part-time</td>
<td>57%</td>
</tr>
<tr>
<td>Involuntary part-time</td>
<td>121%</td>
</tr>
<tr>
<td>Temporary</td>
<td>211%</td>
</tr>
</tbody>
</table>

(Employee chooses to work part time)  
(Employee mandates part time status)
WORKSHEET # 1.A

LEVELS 1 and 2

Read the sentences and write the correct phrase in the blank:

Involuntary part-time  Voluntary part-time  Temporary

1. The type of employment that increased the MOST from 1970 to
   1990 is ________________.
2. The type of employment that increased the LEAST from 1970 to
   1990 is ________________.
3. The percentage of ________________ workers increased more
   than the percentage of voluntary part-time workers.
WORKSHEET # 1.B

LEVEL 3

Read the graph and answer the following questions with complete sentences:

1. Which type of employment increased the MOST from 1970 to 1990?

2. Which type of employment increased the LEAST from 1970 to 1990?

3. What can you conclude from comparing the percentage of voluntary part-time workers with the percentage of involuntary part-time workers?
WORKSHEET # 1.C

LEVELS 4 AND 5

Read the graph and write short paragraphs to answer the following questions:

1. Define and explain the nature of voluntary part-time from 1970 to 1990.

2. Define and explain the nature of involuntary part-time from 1970 to 1990.

3. Define and explain the nature of temporary employment from 1970 to 1990.

4. What can you conclude from this graph?
More Total Hours... And For What?

More Total Hours...

Whatever the trends for individual workers, the change for families is clear: The average hours worked by husbands and wives have climbed steadily over the last two decades.

Source: Author's analysis of PSID survey data.
Particularly for families where the breadwinners don't have much education, working harder hasn't meant higher living standards. The least educated, in fact, are still slipping further behind.

<table>
<thead>
<tr>
<th>Increase in hours worked</th>
<th>At least a college degree</th>
<th>16.6%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase in total real earnings</td>
<td>32.5%</td>
<td></td>
</tr>
<tr>
<td>Increase in &quot;family&quot; hourly wages</td>
<td>13.6%</td>
<td></td>
</tr>
<tr>
<td>-11.5%</td>
<td>Some college</td>
<td>3.8%</td>
</tr>
<tr>
<td>-10.7%</td>
<td>High school degree</td>
<td>3.7%</td>
</tr>
<tr>
<td>-8.2%</td>
<td>High school dropouts</td>
<td>11.6%</td>
</tr>
<tr>
<td>-17.7%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Authors' calculations based on data from the PSID
WORKSHEET # 2. A

LEVEL 1 AND 2

Fill in the blank with the **correct phrase** to complete each sentence:

the workers    hours    better    employment

1. The large increase of temporary and involuntary part-time employment affects__________.

2. The growth of such types of ____________has a negative impact on the working families.

3. The average ____________worked by husbands and wives had increased over the last two decades.

4. For families where the breadwinners don’t have much education, working more hours hasn’t meant ____________living standards.
WORKSHEET#2.B

LEVEL 3

In complete sentences, answer the following questions based on the graphs:

1. What can you conclude form the large increase of temporary employment?

2. How does the change of employment types affect the working families?

3. Does the level of education of workers affect their living standards?
WORKSHEET # 2.C

LEVEL 4 AND 5

Write short paragraphs to answer the following questions:

1. Describe the impact of the large increase of temporary and involuntary part-time employment on the workers.

2. Describe how the change of employment types affects the working families.

3. Describe how, for families, the level of education of the breadwinners affect the family’s living standards.
UNITE

THE LABOR MARKET

LESSON THREE

WHAT'S HAPPENING TO THE JOBS THAT DO NOT EXIST

PART 2
Lesson 3
Unit: The Labor Market

Lesson Plan Three

What Kinds of Jobs Are Out There?

Continuation of lesson two:

Content Objectives:

1. Students will examine and discuss the impact of U.S. multinational corporations and unions on employment in the U.S.
2. Students will analyze and discuss economic information from graphs and charts about global economy.

Language Objectives:

1. Students will discuss orally the role of global economy on employment.
2. Students will read graphs and tables and answer questions, in writing, based on the information in the graphs and the tables.

Materials:

1. Handouts # 1.A, 1.2C, 1. 2D
3. Board
4. Markers
5. Newsprint papers
6. Pictures
7. Occupational Outlook Handbook
8. Overhead projector

NOTE:

The modified parts of the lesson plan are written in bold.
Unit: **The Labor Market**
Lesson Three: **What's Happening to the Jobs that Do Exist?**
Second part of the original lesson two

This is the second part of lesson two of the unit "The Labor Market". I divided the original lesson # two of the unit "The Labor Market" into two parts because it is dense and long to be covered in one day. Thus, the first part of lesson two became the modified lesson plan # 2, and the second part became the modified lesson plan # three.

I modified this lesson plan to make it comprehensible to and appropriate to ELL students. Many modifications and strategies were employed to simplify and clarify this lesson and to deliver it to ELL students with various levels of English language proficiency and learning abilities. I started this lesson plan by building background knowledge. Since this lesson is a continuation of the previous lesson, students reviewed the KWHL charts that they filled in the previous class. This was an effective tool to recall and share their knowledge. Then, students brainstormed to add to that knowledge.

I used different strategies to make the input that I used in this plan comprehensible and clear to ELLs. I used pictures, gestures, actions and body language whenever necessary to convey the meaning and clarify it.

Students participated in various discussions and activities. I was aware of the importance of keeping the class as interactive as possible. It is very important to provide ELLs with as much opportunities as possible to be exposed to the language and to be pushed to use the language as well. This, I grouped students in small cooperative groups; sometimes students would work with students of higher levels to support and help them.

The materials that I used in this lesson were modified in order to give ELLs the opportunity to participate in the lesson, and to allow them to learn the content of the lesson. However, I was careful to keep the value of the content at a high cognitive level.

I gave two lectures in this lesson. In both lectures, I used clear language, appropriate speech pace, familiar vocabulary, simple sentence structures, gestures and body language.

In addition, I used repetition, paraphrasing and scaffolding through out the lesson. I also kept moving around the room to help ELLs, especially level 1 and 2.
Unit: The Labor Market
Lesson 3: What's Happening to the Jobs that Do Exist?

<table>
<thead>
<tr>
<th>Content Objectives</th>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will examine and discuss the impact of U.S. multinational corporations and unions on employment in the U.S. 2. Students will analyze and discuss economic information from graphs and charts about global economy.</td>
<td>1. Students will discuss orally the role of global economy on employment. 2. Students will read graphs and tables and answer questions, in writing, based on the information in the graphs and the tables</td>
</tr>
</tbody>
</table>

Standard # 5
English language learners communicate information, ideas, and concepts necessary for academic success in the area of social studies.

Objectives embedded in Student Performance Indicators:

<table>
<thead>
<tr>
<th>Domain topic</th>
<th>Level 5 Nearly Fluent</th>
<th>Level 4 Intermediate</th>
<th>Level 3 Speech Emergent</th>
<th>Level 2 Early Production</th>
<th>Level 1 Preproduction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaking</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The impact of global economy on employment in the U.S.</td>
<td>Students participate in class discussion and explain the nature and the role of global economy on employment in the U.S. with the help of a word/phrasal bank</td>
<td>Students will participate in a class discussion about the role of global economy on employment in the U.S. with the help of a word/phrasal bank</td>
<td>In small groups, students will use simple sentences and familiar vocabulary to discuss the role of global economy on U.S. employment with the help of a word/phrasal bank</td>
<td>In small groups, students will use key words and/or short and familiar phrases to exchange facts about global economy and employment in the U.S. using bilingual dictionaries and/or word/phrasal bank</td>
<td>In small groups, students identify trends related to global economy and employment in the U.S. using bilingual dictionaries and/or word/phrasal bank</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Read: - A graph: &quot;US Corporations Profit Globally; Destroy Jobs at Home&quot;</td>
<td>In small groups, students will read a graph with economic information about the impact of global economy and unions on employment in the U.S. and they will write short paragraphs to answer questions about the reading</td>
<td>In small groups, students will work with students from level 5 to read the graph and they will answer questions about the reading using word/phrasal bank</td>
<td>In small groups, students will read the graph and they will answer questions in 1-2 sentences about the reading using word/phrasal bank</td>
<td>In small groups, students will work with students from level 1 to read the graph using a bilingual dictionary and with the help of the teacher and will answer simplified questions with 1-2 words</td>
<td>In small groups, students will work with students from level 2, use a bilingual dictionary and the help of the teacher to read the graph and answer questions with 1 word</td>
</tr>
<tr>
<td><strong>Write:</strong></td>
<td>Answer in writing questions about</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3
<table>
<thead>
<tr>
<th>Function</th>
<th>Situation/Topic</th>
<th>Expressions</th>
<th>Vocabulary</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze and Discuss</td>
<td>The impact of global economy, U.S. multinational corporations and unions on employment</td>
<td>making great _____________ are _____________ affects the _____________ creating _____________ in other countries, _____________ jobs at home _____________ are _____________ _____________ support _____________, and _____________ protect _____________ rights _____________ membership _____________ from 1950 to 1993</td>
<td>• U.S multinational corporations   • Profits                    • Global economy               • U.S. economy   • Jobs   • Destroyed   • Unions   • Organizations</td>
<td>Nouns plurals Verbs: Present progressive tense Verbs: Simple present tense -s 3rd person singular Verbs: Simple past tense -ed Nouns Plurals Verb to be Pronouns: plural subject and possessive Linking word Verbs: Present perfect tense</td>
</tr>
</tbody>
</table>
Lesson Plan

Procedure:

1. Building background knowledge:
   - Write on the board the content and language objectives of the lesson
   - Post on the board pictures related to economy, jobs, and people of different ethnic groups.
   - Post on the board the newsprint with the KWHL chart from the previous lesson (change of types of employment)
   - Together with the students, review the KWHL chart.
   - Ask the students to think for a few minutes of what could have caused the change of employment types.
   - Ask them to think of who benefited from this change.
   - Ask students what they know about U.S. companies business in other countries.
   - Tell the students today you will continue the previous lesson and it will be about the U.S. companies business in other countries and its affect on the economy.
   - Read the lesson’s content and language objectives. (10 minutes)

2. Give the students a word/phrasal bank (handout # 1.A. p. 8-13)
   - Review the vocabulary and the phrases with the students. Refer to the pictures and illustrate.
   - Students repeat the vocabulary.
   - Students write the vocabulary in their personal dictionaries.
   - Students in levels 1 and 2 can use bilingual dictionaries. (10 minutes)

2. Give a mini lecture that focuses on these points:
   - Explain global economy “Globalization”
   - U.S. corporations are moving their businesses and creating jobs in foreign countries.
   - Wages in other countries are much cheaper than in the U.S
   - U.S companies (corporations) are making great profits from facilities owned in other countries.
   - This contributes to the lack of jobs in the U.S.
“American companies are creating businesses in other countries. American companies are making great profits (a lot of money) from their businesses in other countries. This is bad for our economy.”

- Write the main ideas on the board.
- Students write them down in their journals.

(10 minutes)

4. Give the students copies of the graph “US Corporations Profit Globally; Destroy Jobs at Home” (handout # 1.2C, p. 14-15)

5. Review the handout together with the students

- Place the handout on the overhead projector.
- Explain that the first graph in this handout shows the profits that U.S. corporations are making from creating jobs in other countries:
  The graph shows that the profits of U.S. multinational corporations from businesses in other countries have increased. These profits were 4.3% in 1950. These profits increased to 19.7% in 1990.

- The second graph shows the number of jobs that U.S. companies created in other countries and the number of jobs that Americans lost.
  The graph shows that Americans lost 783,000 jobs.

(10 minutes)

6. Ask the students to read and analyze the graphs with their groups.

- Group students in small cooperative groups based on their levels, and have them work on the following worksheets:
  a. Level 1 and 2, using bilingual dictionaries, work on worksheet # 1.A (p. 16)
  b. Level 3, using the word/phrasal bank, work on worksheet # 1.B (p. 17)
  c. Level 4 and 5, work on worksheet # 1.C (p. 18)
- Students report and discuss their findings with the rest of the class.
- Write the information given by the students on the board.

(10 minutes)

7. Give a mini lecture about the impact of globalization on unions and unionization in the U.S., focus on the following points:

- What is union?
- Who belongs to unions
- The decline of union membership
- The role of globalization in the decline of unionized employees
- Large corporations are using strategies to limit unions’ activities and abilities to protect unionized employees.
• The percentage of all employees in various ethnic and racial groups who belong to unions
  
  Union membership had been steadily declining in the US since 1960. The largest decline of union membership was in 1990. 

  Write the main ideas on the board and have the students write them down in their journals.
  
  (10 minutes)

8. Give the students copies of the handout “Decline of Union Membership. Who Belongs to Unions?” (handout # 1.2D. p. 19-20)

9. 
  • Study the graphs in the handout together with the students.
  • Explain that the first graph in the handout represents the decline of union membership from 1950 to 1993.
  • The second graph shows the percentage of all employees in various ethnic and racial groups.
  • Discuss these findings together with the students.
  
  (10 minutes)

10. 
  • Ask the students to go back to their journals.
  • Ask them to review aloud the notes that they wrote during the lesson.
  • Ask students to close their journals and tell you the main points that been covered in the lesson.
  • Go back to the lesson content and language objectives that you wrote on the board at the beginning of the lesson.
  • Ask the students if they think the objectives have been met or not.
  
  (10 minutes)
HANDOUT #1.A

Word/Phrasal Bank

African American
Benefits
Corporations
Decline
Economy
Ethnic groups
Facilities
Facilities owned overseas
Global economy
Globalization
Government
International
Latino
Membership
Multinational Corporations

Native American

Overseas

Profits

Profit globally

Racial group

Union

Unionization

White
U.S. multinational corporations are creating jobs in other countries.
U.S. multinational corporations are making huge profits from their business in other countries
Ethnic Groups / Racial Groups

African American

Latino

Native American

White
U.S. Government
HANDOUT #1.2C  US Corporations Profit Globally; Destroy Jobs at Home

Percent of Profits from U.S.-Owned Facilities Overseas

Jobs in U.S. Multinational Companies

U.S. multinational corporations are creating ___ in other countries.

U.S. multinational corporations are moving their ___ to other countries.

Read the following sentences. Fill in the blank using one of these words to complete each sentence:
WORKSHEET # 1.B

LEVEL 3

Answer the following questions with complete sentences:

1. What is the conclusion that you can draw from comparing the percentage of the U.S. multinational corporations' profits in 1950 with the percentage of their profits in 1970?

2. What is the conclusion that you can draw from comparing the percentage of the U.S. multinational corporations' profits in 1970 with the percentage of their profits in 1990?

3. Do you think the U.S. multinational corporations are affecting the labor market in the U.S.?
HANDOUT # 1.C

LEVEL 4 AND 5

Answer each of the following questions with a short paragraph:

1. Discuss the increase of the U.S. multinational corporations' profits from facilities owned overseas.

2. Discuss how the U.S. multinational corporations are affecting the labor market in the U.S.
HANOUT #1.2D Decline of Union Membership
Who Belongs to Unions?

Unionized employees as a percentage of all employees, 1950-93
Percentage of all employees in various groups belonging to unions in 1993

- Women: 13%
- Men: 18%
- Latino: 15%
- White: 15%
- African-American: 21%
- Services: 6%
- Manufacturing: 19%
- Government: 38%

Checklists
FLA 518: Sheltered ELL Strategies Checklist

Write the page numbers and any other identifying features to identify those parts of your lessons that employ the following strategies.

<table>
<thead>
<tr>
<th>SHELTERED STRATEGIES</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
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</thead>
<tbody>
<tr>
<td>I. Contextualize Lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I.A. Build and Activate Background Knowledge</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>I.B. Use extensive Visuals, Realia, Manipulatives, &amp; Gestures</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>I.C. Model (Instructions, Processes)</td>
<td></td>
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<tr>
<td>I.D. Create Opps. To Negotiate Meaning/Check Understanding</td>
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<td></td>
<td>✓</td>
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<tr>
<td>II. Make Text Comprehensible</td>
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<tr>
<td>II.A. Intentional Use of Graphic Organizers</td>
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<tr>
<td>II.B. Develop Vocabulary</td>
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<tr>
<td>II.C. Modify Written Text</td>
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<tr>
<td>III. Make Talk Comprehensible</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>III.A. Pace Teacher's Speech</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>III.B. Use of Listening Guides</td>
<td></td>
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<tr>
<td>III.C. Use of Word Walls</td>
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<tr>
<td>III.D. Frame Main Ideas</td>
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<td></td>
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<tr>
<td>III.E. Check for Understanding</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>IV. Engage: Opportunities for Output</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV.A. Use Teacher Questioning and Response Strategies</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>IV.B. Practice Instructional Conversations</td>
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<tr>
<td>V. Engage at Appropriate Language Proficiency Levels</td>
<td></td>
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<tr>
<td>V.A. Use questions appropriate for language proficiency levels in conversations, activities, and assessments</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>VI. Give Students Voice</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>VI.A. Challenge students to produce extended talk</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>VI.B. Model Language for Oral and Written Production</td>
<td></td>
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</tr>
<tr>
<td>VI.C. Use Group/Pr. Work to Elicit Student Talk; Students as Researchers</td>
<td></td>
<td></td>
<td>✓</td>
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</tbody>
</table>
# Unit
The Labor Market

## Grammar Check list

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<th>Lesson 2</th>
<th>Lesson 3</th>
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</thead>
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<td>5, 9, 10</td>
<td>5, 8, 14</td>
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<tr>
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<td>17, 18</td>
<td>13, 14</td>
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<tr>
<td>Simple Present</td>
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<td></td>
<td>14, 14</td>
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<tr>
<td>Past</td>
<td>17, 18</td>
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</tr>
<tr>
<td>Present progressive</td>
<td></td>
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<td></td>
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<tr>
<td>Adjectives</td>
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<td>17</td>
<td></td>
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<tr>
<td>Comparatives</td>
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<td></td>
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<tr>
<td>Superlatives</td>
<td>22</td>
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</table>
Unit
The Labor Market

Function Check list

<table>
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<tr>
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<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss</td>
<td>5</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>Explain</td>
<td>19</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Identify</td>
<td>17</td>
<td>17</td>
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</tr>
<tr>
<td>Analyze</td>
<td>6</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>
Original Lessons
Original Unit

The Labor Market
Lesson 1  What Kinds of Jobs Are Out There?

Goals/Objectives

- Learners will understand several important labor market trends regarding jobs and employment.
- Learners will gain practice interpreting economic information from charts, tables, and graphs.
- Learners will examine which kinds of jobs are being created in our economy and identify patterns related to them.

Materials Needed

Handout #1.1A: Services vs. Products
Handout #1.1B: The Ten Occupations with the Largest Job Growth, 1996-2006
Handout #1.1C: Fastest Growing Jobs: Questions
Occupational Outlook Handbook
Newsprint

Procedure

1. Ask each learner to think of two friends or family members who are currently employed. List the jobs on pieces of newsprint posted around the room. As a group, discuss the following questions: What jobs are listed more than once? What, if anything, do these jobs have in common? Are there any categories of jobs that are missing from people's lists?

2. Study the graph “Services vs. Products” (Handout #1.1A). Review the categories “agriculture,” “services” and “manufacturing/construction.” Ask learners to brainstorm job titles that would be considered “services” and job titles that would be considered “manufacturing/construction.” Write these job titles in two different columns on the board. Have learners answer the following questions based on the graph: What percentage of workers held manufacturing, construction, and mining jobs in 1950? In 1990? What percentage held service jobs in 1950? In 1990? If you were to add bars to this graph for the years 1900 and 2000, what would you expect the balance between the sectors to be? What can you conclude from this graph?

3. Refer back to the jobs posted on newsprint. Are any of these jobs manufacturing or construction-related? How many are service jobs? Ask learners to guess the average hourly earnings of the various jobs that are

Beyond the GED
The changing composition of employment

<table>
<thead>
<tr>
<th>Year</th>
<th>Agriculture</th>
<th>Services</th>
<th>Manufacturing, construction, &amp; mining</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950</td>
<td>20%</td>
<td>80%</td>
<td>0%</td>
</tr>
<tr>
<td>1960</td>
<td>10%</td>
<td>90%</td>
<td>0%</td>
</tr>
<tr>
<td>1970</td>
<td>5%</td>
<td>95%</td>
<td>0%</td>
</tr>
<tr>
<td>1980</td>
<td>2%</td>
<td>98%</td>
<td>0%</td>
</tr>
<tr>
<td>1990</td>
<td>1%</td>
<td>99%</td>
<td>0%</td>
</tr>
</tbody>
</table>
HANDOUT #1.1B
The Ten Occupations with the Largest Job Growth, 1996-2006

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Number of New Jobs Predicted</th>
<th>Mean Hourly Earnings, 1997</th>
<th>Mean Annual Earnings, 1997</th>
<th>Education/Training Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cashier</td>
<td>530,000</td>
<td>$6.96</td>
<td>$14,480</td>
<td>High school or less Short-term on-the-job training</td>
</tr>
<tr>
<td>Systems Analysts</td>
<td>520,000</td>
<td>$24.69</td>
<td>$51,360</td>
<td>Four-year degree or higher</td>
</tr>
<tr>
<td>General Managers/Executives</td>
<td>467,000</td>
<td>$29.31</td>
<td>$60,960</td>
<td>Four-year degree or higher Work experience</td>
</tr>
<tr>
<td>Registered Nurses</td>
<td>411,000</td>
<td>$19.91</td>
<td>$41,400</td>
<td>Four-year college degree</td>
</tr>
<tr>
<td>Retail Salespersons</td>
<td>408,000</td>
<td>$7.23</td>
<td>$17,970</td>
<td>High school or less Short-term on-the-job training</td>
</tr>
<tr>
<td>Truck Drivers</td>
<td>404,000</td>
<td>$13.08</td>
<td>$28,580</td>
<td>High school or less Vocational or on-the-job training</td>
</tr>
<tr>
<td>Home Health Aides</td>
<td>378,000</td>
<td>$8.31</td>
<td>$17,290</td>
<td>High school or less Short-term vocational training</td>
</tr>
<tr>
<td>Teacher Aides</td>
<td>370,000</td>
<td>$7.51</td>
<td>$16,550</td>
<td>High school or less Short-term on-the-job training</td>
</tr>
<tr>
<td>Nursing Aides, Orderlies, and Attendants</td>
<td>333,000</td>
<td>$7.76</td>
<td>$16,890</td>
<td>High school or less Short-term on-the-job training</td>
</tr>
<tr>
<td>Receptionists and Information Clerks</td>
<td>318,000</td>
<td>$9.00</td>
<td>$18,710</td>
<td>High school Short-term on-the-job training</td>
</tr>
</tbody>
</table>
HANDOUT #1.1C  Fastest Growing Jobs: Questions

1. How many of these jobs are service jobs?

2. How many are manufacturing/construction jobs?

3. Are there any jobs that don't fit into either category?

4. What relationship do you notice between the amount of education required for a job and the earnings associated with that job?

5. What else did you learn from this chart?
Lesson 2  What's Happening to the Jobs that Do Exist?

Goals/Objectives

- Learners will explore the impact of the global economy, downsizing, and temporary work on employment in the U.S.
- Learners will examine some recent changes in the labor market that have benefited corporations at the expense of workers.

Materials Needed

Handout #1.2A: Temporary Work
Handout #1.2B: More Total Hours…And For What?
Handout #1.2C: U.S. Corporations Profit Globally and Destroy Jobs at Home
Handout #1.2D: Decline of Union Membership and Who Belongs to Unions
TV/VCR

Procedure

1. Ask learners how they think the economy is doing (they should think of the economy broadly as jobs, cost of living, etc.). Create two lists: positive aspects and negative aspects. For older learners, ask if they are doing better or worse economically now than they were 10 or 20 years ago and list some specific ways in which they are doing better or worse. Explain to learners that the focus of this lesson is to examine some major employment-related trends in the economy and consider who has most benefited from them.

2. Review Handout #1.2A (Temporary Work) with learners. What conclusion can you draw from this chart? What are the advantages to employers of hiring temporary workers? What are the implications for workers and the economy of such a large increase in temporary employment? What experiences have learners themselves had with temporary or involuntary part-time employment?

3. In small groups, assign learners one of the following handouts to study:
   Handout #1.2B (More Total Hours…And For What?), Handout #1.2C (Largest U.S. Corporations Profit Globally and Multinational Corporations Add Jobs Overseas While Destroying Jobs at Home*), and Handout #1.2D (Decline of Union Membership and Who Belongs to Unions?). Give the groups 15 minutes to analyze their handout, then have each group report on what they learned.

Beyond the GED
* Be sure to let students know that the jobs being created in foreign countries are even worse than the jobs created here, paying many workers less than $1.00 an hour and forcing them to work long hours in sweatshop conditions. For more on global sweatshops, contact the National Labor Committee, at (212) 242-3002, 275 Seventh Avenue, 15th Floor, New York, NY 10001.

As an introduction to this unit, or as a follow-up activity:

Show students excerpts from Michael Moore’s film, The Big One, which features many short, “humorous” episodes in which Moore confronts corporations and CEOs about downsizing and globalization.
Consider these Facts:

- Manpower Inc., a Milwaukee-based temporary employment agency, is the biggest private employer in the U.S.: 560,000 workers.
- Temporary agencies supply 1.5 million people each day to U.S. companies: three times more than 10 years ago.
- Another 34 million Americans are other types of contingent workers: part-timers, hourly, weekly, or other temporary.

HANDOUT #1.2B  More Total Hours...And For What?

MORE TOTAL HOURS . . .

Whatever the trends for individual workers, the change for families is clear: The average hours worked by husbands and wives have climbed steadily over the last two decades.

...AND FOR WHAT?

Particularly for families where the breadwinners don't have much education, working harder hasn't meant higher living standards. The least educated, in fact, are still slipping further behind.

[Table showing the percentage increase in hours worked and total real earnings, and the percentage increase in family hourly wages for different educational levels.]

Source: Author's analysis of PSID survey data.

Bluestone, Barry, and Rose, Stephen, 1997. Reprinted with permission from The American Prospect. 31 March/April. Copyright 1997 The American Prospect, P.O. Box 772, Boston, MA 02102-0772. All rights reserved.

Beyond the GED
HANDOUT #1.2C US Corporations Profit Globally; Destroy Jobs at Home

Percent of Profits from U.S.-Owned Facilities Overseas


Jobs in U.S. Multinational Companies


*Beyond the GED*
HANDOUT #1.2D Decline of Union Membership
Who Belongs to Unions?

Unionized employees as a percentage
of all employees, 1950-93

Percentage of all employees in various
groups belonging to unions in 1993

Women 13%
Men 18%

Latino 15%
White 15%
African-American 21%

Services 6%
Manufacturing 19%
Government 38%

Lesson 3  Wages

Goals/Objectives

- Learners will examine labor market trends related to wages.

- Learners will consider the history of the minimum wage and will understand the difference between minimum and living wages.

- Learners will calculate a living wage for workers in their communities.

- Learners will practice creating and answering GED-type questions based on charts, graphs, and tables.

Materials Needed

Handout #1.3A: Declining Hourly Wages
Handout #1.3B: Weekly Paychecks
Handout #1.3C: Minimum Wage
Handout #1.3D: Minimum Wage: GED Questions
Handout #1.3E: A Living Wage

Procedure

1. To help learners prepare for the Social Studies GED test, it is often helpful to have them try their hands at composing and answering their own GED questions. In pairs or small groups, have learners study the graphs on Handouts #1.3A and #1.3B, agreeing on a correct answer to each question and creating two additional answers that are incorrect, but sound plausible. Before the groups begin work, be sure to explain the meaning of real or constant dollars and buying power (related to the chart on Handout #1.3A) and median weekly earnings (Handout #1.3B).

2. Read the article on Handout #1.3C about the minimum wage. Ask learners to develop at least three GED-type questions (and answers) based on the information from the passage and accompanying graphs (Handout #1.3D).

3. In the past several years, people from cities across the country, including Boston, Somerville, and Cambridge, have fought for living wage laws in their communities. Living wage laws require employers who receive city contracts, tax assistance, or economic development funding, to pay a living wage to their workers. (In some cases, living wage laws also require that

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workers receive health benefits.) A living wage is the amount of money a full-time worker would need to earn per hour in order to live above the poverty level. Have learners calculate what they believe would be a realistic “living wage” in their communities. Learners should first brainstorm the main expenses people have (i.e., rent, food, health care, child care, etc.) and assign realistic figures to each of these expenses. (You might want to create a specific scenario, such as single mom with two kids, one of whom needs child care.) Learners will determine a yearly budget and then work backwards to calculate an hourly “living wage” assuming a 40-hour week (see Handout #1.3E).

Follow-up Activities

- Learners could invite a local worker rights organization such as Jobs with Justice to make a presentation at their school. Jobs with Justice can be reached at (202) 434-1106, 501 Third Street NW, Washington, DC 20001-2797.

- Have learners imagine themselves a year in the future. What will their expenses be? Have them calculate their own living wage needs, addressing their minimum, rather than extravagant, expenses.

- Check out the New Party’s Living Wage campaign website at www.newparty.org/livwag/. It documents living wage campaigns across the country and answers frequently asked questions about the living wage.
HANDOUT #1.3A  Declining Hourly Wages

Based on the chart, develop three answers to the following questions, including one correct answer and two incorrect, but plausible, answers.

From the 1950s to the mid-1970s, real average hourly earnings steadily increased, giving most ordinary people a sense of economic progress. After 1973, that progress ground to a halt. Wages for most workers are declining or stagnant (staying the same). In addition, racial and ethnic differences in earnings have become more extreme.

Average hourly earnings, 1950-94
(private nonagricultural nonsupervisory or production workers, in $1992)

1. In 1993, approximately how much were the average hourly earnings for production and nonsupervisory workers?
   a. 
   b. 
   c. 

2. Wages for production and nonsupervisory workers were at their peak in what year?

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a. 

b. 

c. 

3. In which two decades did average hourly earnings consistently rise?

a. 

b. 

c. 

4. Which of the following conclusions is supported by the information in the graph?

a. 

b. 

c. 

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HANDOUT #1.3B  Weekly Paychecks

Based on the chart, develop three answers to the following questions, including one correct answer and two incorrect, but plausible, answers.


1. The median weekly wages of white workers were highest in what year?

a. 

b. 

c. 

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2. Which population group experienced the sharpest decline in median weekly wages between 1979 and 1994?
   a. 
   b. 
   c. 

3. In 1994, the difference between the median weekly wages of white workers and African-American workers was:
   a. 
   b. 
   c. 

4. Which of the following conclusions is supported by the information in the graph?
   a. 
   b. 
   c. 
HANDOUT #1.3C The Minimum Wage

Adapted from “Bare Minimum: a too-low minimum wage keeps all wages down” by John McDermott, Dollars & Sense, July-August 1995 n.200 p26 (4).

What is the minimum wage?  
Who sets the minimum wage?  
What kinds of jobs earn the minimum wage?  
What is meant by the term “living wage”? 

When the minimum wage was first introduced in 1938, it was meant to be only a transitional wage, not a living wage. Like unemployment insurance and welfare, the minimum wage was meant to support workers in between jobs or during off-seasons. The idea was that a minimum wage job would tide you over until you landed a “real job” at a living wage, or get called back to your regular job.

Nowadays, the minimum wage has a powerful effect on the wages of millions of workers. For example, an increase to $6.50 per hour would improve the living standard of the five million workers who receive the present $5.15 minimum.* An increase would also help at least 15 million other workers, who earn between $5.15 and $6.50 an hour, to make ends meet.

What would be a realistic minimum wage now? If the minimum wage were set at one-half the average factory wage, as it was intended to be in the first place, the federal minimum would be about $7.00 per hour. If we set it at a family survival level, the inflation in medical, housing, and educational costs of recent years would require a rate of $10 or more per hour.

Many politicians argue that raising the minimum wage will eliminate jobs because employers will be unable or unwilling to pay increased wages. Others argue that only young people hold minimum wage jobs, and that those responsible for families earn more. However, several studies have shown that past increases in the minimum wage were followed by an increase in people being hired at the higher minimum wage rate. Jobs actually went up, not down. Moreover, a “ripple” effect occurs in which employers increase the pay of higher-level employees so as to maintain the established pay structure.

*This is the Federal minimum, which states must meet. States may set higher minimum wages. Find out what the minimum wage is in your state.
HANDOUT #1.3C (continued)


MINIMUM WAGE WORKERS: A SNAPSHOT
62% of minimum wage workers are female.
31% are people of color.
70% are adults.
36% are their family's sole wage earner.
33% are poor or near-poor.
9% receive food stamps.
4% receive welfare.
Average weekly earnings: $114.40


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HANDOUT #1.3D Minimum Wage: GED Questions

Based on the information from the passage and the accompanying graphs, develop three GED questions (and answers).

1. ____________________________ ?
   a. ____________________________
   b. ____________________________
   c. ____________________________

2. ____________________________ ?
   a. ____________________________
   b. ____________________________
   c. ____________________________

3. ____________________________ ?
   a. ____________________________
   b. ____________________________
   c. ____________________________
HANDBOOK #1.3E A Living Wage

What are the main expenses that people have?

1.

2.

3.

4.

5.

6.

7. Other

Complete the following chart:

<table>
<thead>
<tr>
<th>EXPENSE</th>
<th>MONTHLY COST</th>
<th>YEARLY COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
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<td>4.</td>
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<td>5.</td>
<td></td>
<td></td>
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<tr>
<td>6.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. OTHER</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Add up the yearly totals. This is the overall salary needed by a family of three. Work backwards to calculate an hourly living wage.