



SECURITY: THE NEW ECONOMY, PART 2

Essential Question: *Does Education Pay?*

Learning Targets:

Students will:

- Summarize a text and respond to the content.
- Look critically at the source of articles and reports.
- Share key ideas of a text verbally as the group expert.
- Process new ideas from peers.

Lesson Overview

This lesson helps young people hone the skills necessary to become better critical readers. Using the Chalk Talk protocol, students will look at various media and respond anonymously, encouraging an explorer mindset and ensuring that students will be comfortable sharing their ideas and opinions. This free sharing and developing of ideas and opinions is important in allowing young people to explore their autonomy. The jigsaw sharing and world café methods and of information sharing allow young professionals to analyze information with a critical eye, while becoming experts on a topic in order to share in different groups causes a deeper understanding. There is ample space for differentiation so that all students may have access to the information and the opportunity to become their group's expert on a topic. Lastly, a debrief about scrutinizing sources provides another layer for students to consider while analyzing information.

Lesson Agenda

Opening (15 min)	<ul style="list-style-type: none">• Chalk Talk
Work Time	<ul style="list-style-type: none">• Infer the Topic (5 min)• Jigsaw Reading (30 min)• Close Reading Model and Activity (30 min)• World Café (20 min)
Closure (5 min)	<ul style="list-style-type: none">• Debrief: Sources and Reading

Materials

- Young Professional student packet
- Projector and speakers for video
- Infer the Topic Cards
- Facilitator Resources

Articles:

- Getting a First Job—Blog Post
 - http://www.huffingtonpost.com/holly-prendergast/not-lucky-a-hard-worker_b_2698342.html
- Youth Unemployment
 - <http://www.usnews.com/news/articles/2012/03/15/high-teen-unemployment-could-hurt-future-job-growth>
- “Forgotten Half” selection
- “Is Education Worth the Cost?” Georgetown Report, selection.

FACILITATION NOTES

Respect for all Work. In the discussion of jobs and careers it is important to speak of all work with respect. Some students may come from families or neighborhoods where “jobs” are more normal than careers. It is important not to layer bias on this subject, but present it in a respectful manner where the outcome is having youth informed about opportunities and options—and the choices and decisions they will need to make to access a of variety options.

Two Class Periods. For most classes, this lesson will span two days. If needed, open the second class with a repeat visit to the Chalk Talk, then move into the expert groups.

Chalk Talk. A chalk talk promotes a silent discussion of the selected topic. It ensures that all voices are heard in the discussion and promotes dialogue through a written medium. By highlighting artifacts that represent diverse and sometimes contradictory perspectives, student must think critically about images. In advance:

1. **Select** several graphs, quotes, and political cartoons with a similar theme. Group these

- together on a large post-it sheet.
2. For each “thematic cluster” **formulate** an important, open-ended question that will provoke comments and responses.
 - **Write** the question or topic in the middle of the paper in bold marker.
 - **Ensure** room is left for multiple comments.
 - **Assign** each student a number to maintain accountability. This allows you to check for understanding, participation, and appropriateness.

Close Reading Activity. Reading closely helps students to dig deeper into the content of the text to draw conclusions and cite specific evidence. See https://coretools ldc.org/minitasks/261cc2cc-ba46-6573-11dd-ced6538ea5ed/product_info for more information.

Jigsaw Reading Selection. Feel free to swap another, grade-appropriate yet challenging text. The text should a) push the students to read closely and slowly and b) build background knowledge in the topic of careers and employment. Difficult readings may need “stop and reflect” questions throughout the text to help guide student focus and reflection.

Ski Slope Reading Differentiation: Green Circle to Black Diamond. In this differentiation strategy, tiered readings/work is provided. Ensure that the students needing the modifications are included in the groups (struggling readers in a green circle, black diamond is highly challenging for advanced readers or those who seek challenge by choice). Often, the interest level of the readings is high (or general interest), so students can be mixed in to create heterogeneous groupings while still meeting the individualized needs of both struggling and advanced students.

Invitational Groups. If students need further differentiation, an invitational group can be made, where a small group of students (4-8) share the same article. The teacher can read this fluently or students can read supported by the teacher for vocabulary, idea development, meaning, and note taking. Stopping after each section to build meaning or complete the task is important. Students will be accountable for the completion of their graphic organizer and should complete their own copy.

IN ADVANCE

- Prepare the expert folders. Divide the number of your class by four (or the number of readings you choose to use). Make this number of copies of each article, and place in the folder. If you have a large class, you may need to create double groupings (two people reading the same article). However, keep the expert groups the same size (e.g. two groups of four rather than one group of eight).
- Print and prepare the Chalk Talk Posters.
- Prepare student numbers matched with names.

Vocabulary

Content	Tier II

Opening (15 min)

Chalk Talk: Political Cartoons



Around the room are several posters. Each one has information connected thematically: graphs, quotes, and political cartoons. Political Cartoons are often a comment on a social or political issue or event. These are often in the opinion section of the newspaper, and not the comics. First, read the questions written on the top of the sheet. Next, read through all of the information. Finally, respond to the question (or a specific item) by writing neatly on the chart. Sign your response with your assigned number. During the Chalk Talk time, everyone should be engaged whether reading or writing. There is no talking. Feel free to respond to the question or respectfully to each other's thoughts and written responses. Opinions must be freely expressed and honored, and no personal attacks are allowed.

See facilitation notes for preparation.



Who here can explain the Chalk Talk Protocol? Are there any questions? What does it mean to “respond respectfully” to someone’s comment? How could you respond respectfully even if you disagree with their idea?

1. Allow 10 minutes for the chalk talk.
2. As facilitator, walk around to **check** for comments, monitor depth and quality, and highlight comments and responses of interest.

EXTENSION (Optional or Day Two activity)

1. At the end of the time, **assign** partners or groups of three to a chart poster.
2. **Ask** partners to read through the comments and summarize or find a common theme to the comments.
3. Whole-group share: **ask** each group to share out the summary or theme from their chart.

Debrief



What was the experience like of “talking” silently? Did you find any of the information or opinions surprising?

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Work Time

Pre-Reading Activity: Infer the Topic (5 min)

1. **Distribute** the <Infer the Topic Cards>.
2. **Invite** the group to open their expert group specific envelopes. Present this as a mystery to increase engagement.
3. **Have** students look at the images, words, phrases and graphs on the card. Invite them to guess the topic of their article.

Deepening Understanding: Jigsaw Reading (30 min)

As young adults, it is important to use data and information to begin to develop your own thoughts and opinions and think about current and future decisions. This develops agency—the ability to make your own informed choices. In our last lesson we looked at data and thought about the new economy in perhaps a surprising way. We learned about how the job market and world of education has shifted in the last decade. Now you will work in groups to become experts on a particular body of information. Then you will share this information with others who read different articles—everyone will walk away with an understanding of all articles. These will be challenging readings. When we read text that pushes our levels of understanding, we need to read slowly, reread, and ask questions. Being an active reader helps to make sense of text that challenges us.

In your expert groups, I expect to hear some learning buzz—talk to your peers to help you navigate the reading. Some readings are technical and may require work to puzzle out—look closely at graphs and tables. Other articles may present ideas that are new or challenge ideas you currently hold. I am here to assist you with your expert groups.

1. **Distribute** the four different <Expert Folders> which contain multiple copies of the same, prepared reading.
2. **Assign** the YPs to their expert group
 - Depending on class size and reading level, expert groups may be doubled (two groups reading expert reading one, etc.).
 - Have expert groups sit together.
 - Consider pre-grouping to meet differentiation needs.
3. **Distribute** the <What? So What? Now What? Note-catcher>.
4. **Distribute** the <Close Reading Graphic Organizer>.

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Green circle to Black Diamond.
The readings have at least one simplified, one average and one challenging selection.

Ensure the students who can benefit from these modifications are in the proper expert reading group. All readings will be of interest, so the groups will still be mixed while individuals also have their needs met.



If students need further differentiation, an invitational group can be made, where a small group of students (4-8) share the same article. The teacher can read this fluently or students can read supported by the teacher for vocabulary, idea development, meaning, and note taking. As before, stopping after each section to build meaning is important. Students will still be accountable for the summary to their core groups.

Each member of your group will become “Experts”—you will collect new information on your topic to present back to the group. It will be important to take careful notes on the main ideas of the reading and relevant supporting details, because when we have blended groups, **you may be the only person in your group with your expert information.**

Some readings have questions in the reading to help you dig deeper. Everyone should use the *What? So What? Note-catcher* to record information to bring back to their group.

Invite students to first read their Expert Reading independently or in paired readings.

Model: Close Reading Graphic Organizer (5 min)



1. **Model** chunking the text. Think about possible ways to chunk the text—by grouping paragraphs that go together, separating the introduction or hook, connecting a claim to a paragraph of support, etc.
2. Next, **summarize** the chunk in ten words or less (in the left column). Use Who, What, When, and Where questions to help.
3. Then, in the right column **record** a connection, question, a push-back, or an idea.



Expert groups encourage readers to develop a deeper understanding of the information they will be responsible for presenting to the group. Processing and discussing emphasizes the social aspects of learning to connect the readings to schema.

Independent and Group Reading (15 min)

1. **Invite** students to work in their group to chunk the text.
2. Next, students can **create** summaries independently, in pairs, or in small groups.
3. Finally, **have** them leave tracks of their thinking by adding their own question, connection or idea in the right column.
4. After reading, **encourage** students to discuss the reading and their responses in their Expert group. This ensures each student leaves with solid understanding.

World Café (20 min)



1. **Direct** each group to select a “leader.” The leader’s role is to record the major points of the conversation that takes place at the table and to then summarize the conversation, using the recorded notes.
2. **Provide** about 10 minutes for teams to discuss the information in the text. They should catch notes with colored pencils on a piece of paper that can be left behind so that each leader of the groups in the World Café protocol will have speaking notes.
3. **Distribute** the [<Expert Text Note-catcher>](#).

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4. **Direct** the young professionals to add to their note-catchers as they learn about each expert text.
 5. **Project:** <https://www.youtube.com/watch?v=7ODLvTBvKow>. This short video explains the World Café protocol.
 - **Ask:** *Who here can explain the protocol?*
 - **Listen for:** *For the first rotation, the leader stays put and the rest of the group rotates to the next table. The leader (the one who didn't move) presents a summary of the conversation recorded from the former group to the new group.*
 - After the first round, **invite** each table to select a new leader. Again, the new leader's role is to record the major points of the conversation that takes place at the table and to then summarize the conversation using the recorded notes.
 - The group **discusses** the topic at hand until time is called. Then the newly elected leader remains at the table while the remaining group members rotate to the next table.
 - **Repeat** the process, ideally until all participants have had a chance to lead.
 - After the final round, the last group of leaders will **present** to the whole group rather than reporting out to a new rotation.
 6. When the young professionals have completed the rotations, **ask:** *How will youth unemployment hurt future job growth?*
 - **Invite** the young professionals to turn and talk with a colleague.
 - **Use** equity sticks to call on the young professionals to provide an answer. **Listen for:** *If youth are not gaining work experience early in their lives, they may not be able to succeed in the workplace during adulthood. Less successful adults in the workplace will harm the economy.*

Closure (5 min)

Debrief: Sources and Reading

Take time to help students take a critical lens to sources: blogs, university studies, newspaper articles, etc. It is important to have students reflect on sources when they are reading, even if it is done as a quick debrief. Have them discuss their article in their combined Expert Groups.

“So What?”



What was the source of the articles? Why does the source matter? How does the source affect the tone of the reading? Which sources are most likely to have bias? What was the purpose of the article? If the article is true, would the author gain anything? Who would gain?



Name:

Date:

THE NEW ECONOMY: *Does Education Pay?*

Today's Learning Objectives:

I can:

- Summarize a text and respond to the content.
- Look critically at the source of articles and reports.
- Share key ideas of a text verbally as the group expert.

This lesson will help me hone the skills necessary to become a better critical reader. Using the Chalk Talk protocol, I will look at various media and respond anonymously, encouraging an explorer mindset and making it comfortable for me to share my ideas and opinions. This free sharing and developing of ideas and opinions is important in allowing me to explore my autonomy. The jigsaw sharing and world café methods and of information sharing allow me to analyze information with a critical eye, while becoming an expert on a topic in order to share in different groups causes a deeper understanding. Lastly, a debrief about scrutinizing sources provides another layer for me to consider while analyzing information.

Today's Activities:

- Chalk Talk
- Infer the Topic
- Jigsaw Reading (30 min)
- Close Reading Model and Activity (30 min)
- World Café
- Debrief: Sources and Reading

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What, So What, Now What

<i>What?</i>	<i>So What?</i>	<i>Now What?</i>

Close Reading Graphic Organizer

Summary of each 'chunk' in 10 words or less	Article Name: Author:	? = question → = connection ! = idea

Expert Groups Note Catcher

Group Number	Article Title	Notes	One Sentence Summary

Expert Text Note Catcher: KWL

Know	
Want to know	
Learned	