



Literacy Design  
Collaborative

# The Minimum Wage Debate

★ TASK

by Jennifer Novello and Cassie Hernandez

This module is created to help students understand what minimum wage is and the impact it has on workers, business owners, and the community as a whole. Students will read, view, and evaluate various informational articles to determine whether or not minimum wage should be raised, lowered, or remain the same. The module is written in LDCA format to be taught in a reading class for our most struggling readers. The readings are updated on a yearly basis to keep pace with current events.

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**NOTE:** An instructional ladder and all instructional resources for this module can be found in an attached document as a "Teacher Resources" in the "Instructional Resources" section of this module.

GRADES

7 - 8

DISCIPLINE

Reading

COURSE

Intensive  
Reading

PACING

⌚ N/A

# *Section 1: What Task?*

## ***Teaching Task***

### ***Task Template A4 - Argumentation***

Should minimum wage be raised, lowered, or remain the same? After reading informational texts, write an essay in which you argue your position. Support your position with evidence from the text/s. Be sure to acknowledge competing views. Give multiple example/s from past or current events to illustrate and clarify your position.

## ***Standards***

## ***Reading/Language Arts Next Generation Sunshine State Standards***

### **LA.7.1.7.3**

**Focus**

The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;

### **LA.7.1.7.4**

**Focus**

The student will identify cause-and-effect relationships in text;

### **LA.7.1.7.8**

**Focus**

The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.

### **LA.7.4.2.2**

**Focus**

The student will record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information, as appropriate, and attribute sources of information;

### **LA.7.4.2.3**

**Focus**

The student will write specialized informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, an organizational structure particular to its type, and introductory, body, and concluding paragraphs;

## ***Florida Standards***

### **LAFS.910.SL.1.2.**

**Focus**

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

### **SS.912.E.1.9.**

**Focus**

Describe how the earnings of workers are determined.

### **SS.912.E.2.7.**

**Focus**


Identify the impact of inflation on society.


## ***Texts***

 **Obama Wants Minimum Wage: A Wage You Can Live On**

 **Minimum Wage Feels Discouraging**

 **Minimum Wage Cause Restaurant Cut Backs**

 **Wage and Hour Division Q&A**  
<p>(Lexile 1275-1300) Facts</p>

 **Increasing the Minimum Wage: Pros and Cons**  
<p>NA</p>

 **Minimum Wage...Minimum Life**

<p>Pro</p>

 Listen to Small Business: Don't Increase Minimum Wage

<p>(Lexile 1200-1225) Facts and Con</p>

 Surviving on Minimum Wage: An Example Budget

<p>(Lexile 1125 ) Pro or Con</p>

 : Editorial: Overdue Pay raise; Obama's Proposal on Minimum Wage

<p>(Lexile 1225-1250)</p>

 Amanda Aldridge on Retail: Minimum Wage Hikes are a Threat to Service Levels

<p>(Lexile 1100-1125) Con</p>

 Colorado Plans to Lower Minimum Wage in 2012

<p>(Lexile 1125-1150 ) Con Listening time is 1 minute 25 seconds.</p>

 Wage War: Should the Minimum Wage for Teens be Lowered?

<p>&nbsp;(Lexile 1025-1050) Article for Teens to make connections with</p>

 What Can Minimum Wage Buy?

<p>&nbsp;(Lexile 1225-1250) FCAT skill practice</p>

## Student Work Rubric - Argumentation Task - Grades 6-8

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
<b>Controlling Idea</b>	Makes an unclear or unfocused claim.	Makes a <b>general</b> claim that <b>addresses the prompt</b> , with an <b>uneven focus</b> .	Establishes and maintains a clear claim that addresses all aspects of the prompt.	Establishes and maintains a clear, specific, and credible claim that addresses all aspects of the prompt.
<b>Selection &amp; Citation of Evidence</b>	Includes minimal details from sources. Sources are used without citation.	Includes <b>details, examples, and/or quotations</b> from sources that are <b>relevant to the claim</b> . <b>Inconsistently</b> cites sources.	Includes details, examples, and/or quotations from sources that are relevant to the claim and supporting ideas. Consistently cites sources with minor formatting errors.	Includes well-chosen details, examples, and/or quotations from sources that support the claim and supporting ideas. Consistently cites sources using appropriate format.
<b>Development / Explanation of Sources</b>	Explanation of ideas and source material is irrelevant, incomplete, or inaccurate.	Explanation of ideas and source material is <b>minimal</b> or <b>contains minor errors</b> .	Accurately explains ideas and source material and how they support the argument.	Thoroughly and accurately explains ideas and source material, using reasoning to support and develop the argument.
<b>Organization</b>	Lacks an evident structure. Makes unclear connections among claim, reasons, and evidence.	<b>Groups ideas and uses some transitions</b> to connect ideas, with <b>some lapses in coherence or organization</b> .	Groups and sequences ideas to develop the controlling idea. Uses transitions to clarify the relationships among claim(s), reasons, and evidence.	Groups and sequences ideas logically to develop the controlling idea and create cohesion. Uses varied transitions to clarify the relationships among claim(s), reasons, and evidence.
<b>Conventions</b>	Major errors in standard English conventions interfere with the clarity of the writing. Language or tone is inappropriate.	<b>Errors</b> in standard English conventions <b>sometimes interfere</b> with the clarity of the writing. Uses language and tone that are sometimes inappropriate for the audience and purpose.	Consistently applies standard English conventions; minor errors, while noticeable, do not interfere with the clarity of the writing. Uses language and tone appropriate to the audience and purpose.	Consistently applies standard English conventions, with few errors. Demonstrates varied syntax and precise word choice. Consistently uses language and tone appropriate to the audience and purpose.
<b>Content Understanding (Generic)</b>	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

## ***Background for Students***

This module is created to help you understand what minimum wage is and the impact it has on workers, business owners, and the community as a whole. Imagine what it would be like to stretch \$7.93 to feed, house and clothe a family of four? You will read, view, and evaluate various informational articles written from varying perspectives to determine whether or not minimum wage should be raised, lowered, or remain the same.

## ***Extension***

Muti media project (i.e. web quest (Webquest garden, Movie Maker, Animoto, or Prezi)

## *Section 2: What Skills?*

***Please see the PDF version of this module for SKILLS LIST and INSTRUCTIONAL LADDER***

## *Section 3: What Instruction?*

**PACING**      **SKILL AND  
DEFINITION**      **PRODUCT AND PROMPT**      **SCORING GUIDE**      **INSTRUCTIONAL STRATEGIES**

*Please see the PDF version of this module for **SKILLS LIST** and **INSTRUCTIONAL LADDER***

### *Instructional Resources*

#### *Teacher Resource*

 **Full PDF version of module - includes full **SKILLS LIST** and **INSTRUCTIONAL LADDER****



## *Section 4: What Results?*

### *Student Work Samples*

#### *Advanced*

 **minimum wage**

### *Teacher Reflection*

Not provided

## ***All Attachments***

🔗 **Obama Wants Minimum Wage: A Wage You Can Live On :**

**<https://s ldc.org/u/dyj8tzwbzj2c81l6k3cviq8o5>**

🔗 **Minimum Wage Feels Discouraging :** **<https://s ldc.org/u/802gly0gkcuerusmbsjk44r48>**

🔗 **Minimum Wage Cause Restaurant Cut Backs :** **<https://s ldc.org/u/n3opysmj sx6eobvbnhj2rbck>**

📄 **minimum wage :** **<https://s ldc.org/u/4c0w50zhra0uqtgrd6zacpw44>**

📄 **Full PDF version of module - includes full SKILLS LIST and INSTRUCTIONAL LADDER :**

**<https://s ldc.org/u/11n6vk70dzf093uprakby26o4>**