



## CLAUDE PEPPER LIBRARY AND MUSEUM

### LESSON PLAN - MINIMUM WAGE

#### LA 9-12

#### **Purpose/rationale:**

This lesson is designed to help students become more familiar with the arguments for and against the minimum wage through interacting with several primary sources. This is a highly contested issue in today's political climate, and has been for the last seventy years.

#### **Sunshine State Standards:**

- LA.A.2.4.2: The student determines the author's purpose and point of view and their effects on the text.
- LA.A.2.4.4: The student locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.
- LA.A.2.4.8: The student synthesizes information from multiple sources to draw conclusions.
- LA.B.2.4.3: The student writes fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

#### **Materials:**

- Lesson Plan
- Writing Utensils
- Student journals if the class uses them
- Computers with internet access
- Supplemental materials could include: More primary sources from the Claude Pepper Center – letters, diary entries, or correspondence.

#### **Anticipatory set:**

Journal activity and group work: Hopefully, this activity will help students to start thinking about minimum wage legislation and how it might affect them, their families, and their communities.

#### **Teaching Strategy/Procedure/Activity:**

Duration of lesson: This part of the lesson is variable; each portion may be extended to fit the individual classroom needs.

1. Anticipatory Set: Students will receive journal prompts and be asked to respond to some or all of them in their journals.
2. Students work with partners and compare answers.
3. Instructor brings class together and asks partners to share what they have discovered in comparing their answers.
4. Activity One: Students receive background information on the minimum wage and Claude Pepper, as well as letters of correspondence between Claude Pepper and a constituent. After reading the materials, they answer several multiple choice questions (stems of questions are frequently used FCAT question stems).
5. Instructor can now bring class together to go over answers, or choose to collect student work at the end of the lesson.
6. Activity Two: Students will research current minimum wage issues on the internet. They will record the information they gather on the chart provided in the lesson plan.
  - Depending on classroom resources, this can either be accomplished in the classroom or media center / library.
  - The instructor may choose to require a certain number of facts gathered per internet source, which will likely influence the time spent on this portion of the lesson.
  - Depending on how familiar students are with internet research, instructor may choose to model this activity first.
7. Activity Three: Students take the information they have learned from their research and apply it to their projects.
  - The instructor may choose to assign these projects for class work or homework.
  - There are three possible projects; instructors may choose to assign some or all of them, or to give students a choice.
8. Once students have completed their projects, the instructor may choose to hold a formal editing and revising session. Students may work individually or in groups.

### **Summary/Closure:**

This lesson will end with some sort of presentation of student work. Because two of the three of the final projects represent authentic writing tasks – ones which can be used in the “real world” – instructors may encourage students to send their letters once they have been proofread and revised.

A final closing discussion (or classroom debate) about the future of minimum wage legislation would be an effective method of synthesizing information learned about this topic.

### **Assessment:**

Assessment for this activity will be both formal and informal; informal assessment will likely follow whatever pre-established pattern that the classroom teacher has developed. Formal assessment material will include:

- Scoring Guide for Activity I
- Scoring Guide for Activity II

- Scoring Guide for Activity III

**Homework/follow-up assignment:**

- As previously stated, the three writing projects (all part of Activity III) could be assigned as homework or class work; this is also the case for the revision activities that would likely follow.

**Possible Extension Activities:**

- Going into the community:
  - Students conduct interviews with family and community members about the minimum wage.
  - Students conduct local poll re: the minimum wage.
- Creative writing: Students write creative pieces inspired by what they know about the struggles of working class people throughout this country's history.

**Scoring Guide Activity I:**

Question 1: C

Question 2: A

Question 3: C

**Scoring Guide Activity II:**

\_\_\_\_\_ The student has gathered information from a total of five internet sources (two for MW, two against, and one that explains both positions).

\_\_\_\_\_ The student has taken clear, legible notes on the chart provided.

\_\_\_\_\_ All sections of the chart are filled in.

**Scoring Guide Activity III:**

Letter to a Senator/Congressman:

\_\_\_\_\_ This business letter is formatted correctly.

\_\_\_\_\_ The diction is appropriate for a business letter.

\_\_\_\_\_ The student has made few or no mistakes in spelling, grammar, and punctuation.

\_\_\_\_\_ The student has included proof of his or her internet research.

Letter to the editor:

\_\_\_\_\_ This business letter is formatted correctly.

\_\_\_\_\_ The diction is appropriate for a letter to the editor.

\_\_\_\_\_ The student has made few or no mistakes in spelling, grammar, and punctuation.

\_\_\_\_\_ The student has included proof of his/her internet research.

Persuasive Essay:

\_\_\_\_\_ The student has included a works cited.

- \_\_\_\_\_ The student has cited sources properly.
- \_\_\_\_\_ The student has made few or no errors in spelling, grammar, and punctuation.
- \_\_\_\_\_ The student has presented arguments for and against the minimum wage.
- \_\_\_\_\_ The student has taken a side on this issue, presenting his or her opinion clearly.