ANALYZING THE HOSPITALITY, RECREATION AND THE ARTS LABOR MARKET

In Unit One, students are introduced to careers in Hospitality, Recreation and the Arts. They read and analyze graphs to gain a big picture of labor market realities, including which industries are growing and market trends in Hospitality, Recreation and the Arts. Students also learn about the different types of employers that exist in the industry. Finally, they learn about how technology and recent legislation have impacted the field.

1. WHAT IS THE HOSPITALITY, RECREATION AND THE ARTS SECTOR?

Hospitality, Recreation and the Arts is a vast field encompassing the restaurant and bar, hotel and accommodations, and entertainment and recreation industries. Students read a description of what comprises the Hospitality, Recreation and the Arts sector, which careers are included, and what types of businesses have careers in Hospitality, Recreation and the Arts.

2. DEVELOPING A LABOR VOCABULARY: WHAT ARE WE TALKING ABOUT WHEN WE TALK ABOUT LABOR?

Students learn the language of labor—careers, jobs, industries, sectors—what does it all mean?

3. CONTEXT CLUES: VOCABULARY IN HOSPITALITY, RECREATION AND THE ARTS

Students learn the language of the Hospitality, Recreation and the Arts sector. Which terms are important to know for people who work in Hospitality, Recreation and the Arts careers?

4. INTERPRETING GRAPHS ABOUT HOSPITALITY, RECREATION AND THE ARTS EMPLOYMENT SERIES

Students read about the local labor market by analyzing bar graphs of job growth and loss.

4.1 • Job Losses and Gains Across Sectors

Students predict then analyze a graph showing the job losses and gains across multiple sectors and consider which fields are ones to watch.
4.2 • Total Employment in Hospitality, Recreation and the Arts
Students read and analyze a bar graph describing the number of Hospitality, Recreation and the Arts jobs between 2006 and 2012, identifying trends. Then they write an article using data from the graph.

4.3 • Brainstorm: Careers in Hospitality, Recreation and the Arts
Students identify the various ways they use establishments in Hospitality, Recreation and the Arts, and the careers that are included in the sector.

5 • SERIES: TECHNOLOGY IN HOSPITALITY, RECREATION AND THE ARTS

Students read an article about how technology has impacted employment across sectors, then read about how it has impacted the fields of Hospitality, Recreation and the Arts in particular, and write a response about these impacts.

5.1 • How Does Technology Affect Today’s Labor Market?
Students learn how technology both positively and negatively impacts the workplace, including the number and type of jobs available, the job search process and the need to stay current on technology to remain a valuable worker.

5.2 • Technology’s Impact on Employment in Hospitality, Recreation and the Arts
Students read about the impact of technology on opportunities in Hospitality, Recreation and the Arts, then develop text-based and speculative questions based on this information.

5.3 • Written Response: Technology’s Effect on Workers
In this scaffolded writing activity, students develop a five paragraph written response about the impact of technology on employment in Hospitality, Recreation and the Arts.

6 • CAREER FAMILIES IN HOSPITALITY, RECREATION AND THE ARTS

Across sectors, careers can be grouped into types, according to the kind of work the worker does. Students identify commonalities among careers of a particular type. Then they consider what type they themselves might be well suited for.

7 • EMPLOYER TYPES IN HOSPITALITY, RECREATION AND THE ARTS

In groups, students read about different types of employers, discuss an example employer with their group, then present to the class this employer type, explaining how it is different from other types of employer.

8 • TASC ESSAY SERIES: NEW FOR NEW YORK’S WORKERS

Students practice writing informational and argumentative essays, both of which appear on the TASC exam. Each essay prompt is modeled after TASC exam prompts and activities include various levels of scaffolding, including model essays for students to analyze, developing guiding questions for reading the texts, essay templates, and graphic organizers for essay planning.
What is the Hospitality, Recreation and the Arts Sector?

Students read a description of the Hospitality, Recreation and the Arts sector as a whole, then take a closer look at the three areas that comprise it—Bars and Restaurants, Hotels and Accommodations, and Entertainment and Recreation.

PREP

1. Navigate to careercruising.com. The Career Cruising website requires a subscription username and password. If your program does not subscribe to this website, use the CareerZone website. Once on Career Cruising, navigate to the Careers section. This is a resource for the teacher to learn background information about the Hospitality, Recreation and the Arts sector.

2. Next click on Industries.
3. Navigate to Accommodations and Food Services and read about various positions. Go back to the Industries tab and click on Arts, Entertainment, and Recreation to read about the remainder of the sector.

PREP

- Write on the board: Food, Lodging and Fun!

MATERIALS

- Profile of the Hospitality, Recreation and the Arts
- Chart paper and markers
- Post-its

EXPLAIN

1. Ask: When you think of businesses that provide food, lodging and fun, what kinds of places do you think of?
   
   Hotels, restaurants, theaters, amusement parks, city parks.

2. When you think of jobs in Hospitality, Recreation and the Arts, what jobs do you think of?
   
   Hotel managers and clerks, tour guides, chefs, cooks, entertainers, makeup artists.

2. Do all the jobs in this sector have the same kinds of training and educational requirements? For example, do people who work in hotels or restaurants have the same education and training as people who work in parks? Why or why not?
No. Although much of the work in this sector involves catering to people in their free time, people work in a range of jobs and professions, both directly with the public and behind the scenes. The skills and preparation can vary a lot, depending on the specific job they do.

3 We are going to read about careers and career paths that exist in this sector. Distribute the Profile of the Hospitality, Recreation and the Arts and ask students to read it and identify the main ideas.

4 Turn to a partner and share what you think are the article’s main ideas.

Hospitality, Recreation and the Arts includes a wide range of services related to travel, dining out, and entertainment; there are many entry-level jobs in this industry; good customer service skills are a requirement for anyone working in this industry.

5 Ask students to read the article a second time, explaining that when they are finished reading, they will write a summary of the article without looking at it. Ask students to explain what a summary is and discuss any confusion.

A summary is a brief explanation of the main points. It does not include a lot of details and uses the summarizer’s own words.

6 Ask students to put the article away and write a 3-5 sentence summary of the article. Have a few volunteers read their summaries aloud.

7 Divide the students into six groups and assign each group one of the profile sections. Distribute chart paper and markers to each group.

8 Each group should create a short summary about their section. It may be in the style of a traditional summary, bullet point list, word cloud, FAQ, comic, or other visual representation.

9 Post the chart paper on the walls and distribute post-its to each group. Have students do a “gallery walk,” where they walk in their groups to read all other groups’ summaries.

At each summary, they write what they wonder based on what they have read, and place their post-its on the summary.

10 Once everyone has visited each summary, each group takes their summary along with the post-its back to their seats.

Each group reads the post-it comments on their chart papers and discusses them in their groups.

11 Have one representative from each group share their response to the post-it comments with the rest of the class.
Profile of Hospitality, Recreation and the Arts
Source: New York City Labor Market Information Service

What is it?
Hospitality, Recreation and the Arts encompasses the management, marketing and operation of establishments that provide:

- Food and drinks, such as restaurants, bars, caterers and cafeteria food contractors.
- Entertainment, recreation, and the arts, such as museums, parks, bowling alleys, tour buses, theaters, dance companies and the artists that perform in them.
- Places to stay overnight, such as hotels.

The majority of these jobs in New York City are in establishments that provide food and drinks. The next largest area is establishments that provide entertainment and recreation, followed by establishments that provide overnight lodging. This industry is labor-intensive, and caters to local residents as well as to travelers.

Industry Highlights

- About one out of every eight jobs in New York City is in Hospitality, Recreation and the Arts. In 2015, there were 432,000 in total. These jobs comprised 12% of the entire New York City economy.
- The sector has changed over time. For example, some restaurants are serving healthier and locally sourced foods. Online booking for hotels is increasing and the type of hotels being developed is shifting. Large, full-service hotels offer a wide range of services and amenities (e.g. restaurants, gyms, stores, banquet rooms, newsstands). In contrast, limited-service hotels typically do not provide food beyond a self-service continental breakfast, and usually do not offer help with carrying their suitcases or bringing room service. As a result, limited-service hotels are less costly to build, maintain, and operate. They appeal to travelers who are willing to sacrifice the amenities for lower room prices. Limited-service hotels are on the rise.

Key Influences on the Industry

- Unions are an important player in parts of the industry, such as hotels. The largest labor organization representing hotel workers in New York City is the New York Hotel & Motel Trades Council, AFL-CIO. It represents approximately 28,000 non-managerial employees working in hotels in New York City. More than 150 hotels employ its members. Wages and benefits for hotel employees whose jobs are covered by the union tend to be better than those of non-union workers. As a result, there is very low turnover in these jobs and they are competitive.
- Hospitality, Recreation and the Arts is affected by economic cycles. For example, during the recession of 2001 and the great recession of 2007-2009, the industry lost
jobs. When people have less money and need to reduce spending, they are less likely to travel and go out. When companies are cutting costs, they are likely to send fewer employees on trips. When developers cannot raise money, they buy, build, and renovate fewer hotels. On the other hand, when economic conditions improve and demand for food, drinks, entertainment, recreation and places to stay goes back up, employment tends to increase.

- Parts of the industry are also affected by the seasons. For example, hotel occupancy and room rates tend to be lower in New York City in January and February because fewer people come to visit when it is cold. Occupancy rates increase when the weather improves. Similarly, demand for workers involved in preparing and serving food in establishments such as restaurants and cafeterias, is high in spring and late summer and low in December.

- The industry can also be affected by legislation. In April of 2016, New York State passed a law to increase the minimum wage progressively over three years to $15. This increase will raise incomes for many workers in NYC including some in Hospitality, Recreation and the Arts.

**Common Jobs in the Industry**

There are a lot of entry-level jobs in the industry that require no more than a high school diploma. They may require job-related experience and/or specific certifications such as ServSafe, for people working with food, and First Aid CPR AED. Some common entry-level jobs in the industry are:

- **Waiter/Waitress:** takes orders and serves food and drinks to customers. In 2015, there were 67,000 in New York City and the annual median salary for a full-time person was $25,000 per year, including tips. Typically, these jobs do not require formal education.

- **Room Attendant:** maintain clean and attractive guestrooms while providing courteous and efficient service to all guests. They perform general cleaning tasks such as making beds, replenishing linens, cleaning rooms and halls, and vacuuming. In 2015, there were 24,000 in New York City and the annual median salary for a full-time person was $38,500 per year. Typically, these jobs do not require formal education.

- **Security Guard:** guards, patrols, or monitors premises to prevent theft, violence, or infractions of rules. May operate x-ray and metal detector equipment. In 2015, there were 75,680 in New York City and the annual median salary for a full-time person was $30,800. Typically, these jobs require a high school diploma or equivalent.

- **Ticket Agents and Travel Clerks:** make and confirm reservations for transportation or hotels, or sell transportation tickets. They may check baggage and provide passengers information and assistance. In 2015, there were 9,350 in New York City and their median annual salary was $33,910. Typically, these jobs require a high school diploma or equivalent.

Other common jobs in the industry are cooks, bartenders, dishwashers, hostesses, fitness trainers, guest service agents, concierges, ushers, bus drivers, and tour guides.

**Career Paths in the Industry**

While many of the most common jobs in the industry in New York City are entry-level, with additional experience, training, certifications and/or formal education, there are
opportunities for career progression. Following are examples of career paths:

- With more experience, a restaurant cook can become a **sous chef**. With additional experience, he/she can become an **executive sous chef** and then an **executive chef**.

- With more experience and some training, a **customer service representative** in a gym can become an **assistant trainer**. With additional experience and certifications, he/she can become a **fitness trainer**.

- With more experience and an Associate’s degree, a **guest service agent** at the front desk of a hotel can become a **front office manager**. With additional experience, he/she can become a **hotel operations manager**. And, after earning a bachelor’s degree, and gaining more experience, he/she can become a **hotel operations director**.

As the cook, representative and agent progress, their responsibilities and salary are likely to increase. However, the exact titles, requirements, salaries and progression routes may vary by employer. And, different people in the industry get paid in different ways. For example, pay is hourly for a lot of food service jobs, but people in management positions usually receive salaries. Overtime is common in food services, and whether you’re paid hourly or salaried, overtime may affect your paycheck.* Many “front of the house”, or customer-facing, jobs depend on tips.

** Desired Skills in the Industry **

Because most jobs in this industry involve working with people, good customer service skills are a must for anyone who wants to be in it. Employers in this field are looking for people who already have general skills such as knowing how to communicate well and clearly, work well with others, problem-solve, and multi-task.

They are also looking for people who are organized, punctual, and who can plan and handle the physical demands of the jobs, such as being on your feet for long periods of time. Skills, which are specific to particular jobs, are also in demand, such as cooking, scheduling, cleaning, training, customer service, and the ability to use basic computer software such as Word, Excel and PowerPoint.

---

* Overtime: the hours worked beyond the set number of scheduled hours, and usually at 1 ½ times the regular pay rate
Developing a Labor Vocabulary: What Are We Talking About When We Talk About Labor?

Students learn and practice using terms common to the consideration of careers, laying the groundwork for future reading, discussions and career research.

PREP

- Become familiar with the terms on the Labor Terminology information sheet.

MATERIALS

- Labor Definitions information sheet
- Labor Terminology worksheet
- Labor Vocabulary Questions worksheet

DISCUSS

1. Explain that you are going to talk about careers. Ask students what words come to mind when they think about careers. Discuss the meanings of these words.

2. Distribute the Labor Terminology worksheet and ask students to work in pairs to write what they think each of the terms means.

3. Discuss the definitions, using the Labor Terminology information sheet as a guide. Ask students where and when they have heard each term in the past, for example on the news, in readings for school, etc. Feel free to alter the language of the definitions to make them most meaningful to students. Ask students to take notes on the definitions.

4. Distribute the Labor Vocabulary Questions worksheet and ask students to complete it, in pairs during class or alone for homework.
## Labor Terminology

Read the term in the left-hand column. Then write what you think the term means in the center column. As the class discusses each definition, take notes and write the definition in the right-hand column.

<table>
<thead>
<tr>
<th>Term</th>
<th>What I Think it Means</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Profession</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Labor Force</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Labor Definitions Information Sheet

**Industry**
An industry is a group of organizations that do the same type of work. It is a way of grouping employers. All of the employers in healthcare, for example, hospitals, nursing homes and physical therapy practices, provide services to keep people healthy. The word “sector” means the same thing as “industry.”

**Occupation**
An occupation is a group of jobs that involve performing the same type of activities. It is a way of grouping workers. For example, people who work as nursing assistants or home health aides all help people who are sick. You can do this type of work in different places for example, in a patient’s home, in a hospital, or in a nursing home.

**Profession**
A profession is a group of jobs that requires advanced degrees and qualifications, such as being a doctor, a nurse, a lawyer, or a teacher.

**Job**
A paid position with a particular employer. The job-holder is the employee.

**Employment**
A relationship between an employer and an employee in which the employee is paid to do work for the employer. Employment can be part-time or full-time. It also can be temporary or permanent.

**Career**
One job or a series of related jobs that a person has over a period of several years. For example, a person could be a teacher for a long time and have a career in education. Or he could have a job as a home health aide and after several years of experience and more education, he could advance to a job as a medical assistant. This would be a career in healthcare. This person has a career in healthcare. A person can have more than one career over a lifetime.

**Labor Force**
The United States labor force refers to all the people in this country who are 16 years of age or older who are either able to work, are looking for work or are working. Labor force can also mean all of the people who work for a particular employer or in a specific city, for example, Target’s labor force or New York City’s labor force. Workforce and labor force mean the same thing.

By Lesley Hirsch and Alison Richardson, The New York City Labor Market Information Service of the CUNY Graduate Center, 2015
Labor Vocabulary Questions

Use the vocabulary definitions from the Labor Terminology worksheet to answer the following questions.

1. What is the difference between a job and a profession?

2. Does a person with a profession likely earn more than a person with a job? Why or why not?

3. For each of the following, circle the correct definition:
   1. An employee is a worker / boss
   2. An employer is a worker / boss
   Is the boss always the same as the employer? Why or why not?

4. Healthcare, retail and construction are examples of industry sectors. Give an example of a career within each of these industry sectors:
   a. Healthcare
   b. Retail
   c. Construction

5. What is one industry that you might be interested in working in and why?
Context Clues: Vocabulary in Hospitality, Recreation and the Arts

Students use context clues to determine the meaning of vocabulary commonly used in Hospitality, Recreation and the Arts, then answer questions and write original sentences using the new terms.

PREP

- Be prepared to explain the vocabulary terms listed on definitions handout.

MATERIALS

- Developing Vocabulary in Hospitality, Recreation and the Arts worksheet
- Hospitality, Recreation and the Arts Vocabulary Definitions handout

EXPLAIN

1. Ask: What are some words whose meanings it is helpful to know if you are trying to find jobs in industries that provide food, lodging, entertainment, or amusement? Write answers on the board as students brainstorm. Guide them to brainstorm words from different subsectors for example:
   - Lodging: Valet, front desk, booking
   - Food: Service charge, a la carte, entrée
   - Fun: Film crew, props, attendant, theme park

2. This is an enormous sector with many specialized kinds of work. There are many new terms to learn for each subsector in the industry. We’re going to learn some vocabulary words that workers in each of the subsectors often use.

3. Distribute the Developing Vocabulary in Hospitality, Recreation and the Arts worksheet and ask students to work on Parts I and II in pairs.

4. When students are finished, have them discuss their answers as a class. Clarify students’ understanding of the terms and offer additional information from the Hospitality, Recreation and the Arts Vocabulary Definitions handout.

5. After the discussion, distribute the Hospitality, Recreation and the Arts Vocabulary Definitions handout to students and ask students to complete Part III of the worksheet on their own in class or for homework.
Developing Vocabulary in Hospitality, Recreation and the Arts

**PART I:** For each word, read the sentence and try to guess the meaning of the underlined vocabulary word from the context. Explain the meaning in your own words.

1. **Amenities**
   Some of the **amenities** that my hotel offers are a swimming pool, a spa, and free wi-fi.
   
   *Meaning of the word*

2. **Back-of-the-House**
   In the restaurant where I work, two **back-of-the-house** workers called in sick, the cook and the dishwasher, so meals were prepared more slowly and there was a shortage of forks.
   
   *Meaning of the word*

3. **Chain**
   Some **chain** restaurants are big enough to offer important benefits to their employees, like health insurance and paid time off.
   
   *Meaning of the word*

4. **Front-of-the-House**
   When I mentioned I wanted to work with the public, my teacher suggested I consider **front-of-the-house** jobs in hotels and restaurants.
   
   *Meaning of the word*

5. **Peak**
   The Empire State Building is least crowded at 8 a.m. and at 3 p.m., but **peak** visiting times, when they need most of their employees to be available, vary depending on the season.
   
   *Meaning of the word*
6 **Attraction**
Believe it or not, a shopping mall in Minnesota is a more popular and heavily visited attraction than both U.S. Disney theme parks combined.

*Meaning of the word*

7 **Ecotourism**
During our ecotourism vacation, we bicycled instead of driving through Yosemite National Park to avoid polluting the air during our visit.

*Meaning of the word*

8 **Kiosk**
Central Park has three information kiosks where visitors can talk with staff.

*Meaning of the word*

9 **Performing Arts**
Adina wanted to major in performing arts rather than visual arts because she likes communicating with her audience directly and in real time.

*Meaning of the word*

10 **Production**
The director said the movie production was delayed because of lighting problems, a sick actor, and a camera crew that regularly arrived late to work.

*Meaning of the word*
11 Set
Between shots, the Props Assistant quickly moved across the movie set, removing and adding props in preparation for the next scene.

Meaning of the word ____________________________


12 Venue
The event planner looked for a conference venue that, in addition to the conference rooms, offered reasonable prices for food and the use of technology.

Meaning of the word ____________________________


PART 2: Answer the following questions using complete sentences. Make sure to use the vocabulary word in your answer.

1 What amenities would you most prefer on an airline trip that takes several hours? Why?

2 Describe the teamwork required in back-of-the-house jobs.

3 Why do you think some people prefer chain hotels to privately owned hotels?
4. If a person likes direct contact with customers, would it be better for him to work in the back-of-the-house or the front-of-the-house of a hotel? Why do you think so?

5. What does a waiter have to do to prepare for the peak service time? Why?

6. What would make a house be considered a tourist attraction?

7. Would hiring a private bus to drive you through a rainforest be an example of ecotourism? Why or why not?

8. What are some reasons you might visit a park kiosk?

9. Would you rather view a performing artist or the product of a visual artist? Why?
10. Which kind of production requires more from actors: live theater or film? Why do you think so?

11. Do you think it’s cheaper to film a movie on location in a city, or on a movie set? Why?

12. What do you think are important things to consider when choosing a venue for a rock concert? Why?

PART III: For each of the vocabulary words, write an original sentence that demonstrates the meaning of the word. You must use the vocabulary word in your sentence.

1. Amenities _________________________________

2. Back-of-the-House ____________________________

3. Chain _________________________________
<table>
<thead>
<tr>
<th>4</th>
<th>Front-of-the-House</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Peak</td>
</tr>
<tr>
<td>6</td>
<td>Attraction</td>
</tr>
<tr>
<td>7</td>
<td>Ecotourism</td>
</tr>
<tr>
<td>8</td>
<td>Kiosk</td>
</tr>
<tr>
<td>9</td>
<td>Performing Arts</td>
</tr>
<tr>
<td>10</td>
<td>Production</td>
</tr>
<tr>
<td>11</td>
<td>Set</td>
</tr>
<tr>
<td>12</td>
<td>Venue</td>
</tr>
</tbody>
</table>
Hospitality, Recreation and the Arts

Vocabulary Definitions

HOSPITALITY, RECREATION AND THE ARTS

One way to begin to think of this sector is to consider what people do when they’re not working. Think of two “super” categories that together include many sub-categories. One of the super categories is Hospitality, which includes work at eating and lodging establishments. The other super category is Recreation and the Arts—this includes work at any establishment connected with fun and entertainment.

Hospitality Vocabulary

**Amenities**
Useful services or structures that are intended to make life more pleasant for the people staying at a hotel or motel. Some examples of amenities are swimming pools, restaurants, in-room services, spas, and gyms.

**Back-of-the-House**
The term “back-of-the-house” refers to all the behind-the-scenes areas that customers will not see. It is the central command center in a restaurant and hotel because it’s where management makes operating decisions, rooms are booked, inventory is updated, and food is prepared before making its way to customers. The back-of-the-house also serves as a place for employees and managers to do administrative work.

**Chain**
Chain businesses share the one brand name and central management with standardized services and business procedures. They are very common in the Hospitality, Recreation and the Arts industry. Examples include Hilton Hotels, Marriott Hotels, Olive Garden Restaurant, and Applebee’s.

**Front-of-the-House**
The term “front-of-the-house” refers to all areas that a customer will be exposed to. In hotels, this includes the front desk and reception area, lobby and open bar and dining areas where guests congregate. In restaurants, this includes the entry, reception and waiting areas, along with the bar and dining room.

**Peak**
This term refers to the busiest time. Peak season is the time when most people go on vacation or travel. Peak time refers to the busiest time of the day.
Vocabulary in Recreation and the Arts

Attraction (built and natural)
An attraction is a feature or facility that draws tourists to a place. Tourist destinations may include a range of attractions. Attractions may be natural (beaches and waterfalls) or built (theme parks and zoos).

Ecotourism
Ecotourism is visiting a leisure destination because of its natural environment, and while there, negatively affecting the environment as little as possible. Ecotourists and ecotourism businesses try to make choices that help preserve the environment and benefit the local communities socially and economically.

Kiosk
A kiosk is a small open-fronted booth, often found in parks or amusement facilities, where tickets, snacks, or souvenirs are sold or information about the facility is given to the public. Park attendants may also work in kiosks.

Performing Arts
A performing art is any form of art in which artists use their voices or their bodies, sometimes in relation to other artists: actors, composers, singers, and musicians are all performing artists.

Production
Production is the planning, rehearsal, and creation of a work of theater, film, or television entertainment.

Set
In film and television, the set is the place where a film or television show is shot; it includes scenery and props. In theater, it’s the scenery and furniture that’s used on the stage for a specific play or theater production.

Venue
A venue is a facility (a building, a stadium, a part of a hotel, etc.) where a conference, performance, or sports event can take place.
## Interpreting Graphs about Hospitality, Recreation and the Arts Employment Series

Students learn about employment in Hospitality, Recreation and the Arts by analyzing graphs in the sector.

### ACTIVITIES IN THIS SERIES

1. **4.1 • Job Losses and Gains Across Sectors**
2. **4.2 • Total Employment in Hospitality, Recreation and the Arts**
3. **4.3 • Brainstorm: Careers in Hospitality, Recreation and the Arts**
Lesson Guide

Section 4.1

Job Losses and Gains Across Sectors*

Students predict, then read a graph detailing how various industries fared in New York City* in 2004 and 2014.

PREP

• Read the graph, *Job Losses and Gains*

MATERIALS

• *Job Losses and Gains Graph*
• *Prediction Guide: Rising and Falling Industries* worksheet

EXPLAIN

1 Before planning a career, it helps to know which industries are growing, which are shrinking, and which are staying level. At any point in time, the number of jobs in some industries is increasing, and in others, decreasing.

First off, what do we mean by industry?

➢ An industry is a collection of related jobs. For example, what do a Cook and Tour Guide belong to? Hospitality, Recreation and the Arts.

If a particular industry is growing, what does that mean for job seekers—people looking for jobs?

➢ There are jobs that need to be filled.

If it is shrinking, what happens to jobs?

➢ There are fewer jobs. Some people might lose their jobs and there won’t be many new openings.

Which industries do you think are growing in New York City* right now?

2 Distribute the prediction guide, one per pair, and explain that in partners, students are going to predict which industries increased in 2014, which decreased and which remained level. NOTE: The prediction guide and graph use the term “Hospitality and Leisure,” as this is what the Department of Labor calls this sector. While not all consumption of this sector is done as a leisure activity—for example, eating at a restaurant—much of it is.

3 When students are finished, distribute *Job Losses and Gains Graph* and ask them to read it carefully.
Prediction Guide: Rising and Falling Industries

With a partner, decide whether you think each of the industries below increased, decreased or remained level between 2004 and 2014, marking a check in the corresponding boxes below. Discuss the reasons for your choices.

<table>
<thead>
<tr>
<th>Industry</th>
<th>Increased</th>
<th>Decreased</th>
<th>Stayed Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manufacturing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Administration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trade, Transportation and Utilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional and Business Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leisure and Hospitality*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education and Health</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Leisure and Hospitality is the category the Department of Labor data uses to describe jobs in Hospitality, Recreation and the Arts.
# Department of Labor and CareerKit Sectors

The data on labor statistics included in the CareerKits comes from the Department of Labor, which collects information on hundreds of jobs and businesses. The table below describes the intersection of Department of Labor and CareerKit sectors, which are categorized similarly in many cases, though some differences exist. When considering which sectors to study with students based on the availability of local jobs, use this table alongside the Job Losses and Gains graph.

<table>
<thead>
<tr>
<th>U. S. DEPARTMENT OF LABOR SECTORS, REFLECTED IN THE JOB LOSSES AND GAINS GRAPH</th>
<th>CAREERKIT LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction</td>
<td>Construction</td>
</tr>
<tr>
<td>Organizations that build things. This includes organizations that build houses, office buildings, sewer pipes, power lines, highways and bridges. It includes organizations that employ people with general skills such as managing a building project and speciality skills such as carpenters, electricians and plumbers.</td>
<td></td>
</tr>
<tr>
<td>Manufacturing</td>
<td>Manufacturing</td>
</tr>
<tr>
<td>The CareerKits divide Manufacturing into two sectors: Manufacturing, which includes organizations that make products such as clothing, machines, electronics and cars, and Food Production, which includes organizations that grow, raise and produce products such as apples, bacon, yogurt and milk.</td>
<td>Food Production</td>
</tr>
<tr>
<td>Mining and Logging</td>
<td>Does not appear in the CareerKits</td>
</tr>
<tr>
<td>Organizations that prepare natural resources for use. Some examples of natural resources are coal, metals, minerals, oil, gas and trees.</td>
<td></td>
</tr>
<tr>
<td>Education, Healthcare and Social Assistance</td>
<td>Healthcare</td>
</tr>
<tr>
<td>Organizations that offer childcare, education and training as well as healthcare and social assistance. This includes daycare centers, schools, colleges, hospitals, shelters and soup kitchens.</td>
<td>Education and Childcare</td>
</tr>
<tr>
<td>Government</td>
<td>Public sector careers are addressed in every CareerKit sector.</td>
</tr>
<tr>
<td>Sometimes called “public administration” or “the public sector,” the Government sector includes local, state, and federal agencies. This includes organizations that are in charge of public housing, trash collection and national security as well as prisons, the police and the fire department, among others.</td>
<td>Community and Social Services</td>
</tr>
<tr>
<td>Entertainment, Food and Hospitality</td>
<td>Hospitality, Recreation and the Arts</td>
</tr>
<tr>
<td>Organizations that provide art, fun, food and places to stay overnight. This includes organizations involved in theater, dance and music, as well as museums, parks, bowling alleys, restaurants and hotels.</td>
<td></td>
</tr>
<tr>
<td>Professional and Administrative Services</td>
<td>Organizations that are dedicated to these tasks are not included in the CareerKits, however administrative careers are included in every CareerKit.</td>
</tr>
<tr>
<td>Organizations that provide support services to other organizations. This includes services such as accounting, advertising, billing, security, mailing packages and cleaning.</td>
<td></td>
</tr>
<tr>
<td>Banking, Insurance and Real Estate</td>
<td>Does not appear in the CareerKits</td>
</tr>
<tr>
<td>This sector includes organizations that deal with money. This includes banks as well as insurance and mortgage companies. It also includes organizations that rent property, vehicles or machinery, such as buildings, cars, refrigerators, televisions and bulldozers.</td>
<td></td>
</tr>
</tbody>
</table>
### Section 4.1

<table>
<thead>
<tr>
<th>Information</th>
<th>Organizations involved in producing, processing and distributing different types of information. This includes publishers of books, newspapers and computer software as well as producers of movies, music, radio and television programs.</th>
<th>Some of these careers are included in the Technology CareerKit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trade, Transportation and Utilities</td>
<td>The CareerKits divide this sector into Retail and Transportation &amp; Warehousing. Retail includes businesses that sell products such as clothing, cars, telephones and furniture. Transportation &amp; Warehousing includes airlines, taxi and limousine companies, shipping and trucking. Some utilities are addressed in other sectors, such as phone/internet in Technology and others, and water and sewage treatment are included in the Community and Social Services CareerKits.</td>
<td>Transportation and Warehousing Retail Technology Community and Social Services</td>
</tr>
<tr>
<td>Other</td>
<td>This catchall includes organizations that do things not captured by the other sectors. This sector includes car, computer and shoe repair shops, beauty salons, laundromats, parking lots and religious organizations.</td>
<td>Community and Social Services</td>
</tr>
</tbody>
</table>
Job Losses and Gains Graph: How Did You Do?*

Read the graph below* noting the employment numbers for each industry sector in 2004 and 2014.

![Graph showing employment numbers for each industry sector in 2004 and 2014.](source)

**Leisure and Hospitality** is the category the Department of Labor data uses to describe jobs in **Hospitality, Recreation and the Arts**

DISCUSSION

Before we think about how the data compares to your predictions, let’s discuss how to read this graph.

- According to the title, what is this graph about?
- What do the words going down the left side of the page tell you?
- What do the numbers across the bottom of the page tell you?
- What do the dark blue and light blue lines represent?
- What do the heavy black vertical lines represent?
- What do the fine black vertical lines represent?
- Where on this graph is the key? What does it tell you?
- Why are there two years shown on this graph?
- What does it mean when a dark blue line is longer than its partner light blue line?
- What does it mean when a light blue line is longer than its partner dark blue line?
- The heavy black vertical lines represent an increase of 200,000 jobs. How much of an increase does each fine black vertical line represent? How did you arrive at that answer?
- Ask students to find the corresponding industry sectors from the graph listed on their worksheets and discuss how these numbers compare to their predictions.

PAIR ACTIVITY

In pairs, write three statements about the graph, two that are true and one that isn’t. When you are finished, share with another pair. Each pair should determine which of the other pair’s statements are true and which is false.

FOLLOW-UP DISCUSSION

1. Which sector showed the most job growth from 2004 to 2014? How do you know?
2. Which sector showed the least job growth from 2004 to 2014? How do you know?
3. Why are the industries listed in this order?
4. How is the information in this graph by relevant to a job-seeker?
Total Employment in Hospitality, Recreation and the Arts*

Students read a bar graph showing the total number of jobs in Hospitality, Recreation and the Arts from 2006-2012. In groups they discuss the graph and answer open ended questions, followed by a class discussion. Finally, students write short paragraphs about the information in the graph and use the data to back up a prediction about the job outlook in Hospitality, Recreation and the Arts.

PREP

- Review Total Jobs in Hospitality, Recreation and the Arts, New York City, 2006-2012* graph, to prepare for class discussion.
- Write 6-10 questions based on the sample discussion questions listed below.

MATERIALS

- Total Jobs in Hospitality, Recreation and the Arts, New York City, 2006-2012* graph
- Jobs in Hospitality, Recreation and the Arts Writing Assignment worksheet

EXPLAIN

1. Today we are going to look at a graph titled, Total Jobs in Hospitality, Recreation and the Arts, New York City. Can you predict what this data might show?
   - Jobs in Hospitality, Recreation and the Arts increased between 2006 and 2012. Jobs in Hospitality, Recreation and the Arts decreased in and after 2008 due to nationwide economic forces, then increased when the economy improved.

2. Do you think this graph will show us how many jobs exist today, in the past, or in the future? Why do you think that?
   - In the past, based on the years mentioned in the title of the graph.

3. Why might it be useful to look at this graph?
   - To see if there are any employment trends that might help us determine the availability of Hospitality, Recreation and the Arts jobs now or in the future.
Let’s see if your predictions are correct. Divide students into groups of three and distribute *Total Jobs in Hospitality, Recreation and the Arts, New York City, 2006-2012* graph.

Ask students to discuss the graph together and answer the following questions:

- What do you notice? (write down as many things as you can)
- What do you see that interests you?
- What do you want to know more about?
- What do you have questions about?

Ask students to write down their group’s answers to be discussed afterward as a class.

**DISCUSSION GUIDELINES**

Facilitate a discussion in which students share what they talked about in groups and also ultimately discuss:

- **The structure and organization of the graph**
  
  For example: *What information is on the X axis? What information is on the Y axis? What increments of time are used?*

- **How to read the graph**
  
  For example: *Can you describe how you would find the number of jobs in Hospitality, Recreation and the Arts in 2009 and 2010?*

- **The purpose of the graph**
  
  For example: *Why is this graph useful?*

- **The content included in the graph**
  
  For example: *During what year was the number of jobs the lowest? Highest? When was there the smallest change?*

- **Any patterns the data shows and possible reasons for the patterns**
  
  For example: *Are there any quarterly periods that seem similar from year to year? How? Why do you think that might be?*

- **Implications of the data**
  
  For example: *What can we predict based on this graph? Is it a good time to look for a job in Hospitality, Recreation and the Arts?*
Students should back up their thinking with evidence from the graph. Ask follow up questions that help students explain their thinking, delve more deeply into the questions, and cite evidence from the graph. Some sample questions might include:

- How do you know that?
- Where in the graph do you see that?
- Why do you think that?
- What else do you notice?
- Can you say more about that?
- What do you think that means?

**SAMPLE DISCUSSION QUESTIONS:**

What does this graph show?

- The total number of jobs in Hospitality, Recreation and the Arts in NYC* from 2006-2012.

How do you know?

- Because the vertical axis shows the total number of jobs and the horizontal axis shows the years 2006-2012.

During which periods did ________________? Why do you think that is?

What other things did you notice about the total number of jobs in Hospitality, Recreation and the Arts from 2006-2012? Why do you think that? Can you say more about that?

**OPTIONAL WRITING ASSIGNMENT**

1. Distribute Jobs in Hospitality, Recreation and the Arts Writing Assignment worksheet.

2. Ask students to write a paragraph in a journalistic style that describes the data in the graph and makes a prediction about the future of Hospitality, Recreation and the Arts jobs in the region citing evidence from the graph. Encourage students to write more about trends in the data rather than to report a series of individual pieces of data.
GRAPH:
Total Jobs in Hospitality, Recreation and the Arts, New York City, 2006-2012*
Total Jobs in Hospitality, Recreation and the Arts
Writing Assignment

WRITING PROMPT: You work for a newspaper. Your editor wants a short article describing the trends in Hospitality, Recreation and the Arts employment between 2006 and 2012. Write a paragraph that describes the number of people with Hospitality, Recreation and the Arts jobs in New York City between 2006 and 2012. Assume your reader cannot see the graph. Include a prediction for these jobs in the near future—Do you think employment in the sector will rise or fall in the near future? Do you think this is a stable industry for workers? Explain why you think this. Back up your prediction with evidence from the graph.
Brainstorm: Careers in Hospitality, Recreation and the Arts

Students consider ways that they, people they may know, and people they learn about in the media, engage with businesses that provide food, lodging and fun. Then they brainstorm careers in Hospitality, Recreation and the Arts.

EXPLAIN

1. There are many businesses that exist to make your life easier, more entertaining and convenient. Some of these businesses cater to people when they’re on vacation, but even in our daily lives we seek out ways to enjoy ourselves and relax. Think about some businesses you use for enjoyment or convenience.

2. In pairs, brainstorm activities you do in your free time, whether outside of or inside of your home. Use complete sentences to describe these activities you engage in for fun or relaxation.
   - I go to the movies, or I go to parks. Sometimes I go to a restaurant or order takeout.

3. Now, on a sheet of paper, list all of the businesses that you, people you know, or people you follow in the media use either in their free time for fun, entertainment, or convenience. Then put the items on the list under one of these categories: Food, Lodging, and Fun.

<table>
<thead>
<tr>
<th>FOOD</th>
<th>LODGING</th>
<th>FUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Macho Taco</td>
<td>Super-8 Motel</td>
<td>Netflix</td>
</tr>
<tr>
<td>Sylvia’s Restaurant</td>
<td></td>
<td>Museum of Chinese in America</td>
</tr>
</tbody>
</table>

4. Based on these lists, brainstorm careers that people who work in these establishments might have; make sure students consider jobs in each of the subsectors that comprise this sector.
For example:

- Chef
- Line Cook
- Restaurant or Hotel Manager
- Bartender
- Reservation Agent
- Park Grounds Technician
- Landscape Artist
- Sound Technician
- Camera Operator
- Makeup Artist

Discuss with your partner: Which of these careers, if any, sound interesting to you? Explain why.
Series: Technology in Hospitality, Recreation and the Arts

Students read an article about how technology has impacted employment across sectors, then read about how it has impacted the fields of Hospitality, Recreation and the Arts in particular, and write a response about these impacts.

ACTIVITIES IN THIS SERIES

5.1 • How Does Technology Affect Today’s Labor Market?
5.2 • Technology’s Impact on Employment in Hospitality, Recreation and the Arts
5.3 • Written Response: Technology’s Effect on Workers
Section 5.1

Lesson Guide

How Does Technology Affect Today’s Labor Market?

Students read an article and consider the positive and negative effects of technology on the workplace across labor sectors.

MATERIALS

- Technology Opinionnaire
- Technology in the Workplace reading
- Chart paper & markers

INTRODUCE

1. Distribute the Technology Opinionnaire. Ask students to read each statement, and circle whether they agree or disagree. Then they should choose one of the statements to explain (in writing) their reasoning.

2. Write on the board:

   How has technology changed the labor market?

3. Distribute Technology in the Workplace, and ask students to read and annotate it, making sure to take notes about how technology has changed how people look for jobs, what kinds of jobs are available, and what their lives are like at work.

4. Put students in groups. Tell them to turn over the article (so they’re not looking at it), and make a list on chart paper of all the ways they can remember from the article how technology has changed the world of work. Groups share findings with the class.

5. When the groups are finished, ask them to look back at the article, and see if they missed anything. If they did, they can add to their lists.

6. Point students back to their opinionaires. Ask if anyone has changed their mind. For example, did anyone who started out feeling positively about technology start to feel more negatively, or the other way around?
Technology Opinionaire

For each of the statements below, circle whether you agree or disagree.

1. Overall, technology is improving our world today more than technology is hurting our world.
   Agree / Disagree

2. Technology these days makes it easier to find a career.
   Agree / Disagree

3. I would rather be looking for a job in today’s job market than I would 20 years ago.
   Agree / Disagree

Choose one of the above statements, and explain why you agreed or disagreed:
Technology in the Workplace

Technology has affected the world of work since the rise of factories in the 19th Century. For example, a machine called the cotton gin, that removes seeds from cotton after it is picked, made cotton manufacturing quicker and easier. When we talk about technology today, we usually mean hardware, such as hard drives and monitors; software, such as word processing programs; the internet; or networks, which allow computers to communicate with one another. Technology also refers to data collection, analysis and storage. It affects today’s labor market in many ways: the way we find work, the types of jobs we do, the education and skills we need, the way we do work, and the way companies operate.

1. **The way we find work**
   Long ago, people often looked for jobs in local newspapers, but today they use technology. Job search websites such as Monster, Indeed.com, and Glass Door have become popular. People use social media sites like LinkedIn and Facebook to make themselves known, connect to others and find opportunities. Employers use these sites too, to find employees and research job applicants. Websites such as hcareers.com and hospitalityonline.com are two websites that restaurant and hotel workers and employers use to seek or post employment opportunities.

2. **The type of jobs we do**
   Advances in technology have made some jobs disappear and others appear. For example, because companies like Netflix can offer movies on the internet, there are fewer video rental stores. We used to see a travel agents, baggage collectors, porters, and ticket agents when we traveled by plane or train. There are fewer of those jobs now that we use websites to book our tickets, and electronic machines to get our tickets and to check our bags. Advances in technology create new jobs too, like restaurant and hotel app developers, social media specialists, and digital animators.

3. **The education and skills we need**
   A lot of work relies on technology. We use it to do simple tasks like answering phone calls. More and more employers rely on people to do more difficult work that requires innovative thinking, flexibility, creativity, and social skills. You need a person to plan the scheduling of staff who work at a restaurant or hotel so there are enough staff on call during the busiest times of day. In hotels, you need technology for transactions with guests and to
track and store information about their preferences. In all hospitality and leisure industries, sales and inventory information are now tracked digitally. In this technology driven labor market, individuals who want to get, keep, and advance in a good job need to make sure that they have the education and skills that employers are looking for. This means knowing how to use technology and learning the skills that must be done by people.

4. The way we do work
Technology has also changed the way we work, by:

- Making workers more productive—Using technology can help you do your job better. You can complete more tasks, do them faster and sometimes more accurately. For example, with programs like Word, you can create and edit a letter more quickly than if you were to do it by hand or on a typewriter.

- Reducing the tasks workers do themselves—Some tasks that workers used to do themselves are now done by technology. For example, waiters increasingly use digital apps to place food orders in the kitchen where they appear on screens that make tracking more efficient. Rather than spending time running back and forth from the kitchen, waiters can interact with guests to make their visit more pleasurable.

- Replacing some workers—More and more, we rely on machines to do work without any help from humans. This is called automation. Many people wonder if machines or even robots will one day replace workers. Right now, machines can assemble car parts, answer customer calls, and check passengers in at airports. Robots can work together to fulfill warehouse orders. In some fast food restaurants, customers can now place and pay for orders digitally, which may eliminate the need for cashiers. Experts disagree on what kind of impact automation will have on work in the future.

- Making some workers more mobile—Mobile phones, computers and the internet have allowed employees to do work from almost anywhere at almost any time. For example, some office workers can work from home for a local company or for a company based in another country. And, they can check email after the official end of the workday. Because of videoconferencing, we can even have meetings with people who are in different places around the world. In the film industry, films may be shot in multiple locations, but videoconferencing software allows the entire production crew to communicate as needed in real time.

- Directly connecting people who need goods or services to people who can offer it—Businesses like Grubhub, Expedia, and Netflix allow
sellers to connect with customers in moments. They offer food delivery services, accommodations, and entertainment products to potential buyers through the internet.

5. **The way companies operate**

With technology, organizations can produce goods and provide services more quickly, more accurately, on a larger scale and in new and improved ways. They can reach more customers. And, they can use huge amounts of information about individuals—known as ‘big data’—to help them sell more to customers. For many organizations, the way they use technology is what sets them apart from the rest.

Technology has changed the world of work in these five ways, but not all types of technology have the same impact. Some technologies totally transform the way people and organizations work. The internet is a good example; it changed everything. Other technologies that may transform our lives include driverless cars and advanced robots that can work alongside or replace employees altogether. And, some jobs seem to be effected by technology more than others. For example, jobs that involve activities such as data entry, assembly line work or routine design work have all become reliant on technology.

Technology has had many positive effects, but it has also had some negative. For example, the internet has allowed a wide range of individuals to access an incredible amount of information quickly, but it has made security and privacy an important issue. Hackers now can get confidential information that they were not intended to have. Governments are catching up to these changes by making new laws and regulations to keep people more safe.

Jobseekers and employees in today’s labor market must make sure they are tech-savvy. This can include:

- knowing how to operate a computerized cash register
- being proficient in Microsoft Office including Word and Excel programs
- operating restaurant, hotel, amusement, and entertainment technology that can require ongoing training as the technology evolves

Employees can raise their awareness by staying current with technological trends in their field, by reading online or print materials about their industry. Jobseekers can prepare for interviews doing job research and getting training. Jobseekers who are not tech-savvy may be at a disadvantage to their more tech-savvy peers.
Technology’s Impact on Employment in Hospitality, Recreation and the Arts

Students read an article about the impact of technology on opportunities in Hospitality, Recreation and the Arts, then develop text-based and speculative questions based on this information.

PREP

• In preparation for class discussion, read the articles How Tech Has Shaped Film Making, How New Technology Impacts Hotel Workers and How Technology is Changing the Restaurant Industry and the Way We Dine, and annotate each article by underlining parts that mention specific ways technology has impacted Hospitality, Recreation and the Arts careers.

• Make copies of each article so that there are enough for one-third of the class, with some extras for students who request information in other sub-sectors.

MATERIALS

• How Tech Has Shaped Film Making (1)
• How New Technology Impacts Hotel Workers (2)
• How Technology is Changing the Restaurant Industry and the Way We Dine (3)

DISCUSS

1 Ask students about the ways technology has changed the workplace in general.

   > Most businesses use some form of computer technology. Management uses digital technology to store information, communicate with workers, clients and the public, and to analyze and learn from various kinds of data they have available to them. People who work directly with the public use different kinds of digital equipment designed to make their interactions more efficient and accurate; people who create, assemble or transport different types of products use digital and automated equipment in their work.

2 Ask students how they think technology has impacted Hospitality, Recreation and the Arts careers. Remind them that this sector includes food, lodging, recreation and entertainment jobs. Write their responses on the board.
In hotels and restaurants, workers use digital reservation systems to help them manage and keep track of customer flow. Waiters now use mobile computers to take orders and transmit them to kitchens. Mobile technology is used to communicate information from the front desks of hotels to housekeeping staff. In many parks and attractions, historical and scientific information is often presented at information kiosks and in exhibits using multimedia technology that provides visitors with experiences that entertain as well as educate. Movies, television, and radio shows are now produced and distributed through digital technology.

Computerization in all of the subsectors of Hospitality, Recreation and the Arts is a big reason for an increase in jobs in this sector. Equipment and computer systems continue to evolve, requiring Hospitality, Recreation and the Arts workers to stay current with the most recent developments.

Distribute one article per student and ask students to read and annotate it. They should underline parts of the article that discuss the specific ways technology is impacting Hospitality, Recreation and the Arts careers. Explain that the article they have been asked to read has a number at the top—1, 2, or 3—and that after reading, they will work in small groups with other students who have read the same article as them.

After reading, divide students into small groups depending on the article they read. Each group should nominate a scribe to take notes of the group discussion. Ask students to share their annotations in their groups, focusing on examples of technology’s impact.

Ask students to remain in their groups to write 3 questions that can be answered by the article and 3 speculations about Hospitality, Recreation and the Arts careers and technology beginning with “I wonder …”

I wonder if a computer will one day be able to create an entire movie…
I wonder which computer programs hotel clerks have to learn to use…

On the board, make three large columns and label them with: Film (1), Hotels (2), and Dining (3).

Review each column, asking for student input on how technology has impacted their assigned part of the industry. When all three columns are complete, ask students:

Do these different industry areas have any technological impacts in common?
How Tech Has Shaped Film Making: 
The Film vs. Digital Debate Is Put to Rest

Adapted from https://www.wired.com/insights/2015/01/how-tech-shaped-film-making/?mbid=email_onsiteshare

The director, Robert Rodriguez, is famous for getting his filming done quickly. He has described his process as one long day of work, beginning with shots and moving into editing all within the same day. He likes to be able to review his work as it’s produced so that he knows what the final product might look like. Compare that to someone like George Lucas, who spends quite a bit of time and budget in post-production, and it’s easy to see that technology has taken film in very different directions.

Technology’s greatest impact is perhaps felt in new cameras that allow cinematographers to shoot in higher definition, letting viewers take in more of the amazing work in set design. Technology also drives entire parts of film now, enabling movies that were not possible before. Here are some examples where technology has driven film making.

Costs
Film* is the preferred medium of old school filmmakers, but it’s also very costly. In addition, film carries several disadvantages that limit the creativity of the filmmaker. Aside from the expense, film is impossible to reuse. That means a day of shooting must have footage the crew can use, or else every resource consumed that day was a waste. The costs of film don’t end the day of shooting either. Cinematographers who use film must develop it, and then there is the costly process of editing the film.

Going digital largely means eliminating the large canisters of film that used to go hand-in-hand with filmmaking. It also means production companies complete their shoot schedules with less waste, keeping the entire project under or close to budget.

Editing
Post-production is another area where digital beats film. Adding visual effects to film was often a precise art, where the effect had to blend seamlessly with what was being shot. This is a painstaking process that editors no longer go through. Digital effects are created and added to the shot within the same program or family of programs. This software also allows editors to work on entire sections of a film, easily piecing scenes together after the post production effects are added in. That includes audio, which now has a high definition digital file that ensures the audience will hear every word and action that they see. The end result is a piece of film that looks cleaner, with effects that blend seamlessly with the movie.

* “Film” here refers to photographic film that is sensitive to light and requires chemicals to develop images. “Film” is contrasted with “digital,” which involves the use of computers.

Image copyright: patrimonio
**Shooting**

Shooting in digital is much easier because you can do more in less time. Multiple cameras can run on the same shot, so you always get the angle you want without having to waste time on retakes. I like shooting digitally because it makes it easy to shoot multiple takes, and to get multiple angles without spending more money on extra film. A director's bread and butter is pace and performance. I love being able to shoot everything. Even, with the actors' permission and rehearsals, you never know what pieces you'll be able to use later in editing.

With the new developments in steady-cam equipment, the end result is a more intimate shot. The audience feels present in the moment because the lens we are allowed to look through feels authentic. Filmmakers also spend less time re-shooting the same scene to get the right angle.

**Distribution**

The process of distributing film in digital has not quite hit the peak of what it is capable of, but lesser-known independent films in particular stand to gain. Distribution through YouTube has been the most common form of marketing for quite some time. Studios have released big-budget trailers, while indie (independent) filmmakers have sought funding and generated interest posting content through various YouTube channels. Of course, the down side is that quality has significantly declined, but that's more a function of volume. YouTube users also tag what's popular with a thumbs up, helping others to find new and interesting content without spending too much time digging for it.

Rights to films are already distributed to consumers digitally, but this market has not been fully tapped. There is much debate as to the future of film consumption, but companies seem willing to distribute films online. The 2011 film *Tower Heist* with Ben Stiller was almost released to Comcast customers alongside the theatrical release*, but the idea was scrapped after several theaters threatened not to show the film in protest. Although digital promises an exciting new world of distribution, the business of film has yet to catch up with this idea.

**Preservation**

The preservation of film isn’t something we think about as consumers, but it’s the very reason we still have re-mastered copies of Ben Hurr and the Star Wars trilogy. Film will crumble and damage over time, and it's extremely flammable too. There are simply too many methods for film to outlive its usefulness. Digital films can be stored on company servers, without taking up too much space. The costs to maintain this infrastructure are also lower than the costs to store and re-master film.

Digital archives are also easy to backup and restore. Pixar had a now famous incident when creating Toy Story 2, where one of the animators lost almost the entire film working on it at home thanks to a bad backup. Aside from this small incident, the backup system has allowed production companies access to earlier versions of a film.

Without technology, it would be nearly impossible for Hollywood to produce the volume of films that it does. Film might be a nice thought for that vintage feel, but the practicalities of digital have largely put the film versus digital debate to rest.

Charles Matthau, son of Walter Matthau, is a film and television director best known for adapting books into movies.

*release of film in movie theaters*
How New Technology Impacts Hotel Workers

Adapted from:
http://hospitalitytechnology.edu/gl.com/news/How-Hotels-are-Mobilizing-Staff98287

The Hospitality industry is increasingly dependent on tech workers, pulling computer scientists and technicians, web designers and other experts into its workforce. Nowadays, guests look to their phones and computers to research, make hotel reservations, and stay in and communicate with hotels. That translates to a lot of important technology needs.

Kate Walsh, interim dean of the School of Hotel Administration at Cornell, says she is seeing more companies coming on campus to hire students who are specializing in areas like digital marketing and business analytics. “They want foodies who code,” she said. Glassdoor, an Internet Job-posting company based in Mill Valley, California, has noticed an increase in tech Hospitality listings as well. “All companies are becoming technology companies to some degree, and this is especially true in the Hospitality industry,” said Scott Dobroski, who works in corporate communications for Glassdoor.

Michael Leidinger, Chief Technology Officer with Hilton Hotels and Resorts, said his department had added 140 positions in just the last two years. The department manages the core technology for the hotel chain, including data centers, websites around the world, mobile apps, and information technology support. While many college students majoring in science, technology, engineering, and math (STEM) are attracted to the household-name tech companies in Seattle and Silicon Valley, Leidinger said he tells them, “If you’re really into technology, there’s a revolution happening in Hospitality,” and as part of a smaller team, “you can drive, innovate and take ownership.”

One project for Hilton Hotel tech employees is keyless entry, which allows guests to use their phones instead of plastic key cards to unlock room doors. Of Hilton’s 4,800 hotels, 750 now offer keyless entry, and the company hopes to install the service in 2,500 hotels by the end of this year. Tech workers are hired centrally to provide maintenance and update this and other electronic systems.

There are also technical job openings at the hotel level, where employees at individual properties manage social media, on-site Wi-Fi and the integration of systems like retail, parking, and food sales.
Mamie Peers, senior digital, social and e-commerce director at The Cosmopolitan of Las Vegas, an independently owned and operated hotel, said she had been expanding her team and putting its members in office space in the hotel. “Technology integrates with everything,” she said, “so it makes sense to give the new team access to the casino employees, chefs, all the experts in each area, so they can work together. We’re developing our own in-house talent to innovate, test new ideas and learn from them.” Peers said she looks for new employees who can understand technology and also explain it. Even her marketing team gets tech questions. “And they have to hustle,” she said, “to keep up with the fast-paced environment.”

In addition to technical specialists, workers in traditional Hospitality, Recreation and the Arts jobs, such as front desk agents and housekeeping staff, are also impacted by new technologies. Some ways technology is now being used are described below.

**Check-In**
Computerized front desk technology enables the agent to perform check-in duties ranging from room availability and reservations, to inventory, pricing, and guest data capture. On checkout, the guest’s billing is combined with phone accounting, in-room entertainment costs, and point of sale purchases. Front desk technology provides the agents with real-time information to make things more efficient and minimize wait time.

**In-Room Technology**
Some travelers carry numerous electronic devices, and reliable, wireless internet connectivity ranks at the top of the list for customer needs. Some luxury hotels provide iPads or smartphones to customers for use during their stay. Guests can use the hotel’s web application to access room service options via an e-dining website, or use an interactive service that finds nearby restaurants, transportation or shopping.

**Digitizing Hotel Staff**
In order to gain efficiency, offer more access and coordinate operations, many hotel operators are providing staff with mobile devices, allowing them to perform duties from anywhere on the property. Whether its smartphones or tablets, company-owned or Bring Your Own Device (BYOD), many operations are being performed as soon as guests request them.

One area where many hotels are finding success with mobility is replacing two-way radios carried by housekeeping, maintenance, and other hotel staff with a mobile device. Not only is it less disruptive to hotel guests, but it also allows staff to respond more quickly, and the property to track requests and work orders electronically.
How Technology is Changing the Restaurant Industry and the Way We Dine

Let's take a walk-through of the guest's experience in a restaurant before the use of restaurant technology: Guest is seated based on whichever table is open. Guest orders as waiter writes items on a notepad. Guest eats. Guest pays and gets change. Guest leaves cash tip. Today, the only part of the guest experience that has been untouched by restaurant technology is eating. However, it's not just the guest's experience that has changed. Restaurants, servers, chefs and owners are all impacted by changes in front- and back-of-the-house technology. This is a big deal. The future of the restaurant industry—and how guests dine out—relies on these changes. Let's take a look at how restaurant technology is influencing the restaurant industry.

Major Digital Advancements in Restaurants

**POS Tablets:** POS stands for the term “Point of Service.” POS tablets are small devices that allow customers to pay where they are, rather than walk to a cashier and possibly wait on line to pay. These tablets also allow servers to place customer’s orders digitally, rather than to run with a check into the kitchen. These tablets can make a server’s job easier, once she or he learns how to uses them, and they may eliminate problems in the kitchen that are caused when a check is lost or when an order is misread. Because the order is sent digitally, they also save the server some time. POS tablets can be stationary terminals or small handheld tablets.

**Digital Receipts:** Receipts are no longer stuffed into a guest’s pocket, forgotten until they show up crumpled in the wash. Now, in many restaurants, guests complete their payment using a POS tablet, rather than waiting for the
server to pick up their credit card, run it, and return to the table, or rather than walking to the cashier and waiting on line. The time it takes for the guests to view their bills, tip their servers, and get their receipts is faster, which means the restaurant is able to serve more people in a night.

**Wait List Management Software:** In addition to POS devices, restaurants are incorporating other front-of-the-house technology. Waitlist management software electronically provides information about waiting time to people making reservations at a restaurant. The software calculates waiting time, keeps records of who has been seated and how many tables are open. It can also put guests on a waitlist for future dates.

**Kitchen Display Screens:** OS tablets send orders directly to the kitchen, where they appear on kitchen display screens. Kitchen display screens were used in the past at fast food restaurants, but now they are becoming more common in other kinds of restaurants, too. Some display systems are set to push the most important items to the top of a chef’s list. Kitchen display screens can actually help chefs learn about the pace of their line—how long it takes to complete orders on average, and how long specific items take. Knowledge of this kind can help chefs to think about how to redistribute the work of their cooks, and even how to plan menus.

**Inventory Management:** Inventory management software is used to make inventory, the items a restaurant has and needs, easy to track and manage.

**Restaurant Hiring:** Restaurant hiring apps that allow owners to screen people applying for the job before they actually come in to be interviewed are now being used. Apps such as Clothbound allow restaurant managers, as soon as a position opens up, to immediately post a job description via smart phone, because the job descriptions for all the positions in their restaurant are on file in the app itself. People looking for work can use the same app to create profiles that describe the kind of work they’re looking for—for example, a bartender can say she has experience working in busy, upscale bars; a cook can say he specializes in preparing Japanese food. After entering their information, the app will send daily updates to employers and job searchers.

Ultimately, restaurant owners, workers, and guests are experiencing a huge change in dining out as we know it. Technology in restaurants may be slower to gain a strong foothold, but it isn’t going away. The future of the industry will depend on the right people getting involved in developing new technologies. The restaurant industry is seeking people with information technology (IT) skills to help improve all aspects of operations. Everything from menus, business management, ordering, seating and customer experience is up for examination.
EXTENSION ACTIVITY

Written Response: Technology’s Effect on Workers

In this scaffolded writing activity, students first write sentences summarizing the ideas in the article, using quotations as evidence to support their ideas. They then use those sentences as the basis of a five paragraph response. Teachers are encouraged to use any other writing techniques they have been using in class, such as note-taking, outlining, or pair pre-write discussions.

MATERIALS

- Written Response: How Technology Affects Workers assignment

INTRODUCE

1 Distribute Written Response: How Technology Affects Workers assignment. Ask students to read it, and explain what they are expected to do.

2 Ask students to work on it individually, then share their responses as a class. Students will likely need more space to write and can use separate sheets of paper in addition to the worksheet.

3 Using any writing development techniques you have been using in class, ask students to use the worksheet to write a five paragraph response, including an introduction, conclusion, and three body paragraphs. Discuss the importance of making a claim that is supported with evidence. In this case, evidence is a quotation from the reading. The significance of quotations should always be explained.

4 Adaptation for lower levels: Responses can include one or two body paragraphs.
Written Response: How Technology Affects Workers

Complete the worksheet below, explaining the author’s views on how technology affects workers. For each reason, include a quote from the text and explain its significance.

The writer of *Technology Across Labor Sectors* believes that technology has had a __________________________ impact on workers.

**FIRST REASON:**
Technology has been __________________________ for workers because...

Quote:

This is important because...

**SECOND REASON:**
Another reason the writer thinks technology is __________________________ for workers is...

Quote:

This is important because...

**THIRD REASON:**
A third reason the writer thinks technology is __________________________ for workers is...

For example...

This is important because...
Career Families in Hospitality, Recreation and the Arts

Students learn about career families, which are job types common across sectors, such as administrative, public-facing, technological and management. They brainstorm specific jobs according to the career families that comprise the Hospitality, Recreation and the Arts sector, the skills someone would need to work in them, and answer self-assessment questions about their interest in various career families.

PREP
- Be prepared to discuss the terms: career families, job duties vs. job skills

MATERIALS
- Career Families worksheet

EXPLAIN
1. There are job types that are common across sectors. These are called career families. There are some career families with jobs that nearly all companies or organizations need, for example, a public-facing job. This is a job working directly with people.

2. Which Hospitality, Recreation and the Arts jobs require you to work directly with people?
   - Many of the jobs in this sector require you to work directly with people. This includes tour guides, hosts/hostesses, waiters/waitresses, etc.

3. What kinds of skills do people who work directly with the public need to do their job?
   - Communication skills, computer skills, the ability to get along well with people from all walks of life, friendliness, approachability, being helpful, patient, the ability to explain things clearly and concisely, knowledge of what they are helping people with, problem solving, good listening skills, ability to multi-task, ability to work cooperatively and also be able to work independently.
Are these particular to Hospitality, Recreation and the Arts or do they cross industry sectors?
> *They apply to many industry sectors.*

4 What do you think are the benefits of having the skills to do jobs in a career family that exists in many different industries?
> *Many job opportunities, you won’t be stuck in one industry if you don’t like it, if you change industries, you won’t necessarily have to learn a whole new set of skills (though you’ll still have to learn industry/company specific knowledge and duties).*

5 Put students into groups of three or four, distribute the *Career Families* worksheet, and ask students to complete the table together. After they finish the table, have them fill out the questions on the second page individually. When finished, students discuss answers (both group and then individual answers) with entire class.

6 Can you think of any other types of jobs that are needed in many industries?
**Career Families in Hospitality, Recreation and the Arts**

In the chart below, follow the example, listing additional examples in the categories provided.

**Left-hand column:** write a career that is part of the career family in each industry.
**Right-hand column:** write the skills needed to do the job listed in the left column.

<table>
<thead>
<tr>
<th>CAREERS IN HOSPITALITY, RECREATION AND THE ARTS (HRA)</th>
<th>SKILLS NEEDED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Public-Facing in HRA</strong></td>
<td></td>
</tr>
<tr>
<td>1. Tour Guide</td>
<td>1. Good communication skills, ability to work well with all types of people, knowledge of subject matter, flexibility.</td>
</tr>
<tr>
<td>2. _______________________________________________</td>
<td>2. _______________________________________________</td>
</tr>
<tr>
<td>3. _______________________________________________</td>
<td>3. _______________________________________________</td>
</tr>
<tr>
<td><strong>Administrative in HRA</strong></td>
<td></td>
</tr>
<tr>
<td>1. Administrative Assistant</td>
<td>1. Attention to detail, writing skills, verbal skills, phone and email etiquette, organizational skills.</td>
</tr>
<tr>
<td>2. _______________________________________________</td>
<td>2. _______________________________________________</td>
</tr>
<tr>
<td>3. _______________________________________________</td>
<td>3. _______________________________________________</td>
</tr>
<tr>
<td><strong>Technological in HRA</strong></td>
<td></td>
</tr>
<tr>
<td>1. IT Technician</td>
<td>1. Computer skills, attention to detail. Communication ability with different levels of staff, helpful manner.</td>
</tr>
<tr>
<td>2. _______________________________________________</td>
<td>2. _______________________________________________</td>
</tr>
<tr>
<td>3. _______________________________________________</td>
<td>3. _______________________________________________</td>
</tr>
<tr>
<td><strong>Management in HRA</strong></td>
<td></td>
</tr>
<tr>
<td>1. Restaurant Manager</td>
<td>1. Knowledge of the restaurant industry, ability to work in a face paced environment, experience with back-of-the-house and front-of-the-house responsibilities.</td>
</tr>
<tr>
<td>2. _______________________________________________</td>
<td>2. _______________________________________________</td>
</tr>
<tr>
<td>3. _______________________________________________</td>
<td>3. _______________________________________________</td>
</tr>
</tbody>
</table>
1. Of the four we have examined—Public-facing, Administrative, Technological and Management—which would you be interested in working in? Why?

2. Do you already have any skills that would help you work within the career families you are interested in? How did you acquire these skills?

3. Of these four career families, are there any you would not be interested in working in? Why?

4. Can you think of any other types of jobs that are needed in many different industries or job sectors? Would you be interested in working in any of those? Which ones and why?
Employers Types in Hospitality, Recreation and the Arts

Students learn about classifications of employers—corporations, nonprofit organizations, self-employed businesses, cooperatives and civil service.

PREP

- Be prepared to discuss the following terms, defined below: Corporation, Nonprofit, Self-employed, Cooperative and Civil Service, also known as the Public Sector.

MATERIALS

- Employer Types worksheet
- My Local Employers worksheet

EXPLAIN

1 Sometimes the word employer refers to an individual, but it is also used to describe a company or organization. We are going to look at five different types of employers that exist in the Hospitality, Recreation and the Arts sector. We’re also going to consider what types of business are in each of the sub-sectors.

Ask: What services does the Hospitality industry provide?

> Restaurants, bars, coffee shops and other places for food and drink. Accommodations, or places to stay overnight such as hotels, are included in this industry.

What types of businesses are included in Recreation and the Arts?

> Parks, museums, sports venues, movie theaters and theme parks.

2 Distribute Employer Types worksheet. Have students get into pairs and complete the worksheet together. For each business included they will note the employer type and the sub-sector.

3 When they are finished, have students share their answers with the class.

4 After each workplace type is reported back, discuss the corresponding definition on the following page to clarify and answer any questions. The definitions are intended for use by the teacher.

5 Distribute the My Local Employers worksheet and have pairs work together to list employers that they think belong in each category.
Students can complete them based on their existing knowledge or use the following websites for research:

www.greatnonprofits.org and www.nycworker.coop

If they use websites for research, discuss the importance of paraphrasing.

Another option is to have them complete this worksheet individually for homework.

- A Corporation is a business that sells goods or services. Many corporations have one person in charge at the top, the CEO or President, then a layer of middle managers who supervise people with lower levels of responsibility. If a corporation makes a large profit, that money might go to the high level managers, or they may choose to share it among the employees. Many, though not all, corporations have a hierarchy with some people holding more power to make decisions than others.

- Nonprofits or Not-for-profits generally prioritize providing services over making money. For example, they might provide shelter or counseling to homeless or low-income people, people with disabilities or other groups of people who need assistance. They are governed by a Board of Directors, a group of people interested in the success of the organization, which guides the decision-making. Users or clients often do not pay for the services. Instead, the organizations apply for and receive grants from the government or private funders. This is money that does not have to be repaid and often comes with requirements on the services provided, such as a certain number of people served or certain results of the services provided.

- Self-employed businesses are often a business of one, for example, a handyperson who makes repairs in people's homes or someone who does hair on their own or in other people's homes. They set their own hours, prices, get their own clients and run the business themselves. They might hire someone to help with certain aspects, such as a bookkeeper to help manage the finances or an assistant to help them provide the service.

- Cooperatives are businesses that are owned by a group of people together, instead of having one owner or president. They make decisions about the business together and have equal decision-making power. Profits earned often go back in to supporting the business or go to the worker-owners themselves. There are many new cooperatives in New York City.

- Civil service is also known as the public sector or the government. Civil servants are public employees who work in a variety of fields such as teaching, sanitation, health care, management, and administration for the federal, state, or local government. There are standardized prerequisites for employment such as minimal age and educational requirements and residency laws. Employees enjoy job security, promotion and educational opportunities, comprehensive medical insurance coverage, and pension and other benefits often not provided in comparable positions in private employment.
Employer Types*

Read the descriptions of employers below and decide whether each one is a corporation, a nonprofit organization, a cooperative, someone who is self-employed or civil service.

Business Type

Industry Area (check one): □ Dining    □ Recreation    □ Accommodations

1. The New York City Department of Parks and Recreation is responsible for maintaining a clean and safe parks system, providing the public with a greener city and a variety of recreational activities. People who work for this government department may design park facilities and landscapes, work in facility management, patrol the parks to ensure people’s safety, maintain park grounds, or build relationships with local communities. The parks department offers positions that serve all these needs, at a wide range of pay levels depending on education and experience. Some, but not all of these jobs, may require applicants to take an exam or hold certificates in specific areas of expertise.

Business Type

Industry Area (check one): □ Dining    □ Recreation    □ Accommodations

2. Dipthi and Raj bought a small restaurant in their Flushing neighborhood where they serve food from their native country, India. The restaurant is open six days a week for lunch and dinner. Dipthi and Raj arrive early each morning to prepare food for later in the day. They chop vegetables, spice meats, and create sauces so that food can be cooked quickly when guests arrive throughout the day. Their son and daughter help out at the restaurant by waiting on tables and delivering food to customers who place orders by phone. Dipthi and Raj love their work; they enjoy working in their local community and having the independence to choose when and how much to work. This year, they hired an accountant to help them manage their business, but they are taking a course in business accounting and hope by the next year to take on this additional responsibility.

Business Type

Industry Area (check one): □ Dining    □ Recreation    □ Accommodations
3 **Hyatt Hotels** is a for-profit multinational owner, operator and franchiser of hotels, resorts and vacation properties. It is a leading global for-profit hospitality company. As of 2016, the company’s portfolio included 698 properties in 56 countries. The Hyatt brand includes seven hotels in Manhattan, and more than a dozen Hyatt establishments in the New York metropolitan area. This business offers employment opportunities in a variety of areas including management, food and beverage services, sales, room operations, and front desk services.

**Business Type**

**Industry Area** (check one):  
- ☐ Dining  
- ☐ Recreation  
- ☐ Accommodations

4 **Roundabout Theater** in Manhattan is a theater company that produces classic plays and musicals, develops and produces new works by established and emerging writers, and offers educational programs designed to enrich the lives of children and adults. Roundabout uses money from grants, donations, and ticket sales to run the theater, purchase necessary supplies, and pay staff and artists. They create additional educational programming, productions, and projects designed to bring theater, education and enjoyment to the community. It has a board of directors, which is a group of advisors that help guide the direction of the theater and make sure it is staying true to its goals.

**Business Type**

**Industry Area** (check one):  
- ☐ Dining  
- ☐ Recreation  
- ☐ Accommodations

5 New York restaurant, **Colors**, was founded by staff-owners who come from more than a dozen countries and belong to the Restaurant Opportunities Center (ROC), an organization that fights for fair working conditions for restaurant workers around the country. ROC was created with support from the Hotel and Restaurant Employees Union Local 100, after the 9/11 attacks left more than 300 workers jobless. Colors was founded as a tribute to those who lost their lives in the World Trade Center. It is owned and operated by its workers. It is a thriving restaurant at night; by day it serves as a training center for restaurant workers.

**Business Type**

**Industry Area** (check one):  
- ☐ Dining  
- ☐ Recreation  
- ☐ Accommodations
# My Local Employers

List as many local employers as you can in the boxes below, providing the name and what they provide. Use businesses near class, near your home, and ones you are familiar with. If no employers come to mind for a category, do some research. Use readings from class or search online.

<table>
<thead>
<tr>
<th>Corporation</th>
<th>Nonprofit Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Product or Service:</td>
</tr>
<tr>
<td></td>
<td>Name:</td>
</tr>
<tr>
<td></td>
<td>Product or Service:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cooperative</th>
<th>Self-Employed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Product or Service:</td>
</tr>
<tr>
<td></td>
<td>Name:</td>
</tr>
<tr>
<td></td>
<td>Product or Service:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Civil Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
</tr>
<tr>
<td>Product or Service:</td>
</tr>
</tbody>
</table>
Students practice writing informational and argumentative essays, both of which appear on the TASC exam. Each essay prompt is modeled after TASC exam prompts and activities include various levels of scaffolding, including model essays for students to analyze, developing guiding questions for reading the texts, essay templates, and graphic organizers for essay planning. It is not necessary to do all the activities in this series or to do them in order.

*Note:* These activities, especially the writing strategies, can be adapted for use with non-TASC essays.

**ACTIVITIES IN THIS SERIES**

8.1 • TASC Informational Essay: Sick Leave in New York City  
(Scaffolding Level: **High**)

8.2 • TASC Argumentative Essay: A New Minimum Wage  
(Scaffolding Level: **High**)

8.3 • TASC Informational Essay: NY Paid Family Leave Law  
(Scaffolding Level: **Medium**)

NYSED/CUNY CareerKit for HSE & ESL Learners (2018) • Hospitality, Recreation & the Arts

UNIT 1 • ANALYZING THE LABOR MARKET
TASC Informational Essay: Sick Leave in New York City

Students read and analyze two sample informational TASC essays. Then they read and analyze two articles about the recent law passed in NYC requiring companies to pay sick leave to their employees, use a graphic organizer and an essay template to plan their essays, and finally write an informational essay on the topic.

PREP

- Read Sample TASC Informational Essays handout and be prepared to discuss it.
  1. Be prepared to discuss what makes a “good” TASC informational essay.
  2. Know the difference between a TASC informational and argumentative essay.
  3. Understand the TASC scoring rubric.
- Read TASC Informational Essay Prompt: Paid Sick Leave handout.
- Be prepared to explain paid sick leave.
- Read Template for Informational Essay worksheet. Be prepared to discuss the parts of the informational essay.

MATERIALS

- Sample TASC Informational Essays handout
- TASC Informational Essay Prompt: Paid Sick Leave handout
- Paid Sick Leave articles (New Law Guarantees Paid Sick Leave for some 200,000 New Yorkers and Why Paid Sick Leave?)
- Paid Sick Leave Graphic Organizer worksheet
- Template for TASC Informational Essay handout
Section 8.1

EXPLAIN

1. Tell students that they will be writing a sample TASC informational essay. Ask them to talk with a partner and brainstorm what makes a “good” TASC essay. What does the essay need to have in order to receive a high score?

2. After a few minutes, ask them to discuss their ideas, listing them on the board. Discuss the differences between an argumentative and an informational essay.

3. Tell students that they will now look at two sample TASC informational essays. One received a score of 3 and one received a score of 2. Review with students what a passing score is (2).

4. Distribute Sample TASC Informational Essays handout. Read the prompt for the model essays and make sure students understand it. Have students read the essays silently, then talk in pairs about the two essays—which one is stronger and why do they think so? Circulate as students are working to get a sense of their thought processes.

5. Refer the students to the questions at the end of the handout and ask them to discuss those questions in pairs. Again, circulate to provide guidance and support. After 5-10 minutes, bring the class together and discuss.

   • For each essay, was there a clear introduction?
   • What the question answered?
   • Was each paragraph about one main idea?
   • Was there a clear conclusion?

6. As you discuss, write some basic criteria for the informational essay on the board:

   • answers the question
   • has a clear introduction and conclusion
   • organized paragraphs
   • uses information from the text given

7. Tell students that now they will read two short articles about paid sick leave. Make sure students understand what paid sick leave is. Distribute TASC Informational Essay Prompt: Paid Sick Leave handout and ask students to read only the prompt, silently.

8. Once students have read the prompt, ask them to respond to the multiple-choice question below and then discuss. Review the question and make sure students can state in their own words what the prompt is asking them to do. (You may want to write this on the board).
Distribute the paid sick leave articles. Have students read the titles of the two articles. Since the first part of their “job” is to explain the new sick leave law, which article is more likely to have that information? *(New Law Guarantees Paid Sick Leave for Some 200,000 New Yorkers)*. Ask students to read only this first article and underline the parts that explain what the law actually is.

Once students have read and underlined, ask them to work in pairs to compare their underlines, and discuss any questions they have. Students may have questions about the following sentences: *Eliminated the phase-in period that would have delayed coverage for some workers. Removed exemptions for the manufacturing sector.*

Bring the class together and discuss the two italicized sentences above to make sure students understand what they mean. Let students know that they need to summarize the information about the new law in their own words for the essay they are writing. Have students work together as a class to use their underlines as a guide as to what to include in this summary. You, the teacher, will be the “scribe” and write the summary on the board while they dictate what to write. Negotiate this process until you have a 3- 4 sentence summary of the information written in a way that someone who did not read the article would understand.

Have students read the second article: *Why Paid Sick Leave?* Ask students to underline the places where they find reasons to offer paid sick leave, and evidence that supports those reasons (you may want to discuss what is meant by “evidence”—if there is a study or statistics, that usually constitutes evidence).

Distribute the *Paid Sick Leave Graphic Organizer* worksheet. Fill out the organizer for the first “Reason for sick leave from the article” together as a model, asking students to guide you from their underlines.

Ask students to work individually or in pairs to fill in the rest of the graphic organizer. You may want to lead the class in writing some sentences that they will be able to use in their essays using sentence starters, for instance:

- *One reason a sick leave law was needed is…*
- *One benefit of the new sick leave law is… For example…*

Tell students that now that they have gathered the information they need from the two texts, it’s time to write the essay. Distribute the *Template for Informational Essay* handout and ask students to look it over. Point out that there are four main “parts:
Review with students which categories of information are needed to address the prompt:

1. What is the new sick leave law?
2. What are the benefits?

These are two different categories of information. Help students see that their essay is now mostly written—they have only to take the summary they wrote for Article 1 and the reasons/benefits from Article 2 and put them together so that the middle of their essay is written.

Have students write their two middle paragraphs using the information they have gathered on their templates. As an alternative, if you wish, work together as a class to write an introduction, using the template as a guide, then have the students write the rest of their essays while you walk around to give guidance and support.
Sample TASC Informational Essays

Read the essay prompt and both essays. Discuss the questions below with a partner.

**Essay Prompt**

Proponents of students in the workforce say that employment teaches time management and responsibility while providing income and useful experiences. Opponents say that mixing school and jobs adds stress and adult temptations to a student’s life while reducing the time available for study and extracurricular activities. Is it possible to create a balance?

Read both texts and then write an informational essay detailing a plan that a high school student could use to balance school and a part-time job. Be sure to use information from both texts in your essay.

**ESSAY A**

Many high school students are interested in starting to work part time while they are still in school. Whatever the reason it is important for students who want to mix work and school to make a good plan so they can manage a balance in their responsibilities as well as have some time for fun and enjoying their high school years.

Students who take a part-time job obviously have the benefit of extra money in their pocket. While it is fun to think about the clothes and music they can buy with extra money it is also true that many students who are going on to college or technical school do actually save some of the money they earn to help with future expenses. This leads to a second benefit that the article “Benefits of Part-Time Work” points out. These students are learning about how to manage their money and plan for the future, and that helps them mature.

On the other hand there are definitely drawbacks to taking a job while still in high school. The important thing is that students do not try to work more hours than they can handle. Students who try to work more than 20 hours a week start to see less benefits and more problems according to the article “Employment Disadvantages.” Their grades may suffer, and some of them may even drop out of high school. Sometimes these students feel they are failing and their self-esteem suffers.

If a student really does want to work while in high school, they need to take all these things into consideration and create a workable plan that they can manage. Most important, they have to decide on how many hours they can devote to a job and still keep their focus on high school classes high. They also need positive ways
to deal with the extra stress that adding another responsibility to their schedule will absolutely bring.

It is important for high school students to think carefully about the positive benefits and negative consequences that can come from taking a job while still in school. If they do, they can maximize the positives and avoid the problems.

**ESSAY B**

There are many things to consider if you are a high school student who wants a part-time job. Since the main focus needs to be on school at this time, it is important to not take on too much or their grades, not to mention social life, will probably suffer.

Even though many adolescents think they are mature enough to handle the extra responsibilities a job will bring, the facts show they may be wrong. Many possible negatives can happen when a student works more than 20 hours a week. First is just the stress of adding work hours to the day. If students aren’t realistic about what they can do, they can start to get lower grades in school leading sometimes to dropping out.

But, if a job workload is manageable, then students have things to gain from working. Money and independence as well as work experience gives the student more maturity. They can use the extra money to fund their entertainment, but they can also save for their futures.

Deciding whether or not to take a job while you are a high school student is just one of the difficult decisions that you will have to make.

**DISCUSSION QUESTIONS**

For each essay:

- Is it organized? Is each paragraph about one main idea? Provide an example.

- Was the question satisfactorily answered? Explain why.

- Do the introduction and conclusion summarize the main points of the essay? How so?

- How does the writer provide evidence that supports her claims? Is there sufficient evidence?

- Does the writer draw information from the source texts?

- Which essay, A or B, is better? Why do you say so?
TASC Informational Essay Prompt: Paid Sick Leave

WHAT'S MY JOB?

Read the essay prompt below, then answer the multiple-choice question that follows.

Until recently, many low-income workers did not receive paid sick leave. Recently, however, Mayor Bill de Blasio signed into law a bill that required companies to pay sick leave to their employees. Read the two texts provided, then write an informational essay in which you explain the new law regarding sick leave in New York City and the ways this law can benefit workers, their families, and the general public.

According to the prompt above, your job as a writer is to:

A. Compare the advantages and disadvantages of the sick leave law

B. Argue for a sick leave law that will provide employees across the United States with paid sick leave.

C. Explain the NYC sick leave law and how it benefits people.

D. Explain the history of the current NYC sick leave law.
New Law Guarantees Paid Sick Leave For Some 200,000 New Yorkers

By Rebecca Fishbein in News, March 20, 2014 5:35 PM

Mayor de Blasio signed the expanded Paid Sick Leave bill into law today, paving the way for thousands of New Yorkers who once had to choose between losing a paycheck and being ill at work to receive sick pay.

The bill, which is the first de Blasio has signed into law, requires businesses with 5 or more employees to grant those employees five days of paid sick leave; a previous bill voted on by City Council during Bloomberg’s mayoral reign only required businesses with 20 or more employees to offer paid sick time. De Blasio proposed an expansion of the bill in January and it was approved by City Council last month.

In addition to minimizing the number of employees required per business, the expanded bill eliminated the phase-in period that would have delayed coverage for some workers, removed exemptions for the manufacturing sector and added grandparents, grandchildren and siblings to the family members permitted to take family time. The administration estimates that the expanded bill will offer coverage to 200,000 New Yorkers who do not currently have paid sick time. The law goes into effect on April 1.
Why Sick Leave?

By Austin Frakt,
adapted from the New York Times

Maybe the person working near you, the one who dragged himself to work and is now coughing and sneezing, couldn’t afford to stay home.

Each week about 1.5 million Americans without paid sick leave go to work despite feeling ill. At least half of employees of restaurants and hospitals—two settings where disease is easily spread—go to work when they have a cold or the flu, according to a recent poll.

To address that issue, Chipotle began offering paid sick leave to all its employees in the United States this year. The restaurant chain is hoping to reduce the spread of infectious disease. Though many other industrialized countries already require employers to offer paid sick leave to all employees, the United States does not.

Paid sick leave slows the spread of disease. Cities and states that require employers to offer paid sick leave—Washington, D.C.; Seattle; New York City; and Philadelphia, as well as Connecticut, California, Massachusetts and Oregon—have fewer cases of seasonal flu than other cities and states. According to one estimate, an additional seven million people contracted the H1N1 flu virus in 2009 because employees came to work while infected. The illnesses led to 1,500 additional deaths.

Another study found that employees who work while sick are more likely to have heart attacks than those who take time off.

Children benefit from their parents’ paid sick leave, too. Paid sick leave makes it possible for parents who are workers to take their children to the doctor when they are sick. Additionally, the babies of new mothers who can spend more time at home with their newborns are more likely to be breast-fed or to receive recommended medical checkups and immunizations.
## Paid Sick Leave Graphic Organizer

<table>
<thead>
<tr>
<th>Reason for sick leave from the article</th>
<th>In my own words</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence from the article that supports this reason</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reason for sick leave from the article</th>
<th>In my own words</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence from the article that supports this reason</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Reason for sick leave from the article</td>
</tr>
<tr>
<td>--------------------------------------</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Evidence from the article that supports this reason**

<table>
<thead>
<tr>
<th>Evidence from the article that supports this reason</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Template for TASC Informational Essay

### ESSAY TEMPLATE: INFORMATIONAL ESSAY

#### PARAGRAPH ONE: Introduction

- **The topic in general and how it affects people**
  
  (Examples: The rise of 3-D printing is bringing change to many businesses... Global warming is a problem that affects us all... More and more, we have been hearing in the news about the effects on young children of watching television.)

- **Why the topic is important**

  (The availability of 3-D printing is creating jobs in some sectors and creating job loss in other sectors... Global warming is a danger both for our present and our future... Television is an important topic because it affects our children’s health and well-being...)

- **A BRIEF preview of what the reader will learn by reading your essay.**

  (3-D printing makes some products stronger, longer lasting and less expensive, but also leads to a loss of jobs in some fields... The dangers of global warming include x, y and z, but there are also solutions... The harmful effects of television watching include x, y and z)

  **Helpful phrases:**

  *An important topic today is...*
  *A much-discussed topic today is...*
  *A problem today is...*

#### PARAGRAPH TWO: ONE category of information

- **For example:** If you are supposed to write about advantages and disadvantages, make one body paragraph about advantages and one body paragraph about disadvantages.

- **For example:** If you are supposed to write about problems and solutions, make one body paragraph about problems and one body paragraph about solutions.

- **For example:** If you are supposed to write about different kinds of dangers arising from a particular cause (global warming, pollution, etc.), make one body paragraph about one type of harm and the second paragraph about another type of harm.

  **Start with a topic sentence that tells the reader in general what the paragraph is about:**

  (There are a number of advantages to working part time while in high school... Global warming causes several problems... One of the main types of harm done to young children who watch television is...)

  **Include specific examples from the article. Remember to include the specific information and the source:**

  (According to the article (title of article), students who work part-time learn how to manage their time successfully... The Alliance of Concerned Scientists found that crop production had declined by 30 percent... For example, a study done by The Alliance of Concerned Parents states that young children who watch more than three hours a day of TV have trouble learning to read...)

---

NYSED/CUNY CareerKit for HSE & ESL Learners (2018) • Hospitality, Recreation & the Arts  
**UNIT 1 • ANALYZING THE LABOR MARKET**  
79
## PARAGRAPH THREE: SECOND CATEGORY OF INFORMATION

- **For example**: If you wrote about **advantages** in Paragraph Two, write about **disadvantages** in Paragraph Three.
- **For example**: If you wrote about **problems** in Paragraph Two, write about **solutions** in Paragraph Three.
- **For example**: If you wrote about **ONE kind** of harm or danger in Paragraph Two, write about **ANOTHER kind** of harm or danger in Paragraph Three.

Start with a topic sentence that tells the reader in general what the paragraph is about:

(Although there are advantages, there are also drawbacks to working part time while in high school… While global warming causes a variety of problems, there are several solutions… Another of the main types of harm done to young children who watch television is…)

Include specific examples from the article. Remember to include the specific information and the source:

(For example, a study done by The Alliance of Concerned Parents states that young children who watch more than three hours a day of TV have social problems… According to the article (title of article), students who work part-time often see their grades suffer… The Alliance of Concerned Scientists states that taking public transit instead of driving saves a pound of carbon a day…)

## PARAGRAPH FOUR: CONCLUSION

- Two or three sentences that return to your topic and say again:
  1. why it is important
  2. SUMMARIZE the causes/solutions/ types of good or harm
  3. how things in general will be better if people do things the way you have recommended in your essay.

Helpful phrases:

- **In conclusion**…
- **To summarize**…
TASC Argumentative Essay: A New Minimum Wage

Students read and analyze two sample argumentative TASC essays. Then they read and analyze two articles about raising the minimum wage, use a graphic organizer and an essay template to plan their essays, and finally write an argumentative essay on the topic.

PREP

- Read Sample TASC Argumentative Essays handout and be prepared to discuss it.
  1. Be prepared to discuss what makes a “good” TASC argumentative essay.
  2. Know the difference between a TASC informational and argumentative essay.
  3. Understand the TASC scoring rubric.
- Review the TASC Argumentative Essay Prompt included in Step #9 below.
- Be prepared to explain paid sick leave.
- Read New Minimum Wages in the New Year and John Boehner on the Minimum Wage articles.
- Read Template for TASC Argumentative Essay worksheet. Be prepared to discuss the parts of the argumentative essay.

MATERIALS

- Sample TASC Argumentative Essays handout
- TASC Argumentative Essay Graphic Organizer worksheet
- New Minimum Wages in the New Year article
- John Boehner on the Minimum Wage article
- Template for TASC Argumentative Essay handout
EXPLAIN

1. Tell students that they will be writing a sample TASC argumentative essay. Ask them to talk with a partner and brainstorm what makes a “good” TASC essay. What does the essay need to have in order to receive a high score?

2. After a few minutes, as them to discuss their ideas, listing them on the board. Discuss the differences between an argumentative and an informational essay.

3. Tell students that they will now look at two sample TASC argumentative essays. One received a score of 3 and one received a score of 2. Review with students what a passing score is (2).

4. Distribute *Sample TASC Argumentative Essays* handout. Read the prompt for the model essays and make sure students understand it. Have students read the essays silently, then talk in pairs about the two essays—which one is stronger and why do they think so? Circulate as students are working to get a sense of their thought processes.

5. Refer the students to the questions at the end of the handout and ask them to discuss those questions in pairs. Again, circulate to provide guidance and support. After 5-10 minutes, bring the class together and discuss.

   - For each essay, was there a clear claim?
   - What was it?
   - Were there reasons given to support the claim—what were they?
   - Were the paragraphs organized? What makes you say so?
   - Which one had a more formal tone?

6. As you discuss, write some basic criteria for the TASC argumentative essay on the board:

   - a claim, supported in the form of reasons and examples
   - organized paragraphs
   - a formal tone

7. Tell students that they are also given two articles to read when they take the test, and they are expected to use information from the articles in their essay. Ask students to point out any places in either essay that mention another article.
Point out that in the passing essay, the 2, it wasn’t necessary to quote from the essay—they just needed to use some information from it when they write. Tell students that the TASC essay is timed. They don’t have time to carefully read the article, so they should just skim and find a piece of information they can use.

Introduce the topic: *Raising the minimum wage*. Write the following question on the board:

**Should the federal government raise the minimum wage to $15 for all workers?**

Make sure all students understand what is meant by the minimum wage.

Tell students that since this is their first time writing a TASC essay, it will be simpler if everyone chooses the “pro” side—for the minimum wage, rather than against it. Ask students to turn the question on the board into a claim for the “pro” side. For example, if the question was, “Should students study for the TASC exam before taking it?”, you could turn it into a claim for the “pro” side by stating, “Students should study for the TASC exam before taking it.” Ask students to turn the question on the board into a “pro” claim.

Remind students that for the TASC essay they need a claim and they need reasons. They now have the claim, so they need to think about the reasons. Ask students to brainstorm:

- What are some reasons to have a minimum wage?
- What are the benefits?
- What are the disadvantages of NOT having a minimum wage?

Once you have one or two reasons written on the board, talk about examples. Let’s say that a student has said that a minimum wage guarantees that people can buy necessities for their families. Ask them for an example. It can either be a personal example such as, “I make less than minimum wage and I can’t buy meat to feed my family more than once a week.” Or it can be a general example such as, “If people don’t have enough money, they can’t afford basic necessities for their families.”

Once there have been a few ideas thrown out and you have written them on the board and discussed them, distribute the *TASC Argumentative Essay Graphic Organizer* worksheet, review it, and draw a large version of the graphic organizer on the board. Then have students work in small groups to flesh out their reasons and examples using the organizer.
As students discuss, walk around and listen in on their conversations. When you hear a good reason or example, go to the board and write it on the large template on the board. This helps students see that their ideas are good enough to include in their essay.

Bring the class together and review some of the good ideas and examples written on the template. Tell the students that these graphic organizers will help them when they start writing the essay. Remind them that for the TASC argumentative essay, they have to read two articles and include some of the information from the articles in their essay.

Distribute the *New Minimum Wages in the New Year* article. Ask students to read the title and information just below it.

- What does the title suggest about whether the article is “pro” or “con” for a higher minimum wage?
- Who is the writer of the article and where does it come from? Discuss students’ answers.
- What is meant by “Editorial Board?” Discuss the implications.

Point out a few features of the article: (1) the paragraphs are numbered so it is easier to keep track of information and (2) some of the more difficult words and phrases are footnoted at the bottom of the page. If students need the support, briefly demonstrate how they can use the footnotes to understand footnoted phrases and words.

Ask students to read the article silently. Remind them that they are looking for information they can use in their own essays. Ask them to look for two things: (1) what is the claim and (2) what are the reasons the writer gives to support his claim? They should mark these two things when they find them in the article.

When students are finished reading, bring the class together and discuss:

- **Where is the claim?** (It is only explicitly stated in the last sentence, but there may be hints of it beforehand.)
- **What reasons are given in support of the claim?** (Again, this is only explicitly given in paragraph 5. See whether students can find the reasons. If not, you may want to direct them to paragraph 5.)

Students may struggle with the following complex sentence: *These state and local increases, though important, are no substitute for a robust federal minimum because they don’t affect places that will never act on their own to lift minimum wages.*
21 Read this above sentence out loud several times. Because it is long, read it with pauses to give students time to digest what they’re listening to. You may also want to write it on the board and work with students to simplify it, for instance:

It's helpful that some states have raised the minimum wage on their own, but we need the federal government to raise the minimum wage, because some states will never do it on their own.

22 Tell students this is one argument the writer is making for why there needs to be a federal minimum wage. Ask students to reread Paragraph 5 and see if they find another one, for instance:

…it takes nearly $20 an hour to meet living expenses for one adult and one child.

AND

“Even in states that have raised their minimum wages, the levels are still not high enough to meet living expenses for typical workers and families.”

Have students choose ONE of these reasons to use in their essay. Write one or two sentence starters on the board:

According to the article ______________, ______________.
As the article ______________ states, ______________.

Model how to fill one or two of these in, then have all students fill in one sentence starter with the reason they will use in their essay.

23 Remind students again they will have to read two articles for the TASC argumentative essay. Distribute John Boehner on the Minimum Wage article. Ask students to read the title.

• Who is John Boehner?
• What is the Speaker of the House of Representatives? How might that position be relevant to the article?
• Tell students that John Boehner was a Republican. Based on this, do they think he would be for or against a minimum wage?

24 Ask students to read until they identify his position on the minimum wage, then raise their hands when they know. Once this is established, ask students
to read until they find a reason that Boehner gives for not raising the minimum wage. They should underline any reasons that they find, then confer with a partner about these reasons.

Bring the class together and ask students to tell you the places where they found Boehner’s reasons in the text. Make sure everyone can put these into their own words.

**FOR MORE ADVANCED STUDENTS:** Discuss the concept of counterargument. Ask students how they might argue AGAINST Boehner’s reason that a minimum wage will actually cost jobs. What are some counterarguments they could give to this idea?

Have students return to their graphic organizers and add in the information from the article that they will use in their essays, then tell them it is time to write. If students need the support, you may want to write a “meat-and-potatoes” introduction on the board:

An important issue today is _______________. Some people feel _______________. Others believe _______________. My own opinion is _______________.

Once they have written their introductions:

**LESS ADVANCED** students should aim to write a four-paragraph essay:

- **Paragraph One:** Introduction
- **Paragraph Two:** Reason 1 with example
- **Paragraph Three:** Reason 2 from the article, with example
- **Paragraph Four:** Conclusion

**ADVANCED STUDENTS:** If students are advanced, you can use this as an opportunity to have them write a true TASC argumentative essay, which should include a counterargument.

Distribute the *Template for TASC Argumentative Essay* handout, and ask them to read through it. What information from the first template or the articles would they include in this template? Once you have provided some guidance about this, get students writing the rest of their essays (assuming the introduction has been written as a class as above).

Walk around as students are working to provide guidance and support. When students are finished writing, collect the papers. Reading them will help you decide what to teach next.
Sample TASC Argumentative Essays

Read the essay prompt and both essays. Discuss the questions below with a partner.

**Essay Prompt:**

**SHOULD LIBRARIES BE FREE?**

There is an ongoing debate in the public domain as to whether free public libraries are still practical in today’s world. What are the implications for society of a “free” public library system? Has the time come for cities to consider requiring patrons to pay a fee to use library services?

Weigh the claims on both sides, and then write an argumentative essay supporting either side of the debate in which you argue for or against the free library system. Be sure to use information from both texts in your argumentative essay.
Although libraries once were important to communities, they have lost that importance and therefore should no longer be free to the public. Fees should be established for the services that the libraries provide. Tax payers should not bear the burden of operating libraries that they no longer use.

The article titled “Can We Afford ‘Free’ Libraries?” states that “the library is losing some of its relevance.” This is true. People now have computers they can use to Google anything they want. They no longer have to go to a library to look through old books and newspapers to find the information they need. They can also use computers to purchase books for themselves and their children from Amazon. They can build their own libraries without having to drive or walk to the community library to look for books that may end up not even being there. The article also says that tax payer’s money should go to other more important services, like EMT and fire departments. Saving people’s lives is far more important than giving them a place to hang out. As the article points out, taxes should be used for these services because they “could save valuable jobs and services.”

It’s true that a library also employs people and provides services. Like the first article says, libraries do give people a place to meet, they help educate people, and they preserve history. But why must all taxpayers pay for these, especially if they don’t use the services? Therefore, libraries should charge membership fees to belong. If people don’t want to pay the fees, they can go to schools.

In conclusion, I feel that libraries should no longer be subsidized by tax payer money. Libraries are a thing of the past. “The nonprofit public library is well over 100 years old.” People who want a library should pay for it, and people who don’t use libraries should use their money to support other community services.

**DISCUSSION QUESTIONS**

- Is it organized? Is each paragraph about one main idea? Provide an example.
- Was the question satisfactorily answered? Explain why.
- Do the introduction and conclusion summarize the main points of the essay? How so?
- How does the writer provide evidence that supports her claims? Is there sufficient evidence?
- Does the writer draw information from the source texts?
- Which essay, A or B, is better? Why do you say so?
- Is there a counterclaim?
ESSAY B

Yes, libraries should still be free to everyone. Some people cannot afford internet or computers and can’t learn information they need to know unless they have a library where they can do that. Other people need help with their taxes. Some people need a place to meet their friends where it’s quiet and you can work.

Everyone has to pay a lot of taxes. Too much, I think. So we should get something from all those taxes that we pay.

Libraries help to make people smarter, like the article says. They help people self-educate and stop “brain drain.”

Libraries also are a place where history can be saved. Like, important things about your community can be found out by going to the library. If we didn’t have libraries, people will not have a place to learn those things for free. They would have to pay for them and not everyone has the money to pay for those services. They are a hub of community activity because they are a place where people can meet and learn things, like how to get ready for a test or how to babysit.

People’s taxes are needed for other services, too, like EMT and fire services; that is true. But that doesn’t mean taxes can’t still keep libraries open and free to the public. So I say, keep libraries free to keep people smart.

DISCUSSION QUESTIONS

- Is it organized? Is each paragraph about one main idea? Provide an example.
- Was the question satisfactorily answered? Explain why.
- Do the introduction and conclusion summarize the main points of the essay? How so?
- How does the writer provide evidence that supports her claims? Is there sufficient evidence?
- Does the writer draw information from the source texts?
- Which essay, A or B, is better? Why do you say so?
- Is there a counterclaim?
- Which essay, A or B, is better? Why?
## TASC Argumentative Essay Graphic Organizer

<table>
<thead>
<tr>
<th>Claim:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason One:</td>
</tr>
<tr>
<td>Reason Two:</td>
</tr>
<tr>
<td>Reason from the article:</td>
</tr>
</tbody>
</table>
New Minimum Wages in the New Year


Sam Hodgson for The New York Times

1. In five states and nine cities—including California, New York, Oregon and Washington, D.C.—voters and lawmakers will consider proposals in 2016 to gradually raise minimum wages to $15 an hour.

2. The ballot initiatives and pending legislation will build on momentum from this year, in which 14 states and localities used laws, executive orders and other procedures to lift wages for all or part of their work forces to $15 an hour.

3. In New York City, for instance, the minimum wage for workers in fast food and state government will rise to $10.50 on New Year’s Eve, and to $15 by the end of 2018. In the rest of New York, the minimum for those workers will reach $15 an hour in mid-2021. In Los Angeles County, including the city of Los Angeles, the minimum wage for most workers will rise to $10.50 by mid-2016 and to $15 by mid-2020. Seattle and San Francisco are also phasing in citywide minimums of $15 an hour, while five other cities—Buffalo and Rochester in New York; Greensboro, N.C.; Missoula, Mont.; and Pittsburgh—are gradually raising their minimums to $15 for city workers.

4. Minimum-wage raises are examples of states and cities leading in the absence of leadership by Congress, which has kept the federal minimum at $7.25 an hour since 2009. State and local increases are also potent shapers of public perception. It was only three years ago that a walkout by 200 or so fast-food workers in New York City began the Fight for $15, now a nationwide effort to raise pay and support unions. Two years ago SeaTac, Wash., home to an international airport, voted in the nation’s first $15-an-hour minimum for some 6,500 workers in the city, on and off airport property. Since then, $15 an hour has gone from a slogan to a benchmark.
5. These state and local increases, though important, are no substitute for a robust federal minimum because they don’t affect places that will never act on their own to lift minimum wages. Currently, 21 states do not impose minimums higher than the federal rate, and that includes the poorest states, like Alabama and Mississippi, where it takes nearly $20 an hour to meet living expenses for one adult and one child. Even in states that have raised their minimum wages, the levels are still not high enough to meet living expenses for typical workers and families.

6. Sooner or later, Congress has to set an adequate wage floor for the nation as a whole. If it does so, the minimum should be $15. •

---

1 Pending—something that is pending is waiting to happen.
2 Momentum—momentum is energy that gets built up more and more until it starts movement or action
3 localities may mean towns, cities or counties
4 phasing in-gradually introducing
5 potent shapers of public perception—“potent” means “powerful” or “effective.” This phrase means that the actions being described (cities that have raised the minimum wage) can be powerful in shaping or influencing public perception—in other words the way people perceive or think about the issue.
6 A “slogan” can be something people chant, such as “We want jobs.” A “benchmark” is more like a standard or expectation for someone or something to meet.
7 “robust” means “healthy” or “strong.”
8 Wage floor—the lowest amount of hourly pay a worker could receive
John Boehner, Speaker of the House of Representatives, on the Minimum Wage

Growing up in Reading, Ohio, I had every type of job you can imagine—mopping floors, washing dishes, tarring roofs, and driving a bulldozer, to name a few. I’ve got 11 brothers and sisters, and today they’re on every rung of the economic ladder. As a nation, our goal should be to help every individual get on and climb that ladder so they can live the American Dream.

Raising the minimum wage is one of those ideas that sounds good but will actually hurt the very people it’s supposed to help. Before I was elected to Congress, I spent 15 years running a plastics and packaging company. Operating a small business, I learned firsthand a basic principle of economics: that when you raise the price of something, you get less of it. And if you raise the cost of hiring workers, fewer will be hired.

Don’t take my word for it; the experts say the same thing. Janet Yellen, head of the U.S. Federal Reserve, said that “almost all economists” agree that raising the minimum wage would hurt employment. A recent report from the non-partisan1 Congressional Budget Office says it would cost the economy up to 1 million jobs.

Here’s what happens when the government mandates2 that businesses pay workers more: Businesses have to find a way to offset the additional cost. Sometimes that means letting a worker go or not hiring a new worker. Sometimes it means offering workers fewer hours on the job.

And it isn’t just workers who lose out. Some businesses will also compensate3 for the additional cost by charging higher prices for their goods and services. Forcing consumers to pay higher prices doesn’t help American families and it isn’t good for the economy.

Ultimately, while raising the minimum wage may mean higher pay for some, it will mean fewer jobs overall and higher prices for many families. •

---

1 Non-partisan. This means an organization that does not belong to either political party—neither the Republicans nor the Democrats.
2 Mandates—requires
3 Compensate—make up for, or balance out
## Template for TASC Argumentative Essay

### ESSAY TEMPLATE: ARGUMENTATIVE ESSAY

<table>
<thead>
<tr>
<th>PARAGRAPH ONE: Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The topic</td>
</tr>
<tr>
<td>• Why the topic is important</td>
</tr>
<tr>
<td>• Your claim about the topic</td>
</tr>
</tbody>
</table>

An important issue today is ______________________. Some people feel that ______________________. Others believe ______________________. My own opinion is that ______________________.

### PARAGRAPH TWO: REASON ONE TO SUPPORT YOUR CLAIM

**Further explanation/examples/evidence to support this reason**  
*(Check that your whole paragraph is ONLY about Reason One)*

One reason I believe ______________________ is that ______________________.  
The article ______________________ states that ______________________.  
This article gives the example of ______________________.

### PARAGRAPH THREE: REASON TWO TO SUPPORT YOUR CLAIM

**Further explanation/examples/evidence to support this reason**  
*(Check that your whole paragraph is ONLY about Reason Two and that Reason Two is DIFFERENT from Reason One)*

Another reason I think ______________________ is that ______________________.  
As the author of ______________________ shows, ______________________.  
In my own experience, ______________________. For instance, ______________________.
**PARAGRAPH FOUR: Counterclaim**

Mention ONE reason from the text that goes AGAINST your claim and explain why you disagree with it.

Although __________________________ provides some evidence that __________________________, I do not believe this is enough to justify the claim that __________________________. Instead, __________________________.

**PARAGRAPH FIVE: CONCLUSION**

Two or three sentences that return to your claim and say again (1) why it is important (2) how things in general will be better if people do things the way you have recommended in your essay.

In conclusion, __________________________ (restate your claim in different words and why it is important.)
TASC Informational Essay: NY Paid Family Leave Law
Scaffolding Level: Medium

Students read and analyze articles about New York’s paid family leave law, create guiding questions from an essay prompt, use a graphic organizer or essay template to plan their essay, and then write a TASC informational essay on the topic.

PREP

• Read New York State Passes 12-Week Paid Family Leave Law and New Family Leave Law Helps Working Parents and Families articles
• Read TASC Informational Essay Prompt: Paid Family Leave handout and be prepared to lead students through turning the essay prompt into guiding questions.
• Decide which essay planning strategy you want to introduce or implement (graphic organizer, template, outline, etc.).

MATERIALS

• TASC Informational Essay Prompt: Paid Family Leave handout
• New York State Passes 12-Week Paid Family Leave Law article
• New Family Leave Law Helps Working Parents and Families article
• Paid Family Leave Graphic Organizer worksheet
• Template for TASC Informational Essay handout

EXPLAIN

1. Ask students to turn to a partner and discuss the following questions:
   • Do workers have a right to take time off to care for a new child in their family or a sick relative?
   • If not, why not? If so, should it be paid or unpaid time?

2. Ask pairs to summarize their conversations and share highlights with the class.
Today we are going to practice writing an informational essay. This is one kind of essay that appears on the TASC exam. Distribute *TASC Informational Essay Prompt: Paid Family Leave* handout and ask students to read just the prompt (the first paragraph). Make sure students understand what paid family leave is.

Ask for a volunteer to read Step 1 and, using the example as a guide, support students through creating 2 guiding questions based on the prompt that they will use to guide their reading, planning and essay writing. These questions should closely resemble the following:

- What is the 12-week paid family leave?
- How can this law benefit workers, families and the general public?

Students should understand that their “job” is to answer these questions in their essay.

When the class has decided on 2 guiding questions and written them into the worksheet, ask for a volunteer to read Step 2, then ask:

Since the first part of their “job” is to explain the new family leave law, which article is more likely to have that information? (*New York State Passes 12-Week Paid Family Leave Law*).

Distribute this article only and ask students to read it and underline the parts that explain what the law actually states.

Once students have read and underlined, ask them to work in pairs to compare their underlines, and discuss any questions they have.

Let students know they need to summarize the information about the new law in their own words for the essay they are writing. Have students work together as a class to use their underlines as a guide as to what to include in this summary. You, the teacher, will be the “scribe” and write the summary on the board while they dictate what to write. Negotiate this process until you have a 3–4 sentence summary of the information written in a way that someone who has not read the article would understand.

Have students read the second article: *New Family Leave Law Helps Working Parents and Families* article. Ask them to underline the places where they find information about who the law will benefit and reason why it will benefit them. They should also underline evidence that supports those reasons (you may want to discuss what is meant by “evidence”—if there is a study or statistics, that usually constitutes evidence. In this case, it might also be anecdotal evidence from the mother being interviewed).
Next ask a student to read Step 3. Distribute the *Paid Family Leave Graphic Organizer* handout. Fill out the organizer for the first “Reason” together as a model, asking students to guide you from their underlines.

Ask students to work individually or in pairs to fill in the rest of the graphic organizer. You may then want to lead the class in writing some sentences that they will be able to use in their essays using sentence starters, for instance:

- *One reason a paid family leave law was needed is…*
- *One benefit of the new paid family leave law is… For example…*

Next ask students to read Step 4 and discuss briefly why each piece of advice is important. Give students time to write their essays.
TASC Informational Essay Prompt: 
Paid Family Leave

Essay Prompt

New York, in addition to California, New Jersey and Rhode Island, is one of four states that has passed a bill granting workers up to 12 weeks of paid family leave. Read the two texts provided, then write an informational essay in which you explain the new law regarding paid family leave in New York and the ways this law can benefit workers, their families, and the general public.

STEP 1

In the box below, you will turn the essay topic—what you are going to write about—into one or more questions. For example, if the essay assignment read, “Write an informational essay explaining what the TASC exam is and how to prepare for it,” you then turn the assignment into the following 2 questions: What is the TASC exam? How can students prepare for it? These questions will be your guiding questions for your reading. Your essay will be focused on answering those two questions.

GUIDING QUESTIONS: TURN TOPIC INTO QUESTIONS

STEP 2

Read and annotate the two texts: New York State Passes 12-Week Paid Family Leave Law and New Family Leave Law Helps Working Parents and Families. As you read, underline parts that relate to the guiding questions, and try to answer them. Write any questions or comments you have in the margins.
STEP 3

Plan your essay. Think about ideas, facts, definitions, details, and other information and examples you want to use. Think about how you will introduce your topic and what the main topic will be for each paragraph. A graphic organizer is one way to plan your essay.

STEP 4

Now write your informational essay. Be sure to:

- Introduce the topic to be examined.
- Develop the topic with specific facts, details, definition, examples and other relevant information from both passages.
- Organize the information and evidence effectively.
- Use words, phrases, and/or clauses to connect and show the relationship among your ideas.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the information presented.
New York State Passes 12-Week Paid Family Leave Law

By Lisa Lewis and Nicole Zolla April 5, 2016

On April 4, 2016, New York Governor Andrew Cuomo signed legislation adopting a 12-week paid family leave policy for New York employees (the “Paid Leave Law”). Once fully implemented, the Paid Leave Law will provide New York employees with up to 12 weeks of paid family leave for the purpose of (1) caring for a new child, (2) caring for a family member with a serious health condition, or (3) relieving family pressures when a family member, including a spouse, domestic partner, child or parent, is called to active military service.

Paid leave to care for a new child will be available to both men and women and will include leave to care for an adoptive or foster child. An employee may take paid leave to care for a new child any time within the first 12 months after the child’s birth or 12 months after the placement for adoption or foster care of a child with the employee. Paid leave to care for a family member with a serious health condition, includes leave to care for a child, parent, grandchild, grandparent, spouse or domestic partner. The legislation allows employers to establish rules limiting employees from receiving paid leave benefits for the care of the same family member at the same time as another employee.

Employers should note that the new paid family leave policy will be implemented gradually. Starting on January 1, 2018, employees will be eligible for eight weeks of paid leave, earning 50% of their weekly pay (capped at 50% of the statewide average weekly pay). The number of weeks of leave and amount of pay increases yearly until, by 2021, employees will be eligible for the full 12 weeks of paid leave, earning 67% of their weekly pay (capped at 67% of the statewide average weekly pay).

In order to be eligible to receive paid leave benefits, employees are required to have worked for their employer for at least six months. Paid leave benefits will be available on the first full day that leave is required for eligible employees (unlike New York State disability benefits where there is a waiting period before employees start receiving benefits).

Significantly, the paid family leave will be funded by a weekly payroll tax of about $1 per employee, deducted from employees’ paychecks. Based on this insurance model, employers will not have to face the direct financial burden of funding the paid leave benefits provided under the new law. Nonetheless, employers should begin to prepare for other administrative costs associated with the new law, including costs for implementing changes to internal policies and costs related to employee absences during their paid family leaves.

Since the Paid Leave Law was just signed into legislation and the first phase of implementation is not scheduled to begin until 2018, there has not yet been any significant guidance issued on the new law. We will continue to monitor for additional analysis or guidance issued by the State, if any, and will provide employers with updates on implementation as more information develops.
Only 12 percent of workers in the U.S. have access to paid family leave through their employers. This means while a growing number of companies are rolling out paid leave policies for their employees, the vast majority of American workers are on their own, with no financial cushion or job security when a new baby is born or family member becomes seriously ill. This stands in sharp contrast to the rest of the world: The U.S. is the only high-income developed nation in the world not to offer any paid leave. This is shameful.

Thankfully, New York is now joining the handful of other states—California, New Jersey and Rhode Island—who have enacted their own paid family leave programs. These laws allow workers to continue to earn a portion of their pay while taking time away from work when serious family and medical needs arise.

New York Governor Andrew Cuomo has passed a bill guaranteeing 12 weeks of job-protected paid leave for all New Yorkers—the most generous state law in the nation. Paid family leave would offer crucial financial security when it is most needed. Paid leave has proven to help women remain attached to the workforce and increase their earnings over time. In fact, when women take family leave, they are 39 percent less likely to receive public assistance or food stamps. And when fathers take leave, they are not only less likely to turn to public assistance, research reveals women’s wages rise by nearly seven percent. Better wages and economic conditions leads to stronger families—and a stronger economy.

Paid leave also improves health outcomes for mothers and babies, including adequate time to recover from childbirth and establish breastfeeding, increased birth weight, faster recovery times and shorter hospital stays. With the support of loved ones, paid leave also allows ill and aging individuals to recover at faster rates and spend less time in hospitals and other long-term care facilities.

Paid leave also has numerous benefits for employers, including reduced turnover as well as increased employee loyalty, morale and productivity. It would also help small businesses retain talented employees by providing a benefit they wouldn’t be able to afford on their own. Although some may view paid leave as another tax on employers, this is simply not true: paid family leave in New York would be funded solely by employee payroll contributions, estimated to be less than the cost of a cup of coffee. And in a business survey of California’s paid family leave law, 91 percent of employers reported the effect of the policy was either not noticeable or positive. •
Paid Family Leave Graphic Organizer

Use the boxes below to outline your main idea, supporting details, and evidence for your essay. Use this outline to guide your essay writing.

**Introduction/Main Idea:**

**Reason 1:**

**Reason 2:**

**Reason 3:**

**Evidence 1:**

**Evidence 2:**

**Evidence 3:**

**Conclusion:**
# Template for TASC Informational Essay

<table>
<thead>
<tr>
<th>ESSAY TEMPLATE: INFORMATIONAL ESSAY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PARAGRAPH ONE:</strong> Introduction</td>
</tr>
<tr>
<td>• The topic in general and how it affects people</td>
</tr>
<tr>
<td>(Examples: The rise of 3-D printing is bringing change to many businesses… Global warming is a problem that affects us all… More and more, we have been hearing in the news about the effects on young children of watching television.)</td>
</tr>
<tr>
<td>• Why the topic is important</td>
</tr>
<tr>
<td>(The availability of 3-D printing is creating jobs in some sectors and creating job loss in other sectors… Global warming is a danger both for our present and our future… Television is an important topic because it affects our children’s health and well-being…)</td>
</tr>
<tr>
<td>• A BRIEF preview of what the reader will learn by reading your essay.</td>
</tr>
<tr>
<td>(3-D printing makes some products stronger, longer lasting and less expensive, but also leads to a loss of jobs in some fields… The dangers of global warming include x, y and z, but there are also solutions… The harmful effects of television watching include x, y and z)</td>
</tr>
</tbody>
</table>

**Helpful phrases:**
- An important topic today is...
- A much-discussed topic today is...
- A problem today is...

<table>
<thead>
<tr>
<th><strong>PARAGRAPH TWO:</strong> ONE category of information</th>
</tr>
</thead>
<tbody>
<tr>
<td>• For example: If you are supposed to write about advantages and disadvantages, make one body paragraph about advantages and one body paragraph about disadvantages.</td>
</tr>
<tr>
<td>• For example: If you are supposed to write about problems and solutions, make one body paragraph about problems and one body paragraph about solutions.</td>
</tr>
<tr>
<td>• For example: if you are supposed to write about different kinds of dangers arising from a particular cause (global warming, pollution, etc.), make one body paragraph about one type of harm and the second paragraph about another type of harm.</td>
</tr>
</tbody>
</table>

Start with a topic sentence that tells the reader in general what the paragraph is about:
(There are a number of advantages to working part time while in high school… Global warming causes several problems… One of the main types of harm done to young children who watch television is…)

Include specific examples from the article. Remember to include the specific information and the source:
(According to the article (title of article), students who work part-time learn how to manage their time successfully… The Alliance of Concerned Scientists found that crop production had declined by 30 percent… For example, a study done by The Alliance of Concerned Parents states that young children who watch more than three hours a day of TV have trouble learning to read…)}
### PARAGRAPH THREE: SECOND category of information

- **For example:** If you wrote about **advantages** in Paragraph Two, write about **disadvantages** in Paragraph Three.
- **For example:** If you wrote about **problems** in Paragraph Two, write about **solutions** in Paragraph Three.
- **For example:** If you wrote about **ONE kind** of harm or danger in Paragraph Two, write about **ANOTHER kind** of harm or danger in Paragraph Three.

**Start with a topic sentence that tells the reader in general what the paragraph is about:**

(Although there are advantages, there are also drawbacks to working part time while in high school…
While global warming causes a variety of problems, there are several solutions…
Another of the main types of harm done to young children who watch television is…)

**Include specific examples from the article. Remember to include the specific information and the source:**

(For example, a study done by The Alliance of Concerned Parents states that young children who watch more than three hours a day of TV have social problems… According to the article (title of article), students who work part-time often see their grades suffer… The Alliance of Concerned Scientists states that taking public transit instead of driving saves a pound of carbon a day…)

### PARAGRAPH FOUR: Conclusion

- **Two or three sentences that return to your topic and say again**
  1. why it is important
  2. **SUMMARIZE** the causes/solutions/ types of good or harm
  3. how things in general will be better if people do things the way you have recommended in your essay.

**Helpful phrases:**

*In conclusion…*
*To summarize…*
I’ve failed over and over and over again in my life and that is why I succeed.

— Michael Jordan

American basketball star Michael Jordan was born on February 17, 1963, in Brooklyn, New York. Jordan left college after his junior year to join the NBA. Drafted by the Chicago Bulls, he helped the team make it to the playoffs. For his efforts there, Jordan received the NBA Rookie of the Year Award. With five regular-season MVPs and three All-Star MVPs, Jordan became the most decorated player in the NBA.

Source: http://www.biography.com/people/michael-jordan-9358066