Unit One addresses the big picture of labor market realities— which industries are growing, which are shrinking, and technology’s impact on the market. Students learn about the different types of employers in Transportation and Warehousing and read about current issues that affect workers.

1. WHAT IS THE TRANSPORTATION AND WAREHOUSING SECTOR?

Students read a description of the Transportation and Warehousing sector, then learn about the different areas that make up the sector through a group brainstorming activity.

2. VOCABULARY IN THE WORKPLACE SERIES

Students learn and practice using terms common to the consideration of careers, with emphasis on vocabulary relevant to the Transportation and Warehousing sector.

2.1 • 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?

2.2 • Context Clues: Transportation and Warehousing Vocabulary
Students use context clues to determine the meaning of Transportation and Warehousing vocabulary, then answer questions and write original sentences using the new terms.

2.3 • Paraphrasing: Transportation Employment Vocabulary
Students learn about employment in Transportation by paraphrasing statements and using context clues to figure out the meaning of terms.

3. INTERPRETING GRAPHS: TRANSPORTATION AND WAREHOUSING EMPLOYMENT SERIES

Students analyze graphs about the local labor market and the Transportation and Warehousing sector. They also consider job trends in this sector at a national level.

3.1 • Job Losses and Gains Across Sectors
Students predict then analyze a graph showing the job losses and gains by sector and consider which fields are ones to watch.
Unit 1 • Summary

3.2 • Total Employment and Growth in Transportation, New York City 2005-2015*
Students analyze the key components of a bar graph about Transportation jobs in New York City before completing a worksheet based on the graph.

3.3 • Top 20 Transportation Jobs
Students interpret two graphs about the top Transportation jobs according to projected job openings. They consider how wages relate to the training and education required for these positions, and how the wages relate to the national median wage across all sectors.

4 • TRANSPORTATION AND WAREHOUSING CAREERS BRAINSTORM
Students brainstorm careers in Transportation and Warehousing that they are already familiar with, including the name of the occupation and primary responsibilities.

4.1 • Related Careers in a Transportation and Warehousing Environment
Students brainstorm careers in Transportation and Warehousing environments that do not involve directly transporting people or warehousing goods.

5 • 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.

5.1 • Technology’s Impact on Transportation and Warehousing
Students read an article about the impact of technology on the Transportation and Warehousing sector, then develop text-based and speculative questions based on this information.

6 • READ AND DISCUSS: CAREER ADVANTAGES OF BEING BILINGUAL
Students read and discuss an article about the increased need for bilingual workers across industry sectors, while practicing annotation.
7. CAREER FAMILIES IN TRANSPORTATION AND WAREHOUSING

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. They consider what type they themselves might be well suited for.

8. EMPLOYER TYPES IN TRANSPORTATION AND WAREHOUSING

Students learn about classifications of employer: corporations, nonprofits, owner-operated or self-employed businesses, cooperatives and civil service.

9. 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, guiding questions for reading the texts, essay templates, and graphic organizers for essay planning.
What is the Transportation and Warehousing Sector?

Students read a description of the Transportation and Warehousing sector, then learn about the different areas that make up the sector through a group brainstorming activity.

PREP

- Read Transportation and Warehousing Sector Profile.
- Navigate to careercruising.com. The Career Cruising website requires a subscription username and password. If your program does not subscribe to Career Cruising, use the CareerZone website. Once in Career Cruising, navigate to the Careers section. This is a resource for the teacher to learn background information about the Transportation and Warehousing sector.

Next click on 16 Career Clusters.
Lastly, navigate to **Transportation, Distribution & Logistics** and explore the content under the “Cluster Profile.”

**MATERIALS**
- *Transportation and Warehousing Sector Profile*
- Chart paper and markers

**DISCUSS**

1. **When you think of jobs in Transportation and Warehousing, what jobs do you think of:**
   - *Bus drivers, car mechanics, flight attendants, airplane pilots, tollbooth operators.*

2. **What else?**
   - *Street cleaners, cargo handlers, train station agents, bridge and tunnel engineers.*

3. **Where do people in Transportation and Warehousing work?**
   - *Airports, train stations, subways, trucking companies, driving schools, the Department of Motor Vehicles (DMV), ferry or water taxi companies, shipping companies, taxi and limousine companies, ports, engineering companies, car repair shops.*
EXPLAIN

1. We’re going to learn a lot about working in the Transportation and Warehousing sector and about using Transportation and Warehousing as a commuter and consumer. Let’s begin with thinking about which careers and employment settings are included in the Transportation and Warehousing sector. Distribute *Transportation and Warehousing Sector Profile*.

2. Ask students to read and annotate the article, then turn to a partner and identify important points in the article.

   > Workers are responsible for moving people and things from one place to another; for many Transportation and Warehousing jobs, experience is more important than formal education; public transportation will need more workers in the future; workers need to be safety-oriented.

3. Ask students to read the article a second time, explaining that when they are finished reading, they will write a 3-4 sentence summary of the article without looking at it. Ask students to explain what a summary is and discuss any confusions.

   A summary is a short explanation of the text’s important points in the summarizer’s own words (i.e. paraphrase). Because the summary is an overview of the text, it does not include minor details.

4. Ask students to put the article away and write a 3-5 sentence summary of the article.

5. Ask for a few volunteers to read their summaries aloud.

6. Ask students to brainstorm places where Transportation and Warehousing workers might be employed and list them on the board.

7. Divide the students into three groups and assign each group one of the Transportation and Warehousing employment settings. If possible, select from their list the three settings that will be the most familiar to students and yield the most results for the brainstorm.

8. Distribute chart paper and markers to each group. Each group should list as many careers as they can that take place in their assigned settings. They do not have to be direct transporting positions. They should write their lists on the chart paper.

9. Post the chart paper on the walls and have students rotate between the groups, noting the careers listed on each list.

10. Have students return to their seats and write 4-5 questions about working in the Transportation and Warehousing sector.
Transportation and Warehousing Sector Profile


Introducing Transportation and Warehousing

One might say that Transportation and Warehousing is the sector that makes the world go round. It’s responsible for the movement of people and products across town and across states (and between countries!) by means of ground, air and water transportation. On the ground, there are trains, buses, limousines, vans, trucks and taxis. Air transportation includes planes for passengers and planes for cargo. Cargo are products to be transported, such as cases of oranges or dish detergent to be sold in stores. Water transportation includes water taxis, ferries, leisure boats and cargo ships.

Each mode of transport—ground, air, water—requires a range of related services to ensure the safe and efficient movement of people and products. For example, in addition to airplanes and pilots, air transportation requires airports, air traffic controllers and airplane maintenance.

Supply Chain Management is another important part of the Transportation and Warehousing industry. Supply Chain Management helps to organize the often long journey a product takes from the manufacturer (who makes the product) to the consumer (who purchases and uses the product). For example, let’s say the toilet paper in your bathroom is from China. After the product is made in a Chinese factory, it is stored in a warehouse until it is sent to the U.S. by ship. Once it arrives in a port in New Jersey, the product is stored in another warehouse before getting shipped to a distribution center in New York City. From there, trucks will deliver the toilet paper to your local store. Supply Chain Management makes this journey from China to your local store as efficient as possible.

Careers in Transportation and Warehousing

As one of the nation’s largest transportation and travel hubs, New York City provides many opportunities to work in the Transportation and Warehousing industry.* Jobs in Transportation and Warehousing can be technical in nature,
such as car mechanics, or focused on customer service, such as ticketing agents, or a mix of the two, such as bus operators who drive the bus and interact with commuters.

Work experience is often more important than college degrees to employers of this sector. With a high school or high school equivalency (HSE) diploma and job-related experience, a worker can earn a liveable wage. Some employees earn a living wage while being trained in the skills needed for their roles, such as those at major airlines (for flight attendant positions) and the MTA New York City Transit.* It is noteworthy that as many transit workers reach retirement age, there will be a high demand for transit employment across the country, and especially in New York City.*

Workers can increase their earning potential by getting certifications or licenses on their own. City commissions or professional associations usually administer the exams that evaluate various skillsets. For example, New York City’s Taxi and Limousine Commission (TLC) administers the exam for becoming licensed to operate a for-hire vehicle.*

Careers in Engineering (designing and building machines and systems) or Supply Chain Management (managing the journey from raw materials to finished consumer product) require at least a Bachelor’s degree or several years of experience in a related field. Air pilots and air traffic controllers require extensive training.

The Transportation and Warehousing Environment
Due to the nature of the Transportation and Warehousing sector, safety and security are the highest priorities. Many jobs in this sector, from airport employees to cargo ship workers, require background checks, clean driving records (even if the job doesn't directly involve driving) and drug testing. These jobs can require licenses or certifications to operate machinery and sometimes a security clearance to access restricted areas.

Workers are scheduled to work various shifts. Most jobs require employees to work a day or night shift, and sometimes holidays and weekends.

Teamwork and soft skills—such as the ability to communicate, collaborate and adapt—is crucial to most Transportation and Warehousing jobs. As many functions are replaced by machines, these soft skills will become increasingly valuable. For customer service jobs, such as reservation agents, workers should enjoy meeting people and working in a fast-paced setting. They should also have patience and like to help people.

This is a good sector for people who are safety-oriented, can think on their feet and work well under pressure. In addition, this can be a good sector for those who enjoy being outside and physically active, like to build or fix things, or take pride in being part of a system that moves things along.
## Vocabulary in the Workplace Series

Students learn and practice using terms common to the consideration of careers, with emphasis on vocabulary relevant to the Transportation and Warehousing sector.

### Activities in This Series

- **2.1 • Labor Vocabulary: What Are We Talking About When We Talk About Labor?**
- **2.2 • Context Clues: Transportation and Warehousing Vocabulary**
- **2.3 • Paraphrasing: Transportation Employment Vocabulary**
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 Terminology Information sheet
- Labor Terminology worksheet
- Labor Vocabulary Questions worksheet

EXPLAIN

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, in 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>
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<td>Occupation</td>
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<td>Career</td>
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<tr>
<td>Labor Force</td>
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</table>
Labor Terminology Information

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 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: Transportation and Warehousing Vocabulary

Students use context clues to determine the meaning of Transportation and Warehousing vocabulary, then answer questions and write original sentences using the new terms.

PREP

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

MATERIALS

- Developing a Transportation and Warehousing Vocabulary handout
- Transportation and Warehousing Definitions handout

EXPLAIN

1. What are some words that come to mind when you think of the Transportation and Warehousing sector? Write answers on the board as students brainstorm.

   - Trains, gas stations, trucks, Metrocard, roads, bridges, ships, forklifts, Greyhound, Chinatown bus, railroads, airports, toll booths.

2. Although there are many types of jobs in the field, there are some terms that most Transportation and Warehousing workers are familiar with and supervisors expect their workers to know. How might Transportation and Warehousing vocabulary be useful even if you aren’t interested in a career in the field?

   - Most people use Transportation and Warehousing services in their day-to-day life, whether taking the train or ordering a product online to be delivered. Knowing this vocabulary makes you a better informed consumer and commuter.

3. Distribute Developing a Transportation and Warehousing Vocabulary handout 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 Transportation and Warehousing Definitions handout.

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

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. Carrier

After researching different carriers when I needed to send some sensitive documents to my lawyer, I decided to go with FedEx because they offered free tracking.

Meaning of the word ________________________________

2. Accessibility

In order to provide greater accessibility to a wider range of users, more buildings in should have elevators to transport wheelchair users between floors.

Meaning of the word ________________________________

3. Transportation Security Administration (TSA)

Whenever I fly out to visit my grandma in Florida, I have to go through airport security where officers from the Transportation Security Administration (TSA) screen my luggage.

Meaning of the word ________________________________

4. Public Transit (Public Transportation or Mass Transit)

If you live in a large, densely populated city, you probably use public transit every day, whether the buses or trains—or both!

Meaning of the word ________________________________
5  Freight
When Jocelyn was a child, she loved to see freight trains whizzing by and to guess what the colorful rectangular containers were filled with.

Meaning of the word

6  Commercial Driver’s License (CDL)
To become a truck driver, Marie went to a six-week program to earn her commercial driver’s license.

Meaning of the word

7  Warehouse
Jason’s new job at the warehouse requires him to unload boxes from trucks and keep them organized until they are ready to get shipped to retail stores in the area.

Meaning of the word

8  Logistics
A career in logistics often means traveling around the world to meet with suppliers, manufacturers, shippers, distributors and retailers—a truly big picture job!

Meaning of the word
II. Answer the following questions using complete sentences. Make sure to use the vocabulary word in your answer.

1. What do the following carriers—United, American, Delta, Jetblue, Southwest—have in common? Hint: they operate out of airports.

2. Do you think it is important for your city to increase its accessibility? Why or why not?

3. What kind of person would enjoy working for the Transportation Security Administration (TSA)? Provide a lot of detail in your explanation.

4. Whose duty is it to keep public transit clean and free of litter: transit workers or the paying public (commuters)? Explain your reasoning.
5. Which kind of freight do you think is more expensive to transport: perishables (for example, frozen fish or fresh strawberries) or cotton T-shirts? Explain your reasoning.

6. In every state, anyone who wants to operate a heavy or large vehicle must get a commercial driver’s license (CDL). John thinks that a regular driver’s license should be enough—"If you know how to steer and step on a brake pedal, you can drive anything!" Do you agree or disagree with John? Why?

7. Amazon recently announced that it is opening a warehouse in your neighborhood. Is this a good or bad development? Explain your reasoning.

8. Janice’s teacher said that people who are interested in how products are made and shipped around the world should work in logistics. Would you be interested in working in logistics? Explain why or why not.
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. Carrier: __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. Accessibility: ______________________________________________________
   __________________________________________________________
   __________________________________________________________

3. Transportation Security Administration (TSA): __________________________
   __________________________________________________________
   __________________________________________________________

4. Public Transit (Public Transportation or Mass Transit): __________________
   __________________________________________________________
   __________________________________________________________

5. Freight: __________________________________________________________
   __________________________________________________________
   __________________________________________________________

6. Commercial Driver’s License (CDL): _________________________________
   __________________________________________________________
   __________________________________________________________

7. Warehouse: _______________________________________________________
   __________________________________________________________
   __________________________________________________________

8. Logistics: _________________________________________________________
   __________________________________________________________
   __________________________________________________________
Transportation and Warehousing Definitions

**Accessibility:**
The degree to which all areas of facilities can be reached and used by all persons, including those with disabilities. For example, installing an elevator or a ramp in a building makes it more accessible for wheelchair users.

**Carrier:**
A company that provides transportation services by ship, air, rail (train) or truck. Examples include trucking companies, airlines, and package delivery businesses such as FedEx and UPS.

**Commercial Driver's License (CDL):**
A type of driver's license required in all states to operate heavy or large vehicles, such as trucks or buses.

**Freight:**
Products, usually in bulk (large amounts), to be transported from one place to another; also called cargo.

**Logistics:**
The process of planning, putting into action and overseeing the movement and storage of products from the point it is made to the point it is bought by a consumer.

**Public Transit (Public Transportation or Mass Transit):**
Transportation service for the general public in an urban or regional area.

**Transportation Security Administration (TSA):**
A part of the U.S. Department of Homeland Security established to provide security for air travel. For example, they are responsible for screening passengers at airports.

**Warehouse:**
Storage place for products. The main activities of warehouses are receiving, storing and shipping products.

Definitions adapted from online glossaries from the Ohio Department of Transportation and Inbound Logistics.
http://www.inboundlogistics.com/cms/logistics-glossary/#F
Paraphrasing: Transportation Employment Vocabulary

Students learn about employment in Transportation by paraphrasing statements and using context clues to figure out the meaning of terms.

PREP

- Be prepared to explain the following terms: national median wage, unionized, mastery, apprenticeship, demand, competency, expertise.
- Complete the handout with your own paraphrases to use as a guide with the class.

MATERIALS

- Paraphrasing Practice: Transportation Vocabulary handout
- Dictionaries, if available

DISCUSS

The more career-related terms you know, the better prepared you will be when searching and applying for jobs. We are going to build on the vocabulary from the last two activities by paraphrasing statements taken from a government report with the following title (instructor should write this on the board):

**Strengthening Skills Training and Career Pathways Across the Transportation Industry**

Based on the title, what do you think this report is going to discuss?

- Different careers in transportation; the skills needed to work in this industry; ways to improve training for people interested in working in Transportation.
2 Distribute the *Paraphrasing Practice: Transportation Vocabulary* handout and explain that these statements are taken from a report written by the U.S. Departments of Transportation, Education and Labor. It provides an overview of employment in the Transportation industry, from current to projected future conditions.

NOTE
For guidance on teaching annotation, see “How to Teach Annotation” in the User’s Guide, found at www.tinyurl.com/cunycareerkits.

3 Ask for volunteers to read the statements aloud. Once all the statements have been read aloud, students should quietly reread and annotate parts they find interesting or confusing. For instance, students can double underline words they are unsure of and write a note next to them, guessing at the meaning.

4 After annotating, students should read the statements a third time, this time, using the parts of the sentences they understand as context clues to write a paraphrase for each statement. If students are unable to guess at their meaning using the context, they may use dictionaries, if available.

If necessary, review how to paraphrase, explaining that paraphrasing is the process of putting a statement into one’s own words.

5 After students have paraphrased each statement, ask students to get into pairs and exchange papers to read their partner’s paraphrases. Students should discuss similarities and differences in their paraphrases. If they vary substantially, ask students to decide on one version they find more accurate, or come up with a new version together. The instructor should circulate during this activity and help as needed.

6 As a class, discuss and clarify the meaning of each statement, asking for students to share their paraphrases. Take this opportunity to discuss the vocabulary words in detail, writing the definitions and/or examples on the board as needed.
Paraphrasing Practice: Transportation Vocabulary

Read and paraphrase the following statements. Use the context of the sentence to figure out the meaning of words you are unsure of.

1. Thirteen of the top twenty Transportation jobs in demand provide wages higher than the national median wage of $35,540.

2. Many jobs in this sector are unionized, and include strong benefits in addition to good wages.

3. While a high school diploma is the requirement for many entry-level jobs, training, apprenticeship, or on-the-job learning leads to mastery of the skills required to advance in the field.

4. Employees must have competency in using heavy machinery at work to ensure the safety of the worker and those around them.

5. As technology continues to develop and vehicle systems become more complex, workers must expand their expertise to be attractive to employers.

Students analyze graphs about the local labor market and the Transportation and Warehousing sector. They also consider job trends in this sector at a national level.

**ACTIVITIES IN THIS SERIES**

- 3.1 • Job Losses and Gains Across Sectors
- 3.2 • Total Employment and Growth in Transportation, New York City 2005-2015
- 3.3 • Top 20 Transportation Jobs
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 industry do Air Pilot and Bus Driver belong to? Transportation and Warehousing.

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 Transportation and Warehousing sector, as defined in the Careerkit, is included on the prediction guide and graph under the category “Trades, Transportation and Utilities.”

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>
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<tr>
<td>Public Administration</td>
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<tr>
<td>Financial Services</td>
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<tr>
<td>Information</td>
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<tr>
<td>Construction</td>
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<tr>
<td>Other Services</td>
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</tr>
<tr>
<td>Trade, Transportation and Utilities*</td>
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<td></td>
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<tr>
<td>Professional and Business Services</td>
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<tr>
<td>Leisure and Hospitality**</td>
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<tr>
<td>Education and Health</td>
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</tbody>
</table>

* Transportation and Warehousing, as defined in the CareerKit, is included in this category

** 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><strong>Construction</strong></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 specialty skills such as carpenters, electricians and plumbers.</td>
<td></td>
</tr>
<tr>
<td><strong>Manufacturing</strong></td>
<td>Manufacturing Food Production</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></td>
</tr>
<tr>
<td><strong>Mining and Logging</strong></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><strong>Education, Healthcare and Social Assistance</strong></td>
<td>Healthcare Education and Childcare Community and Social Services</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></td>
</tr>
<tr>
<td><strong>Government</strong></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>
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</tr>
<tr>
<td><strong>Entertainment, Food and Hospitality</strong></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><strong>Professional and Administrative Services</strong></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><strong>Banking, Insurance and Real Estate</strong></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>
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Continued…
### Information

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.

Some of these careers are included in the Technology CareerKit

### Trade, Transportation and Utilities

The CareerKits divide this sector into Retail and Transportation & Warehousing. Retail includes businesses that sell products such as clothing, cars, telephones and furniture. Transportation & 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.

Transportation and Warehousing
Retail
Technology
Community and Social Services

### Other

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.

Community and Social Services
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.

**Source:** New York City Labor Market Information Service analysis of NYS Department of Labor Quarterly Census Of Employment And Wages. NYC includes Bronx, Queens, New York, Richmond, and Kings counties.

**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 bars represent?
- What do the 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 bar is longer than the light blue bar it is paired with?
- What does it mean when a light blue bar is longer than the dark blue bar it is paired with?
- 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 and Growth in Transportation, New York City 2005-2015*

Students read a bar graph on the growth and total number of Transportation jobs in New York City from 2005-2015. In small group and class discussions, they analyze the graphs, then answer questions about it in writing.

PREP

• Review the lesson’s graph, handout and answer key.

MATERIALS

• Total Employment and Growth in Transportation, New York City 2005-2015* graph
• Total Employment and Growth in NYC Transportation Sector* handout

EXPLAIN

1. What are some forms of transportation in New York City? Write student responses on the board.
   ➢ Subway, ferry, buses, taxis, airplanes.

2. If we compare ground (which includes mass transit), air and water transport systems, which do you think employs the most people in New York City? Which do you think employs the least? Why do you think that?

3. Today we are going to look at a graph called Total Employment and Growth in Transportation, New York City 2005-2015.* Can you predict what this data will show?
   ➢ How many Transportation jobs are in New York City from 2005 to 2015; the rise in transportation jobs during these years; the total number of jobs broken down by ground, water, and air transportation.

4. Let’s see if your predictions are correct. Divide students into groups of three and distribute Total Employment and Growth in Transportation, New York City 2005-2015* graph. While students read the graph together, write the following questions on the board:

*RAENs will provide regional adaptations.
Ask students to discuss these questions and have one student from each group record the group’s answers on a sheet of paper. Discuss responses as a class.

Before distributing the handout, review the following parts of the graph in a brief discussion. Students should take notes and participate in the discussion:

- **What is the key (or legend) on the graph?**
  - The key gives you information needed to make sense of the graph. In this graph, the key explains that purple represents “2005 Employment,” while pink represents “Employment Growth by 2015.”

- **What do the horizontal and vertical axes of the graph represent?**
  - The horizontal axis represents the different sub-sectors of the Transportation sector and the vertical axis represents the number of Transportation employees in New York City.

- **What does the purple part of the bar represent?**
  - Total employment in that subsector in 2005.

- **What does the pink part of the bar represent?**
  - The growth in employment between 2005 and 2015 in that subsector.

- **What does the full bar (purple and pink sections combined) represent?**
  - The total number of employees in that subsector in 2015.

- **What do you think “Supportive Activities for Transportation” includes?**
  - All the services or personnel needed to make all modes of transportation possible.
    - **Rail (subway, commuter, freight):** track cleaners, station agents
    - **Road (trucks, buses, taxis):** toll collectors, street cleaning, dispatchers
    - **Air:** ticket agents, aircraft mechanics, janitors
    - **Water:** laborers, navigation services, cargo agents

Distribute Total Employment and Growth in NYC Transportation Sector* handout and have students complete it in their groups. The instructor should circulate and help as needed. When students are done, review answers as a class.
Total Employment and Growth in Transportation, New York City 2005-2015*

Adapted from Labor Market Information Service’s (LMIS) presentation on “Automotive & Transportation Jobs in New York City,” 2017.
Total Employment and Growth in NYC Transportation Sector

Use the graph to answer the following questions. Some questions require basic calculations but do not require a calculator.

1. Which subsector had 30,000 workers by 2015? How do you know?

2. Which subsector had more than 60,000 workers in 2005? How do you know?

3. How many total workers did the Air (Cargo and Passenger) subsector employ by 2015? Show your work.

4. Which subsector grew the most between 2005 and 2015? How much did it increase by? What was the total number of employees for that subsector by 2015? Show your work.

5. If New York City is surrounded by so much water, why do you think the water subsector has the least employees?

6. Why do you think the Transit and Ground Passenger subsector has more employees and more growth in employment than all the other subsectors?
ANSWER KEY:
Total Employment and Growth in NYC Transportation Sector

1. Air (Cargo and Passenger) subsector. The total bar for that subsector reaches the 30,000 mark.

2. Transit and Ground Passenger subsector. The part of the bar for 2005 employment for that subsector goes far past the 60,000 mark.

3. Add number of employees in 2005 (24,000) to the growth in employees between 2005 and 2015 (6,000).
   \[24,000 + 6,000 = 30,000\]

4. Transit and Ground Passenger subsector. It increased by 7,000. Add the increase to the number of workers in 2005 (72,000) to get the total workers in 2015.
   \[72,000 + 7,000 = 79,000\]

5. Various answers.

Top 20 Transportation Jobs

Students interpret two graphs about the top Transportation jobs for 2012–2022, according to projected job openings. They consider how wages relate to the training and education required for these positions, and how these wages relate to the national median wage.

PREP

- Review both graphs. Be prepared to discuss the concepts of projected job openings, wages and national median wage.

MATERIALS

- Top 20 Jobs in Transportation byProjected Total Job Openings 2012–2022 graph
- Wages and Job Requirements for Top 20 Projected Jobs in Transportation 2012–2022 graph

WARM-UP

1. On the board, write Top 5 Foods and ask students what criteria (or standards) could we use to think about what Top 5 Foods might mean?
   - My personal favorite, the most popular, the most convenient, the most nutritious, etc.

   Food can be ranked according to many different criteria or standards. Take out a clean sheet of paper and make two columns: the first column should be labeled Top 5 Foods by Taste and the other column should say Top 5 Foods by Nutrition.

   The instructor creates this chart on the board as a guide.

   | Top 5 Foods by Taste | Top 5 Foods by Nutrition |

2. Students should brainstorm items for the two lists. When complete, ask a number of students to share their lists, first reading through their “Top 5 Foods by Taste” followed by “Top 5 Foods by Nutrition.” Ask students if the
foods in the two lists tend to be similar or different. What conclusion can they draw if their two lists are very similar or very different?

› Food that tastes good is not usually healthy; my favorite foods also happen to be nutritious.

3 Keep this process of ranking in mind as we turn to graphs about jobs in the Transportation sector.

EXPLAIN

1 Write the title of the first graph on the board:

*Top 20 Jobs in Transportation by Projected Total Job Openings 2012–2022*

Based on the title of the graph, what do you think this graph is going to tell you? Take a guess, even if you aren’t sure.

2 The “Top 20 Jobs” in the title refers to the best 20 jobs, but “best” according to what? Remember that when we ranked foods, we used a standard or criteria. For the “Top 20 Jobs,” what standard do you think is being used here?

› Best pay, best hours, best work environment, the most job opportunity, etc.

Underline “Projected Total Job Openings” in the title and ask students what they think this means. If students need assistance, explain that “projected total job openings” means the total number of jobs expected to open up, specifically between 2012 and 2022. So, “top” jobs here means the jobs that have the most number of openings in the future—a projection (or prediction) researchers make using data.

3 Ask students to get into pairs. Distribute *Top 20 Jobs in Transportation by Projected Total Job Openings 2012–2022* graph. On a separate sheet of paper, ask students to make 3 observations about the graph, using the following sentence starters:

• There are some jobs that have very similar numbers of projected openings. For example, ________________ all have around ________________ projected openings.

• There are ________________ more projected openings in _____________ than in ________________.

• Most projected numbers of openings on this graph are ________________.

• A few projected number of openings on this graph are ________________.

• One thing that stands out to me is ________________.
Ask students to share what they noticed with the class. If not covered in students’ observations, review the following questions with the class.

Which job will have the most job openings?
> Truck Drivers.

Which job will have the least job openings?
> General and Operations Managers.

Which job is the best one for you?
> We don’t have enough information to make a decision yet.

What would you want to know to decide if a job is right for you?
> How much you can earn, how much education or training is required, whether you work with your hands or on a computer, etc.

Write the name of the second graph on the board:

Wages and Job Requirements for Top 20 Projected Jobs in Transportation 2012-2022

Based on the title, what do you think this graph is going to about?
Responses might include:
> How much you can make in the top jobs; qualifications you need to get transportation jobs in the future; how higher wages require higher training or education.

Before we look at the next graph, look at the bar graph again. How are the jobs organized? According to what standard?
> By how many job openings are expected for each position. The job with the most projected openings is at the top of the graph (“Heavy and Tractor-Trailer Truck Drivers” are at the top of the list here).

If we were to rearrange the graph according to wages, which jobs do you think would be in the top 5? Write their suggestions on the board.
> Answers will vary.

If we were to rearrange the graph according to how much training or schooling is required, which jobs do you think would be in the top 5? Write their suggestions on the board.
> Answers will vary. If there is a lot of overlap with the list of top jobs according to wages, ask students why this might be the case.
Distribute the second graph and have students review it in pairs. On a separate sheet of paper, ask students to write down 3 things they notice and 3 things they wonder about the graph. Have students share their reactions with the class.

**SCAFFOLDED DISCUSSION**

1. What do you notice about the numbers going down the left side of the page?
   - The dollar amount starts at $0 and goes up to $140,000.
   - The amount goes up by $20,000.
   - It says “annual median wage”—I think “wages” means income, “annual” means by the year, and “median” is related to the idea of average, so this means the average yearly salary (or pay) for different jobs.

2. What do the words across the bottom of the page describe?
   - They describe the level or amount of something, starting with none or little and going to a lot; they describe the level of requirements needed for different jobs.

3. What might be some examples of “Education/Work Experience/Training”?
   - HSE or high school diploma, an apprenticeship, training on the job, a certificate or license, an associate’s, bachelor’s or master’s degree, number of years working in a certain field.

4. What feature on this graph is not labeled?
   - The bubbles.

5. Tell me everything you notice about the bubbles.
   - Some are bigger than others; there are more small bubbles than big ones; they are all the same color; they are in different places on the graph; there are more bubbles close to the dotted line than far from it.

6. How many bubbles are on this graph?
   - 20. [INSTRUCTOR: If necessary, explain that one of the bubbles is hard to see behind the other bubbles.]
   - What do you think the bubbles represent?
   - They represent different jobs; the top 20 jobs from the previous graph.
What do you notice about the size of the bubbles? Are they all the same size? What do you think that means?

- The bubbles are different sizes; some are bigger than others. I think the size of the bubbles relates to the number of job openings available for each position.

What do you notice about where the bubbles are placed on the graph? Do you think the placement means something? Why did they place the bubbles in these positions?

- Most of the bubbles are placed near the lower left-hand side of the graph; a lot of the bubbles overlap. I think the location of each bubble refers to how much money that [job] bubble makes and how much preparation is needed for that job.

What does the dotted line represent?

- It stands for $35,540; it’s labeled the “National Median Wage.”

What do you think “National Median Wage” means?

- It means the midpoint income nationwide.

INSTRUCTOR: Explain that “median” means the midpoint (which is a type of average). If you made a list of all the wages earned by people in this position and put them in order, the median wage is the wage in the middle. Half the people with that position make more and half the people in that position make more.

What is $35,540? Is that what people in each of these jobs earn?

- This amount is the midpoint (a type of average) income people make nationwide. It is not what each person earns in these jobs.

How many jobs are above the dotted line? How many jobs are below the dotted line?

- There are about 13 jobs above (or mostly above) the dotted line.
- There are about 7 that are below (or mostly below) the dotted line.

The center of the big bubble is just above the dotted line. What does that mean?

- The annual median wage for that job is just above the national average.

Are there more bubbles below or above the dotted line (or the National Median Wage)? What does that tell you about these jobs?

- There are more bubbles above the dotted line; this means that more than half of the 20 positions earn more than the National Median Wage.
10 Are the Education/Work Experience/Training requirements spread out evenly left to right? What do you see in the graph that makes you think so? What do you think this means?

- They are not spread out evenly. They are bunched together towards the lower end of job requirements; this means the majority of top 20 jobs in Transportation require low to medium levels of education/work experience/training.

11 Which job do you think the biggest bubble stands for? Refer students back to the first graph. How do you know?

- Heavy and Tractor-Trailer Truck Drivers. I know this because on the first graph, the bar for that category is much longer than any of the others.
### Top 20 Jobs in Transportation by Projected Total Job Openings 2012–2022

- **Heavy and Tractor-Trailer Truck Drivers**: 1,225,280
- **School or Special Client Bus Drivers**: 330,700
- **Laborers and Freight, Stock, and Material Movers**: 264,210
- **Transit and Intercity Bus Drivers**: 200,530
- **Taxi Drivers and Chauffeurs**: 194,110
- **Highway Maintenance Workers**: 141,010
- **Flight Attendants**: 96,210
- **Construction Laborers**: 89,990
- **Bus and Truck Mechanics and Diesel Engine Specialists**: 86,850
- **Dispatchers**: 85,450
- **Light Truck or Delivery Services Drivers**: 84,810
- **First-Line Supervisors of Transport Machine Operators**: 75,310
- **General Office Clerks**: 70,020
- **Airline Pilots, Copilots, and Flight Engineers**: 57,870
- **Aircraft Mechanics and Service Technicians**: 57,150
- **Customer Service Representatives**: 53,370
- **Operating Engineers & Construction Equipment Operators**: 47,980
- **Railroad Conductors and Yardmasters**: 45,130
- **Locomotive Engineers**: 37,190
- **General and Operations Managers**: 35,230

Wages and Job Requirements for Top 20 Projected Jobs in Transportation 2012–2022

Transportation and Warehousing Careers Brainstorm

Students brainstorm careers in Transportation and Warehousing that they are already familiar with, including the name of the occupation and primary responsibilities.

MATERIALS

• Transportation and Warehousing Careers Brainstorm worksheet

EXPLAIN

1. There are dozens of careers in Transportation and Warehousing that make the movement of people and products possible. Safely transporting people and products comes with a lot of responsibility. While some workers directly serve commuters, others play a role in the direct transport of products.

Hand out Transportation and Warehousing Careers Brainstorm worksheet.

2. With a partner, list as many Transportation and Warehousing careers as you can in the left column. Write a description of what that person’s job duties are in the right column.

3. List additional Transportation and Warehousing jobs in the left column that you’ve heard of, but are not sure what exactly the job entails—you can leave the duties on the right side blank.

4. List additional Transportation and Warehousing duties, even if you are not sure of the name of the career—you can leave that part blank. See the examples on the worksheet.

EXAMPLES OF TRANSPORTATION AND WAREHOUSING CAREERS INCLUDE:

• Pilot
• Bus Operator
• Forklift Operator
• Transportation Engineer
• Electrician
• Car Mechanic
## Transportation and Warehousing Careers Brainstorm

Write the name of the Transportation and Warehousing careers that you know about on the left. Write the duties on the right. It’s fine to leave some columns blank if you’re unsure. Write as many as you can.

<table>
<thead>
<tr>
<th>Career</th>
<th>Duties (what they do)</th>
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<tbody>
<tr>
<td>Truck Driver</td>
<td>Operates a truck to pick up and deliver shipments</td>
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<tr>
<td>Civil Engineer</td>
<td>Communicates with taxis about where to go to pick up customers</td>
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</tbody>
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...
Related Careers in a Transportation and Warehousing Environment

Students brainstorm careers in Transportation and Warehousing environments that do not involve directly transporting people or moving and warehousing products.

MATERIALS

- Related Careers in Transportation and Warehousing Settings worksheet

EXPLAIN

1. In addition to people responsible for the movement of people and products, there are dozens of other careers that make Transportation and Warehousing operate as a whole. Who services the gas stations needed to fuel trucks and taxis? Who works the fast food counters at rest areas along the highway? Who develops the apps that tell us how to get to a destination? Who designs the posters announcing subway service changes?

2. Distribute the Related Careers in Transportation and Warehousing Settings worksheet and have students work in pairs to complete it. Write as many related careers as you can that are found in Transportation and Warehousing settings.

   > Examples:
   
   - Gas station attendant
   - Custodians at highway rest areas
   - Navigation software engineers
   - Graphic Designers (for MTA posters, street signs, etc.)

3. When students have completed the worksheet, create two columns on the board: one for careers related to Transportation and Warehousing and one for a description of the duties for each career. Write some of their responses on the board.

<table>
<thead>
<tr>
<th>Careers Related to Transportation and Warehousing</th>
<th>Duties</th>
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<tbody>
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<td></td>
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</table>
## Related Careers in Transportation and Warehousing Settings

Write the name of the career on the left and the job responsibilities on the right.

<table>
<thead>
<tr>
<th>Related career in Transportation and Warehousing setting</th>
<th>What these workers do in a Transportation and Warehousing setting</th>
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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 opinionnaires. 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 Opinionnaire

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.

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 agent, baggage collector, porter and ticket agent 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 ‘app developers’, social media specialists, and health information managers.

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 layout of products in a store so customers can find them easily and you need a person to provide hands-on care for sick patients. You need technology, for cashiers to use during transactions and to store medical information of patients. 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, lawyers can use computer programs to search through thousands of documents to find certain information. This allows them to spend more time doing work computers can't do, such as developing arguments for the courtroom.

- **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. 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.

- **Directly connecting people who need goods or services to people who can offer it**—Businesses like Uber, Airbnb and Ebay allow sellers to connect with customers in moments. They offer transportation, accommodations and 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 affected 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 medical 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 Transportation and Warehousing Employment

Students read an article about the impact of technology on the Transportation and Warehousing sector, then develop text-based and speculative questions based on this information.

PREP

- Read the article, *The Impact of Technology on Transportation and Warehousing*, and annotate it by underlining parts of the article that mention specific ways technology has impacted Transportation and Warehousing careers, in preparation for class discussion. Be prepared to discuss the concept of automation.

MATERIALS

- *The Impact of Technology on Transportation and Warehousing* article

DISCUSS

1. Ask students about the ways technology has changed the workplace.
   - Most businesses use computerized technology, such as warehouses tracking items in transit, builders using computerized building plans, or cashiers using computerized cash registers. Even many factories use digital equipment these days to cut and assemble products.

2. Ask students how they think technology has impacted Transportation and Warehousing careers. Write their responses on the board.
   - Truck drivers use online navigation; rise of ride-hailing apps like Lyft and Uber; automation of toll booths; online tracking of deliveries for Amazon or USPS; commuter apps for mass transit.

3. Distribute *The Impact of Technology on Transportation and Warehousing* article and ask students to read and annotate it. They should underline parts of the article that discuss the specific ways technology is impacting workers in Transportation and Warehousing.

4. Ask students to share these details with the class.

5. Divide students into pairs and ask each pair to write 3 questions that can be answered by the article and 3 technology-related speculations about Transportation and Warehousing beginning with “I wonder…”
   - I wonder if train and bus operators will someday be replaced by robots.
   - I wonder if the subway will someday require an eye scan instead of a Metrocard to enter!

NOTE

This activity can be used as a follow-up to the *Technology in the Workplace* activities.

NOTE

For guidance on teaching annotation, see “How to Teach Annotation” in the *User’s Guide*, found at www.tinyurl.com/cunycareerkits.
The Impact of Technology on Transportation and Warehousing

The following sources were also consulted:
https://www.nytimes.com/2017/06/06/nyregion/new-york-yellow-taxis-ride-sharing.html?_r=0

The Transportation and Warehousing sector relies heavily on technology to safely and efficiently transport people and products. Because the economic life of cities depends, in part, on a high performing Transportation and Warehousing sector, it is important to adopt new technologies.

Technological advances make Transportation and Warehousing safer, more efficient and better for the environment, which benefits both the economy and the residents of cities. However, technological advances can also mean a loss of jobs. For example, jobs that were once performed by people are now done by machines, especially for clerks, toll/fare collectors and secretaries.

**Transit Systems**

In transit systems all across the country, including New York City, there is a push to replace older mechanical parts and systems with computerized parts and systems. It is more cost-effective to convert to the new computerized systems than to try to repair the older mechanical parts. Moreover, newly manufactured vehicles use more computerized technology.

At some point, suppliers simply will not make the old buses and rail cars anymore. Transit agencies will increasingly have to negotiate new electronic equipment, new forms of diagnostic testing and advances in vehicle technology. Current and future transit workers need to be prepared to handle more advanced systems and equipment.

**For-Hire Car Services**

The rise of transportation network companies (TNCs) that offer on-demand ridehailing through phone apps—Uber, for example—has changed the car service game in New York City. In fact, Uber recently surpassed New York City’s iconic yellow taxis for the number of daily rides. These ridehailing mobile technologies have not only increased competition among car services, but are...
also forcing the industry to adapt to these emerging technologies.

To stay competitive, many private car services now offer apps in addition to the more traditional option of ordering a car over the phone—even yellow taxis use apps. Furthermore, in response to Uber and Lyft offering the option to ‘pool’ with other riders for a discounted ride, about half of NYC’s yellow taxis began to offer pooling in mid-2017 through a partnership with Via and Curbed, both ridehailing apps.

Yellow cabs have one unique privilege that no other car services are permitted: the ability to pick up customers off the street anywhere in the city. They’ve been taking full advantage of this through the use of the app, StreetSmart, which predicts the best routes for drivers to take to find customers for street pickups. The taxi industry’s quick embrace of these technologies has helped to offset some of Uber’s competitive edge.

Some suggest that in the distant future, driverless cars will someday become the norm, rendering drivers unnecessary—whether for Uber or yellow taxis!

**Shipping and Storage**

Technology is also changing the way products are transported and stored. For example, truck drivers used to manually log their hours but now rely on electronic logging devices synced to engines that automatically track how many hours they’ve driven.

Advances in truck *fleet* management systems make it possible to monitor vehicle conditions remotely. For example, if a truck engine is having a problem, it will send a trouble code to the company so they know to perform maintenance as soon as possible. In addition, these systems, which use Global Positioning System (GPS) technology, can not only track the location of a particular truck, but whether the driver is speeding, braking or accelerating harshly, idling too long, and other behaviors that would negatively impact company objectives.

In terms of the shipments themselves, the Internet of Things (IoT), a technology that connects objects to the Internet, makes it possible to remotely monitor...
and report in real-time the condition of a shipment—including the temperature and vibration levels, among other factors. This technology ensures the quality of international shipments that have to undergo transportation methods such as rail, truck, and steamship. It is especially useful for sensitive shipments that contain perishable or fragile items.

Shipping and storage are not immune to automation. Automation will eventually eliminate pick and pack jobs (jobs locating items on a shelf and packing them for shipment) at warehouses. Companies are already using aspects of self-driving technologies in their vehicles, and driverless trucks are currently being tested. Moreover, Amazon plans to use self-flying drones to deliver products to their customers, alongside other delivery methods.

**Mind the Technology**

Potential workers in the Transportation and Warehousing sector should familiarize themselves with the technological skills required for entry-level positions of interest. In addition, they should be aware that further technological training will likely be required once a position is obtained. It is equally important to consider career paths within Transportation and Warehousing that have the potential for growth and a stable career, such as a train conductor or transportation engineer.

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**VOCABULARY**

**Fleet**: A large group of vehicles, owned or operated by one company (Dictionary.com)
Read and Discuss: Career Advantages of Being Bilingual

Students read and discuss an article about the increase in the need for bilingual employees and respond in writing to questions about the article. Then they read a bilingual job candidate’s resume, analyzing how and where he discusses his language skills.

PREP
- Read the article, How Being Bilingual Can Boost Your Career
- Write the following statement on the board:

  Job seekers whose first language is not English are at a disadvantage when looking for a job.

MATERIALS
- How Being Bilingual Can Boost Your Career article
- Understanding How Being Bilingual Can Boost Your Career handout
- Daniel Gordon’s Resume

EXPLAIN
1. Ask students to discuss in pairs whether they agree or disagree with the statement on the board and why. Once students have discussed for a few minutes, ask them to share their thoughts in a class discussion.

2. Distribute the article, How Being Bilingual Can Boost Your Career. Ask students to read and annotate it, underlining parts that express the most important ideas of the article, then writing questions they have about the article in the margins.

3. After reading, distribute Understanding How Being Bilingual Can Boost Your Career handout and ask students to complete it.

4. Ask students to share their responses with a partner.

5. Discuss responses as a whole class.

NOTE
For guidance on teaching annotation, see “How to Teach Annotation” in the User’s Guide, found at www.tinyurl.com/cunycareerkits.
In addition to translators, there are many jobs that require bilingual workers.

Are language skills something that should be included on a resume?

Yes!

Why?

- It tells employers that you have a skill they may need or that may add value to their business.

Now, we’ll think about the best ways job-seekers can highlight their language skills. Distribute Daniel Gordon’s Resume. Ask students to read the instructions at the top, and work on the assignment with a partner.

How do you think being bilingual might be especially useful in the Transportation and Warehousing sector?

- Taxi drivers can communicate with riders from non-English speaking countries; Logistics professionals can communicate more easily when arranging shipments from or to overseas businesses.
How Being Bilingual Can Boost Your Career

https://www.hcareers.com
New York City Department of Education Press Release (01/11/16) Chancellor Farina Announces Expansion of Language Access Services

Efficiency, responsibility, punctuality, good communication and teamwork skills characteristics that employers look for in their workers. However, one less obvious talent has rapidly become the hottest job skill across many industry sectors. Do you know what that skill is? The ability to speak more than one language.

In a tough job market—it’s smart to make yourself more valuable to your employer. Being bilingual, a term that refers to fluency in a second language, can not only help you stand out among prospective employers, it can also open doors to opportunities that those without foreign language skills might miss. As the country becomes more diverse, businesses are responding to a greater number of people, both employees and customers, who don’t speak English, and the ability to communicate in another language has become a significant advantage in the workforce. According to a survey conducted by the U.S. Committee on Economic Development, nearly 80% percent of business leaders felt their companies would be more successful in they had more internationally aware employees on their staff.

So which languages can give you a leg up on the job market? Insiders agree the most popular and marketable languages are Spanish, German, French, Italian, Russian and Japanese, with a growing emphasis on Mandarin, given China’s booming economy. Individual sectors with a strong demand for bilingual workers include (but aren’t limited to) Education, Healthcare, Hospitality, Retail, Technology, Manufacturing, and Government jobs.
The New York City Department of Education recently expanded its translation services, giving schools direct access to over-the-phone interpreters. These interpreters are available after 5:00 p.m., enabling schools to better reach out to parents with limited English speaking skills. When announcing the expansion, Chancellor Carmen Farina noted the wide diversity of languages and cultures among New York City families, and described increased translation and interpretation services as, “a critical part of building strong relationships between schools and communities.” According to Maite Junco, Senior Advisor for Communications and External Affairs, “Being able to communicate with parents and guardians in a language they understand and in a timely fashion is key to our work with parents.”

Bilingual workers are also in demand in Healthcare. As immigration increases, the demand for bilingual Healthcare workers is growing. “Patients are more comfortable if they can talk to someone who understands their language, as well as the beliefs and values of their culture,” explains Anita Hold, R.N. Sam Romero, founder and president of a Massachusetts-based Healthcare recruiter specializing in bilingual and bicultural workers, agrees, “People are discussing delicate, sensitive matters, so you shouldn’t have a 10-year old child interpreting for his mother's obstetrician (a doctor who provides prenatal and birthing care to pregnant people). But it happens.”

Employers in the Hospitality field have noted that hotel and restaurant workers who are able to speak the languages of their guests are better able to make them feel at home. Equally important, the Hospitality industry commonly hires workers who are not fluent in English. Staff who speak the languages of non-English speaking workers may be called upon to act as translators, to support training efforts and to troubleshoot when problems arise. Bilingual employees who take on these roles increase their value to their managers, which will help their path to promotion.

Though estimates differ (from $1 more an hour to 10 or 15 percent more overall), many experts agree that speaking more than one language can lead to higher pay—a fact that holds true whether you’re working as a hotel room attendant, customer service representative, manager or executive. Wendi Colby, director of human resources at the Willard InterContinental Hotel, is quick to agree, “The individual that spoke more languages would have a better chance for managerial role, whatever the next level would be. They are able to deal with a wide array of clients, employees.”
Understanding How Being Bilingual Can Boost Your Career

Please answer the following questions in complete sentences:

1. According to the article, is being bilingual an advantage or an obstacle to getting a job? Provide three examples from the article, in your own words.

2. What industries are highlighted in this article as examples of sectors needing bilingual workers?

3. How do you think expanded translation services at the Department of Education will help students and families? Provide detailed reasons for your answer.

4. Give a specific example of when an interpreter may be needed in a Healthcare situation.

5. How can being bilingual lead to promotion in the Hospitality industry?
Daniel Gordon’s Resume

In the following resume, circle all of the different places that the applicant says in some way that he speaks more than one language. (He says it many times: See if you can find them all.)

DANIEL L. GORDON
1455 Brooke Street
Sugar Land, TX 77478
Tel: 713-687-0081
Email: danielg@freemail.com

Career Objective
Seeking a position in a reputed organization where my skills and abilities can be explored to the fullest and where the scope of work will enhance my career growth.

Summary of Qualifications
- 8 years of total work experience
- Strong interpersonal skills
- Positive attitude and adaptable to change
- Excellent written and verbal communication skills
- Fluent in two languages—English and Spanish (read, write and speak)
- Work experience in the hospitality and IT industry

Computer Skills
- Proficient with Microsoft Suite—Excel, Word, Internet and MS Windows
- Knowledge of hardware—PC, Mac

Professional Experience
APRIL 2010–PRESENT
XYZ Software Services, NY
Bilingual Customer Service Manager
- Provided support to all customer queries in two languages
- Responsible for handling a big team and training bilingual customer service representatives
- Manage and analyze customer feedbacks, follow-up methods and quality of after sales service
- Improving customer service based on client feedback
- Development of new policies and procedures for better organizational benefits

JANUARY 2007–MARCH 2010
ABC Communications Pvt. Ltd., Texas
Customer Service Representative
- Responsible for handling customer inquiries
- Kept a check on pricing, delivery and product information in a call center environment
- Provided support to the sales team
- Assisted in the development of new policies and techniques
- Involved in market research surveys on customer needs and requirements

JUNE 2004 – DECEMBER 2006
Ford Matt Co Pvt. Ltd., Texas
Assistant Sales Manager
- Provided support to the sales team
- Prepared weekly reports and monthly reports for sales team and sales management
- Trained and motivated team members to achieve sales and customer service goals
- Built long-term relationships with business clients

MAY 2000 – JUNE 2004
RST Group, Texas
Customer Service Representative
- Provided customer service in the hospitality department
- Assisted all customers via phone, digital communication and in-person
- Handled all customers in English and Spanish language
- Responsible for attending customer queries, solving problems and providing detailed information on the services provided

Educational Qualifications
- Bachelor’s Degree in Computer Science from ABC University, Texas, 1998
- Graduated from Bernard High School, 1997

A. Why do you think Daniel Gordon kept talking about being bilingual in his resume?

B. If you are bilingual, would you put your language skills on your resume? Why or why not?
Students learn about career families, which are job types common across sectors, such as public-facing, administrative, movers and maintainers. They brainstorm specific jobs according to the career families that comprise the Transportation and Warehousing sector, the skills someone would need to work in them, and answer self-assessment questions about their interest in various career families.

**VOCABULARY**
- career families
- job duties vs. job skills

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

**MATERIALS**
- Career Families in Transportation and Warehousing 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 Transportation and Warehousing jobs require you to work directly with people?
   - Taxi drivers, bus drivers, flight attendants, FedEx delivery personnel, MTA police, postal workers, security agents at the airport.

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 Transportation and Warehousing 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?

- More job opportunities; not being stuck in an industry if you don’t like it; not having to start from scratch if you transfer to a different industry.

5. Put students into groups of three or four, distribute the Career Families in Transportation and Warehousing 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 Transportation and Warehousing

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 TRANSPORTATION AND WAREHOUSING (TW)</th>
<th>SKILLS NEEDED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Public-Facing in TW</strong></td>
<td></td>
</tr>
<tr>
<td>1. Bus Operator</td>
<td>1. Good communicator, ability to convey information clearly to a wide range of people, ability to read body language.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td><strong>Administrative in TW</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>Movers in TW</strong></td>
<td></td>
</tr>
<tr>
<td>1. Train Conductor</td>
<td>1. Technical skills, signal-reading skills, big picture thinking skills, problem solving skills, teamwork skills, safety skills, and steady concentration.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td><strong>Maintainers in TW</strong></td>
<td></td>
</tr>
<tr>
<td>1. Car Mechanic</td>
<td>1. Strong technical skills, good hand-eye coordination, problem solving skills, teamwork skills, writing and reading skills.</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, Movers and Maintainers—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?
Employer Types in Transportation and Warehousing*

Students learn about classifications of employers—corporations, nonprofits, owner-operated or 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

- Sample 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 Transportation and Warehousing sector—corporations, nonprofit organizations, owner-operated or self-employed businesses, cooperatives, and civil service.

2. Distribute Sample Employer Types worksheet. Have students get into pairs and complete the worksheet together.

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 Workplace Types page to clarify and answer any questions. The definitions page is intended for use by the teacher.

5. Distribute 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.
**Workplace Types**

- **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 in their own or 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, transportation, 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.
Sample Employer Types*

Read the descriptions of employers below and determine whether each one is a corporation, nonprofit, cooperative, self-employed or civil service (also known as the public sector).

Sample Employer Types

1. Rachel is an aspiring actor who drives for Uber and Lyft using her own car, a 2008 Toyota Corolla, and has an account set up with both companies. Although she uses the companies’ dispatcher phone apps and gets paid through them, Rachel is considered an independent contractor, which means she is not technically a company employee. As a result, Rachel is responsible for paying taxes directly from her own earnings. She has frequent acting auditions, so she needs the flexibility of working as much or as little as her schedule allows.

   **Business Type**

   Aspiring: To be working toward a goal or dream

2. Excellent Quality Movers NYC is a moving company that provides relocation services within New York as well as between states. The company was founded in 2006 and has a fleet of 14 moving trucks that are equipped with GPS tracking. The company is licensed both by New York State and the U.S. Department of Transportation, and is privately run.

   **Business Type**

3. Riders Alliance is a coalition of New Yorkers who fight to ensure that public transit is affordable, reliable and accessible for all New Yorkers regardless of their economic status. It organizes bus and subway riders to take direct action, hold elected officials accountable and engage the public in the decision-making processes that affect them as commuters. The organization is funded by donations from individuals and various institutions.

   **Business Type**
4 Full Lane Logistics is a worker-owned, Brooklyn-based messenger company that offers same- and next-day delivery to Brooklyn residences and businesses. In addition to envelopes and smaller packages, Full Lane Logistics also delivers packages up to three hundred pounds. It uses a fleet of Larry vs Harry Bullitt cargo bikes for heavy hauling and has insulated transport features for perishable items. Rather than having one president or executive director, members collectively own and operate the business.

Business Type ____________________________

5 New York City Transit (NYCT), a part of the Metropolitan Transportation Authority (MTA), operates public transportation in New York City. The NYCT includes the New York City Subway, New York City Buses and the Staten Island Railway. The subway system runs year round, 24 hours a day, and with 472 stations, is the world’s largest rapid transit system by station count. In general, NYCT’s employees receive living wages, benefits and opportunities for promotion within the organization. The NYCT supports 7 million trips daily and plays a vital role in the functioning of the city.

Business Type ____________________________
My Local Employers

List as many local employers as you can in the boxes below, including 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>Name:</td>
<td>Product or Service:</td>
</tr>
<tr>
<td>Cooperative</td>
<td>Self-Employed</td>
</tr>
<tr>
<td>Name:</td>
<td>Product or Service:</td>
</tr>
<tr>
<td>Name:</td>
<td>Product or Service:</td>
</tr>
<tr>
<td>Civil Service</td>
<td></td>
</tr>
<tr>
<td>Name:</td>
<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)
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 handout
- Template for TASC Informational Essay handout
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?
   - Was 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).

9. 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.

10. 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.

11. 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.

12. 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).

13. Distribute the Paid Sick Leave Graphic Organizer handout. 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.

14. 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”:

- Introduction
- Paragraph on one category of information
- Paragraph on 2nd category of information
- Conclusion

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

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## 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...)

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[78x653]PARAGRAPH ONE: Introduction

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  (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.

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- 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...)
### 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 handout. Be prepared to discuss the parts of the argumentative essay.

MATERIALS

- Sample TASC Argumentative Essays handout
- TASC Argumentative Essay Graphic Organizer handout
- 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, 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 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.
8 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.

9 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.

10 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.

11 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?

12 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.”

13 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:

- What 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.*
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.

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.

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?

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.

25 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.

26 **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?**

27 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 ______________.
```

28 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.

29 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).

30 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.
ESSAY A

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>
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<table>
<thead>
<tr>
<th>Reason One:</th>
<th>Example:</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Reason Two:</th>
<th>Example:</th>
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</table>

<table>
<thead>
<tr>
<th>Reason from the article:</th>
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</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 workforces 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.

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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.
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-partisan Congressional Budget Office says it would cost the economy up to 1 million jobs.

Here's what happens when the government mandates 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 compensate 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. •

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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

<table>
<thead>
<tr>
<th>ESSAY TEMPLATE: ARGUMENTATIVE ESSAY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PARAGRAPH ONE: Introduction</strong></td>
</tr>
<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 _________________________.

<table>
<thead>
<tr>
<th><strong>PARAGRAPH TWO: REASON ONE TO SUPPORT YOUR CLAIM</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Further explanation/examples/evidence to support this reason (Check that your whole paragraph is ONLY about Reason One)</td>
</tr>
<tr>
<td>One reason I believe _______________________ is that _______________________.</td>
</tr>
<tr>
<td>The article ______________________ states that _______________________.</td>
</tr>
<tr>
<td>This article gives the example of _______________________.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>PARAGRAPH THREE: REASON TWO TO SUPPORT YOUR CLAIM</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
</tr>
<tr>
<td>Another reason I think _______________________ is that _______________________.</td>
</tr>
<tr>
<td>As the author of _______________________ shows, _______________________.</td>
</tr>
<tr>
<td>In my own experience, _______________________. For instance, _______________________.</td>
</tr>
</tbody>
</table>
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 handout
- 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 handout, 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).
9 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.

10 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...*

11 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.
New Family Leave Law Helps Working Parents and Families

By Dina Bakst

Adapted from https://www.usnews.com/opinion/economic-intelligence/articles/2016-02-09/new-yorks-paid-family-leave-proposal-sets-a-strong-example-for-the-nation

Photo © AntonioDiaz / Bigstock

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:**

**Evidence 1:**

**Conclusion:**

**Reason 2:**

**Evidence 2:**

**Reason 3:**

**Evidence 3:**
## 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…)}
### 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…*
One of McCoy’s most important inventions was an automatic lubricator that made trains run more smoothly with less need for maintenance. It became so popular that others began copying it, but none were as effective as his was, giving rise to the expression “the real McCoy,” meaning the real thing, still in common use today.

ELIJAH McCoy “THE REAL McCoy” (1843?-1929) was one of twelve children, an inventor born in Canada to parents who had escaped slavery in Kentucky through the Underground Railroad. His parents sent him to college in Scotland, where he earned a degree in Engineering. Once he returned to the United States, he was unable to find work as a black Engineer in the 19th Century, so he worked shoveling coal in train cars. Seeing the mechanical problems trains had, he patented inventions, 57 in all, that he created mostly for trains.

Photo: https://1.bp.blogspot.com/-4hNl1vfbN1g/WJaYHGkR32I/AAAAAAAAbnDE/_da1hefE5jE8yGkOojrgGLvru9zBDrQYQPCeB/s1600/mccoy01.jpg
Adapted from Wikipedia