In Unit One, students are introduced to the big picture of labor market realities—which industries are growing, which are shrinking, and technology’s impact on the market. They interpret graphs and charts depicting recent employment trends in Construction and learn about a wide range of careers in the sector. They also learn about how technology has impacted the sector, what a labor union is, and the various types of career families and employer types available in Construction.

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?

   1.1 • Developing a Construction Vocabulary
   Students learn the language of the Construction sector. Which terms are important to know for people who work in Construction careers?

2. **WHAT IS THE CONSTRUCTION SECTOR?**

An introduction to the field, students read a description of the Construction sector, learning which careers and types of businesses are included, and the job outlook in this field.

3. **READING CHARTS AND GRAPHS SERIES: EMPLOYMENT TRENDS IN CONSTRUCTION**

   3.1 • Interpreting Bar Graphs: 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.

   3.2 • Interpreting Bar Graphs: Total Jobs in Construction in NYC*
   Students read, analyze and write about a bar graph containing the total number of Construction jobs filled between 2010 and 2015.

   3.3 • Construction Careers Brainstorm
   Students begin their research by identifying careers in Construction with which they are already familiar.
4. 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 an informed worker.

4.1 • Technology’s Impact on Construction

Students read an article about technological advances in the Construction sector and how they impact employment, while practicing annotation.

5. 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.

5.1 • Using Question Stems: What is a Labor Union?

Students read an article about what a labor union is and how it works—including a brief introduction to the role of labor unions in the Construction industry—and discuss the article as a class. Then they use question stems to develop questions about the article and respond in writing to each other’s questions.

6. CAREER FAMILIES IN CONSTRUCTION

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 in the Construction sector. Then they consider what type they themselves might be well suited for.

7. EMPLOYER TYPES IN CONSTRUCTION*

In groups, students read about different types of Construction employers, use examples to identify employer types and to categorize local employers by employer type.

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

Students practice writing informational and argumentative essays, both of which appear on the TASC exam. Each essay prompt is modeled after TASC exam prompts and activities include various levels of scaffolding, including model essays for students to analyze, developing guiding questions for reading the texts, essay templates, and graphic organizers for essay planning.
**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>
<td></td>
<td></td>
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<tr>
<td>Occupation</td>
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<td>Profession</td>
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<td>Job</td>
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<td>Employment</td>
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<td>Career</td>
<td></td>
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<tr>
<td>Labor Force</td>
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</tbody>
</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?
Developing a Construction Vocabulary

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

PREP

- Be prepared to discuss the vocabulary terms: foundation, survey (architectural), excavate, blueprint, fabrication, architecture, commercial, residential. See Developing a Construction Vocabulary handout for definitions.
- Prepare at least one sample sentence for each vocabulary word to offer students during the clarifying discussion.

MATERIALS

- Developing a Construction Vocabulary handout
- Construction Vocabulary Definitions handout

EXPLAIN

1. Ask students to brainstorm words that relate to Construction. Remind students that the Construction sector includes the design, construction, maintenance and repair of residential homes and buildings used for businesses or the government, as well as roads, bridges, tunnels, and subway systems. Write student responses on the board as they brainstorm.
   - Tools, fork lift, crane, cement, carpentry, hard hat, etc.

2. Today we’re going to learn some vocabulary words that Construction professionals often use on the job. These terms will be helpful in understanding various careers in the Construction industry. Distribute the Developing a Construction Vocabulary handout and ask students to work in pairs to complete Part I.

3. When pairs are finished, have them discuss their answers as a class. Clarify student understanding of the terms and offer sample sentences as needed.

4. Finally, ask students to complete Part II individually in class or for homework. Each sentence should include the vocabulary word and enough detail to demonstrate their understanding of the term.
Developing a Construction Vocabulary

PART I: For each word, read the definition and then complete the exercises that follow.

1. **Foundation** *(noun)*: an underlying base or support.
   In Construction, a stone or concrete structure that supports a building from underneath.
   Example sentence: *A proper foundation holds a house above ground, keeps out moisture, insulates against the cold, and keeps a house safe from the movement of the earth around it.*

   Complete the following sentences:
   A building’s foundation is constructed before / after the walls or ceilings. *(circle one)*
   Without a proper foundation, a house might _________________ into the ground.

2. **Survey** *(verb)*: to examine, measure and record an area of land and its features to construct a map, plan, or description.
   Example sentence: *It’s important to have the land surveyed before constructing any buildings. This job is done by a professional land surveyor.*

   Complete the following sentence:
   A _________________ of the neighborhood was made after a land survey was taken, showing the boundaries and borders of each resident’s property.
   We surveyed the valley from the top of the _________________.

   What are two reasons it might be important to have land surveyed before constructing anything on it?
   1.
   2.

3. **Excavate** *(verb)*: to create a hole; to dig out and remove materials.
   In Construction, excavation is the process of moving earth, rock or other materials with tools, equipment or explosives.
   Example sentence: *Workers excavated the side of a hill in order to build a tunnel through it.*
Answer the following questions:

What are some examples of tools or machinery that workers might use to excavate? List as many as you can think of.

Do you think excavation on a Construction site could be dangerous? Why or why not?

Describe a time when you excavated something.

4  **Blueprint** (*noun*): a drawing that shows how something (such as a building) will be made; a detailed plan of how to build something.

Example Sentence: The architect's blueprint showed plans for building the new library.

Complete the following sentences:

Because the blueprint seemed to be missing some details, the Construction workers were unable to ____________________________.

The person in charge of a Construction site must know how to read blueprints because ____________________________.
5 Fabrication (noun): the process of manufacturing or inventing something.
In Construction, fabrication is the manufacturing of materials used to build structures. For example, objects made by heating and shaping steel and other metals, or increasingly, as technology advances, objects that are made by 3D printers.
Example Sentence: The fabrication of steel beams plays a central role in the industrial construction of structures such as bridges and skyscrapers.

Complete the following:
All the steel connectors for the bridge had to be fabricated before / after the workers could finish constructing it. (circle one)

Why do you think fabrication plays such an important role in the Construction industry?

6 Architecture (noun): the art and science of designing and creating buildings.
Example Sentence: The architecture of the new building includes 10-foot ceilings, marble archways, and a beautiful courtyard.

Complete the following:
Growing up, Allen always wanted to ____________________________ , so when he decided to go to college, he studied architecture.

Describe something you like about the architecture of the building you are currently in or that is nearest to you.

Describe something you don’t like about the architecture of the same building.
Commercial (adj.): related to or used in the buying and selling of goods and services.

In the Construction industry, commercial construction projects include buildings used for business or institutional purposes. These can include any building used for the sale of goods or services, government buildings, office buildings, and more. Commercial construction does not include homes where people live or city infrastructure such as roads and bridges.

Example Sentence: Some of the laws that apply to commercial construction projects are different from those that apply to residential building.

Complete the following:

Do you think the building you are in now (or you are closest to) is a commercial building? Why or why not?

Write a sentence about improvements that need to be made to a commercial building you visit frequently.

Residential (adj.): of or relating to the places where people live.

In the Construction industry, residential construction projects include any structure where people live in at least 85% of the building. These include houses, apartment buildings, condominium buildings, and more.

Example sentence: Brooklyn Builders is a residential construction company in New York that specializes in renovating (redesigning and adapting) brownstone homes.

Complete the following:

Put an X next to any structure below that could be considered residential:

___ single family home  ___ retirement community  ___ cell phone store
___ bodega  ___ condominium  ___ homeless shelter
___ pharmacy  ___ an artist’s loft  ___ hospital
___ apartment building  ___ post office  ___ law offices

Is the building you’re in now (or are nearest to) a residential building? Why or why not?
PART II: For each of the vocabulary words, write an original sentence using the word that demonstrates the meaning of the word.

1. Foundation

2. Survey

3. Excavate

4. Blueprint

5. Fabrication

6. Architecture

8. Commercial

9. Residential
Construction Vocabulary Definitions

1. **Foundation**
   An underlying base or support.

2. **Survey**
   To examine, measure and record the area and features of an area of land to construct a map, plan, or description.

3. **Excavate**
   To create a hole; to dig out and remove materials.

4. **Blueprint**
   A drawing that shows how something (such as a building) will be made; a detailed plan of how to build something.

5. **Fabrication**
   The process of manufacturing or inventing something.

6. **Architecture**
   The art and science of designing and creating buildings.

7. **Commercial**
   Related to or used in the buying and selling of goods and services.

8. **Residential**
   Of or relating to the places where people live.
Students read a description of the Construction sector as a whole, learning about common careers in the sector.

PREP


Once in Career Cruising, navigate to the Careers section. This is a resource for the teacher to learn background information about the Construction sector.
Next click on **Industries**. Then navigate to **Construction** and read about the Construction sector, under the Overview, Subsectors, Significant Careers and Wages & Trends tabs.

For the purposes of this CareerKit, Architecture, related Engineering and Building Operations careers are included as part of the Construction sector. To explore these additional career pathways, click on **Career Clusters**, then click on **Architecture and Construction**, and explore Design/Pre-Construction and Maintenance/Operations.
MATERIALS

- *What is the Construction Sector?* reading
- Chart paper and markers

DISCUSS

When you think of the Construction sector, which careers come to mind?

- Construction Laborers, Carpenters, Heavy Machinery Operators, Bricklayers/Masons.

What else?

- Architects, Civil Engineers, Electricians, Plumbers, Welders.

Where do people in Construction work?

- Construction sites (*residential, commercial, bridges, roads, tunnels, sewer systems and other city infrastructure*), hospitals, schools, offices, fabrication labs, construction material suppliers.

EXPLAIN

1. We’re going to learn a lot about working in the Construction sector. Let’s begin by thinking about which careers and employment settings are included in the Construction sector. Distribute *What is the Construction Sector?*

2. Ask students to read the article, then turn to a partner and identify the main ideas of the article.

   - Construction jobs include those who design, build, and maintain structures. These include homes, commercial buildings, and public infrastructure. There are many opportunities in New York for careers in Construction that include good salaries and benefits. Many Construction careers require physical labor and do not require a lot of formal education.

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 confusion.

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

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 recall some examples of places where Construction workers are employed and list them on the board.

7 Divide the students into three groups and assign each group one of the Construction employment settings. Try to select from their list the three you think might 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 work in their assigned setting. The careers do not have to be positions that involve manual labor, for instance, Construction businesses and Architecture firms need bookkeepers and receptionists. They should write their lists on 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 5-8 questions about working in the Construction sector.
The Construction sector includes all of the establishments involved in designing, building and maintaining buildings and other structures, such as bridges, tunnels, and roads. They can be divided into four sub-groups:

1. **Construction of buildings such as homes and offices:**
   This subsector includes both residential (homes) and nonresidential (businesses) building construction, although job growth has primarily been in residential building construction. This category includes new work, additions or changes to existing buildings, and maintenance and repair. This subsector employs a large number of carpenters, construction laborers and construction managers.

2. **Heavy and Civil Engineering Construction:**
   This includes construction, repair, and maintenance of utility systems (electricity, gas, phone, cable, etc.), water resources, dams, highways, subways, bridges, and other similar structures that help communities run smoothly.

3. **Specialty Trade Contractors:**
   This subsector includes establishments whose primary activity is performing specific activities involved in building construction, but that are not responsible for the entire project. Some examples of Specialty Trade Contractors are:
   - **Electricians:** People who install and maintain electrical systems.
   - **Plumbers:** People who install or repair sinks, toilets, water pipes, etc.
   - **Carpenters:** People who make or fix wooden objects or wooden parts of buildings.
   - **HVAC Technicians:** People who install and repair heating, ventilation, and air conditioning systems.

4. **Building Operations:** This consists of the activities necessary to operate, maintain, and manage buildings once they are built. Some examples of careers in Building Operations include:

- **Maintenance and repair workers:** People who maintain buildings and fix problems with buildings once they are in use.

- **Building Superintendents:** People who look after or manage a building.

- **Landscaping and Groundskeeping Workers:** People who design and/or care for outdoor areas (planting new flowers, bushes, trees, etc.).

- **Boiler Operators:** People who create, install, maintain and repair boilers. Boilers are tanks in which water is heated or hot water is stored for use in sinks, showers, bathtubs, dishwashers, washing machines and similar equipment.

**Sector Highlights:**

- In many regions of New York State, there are a lot of jobs in Construction. In most regions of New York State, jobs in Construction pay above average wages and usually include benefits. Construction is often seen as one of the last industries where people can obtain good paying jobs with benefits and room for advancement without a having a college degree. Construction workers often work on a project-by-project basis and are unemployed or working in other industries in between projects, which means they often must budget and save their money for these times. There are a very large number of self-employed workers in this industry. Experts expect the Construction industry to continue to grow across New York State over the next ten years.

- The majority of Construction jobs require a high school diploma or equivalent plus some training, which often takes the form of an apprenticeship, paid training where workers primarily learn on the job for a period of 1-5 years. In order to obtain a union job in Construction, workers must complete an apprenticeship. Construction jobs range from entry-level positions that require basic skills, such as a Helper or Laborer, to positions that require mid-level skills, such as an Electrician or Equipment Operator. Some workers need licenses to practice their trade such as Architects and Land Surveyors.

- For people who are interested in pursuing a Bachelor’s or advanced degree in a STEM (Science, Technology, Engineering or Math) or design field related to Construction, there are high-level career opportunities in Architecture, Engineering, and Technology that will continue to grow alongside
advancements in technology in the industry. In addition, there are teaching and mentoring careers available in Construction, Architecture, and Engineering in education programs in schools, colleges, nonprofit and community-based organizations for those with significant higher-education and/or teaching credentials.

- People who work in Construction often perform challenging physical labor such as lifting, bending, climbing, reaching, and working with hand tools and heavy machinery. Workers must be physically capable of doing the tasks required for each project. Other important skills workers need in this industry include communication skills, problem solving, team work/collaboration, troubleshooting skills, basic math and organizational skills. Specialized and technical skills such as reading blueprints and construction-related computer and software skills are often learned on the job or in training/certificate programs.

- A large emphasis is placed on safety education and practices in the Construction sector, as construction sites can be dangerous environments. Workers are trained in Construction safety practices. Construction workers sometimes have to work outside in extreme temperatures or bad weather. Construction work is often affected by the weather. Severe weather conditions, such as very cold temperatures, snow storms and heavy rainfall, can slow or stop construction projects. As a result, a lot of work gets done during warmer months.

- Construction is very sensitive to changes in the economy, more so than many other sectors. That means during recessions, there are fewer jobs, and during times when the economy is growing, there are more jobs. Across New York State, some Construction workers lost their jobs during the economic recession that happened from 2007 to 2009. Now that the economy has recovered, many are back to work and new jobs have been created. For example, in the Hudson Valley, the construction of a new Tappan Zee Bridge created many new jobs.
Reading Charts and Graphs Series: Employment Trends in Construction

Students learn about the local Construction labor market by analyzing charts and graphs about employment trends.

**ACTIVITIES IN THIS SERIES**

3.1 • Interpreting Bar Graphs: Job Losses and Gains Across Sectors*

3.2 • Interpreting Bar Graphs: Total Jobs in Construction in NYC*

3.3 • Construction Career Brainstorm
Interpreting Bar Graphs: 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 handout

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 a Laborer and Electrician belong to? Construction.

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?
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. You may want to review the definitions of *increase* and *decrease*.

When students are finished, distribute *Job Losses and Gains* graph and ask them to read it carefully. The labor categories in the *Prediction Guide* and graph come from the Department of Labor statistics. If students have questions about which careers fall into which labor sectors, refer to the Department of Labor sectors and CareerKit chart on the following pages.

Use the discussion questions on the following pages to discuss the graph and students’ predictions.
**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>
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</thead>
<tbody>
<tr>
<td>Manufacturing</td>
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<tr>
<td>Public Administration</td>
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<td>Financial Services</td>
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<td></td>
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<tr>
<td>Information</td>
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<tr>
<td>Construction</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Other Services</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Trade, Transportation and Utilities</td>
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<td></td>
<td></td>
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<tr>
<td>Professional and Business Services</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Leisure and Hospitality*</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Education and Health</td>
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</tbody>
</table>

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

![Job Losses and Gains Graph: How Did You Do?](image)

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

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.
## 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</td>
</tr>
<tr>
<td>The CareerKits divide Manufacturing into two sectors: Manufacturing, which includes organizations that make products such as clothing, machines, electronics and cars, and Food Production, which includes organizations that grow, raise and produce products such as apples, bacon, yogurt and milk.</td>
<td>Food Production</td>
</tr>
<tr>
<td><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</td>
</tr>
<tr>
<td>Organizations that offer childcare, education and training as well as healthcare and social assistance. This includes daycare centers, schools, colleges, hospitals, shelters and soup kitchens.</td>
<td>Education and Childcare</td>
</tr>
<tr>
<td>Community and Social Assistance</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>
<td></td>
</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>
</tbody>
</table>
### Section 3.1

<table>
<thead>
<tr>
<th>Sector</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional and Administrative Services</strong></td>
<td>Organizations that provide support services to other organizations. This includes services such as accounting, advertising, billing, security, mailing packages and cleaning.</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><strong>Banking, Insurance and Real Estate</strong></td>
<td>This sector includes organizations that deal with money. This includes banks as well as insurance and mortgage companies. It also includes organizations that rent property, vehicles or machinery, such as buildings, cars, refrigerators, televisions and bulldozers.</td>
<td>Does not appear in the CareerKits</td>
</tr>
<tr>
<td><strong>Information</strong></td>
<td>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.</td>
<td>Some of these careers are included in the Technology CareerKit</td>
</tr>
</tbody>
</table>
| **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 |
DISCUSSION

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

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

PAIR ACTIVITY

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

FOLLOW-UP DISCUSSION

1. Which sector showed the most job growth from 2004 to 2014? How do you know?
2. Which sector showed the least job growth from 2004 to 2014? How do you know?
3. Why are the industries listed in this order?
4. How is the information in this graph relevant to a job-seeker?
Interpreting Bar Graphs: Total Jobs in Construction in NYC*

Students read a bar graph containing data of the total number of Construction jobs from 2010–2015. In groups they discuss the graph and answer open ended questions, followed by a class discussion. Finally, students write a paragraph about the information in the graph and use the data to back up a prediction about the job outlook for the Construction field.

PREP

- Review *Total Jobs in Construction, New York City* graph, to prepare for class discussion.
- Write 6-10 questions based on the sample discussion questions listed below.

MATERIALS

- *Total Jobs in Construction, New York City* graph
- *Jobs in Construction Writing Assignment* handout

EXPLAIN

1. Today we are going to look at a graph titled, *Total Jobs in Construction, New York City*. Can you predict what this data might show?
   - How many Construction jobs are in New York City.
2. Do you think this graph will show us how many jobs exist today, in the past, or in the future? Why do you think that?
3. Why might it be useful to look at this graph?
   - To determine if jobs are available, have been available, or are likely to become available. To help us decide if we want to go into Construction.
4. Let’s see if your predictions are correct. Divide students into groups of three and distribute *Total Jobs in Construction, New York City* graph.
5. Ask students to discuss the graph together and answer the following questions:
• What do you notice? (write down as many things as you can)
• What do you see that interests you?
• What do you want to know more about?
• What do you have questions about?

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

**DISCUSSION GUIDELINES**

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

• The structure and organization of the graph
  > For example: What information is on the horizontal axis? What information is on the vertical axis? What increments of time are used?

• How to read the graph
  > For example: Can you describe how you would find the total number of jobs for July–September of 2011?

• The purpose of the graph
  > For example: Why is this graph useful?

• The content included in the graph
  > For example: During what period was the total number of jobs the lowest? Highest? When did it stay the same? Why do you think this is (for each)?

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

Remind students that the Construction industry is even more sensitive than other industries to the fluctuations of the economy. When the economy is good, Construction is good. When the economy is bad, Construction rates are extremely low. Why do you think this is?

> Constructing buildings is very expensive! The economy has to be good in order for people to be able to invest that much money.

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

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

**SAMPLE DISCUSSION QUESTIONS:**

What does this graph show?

- *The total number of jobs in Construction in NYC* from 2010-2015.

How do you know?

- *Because the vertical axis shows the total number of jobs and the horizontal axis shows the years 2010-2015.*

Does the graph report data for each individual month between 2010 and 2015?

- *No, it is measured in three month increments or quarterly.*

How do you know?

- *Each line on the horizontal axis reads Jan–Mar, Apr–Jun, Jul–Sep, etc.*

What else did you notice about the total number of jobs in Construction from 2010–2015? Why do you think that? Can you say more about that?

Do you think now is a good time to look for a job in Construction? Why do you think that?

**OPTIONAL WRITING ASSIGNMENT**

1. Distribute *Jobs in Construction Writing Assignment* handout.

2. Ask students to write a paragraph in a journalistic style that describes the data in the graph and makes a prediction about the future of Construction jobs in the region citing evidence from the graph. Encourage students to write more about trends in the data rather than to report a series of individual pieces of data.
**GRAPH:**

**Total Jobs in Construction, New York City**

![Graph showing total jobs in construction for New York City from 2010 to 2015.](image)

**Source:** NYCLMIS analysis of NYS Department Of Labor Quarterly Census Of Employment And Wages (QCEW). NEW YORK CITY includes Bronx, Queens, New York, Richmond, and Kings counties.
Jobs in Construction Writing Assignment

WRITING PROMPT: You work for a newspaper. Your editor wants a short article to accompany the graph. Write a paragraph that describes the total number of Construction jobs between 2010 and 2015. Assume that your reader cannot see the graph. Include a prediction for Construction jobs in the near future—Do you think Construction jobs will rise or fall in the near future? Explain why you think this. Back up your prediction with evidence from the graph.
Construction Careers Brainstorm

Students brainstorm careers in Construction with which they are already familiar, including the name of the occupation and primary responsibilities.

MATERIALS

- Construction Careers Brainstorm handout

EXPLAIN

1. There are dozens of careers in Construction, and more are being created all the time, as more housing and services are required for a growing population, as technology makes Construction faster and more efficient, and as cities continue to grow, requiring new infrastructure and maintenance on existing infrastructure.

2. Distribute Construction Careers Brainstorm handout.

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

4. List additional Construction 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.

5. List additional Construction duties, even if you are not sure of the name of the career—you can leave that part blank. See the examples on the handout.

Examples of Construction careers include:

- Plumber
- Ironworker
- Solar Panel Installer
- Construction Manager
- Crane Operator
- Roofer
- Electrician
- Carpenter
- Mason
- Estimator
- HVAC Technician
- Construction Laborer
- General Contractor
- Architect
- Cabinetmaker
- Civil Engineer

75 MINUTES
# Construction Careers Brainstorm

Write the name of the career on the left and the duties on the right. It's okay 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>
</tr>
</thead>
<tbody>
<tr>
<td>Electrician</td>
<td>Installing and repairing lighting fixtures and equipment. Conducting preventive maintenance. Reading and interpreting drawings and blueprints.</td>
</tr>
<tr>
<td>Brick Mason</td>
<td>Building foundations, installing floor beams, laying sub-flooring and installing walls and roofing systems. Measuring, cutting and joining materials made of wood.</td>
</tr>
</tbody>
</table>
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 effected by technology more than others. For example, jobs that involve activities such as data entry, assembly line work or routine design work have all become reliant on technology.

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

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

- knowing how to operate a computerized cash register
- being proficient in Microsoft Office including Word and Excel programs
- operating 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 Construction

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

PREP

- Read the article, *The Impact of Technology on Construction* and annotate it by underlining parts of the article that mention specific ways technology has impacted Construction careers, in preparation for class discussion.
- Be prepared to explain vocabulary: 3-D printing, Computer-Aided Software (CAD), Global Positioning Software (GPS).

MATERIALS

- *The Impact of Technology on Construction* article

EXPLAIN

1. Ask students how they think 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 Construction careers. Write their responses on the board.
   - *Examples: Some jobs that used to be performed by people are now done by automation or robotics, advances in design technology/software, communication, marketing, advances in machinery, tools, and materials.*

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

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 speculations about Construction careers and technology beginning with “I wonder…” For example:
   - *I wonder if someday all structures will be 3D printed or built by robots.*

VOCABULARY

3-D printing
Computer-Aided Software (CAD)
Global Positioning Software (GPS)

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 Construction

By Marie Donlon, May 10, 2017

Adapted from https://insights.globalspec.com/article/4988/how-technology-has-changed-the-construction-industry

The Construction industry has seen many changes in recent years with advances made in technology. Although the Construction industry has been slower to adopt technology than other industries, construction projects that were once expensive and time-consuming, are now happening more quickly and for less money as a result of technological advances. For example, data and information have become easily accessible for all of those involved in a construction project. Thanks to the internet, smartphones, and tablets, information can be accessed from anywhere. Everyone can have the same access to important blueprints or other documentation with a simple click of a mouse or use of an app. What follows is a list of some of the recent technologies that are changing the face of the Construction industry:

3-D Printing
Construction materials such as plastics, concrete, and more can now be made easily via 3-D printing. Recently, an entire office building was constructed with 3-D printed materials in the Middle East. This 3-D printed building was the first of its kind. The structure was built in just a few short weeks. 3-D printed materials are not only less expensive, they also allow for creating stronger and more detailed materials.

A company called New Story, has a 3-D printer creating 600-800-square-foot homes in less than 24 hours. The entire home, including materials and printing, costs around $4,000.

Software/Apps
Thanks to the variety of Construction software, organizing construction projects has become easier. There are software programs that do everything from managing design information, such as blueprints and cost estimates, to tracking the work habits of employees. There is even software to keep paperwork, such as licensing, organized and up to date. Other software programs exist for billing, time-keeping and creating 3-D building plans.

Sharing information about project details has also been simplified. Some of the new software makes it easier to share and access information from wherever you are. There is no need to run back to the office because you forgot blueprints on the drafting table. Just open an app on...
your smartphone or tablet to access all the information you need.

Construction software can also allow for some personnel to spend less time at the construction site, thus removing additional traffic or activity from the site. Often construction sites are dangerous, with an increased potential for accidents with heavy equipment and materials; removing people from a jobsite keeps them away from potential hazards. Relatedly, new anti-collision software reduces the number of incidents at a worksite by precisely measuring the position of equipment, equipment weight and wind speeds, helping workers to avoid potential disasters.

**Global Positioning Software (GPS)** – a radio system that uses signals from satellites to tell users where they are and to provide directions to other places – is also playing a role in keeping the costs of a construction project down. Installing GPS in Construction vehicles and equipment can help to keep track of where vehicles are in real-time, ensuring that necessary equipment and materials reach the site in a timely manner.

**CAD (Computer-Aided Software)**, a very important technology in the industry, helps a Construction project come to life before it has physically begun. CAD offers designers an image of what is to come, providing opportunities for revision before the physical project begins.

**BIM (Building Information Modeling)** is a 3-D modeling process that replaces blueprints with interactive 3-D models. The 3-D models make the design and construction process easier and more efficient, and allows for greater collaboration between all the different people and companies working on a project. Like other new Construction technologies, it can address construction issues before they become expensive and time-consuming problems.

Apps are also available to help simplify all of the paperwork of a project. There are blueprint apps, which allow for very detailed drawings of what a project could look like even before ground is broken, also allowing everyone working on the project to access the blueprints through their own devices at the same time. These are just some of the examples of the kinds of technology changing the way construction is done. Due in large part to technological advances, an industry that is always changing in terms of time and cost, has become more consistent, cost-efficient, safe, timely and reliable.
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.
6 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.

7 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 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 if 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 Fariña 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?
Using Question Stems: What is a Labor Union?

While labor unions exist in many sectors, they are especially integral in Construction because a lot of training and certification takes place in this sector. Students read an article about labor unions, including a brief introduction to the role of unions in Construction, then discuss the article as a class. They use question stems to develop questions about the article and respond to each other's questions.

**PREP**

- Read *What is a Labor Union and How Does it Work?*
- Be prepared to explain vocabulary terms: trainee, apprentice, negotiate, lobby (verb), severance, transparency, “seat at the table,” equitable.
- Write the following questions on the board:

  1. Have you or someone you know ever been treated unfairly at a job?
  2. What happened?
  3. How did you/they respond?
  4. What was the result?

**MATERIALS**

- *What is a Labor Union and How Does it Work?* article
- *Question Stems: What is a Labor Union?* handout

**EXPLAIN**

1. Ask students to turn to a partner and discuss the questions on the board.

2. Give students a few minutes to discuss and then ask: Has anyone ever heard of or been a part of a labor union? What is a labor union?

   An organization of workers dedicated to improving the wages and conditions of workers in their field.
In the Construction industry, labor unions play an important role in the lives of some trainees, also known as apprentices, who participate in paid training programs working under experienced Construction workers. Today we’re going to learn what a labor union is and how they work.

Distribute *What is a Labor Union and How Does it Work?* article. Ask students to read and annotate the article, marking anything they find important, interesting, surprising or confusing. They should write any questions they have in the margins and circle any unfamiliar words.

**DISCUSS**

- What do you think is the purpose of this article? Why did the author write it?
- The article is divided up into different sections and each section has a title. Titles of smaller sections in a text are called subtitles. What do you notice about the subtitles in this article? Why do you think the author used them? How can they be useful to you?
- What do you notice about the pictures in the article? Why do you think the author included them? When you look at the pictures, what do you wonder?
- What did you learn from the article that you didn’t know before?
- Was there anything in the article that surprised you? Why did it surprise you?
- Do you think there are benefits to being in a labor union? If so, what are they and why/to whom are they beneficial?
- Some people choose not to join labor unions. Why do you think someone would choose not to join a labor union? What might be some of the drawbacks of being in a union?
- According to the article, are labor unions new? How do you know?
- How have unions changed over time? How do you know?
- Do labor unions exist in other industries besides Construction? How do you know?
- Was there anything confusing in the article?
Studies show that when you develop your own questions about a text, you are more likely to understand and remember the information in the text. Today we’re going to use a reading strategy called question stems to develop questions about the information in this article. Any question you create must be able to be answered just by reading the text. Your goal is to write questions that are answerable, but challenging. Then a partner will answer your questions and you will answer theirs.

Distribute Question Stems: What is a Labor Union? handout. Ask students to work on it independently. Explain that they are writing the questions for their partner to answer. They should not answer the questions yet – that will be their partner’s job.

When students are finished, ask them to exchange papers with their partners and work to answer their partner’s questions. When they are finished, they can exchange papers and correct each other’s answers.

1. When students are finished, ask: What are some questions you have about labor unions? What are some questions you have about labor unions in Construction?

2. NOTE: You may want to keep track of big picture questions on chart paper somewhere in the room, so that you can refer to them as you learn more about the sector.
What is a Labor Union and How Does it Work?

By Kim Kelly, Mar 12, 2018 8:00AM

Adapted from https://www.teenvogue.com/story/what-a-labor-union-is-and-how-it-works

What is a labor union?

A labor union is an organization of workers dedicated to improving the wages, hours, and working conditions within their workplace. Unions hold elections for officers who make decisions and negotiate directly with employers on behalf of members, giving workers more power on the job. This work is funded by dues that members pay to the union. There are unions that exist for nearly every Construction trade. While many residential Construction projects hire both union and/or non-union workers, most commercial, industrial, and municipal (roads, bridges, tunnels, subways, etc.) construction projects typically hire only union labor. Historically, being in a Construction union has meant higher pay, health and retirement benefits, more access to training, and higher job security. However, efforts to make non-union Construction jobs better paying, more secure, and safer have greatly increased in recent years.

Labor unions are generally very involved in politics and lobby for issues that affect their members. Since the 19th century, American labor unions have fought to secure rights, protections, and benefits for their members, and since the 1930s, have been strongly aligned with the Democratic Party.
Who do unions serve?

Traditionally, labor unions have been most present in industries like Manufacturing, Construction, and the Public Sector. Most unions focus on a specific industry, like the United Auto Workers (UAW), United Brotherhood of Carpenters (UBC), or Service Employees International Union (SEIU), and represent people who work for public and private employers.

Union membership has sharply declined since the 1970s. As of 2016, one in three public sector workers—people who work for the government—were in a union, but only 6% of private sector workers were organized in a union, according to data from the Bureau of Labor Statistics.

However, in recent years, unions have been organizing in newer industries like fast food, with the Fight for $15 minimum wage campaign. Another example is digital media, which has seen the Writers Guild of America East and the News Guild unions organize hundreds of workers at digital publications like Gawker, Vice, Vox, Slate, Gothamist/DNainfo, ThinkProgress, Thrillist, Mic, and many more. (Full disclosure: The author of this piece is a member of and councilperson at the WGAE.)

Why would someone want to join or organize a union at their workplace?

Unions engage in collective bargaining, where a group of workers sits down with their employers to address concerns and negotiate a contract about the working conditions that workers and management can agree to. This includes pay, benefits, hours, workplace safety, health care, family leave, diversity, company communication, and more. It offers workers a seat at the table, and allows them to directly advocate for themselves and their coworkers. A union also provides workers with guidance, organizational resources, and can offer legal counsel throughout the bargaining process, as well as support and resources after the contract is finalized. If conditions of the agreement are violated, unions help advocate for workers through a grievance process. Union members select their own officers and representatives and make decisions collectively.
While it can be difficult for an individual worker at a big company to successfully advocate for themselves, union advocates say the strength and power of an organized group of fellow workers alongside the union’s backing can make all the difference. In addition, according to the Utility Workers Union of America (UWUA), union workers’ wages are on average 28% higher than their nonunion counterparts.

**Getting into a Construction Union**

In the past, it was difficult to gain entrance into a Construction union unless you had a connection to an existing member, but efforts to make the entrance process fair and equal have increased in recent years. New members typically enter a Construction union through a yearly lottery or a pre-apprenticeship program. Apprenticeship programs are paid training programs where trainees learn alongside experienced workers, often participating in group classes as well as learning “on the job,” and earn while they learn. Pre-apprenticeship programs help participants master the reading, writing, math, thinking and other skills they need to do well in an apprenticeship program.

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**VOCABULARY**

- **Dues**: Money paid to be a member of an organization, and receive the benefits given to members.
- **Advocate**: *(verb)* To speak out about rights; *(noun)* A person who speaks out about rights
- **Lobby**: To urge legislators to make laws
- **Lottery**: Names chosen at random
Question Stems: What is a Labor Union?

Use the question stems below to develop questions that can be answered by reading the text, “What is a Labor Union and How Does It Work?” Your questions will be answered by a classmate. Do not answer your own questions.

1. In your own words, describe __________________________. Why is this important?

2. How do labor unions ____________________________?

3. Why might a worker ____________________________?

4. What does the author mean when she says ____________________________?

5. Why do labor unions ____________________________?

6. What is the main reason ____________________________?
Career Families in Construction

Students learn about career families in the Construction sector. They brainstorm specific jobs in Construction according to the career family they belong to, the skills someone would need to work in them, and answer self-assessment questions about their own interests.

PREP

- Be prepared to discuss the terms: career families, job duties vs. job skills
- Visit the Career Cruising database at http://www.careercruising.com and click on Careers, then Career Clusters, and finally, Architecture and Construction. Here you will find more information about how to distinguish between Hands-On/Construction, Design & Pre-Construction, and Maintenance & Operations jobs. Read through the Overviews for each pathway in preparation to help students understand the difference between these Construction-specific career families.
- https://www.goconstruct.org/learn-about-construction/find-the-role-for-you/career-families/ can also be helpful, though the career families are defined less broadly.
  NOTE: Many careers can be categorized in more than one career family, so there is some overlap.

MATERIALS

- Career Families in Construction handout

EXPLAIN

There are job types that are often grouped together which require similar knowledge, skills and abilities. These are called career families. Some career families are found in almost every sector, such as Management & Administrative. What is an administrative job? Can you give an example of one? Which sectors do you think have administrative jobs?

- Jobs that help keep a business or organization running smoothly “behind-the-scenes.”
- Examples include Receptionist, Administrative Assistant, Bookkeeper, Office Manager; Human Resources, etc.
- Every sector has administrative jobs
Other career families are found in one or more sectors, but might have characteristics specific to that sector, such as jobs that work directly with people, often called public-facing jobs, or hands-on jobs where people perform physical (or manual) tasks to make or construct something.

2 Let’s use Construction as an example. **Which jobs in Construction require manual labor (physical work using the body)?**
   - Carpenter, Plumber, Electrician, Ironworker, Drywall Installer, Utilities Installer, Roofer

3 **What kinds of skills are required to do those jobs?**
   - Physical ability to do the required tasks, for example, ability to carry heavy loads, good balance or strong hands, problem solving, attention to detail, knowledge of necessary tools and machinery, good communication, patience, ability to read and follow directions/instructions.

4 **Are these skills particular to Construction or do they apply to other sectors as well? Which other sectors?**
   - They apply to other sectors, such as Hospitality, Manufacturing, Food Manufacturing, Technology, etc.

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

6 Write the four Construction career families on the board: **Hands-on/Construction, Management & Administrative, Design & Pre-Construction,** and **Maintenance & Operations.** Explain that there are other types of career families in other sectors, but we are going to focus on the four that exist in the Construction sector. We talked about the Hands-On/Construction career family that includes jobs that require physical labor in order to produce or construct something. Now let’s discuss the other career families in Construction.
How would you describe the Management & Administrative career family? What are some examples?

- Jobs that provide support for the work carried out by the business or organization and that help to keep things running.
- Jobs that provide supervision for the activities of the organization.
- Accountant, Construction Manager, Supervisors of Construction Trades

How would you describe the Design & Pre-Construction career family? What are some examples?

- Jobs that contribute to providing the design or plans for a structure.
- Jobs that contribute to the preparation necessary before any structure can be constructed (cost estimators, building inspectors and land surveyors).
- Architect, Civil Engineer, Cost Estimator, Excavator

How would you describe the Maintenance & Operations career family? What are some examples?

- Jobs that keep the structure of an establishment in good condition.
- Jobs that help the structure of a building to operate properly, such as Utilities Installer, Superintendent, Custodian.
- Boilermaker, Insulator, Sprinkler System Installer

Now you’re going to work together in groups to brainstorm more Construction careers for each career family and try to come up with the skills you think each career requires.

Put students into groups of three or four, distribute the Career Families in Construction handout, 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.
## Career Families in Construction

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 CONSTRUCTION</th>
<th>SKILLS NEEDED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Management &amp; Administrative</strong></td>
<td></td>
</tr>
<tr>
<td>1. Construction Manager</td>
<td>1. Problem solving, detail oriented, highly organized, good communication, manage people</td>
</tr>
<tr>
<td>2. ____________________________</td>
<td>2. ____________________________</td>
</tr>
<tr>
<td>3. ____________________________</td>
<td>3. ____________________________</td>
</tr>
<tr>
<td><strong>Hands-On/Construction</strong></td>
<td></td>
</tr>
<tr>
<td>1. Construction Laborer</td>
<td>1. Enjoy working outside, physically fit and strong, works well in a team, able to follow instruction.</td>
</tr>
<tr>
<td>2. ____________________________</td>
<td>2. ____________________________</td>
</tr>
<tr>
<td>3. ____________________________</td>
<td>3. ____________________________</td>
</tr>
<tr>
<td><strong>Design &amp; Pre-Construction</strong></td>
<td></td>
</tr>
<tr>
<td>1. Building Inspector</td>
<td>1. Knows how to read blueprints, attention to detail, good communication, works well as part of team.</td>
</tr>
<tr>
<td>2. ____________________________</td>
<td>2. ____________________________</td>
</tr>
<tr>
<td>3. ____________________________</td>
<td>3. ____________________________</td>
</tr>
<tr>
<td><strong>Maintenance &amp; Operations</strong></td>
<td></td>
</tr>
<tr>
<td>1. Boilermaker</td>
<td>1. Welding skills, physical strength, math skills, mechanically inclined</td>
</tr>
<tr>
<td>2. ____________________________</td>
<td>2. ____________________________</td>
</tr>
<tr>
<td>3. ____________________________</td>
<td>3. ____________________________</td>
</tr>
</tbody>
</table>
1. Of the four career families we have examined—Hands-On/Construction, Management & Administrative, Design & Pre-Construction, and Maintenance & Operations—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 Construction*

Students learn about classifications of employers—corporations, nonprofits, owner operated or self-employed businesses, cooperatives and civil service. They read about an example of each employer type in the Construction sector and identify additional examples from their own lived experience.

PREP

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

MATERIALS

- Employer Types definition sheet
- Sample Employer Types handout
- My Local Employers handout

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 most sectors, including the Construction sector—corporations, nonprofit organizations, owner-operated or self-employed businesses, cooperatives, and civil service.

2. Write the five business types on the board. Elicit from students their understanding of each. Fill in their gaps in knowledge using the Employer Types definition sheet as a guide. Alternately, you can have students read the Employer Types definition sheet. Write brief definitions of each type on the board.

3. Tell students they are going to read about real life examples of each of these employer types that employ Construction workers and try to identify which employer type each example is based on the discussion above. Distribute Sample Employer Types handout. Have students get into pairs and complete the worksheet together.

4. When they are finished, have students share their answers with the class.
Distribute the *My Local Employers* handout 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.

- If they use their existing knowledge, students should first try to come up with examples of businesses that employ Construction workers. If they aren’t familiar with any, they can come up with local businesses in other sectors as examples.

- Another option is to have them complete this handout individually for homework.
Employer Types

- **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 into supporting the business or go to the workers themselves. There are many new cooperatives in New York City.

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

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

<table>
<thead>
<tr>
<th>Corporation</th>
<th>Nonprofit</th>
<th>Cooperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-employed</td>
<td>Civil Service</td>
<td></td>
</tr>
</tbody>
</table>

1. **Roca Mia Construction** is owned and operated by its workers. The workers formed Roca Mia Construction in the aftermath of Hurricane Sandy to help rebuild their devastated community in Far Rockaway, Queens. Now, they have expanded their services to most of the New York City area. The company specializes in a wide range of remodeling and home repair services, including but not limited to: flooring, drywall, ceramic tile, painting, bathroom and kitchen installation, masonry, and carpentry. The workers have experience ranging from five to over 15 years and offer some of the most competitive prices in the industry.

   **Business Type**

2. **McKissack & McKissack** is a national architectural, engineering, and construction services firm that specializes in complex, high-profile projects for both government and private sector clients. With over 170 employees and offices in 10 major U.S. cities, the firm has managed more than $15 billion in construction projects. McKissack & McKissack's history dates back to before the Civil War, when Moses McKissack was brought to the United States as a slave and used as a builder by his owner. Moses passed his knowledge down to his grandsons who became the first licensed black architects in the Southeastern United States. Generations of Moses McKissack’s descendants have designed, managed, and constructed such notable projects as the Martin Luther King, Jr. Memorial in Washington D.C., the modernization of Chicago’s O’Hare Airport, and The National Museum of African American History and Culture. Moses McKissack’s great granddaughter, Daryl McKissack, is the current President and Chief Executive Officer (CEO).

   **Business Type**
3 Wild Willy’s Woodshop is a collection of woodwork & custom carpentry design by Will Fegan. Will creates rustic structures using reclaimed materials. All pieces are either one of a kind or custom ordered. Will has 10 years of experience in all aspects of carpentry from framing houses and additions to fine detailed finish work. He learned his skills from some of the best carpenters in Bergen County, New Jersey and production shops for Broadway and fashion sets in Brooklyn, New York. Will Fegan specializes in custom carpentry work and furniture such as built-ins, beds, loft beds, various furniture pieces and home goods.

Business Type ________________________________

4 The New York City Housing Authority (NYCHA) is the City of New York agency that is responsible for providing safe, affordable housing and facilitating access to social and community services for low-income New Yorkers. NYCHA employs a range of workers that contribute to their mission, from bricklayers to gardeners, lawyers to social workers, managers and skilled tradespersons of every description that work in their housing projects. NYCHA also offers training in building maintenance including Heating Plant Operation, Janitorial and Grounds, Building Maintenance, Safety and Health.

Business Type ________________________________

5 Habitat for Humanity New York City builds and repairs affordable homes for low to moderate income New Yorkers. They also improve public spaces, parks and community centers. Habitat NYC has served more than 600 families in the five boroughs through home construction and preservation since their founding in 1984. Habitat for Humanity has a staff, a board of directors, and a leadership council. Volunteers assist with projects, doing a range of jobs from hands-on building on the construction site to office assistance. Habitat NYC is also involved in public advocacy, playing a critical role in housing reform policy. Habitat for Humanity NYC is funded by grants, corporate partnerships, and individual donors.

Business Type ________________________________
My Local Employers

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

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

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

<table>
<thead>
<tr>
<th>Civil Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
</tr>
<tr>
<td>Product or Service:</td>
</tr>
</tbody>
</table>
TASC Essay Series:
New for New York’s Workers

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

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.
Once students have read the prompt, ask them to respond to the multiple-choice question below and then discuss. Review the question and make sure students can state in their own words what the prompt is asking them to do. (You may want to write this on the board).

Distribute the paid sick leave articles. Have students read the titles of the two articles. Since the first part of their “job” is to explain the new sick leave law, which article is more likely to have that information? (New Law Guarantees Paid Sick Leave for Some 200,000 New Yorkers). Ask students to read only this first article and underline the parts that explain what the law actually is.

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

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

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

Distribute the Paid Sick Leave Graphic Organizer 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.

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

May 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

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<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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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…)
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, as them to discuss their ideas, listing them on the board. Discuss the differences between an argumentative and an informational essay.

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

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

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

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

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

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

7. Tell students that they are also given two articles to read when they take the test, and they are expected to use information from the articles in their essay. Ask students to point out any places in either essay that mention another article.
8. Point out that in the passing essay, 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.*
Lesson Guide

21 Read this above sentence out loud several times. Because it is long, read it with pauses to give students time to digest what they’re listening to. You may also want to write it on the board and work with students to simplify it, for instance:

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

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

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

AND

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

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

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

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

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

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

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

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 ______________.](image)

28 Once they have written their introductions:

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

<table>
<thead>
<tr>
<th>Paragraph One:</th>
<th>Introduction</th>
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<tr>
<td>Paragraph Two:</td>
<td>Reason 1 with example</td>
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<tr>
<td>Paragraph Three:</td>
<td>Reason 2 from the article, with example</td>
</tr>
<tr>
<td>Paragraph Four:</td>
<td>Conclusion</td>
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</table>

**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

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New Minimum Wages in the New Year


Sam Hodgson for The New York Times

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

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

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

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

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

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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
John Boehner, Speaker of the House of Representatives, on the Minimum Wage

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

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

Don’t take my word for it; the experts say the same thing. Janet Yellen, head of the U.S. Federal Reserve, said that “almost all economists” agree that raising the minimum wage would hurt employment. A recent report from the non-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:</strong> Introduction</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>
<tr>
<td>An important issue today is _________________. Some people feel that _________________. Others believe _________________.</td>
</tr>
<tr>
<td>My own opinion is that _________________.</td>
</tr>
<tr>
<td><strong>PARAGRAPH TWO: REASON ONE TO SUPPORT YOUR CLAIM</strong></td>
</tr>
<tr>
<td>Further explanation/examples/evidence to support this reason <em>(Check that your whole paragraph is ONLY about Reason One)</em></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>
<tr>
<td><strong>PARAGRAPH THREE: REASON TWO TO SUPPORT YOUR CLAIM</strong></td>
</tr>
<tr>
<td>Further explanation/examples/evidence to support this reason <em>(Check that your whole paragraph is ONLY about Reason Two and that Reason Two is DIFFERENT from Reason One)</em></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).
Next ask a student to read Step 3. Distribute the *Paid Family Leave Graphic Organizer* handout. Fill out the organizer for the first “Reason” together as a model, asking students to guide you from their underlines.

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

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

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


**Essay Prompt**

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

**STEP 1**

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

**GUIDING QUESTIONS: TURN TOPIC INTO QUESTIONS**

**STEP 2**

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

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

**STEP 4**

Now write your informational essay. Be sure to:

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

By Lisa Lewis and Nicole Zolla April 5, 2016

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

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

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

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

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

Since the Paid Leave Law was just signed into legislation and the first phase of implementation is not scheduled to begin until 2018, there has not yet been any significant guidance issued on the new law. We will continue to monitor for additional analysis or guidance issued by the State, if any, and will provide employers with updates on implementation as more information develops.
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

Only 12 percent of workers in the U.S. have access to paid family leave through their employers. This means while a growing number of companies are rolling out paid leave policies for their employees, the vast majority of American workers are on their own, with no financial cushion or job security when a new baby is born or family member becomes seriously ill. This stands in sharp contrast to the rest of the world: The U.S. is the only high-income developed nation in the world not to offer any paid leave. This is shameful.

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

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

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

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

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

**Introduction/Main Idea:**

- Reason 1:
- Reason 2:
- Reason 3:

- Evidence 1:
- Evidence 2:
- Evidence 3:

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

<table>
<thead>
<tr>
<th>ESSAY TEMPLATE: INFORMATIONAL ESSAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARAGRAPH ONE: Introduction</td>
</tr>
<tr>
<td>• The topic in general and how it affects people</td>
</tr>
<tr>
<td>(Examples: The rise of 3-D printing is bringing change to many businesses… Global warming is a problem that affects us all… More and more, we have been hearing in the news about the effects on young children of watching television.)</td>
</tr>
<tr>
<td>• Why the topic is important</td>
</tr>
<tr>
<td>(The availability of 3-D printing is creating jobs in some sectors and creating job loss in other sectors… Global warming is a danger both for our present and our future… Television is an important topic because it affects our children’s health and well-being…)</td>
</tr>
<tr>
<td>• A BRIEF preview of what the reader will learn by reading your essay.</td>
</tr>
<tr>
<td>(3-D printing makes some products stronger, longer lasting and less expensive, but also leads to a loss of jobs in some fields… The dangers of global warming include x, y and z, but there are also solutions… The harmful effects of television watching include x, y and z)</td>
</tr>
<tr>
<td>Helpful phrases:</td>
</tr>
<tr>
<td>An important topic today is…</td>
</tr>
<tr>
<td>A much-discussed topic today is…</td>
</tr>
<tr>
<td>A problem today is…</td>
</tr>
<tr>
<td>PARAGRAPH TWO: ONE category of information</td>
</tr>
<tr>
<td>• For example: If you are supposed to write about advantages and disadvantages, make one body paragraph about advantages and one body paragraph about disadvantages.</td>
</tr>
<tr>
<td>• For example: If you are supposed to write about problems and solutions, make one body paragraph about problems and one body paragraph about solutions.</td>
</tr>
<tr>
<td>• For example: if you are supposed to write about different kinds of dangers arising from a particular cause (global warming, pollution, etc.), make one body paragraph about one type of harm and the second paragraph about another type of harm.</td>
</tr>
<tr>
<td>Start with a topic sentence that tells the reader in general what the paragraph is about:</td>
</tr>
<tr>
<td>(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…)</td>
</tr>
<tr>
<td>Include specific examples from the article. Remember to include the specific information and the source:</td>
</tr>
<tr>
<td>(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…)</td>
</tr>
</tbody>
</table>
### 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*…
Regard it as just as desirable to build a chicken house as to build a cathedral.

— Frank Lloyd Wright

FRANK LLOYD WRIGHT (born Frank Lincoln Wright, June 8, 1867 – April 9, 1959) was an American architect, interior designer, writer, and educator, who designed more than 1,000 structures, 532 of which were completed. Wright believed in designing structures that were in harmony with humanity and its environment, a philosophy he called organic architecture. This philosophy was best exemplified by Fallingwater (1935), which has been called “the best all-time work of American architecture”. His creative period spanned more than 70 years.