| **Factors that Influence Income** | |
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| **Unit Overview** | **Instructional Guidance** |
| Dr. Vivian Ayers Allen was born in Chester, S.C. and graduated from the Brainerd Institute in 1939. She attended Barber-Scotia College and Bennett College before receiving an Honorary Doctorate Degree from not only Bennett College but also Wilberforce University. A celebrated poet, Dr. Allen published “Spice of Dawns” in 1952. It was nominated for the Pulitzer Prize. Her poem, “Hawk” was celebrated by NASA as an allegory for freedom and space flight. In 1973 she worked with certified teachers to create “Workshops in Open Fields” which gained praise from the National Endowment of the Arts as a prototype for grassroots organizations. After moving back the Chester and reopening the Brainerd Institute, Dr. Allen continued her work focusing on preschool literacy by starting “Workshops in Open Fields,” serving the Chester community. The unit asks students to research factors that impact income and long-term earning potential. | * Dr. Allen’s poems are no longer in publication which is why they were not used for the creation of this unit. |
| **Skill Emphasis at a Glance** | **Instructional Guidance** |
| * Students will analyze a variety of sources so they can draw correlations between factors and outcomes. |  |
| **Standards at a Glance** | **Instructional Guidance** |
| South Carolina Social Studies College-and-Career Ready Standards 2020:   * EPF.2.ER-Research and analyze the factors that impact personal income and long-term earning potential. |  |
| **Resources and Materials** | **Instructional Guidance** |
| * [Career Interest Survey](https://cte.careertech.org/sites/default/files/StudentInterestSurvey-English.pdf) * [SC African American History Calendar 2020](https://scafricanamerican.com/wp-content/uploads/2019/10/scde_10722_01_2020_African_American_History_Calendar_For_web_09.pdf) * [Brainerd Institute Heritage](http://brainerdinstituteheritage.com/) website * [Literacy Project Foundation](https://www.literacyprojectfoundation.org/30-key-child-literacy-stats-parents-need-to-be-aware-of/) website * Computers with internet access * Paper * Writing utensils |  |
| **“I Can…” Statements** | **Instructional Guidance** |
| * I can analyze a variety of sources in order to make correlations. |  |
| **Lesson Sequence** | **Instructional Guidance** |
| * Teachers will promote inquiry in students by asking them to consider the question “Why should I care about school?” Students will write their initial reactions to this question in a journal entry or as informal notes. The teacher can choose for students to share out their thoughts and identify commonalities amongst their classmates’ reasons. The conversation will likely lead into answers along the vein of “so I can get a job” or “so I can make money.” The teacher will facilitate a class discussion on the factors that impact personal income are. This could be done in a variety of ways. A mini-lecture is an option, as is creating a list of examples and having the students categorize them into career, education, skills, and economic trends. * Students will be placed into four groups, each assigned one of the four factors that impact personal income and long-term earning potential. In their groups, students will research the correlation between that factor and income. The teacher could create a graphic organizer or worksheet for students to gather their information on. Students will be given time to work together to find correlations with the teacher providing guidance and assistance with the inquiry process and reliability of sources. * When this discovery process is complete, teachers will create a master graphic organizer and allow the groups to fill in their relevant portions. The teacher will facilitate a discussion on the findings by allowing students to present their findings to the class. Teachers will ask students to rank the factors in terms of importance, leading them to understand that research indicates that education is the most accurate prediction of income and earning potential out of the four. * The teacher will introduce students to Dr. Vivian Ayers Allen and her program “Workshops in Open Fields.” Allowing students to explore the Brainerd Institute website is one option teachers could choose to do this. Students should focus on the goal of “Workshop in Open Fields” which is preschool literacy education. The teacher will assist students in understanding what literacy if necessary. Students will then explore statistics on literacy and education using the Literacy Project Foundation website. With a partner, students will review the statistics. Students will identify five statistics that they find most shocking and discuss why they feel that way with their partner. The teacher will facilitate a whole-class discussion on the statistics before asking students to make a connection between literacy and income potential. * The students can illustrate the connection they make between literacy and income potential in a way of their choosing. Writing an essay, creating a Flipgrid video, recording a podcast, or making a flow chart on a poster are all options the students could consider. Teachers will encourage students to make connections between literacy and all the factors that impact income (for example, skills that would pique an employer’s interest, like strong problem-solving skills, require a literate applicant). This product could be completed individually, in partners, or small groups to allow brainstorming and productive conversation around the topic. Teachers will provide a time for students to share their products for the class and possibly a broader audience. | * When discussing economic trends, students should understand that new technologies change the job market. There are careers available today that were not created until recently (for example a Social Media Manager). * Teacher will prod student inquiry by asking questions like   + How does having good relationship skills help in a career?   + What kind of careers make the most money?   + What kind of jobs are in the market now that weren’t there ten years ago? * A recommended graphic organizer for the class is:   Income essentials - career, education, skills and trends |

References

South Carolina Social Studies College and Career Ready Standards 2020

Estonian Credit Union. “Income Essentials – What Factors Affect Your Income?” *Discover Your Money*, 9 Jan. 2017, <https://blog.estoniancu.com/2017/01/06/income-essentials-what-factors-effect-your-income/>.