| **Should I Go to College?** | |
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| **Unit Overview** | **Instructional Guidance** |
| George W. Rogers Jr. was born and raised in Georgia. A high-school football standout, George decided to continue his career at the University of South Carolina. He went on to become one of the best players in the history of the school – a two-time All-American, and the first and currently only Heisman Trophy winner in the state of South Carolina. He was the first overall pick in the NFL draft of 1981 and went on to win a Super Bowl title with the Washington Redskins in 1987 before retiring. Although he was inducted to the New Orleans Saints Hall of Fame, Georgia Sports Hall of Game, South Carolina Football Hall of Fame, and the Atlanta Sports Hall of Fame, George’s legacy is more than just his football skills. In 1991 he founded the George Rogers Foundation of the Carolinas, Inc., providing financial assistance to first-generation college students like himself. His foundation also supports community-based youth development, non-profit organizations, and the University of South Carolina Student Athlete Promise Fund, which gives former student-athletes a chance to complete their college degrees. This unit asks students to analyze the economic factors that influence people’s decision to go to college or before debating whether or not the investment is worth the risk. |  |
| **Skill Emphasis at a Glance** | **Instructional Guidance** |
| * Students will use inquiry to analyze informational text to participate in a debate. They will evaluate statistics in order to develop an argument. |  |
| **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. * EPF.3.IN – Compare and contrast how the organization of various market structures affect decisions and outcomes of individuals and firms. |  |
| **Resources and Materials** | **Instructional Guidance** |
| Required:   * [Jobs and Skills and Zombies](https://www.nytimes.com/2014/03/31/opinion/krugman-jobs-and-skills-and-zombies.html) by Paul Krugman, NY Times, March 2014 * [The Polarization of Job Opportunities in the US Labor Market: Implications for Employment and Earnings](https://www.brookings.edu/wp-content/uploads/2016/06/04_jobs_autor.pdf) from the Brookings Institute * [Please Stop Asking Whether College Is Worth It](https://www.forbes.com/sites/dereknewton/2018/12/16/please-stop-asking-whether-college-is-worth-it/#604225e830d2) by Derek Newton, Forbes Magazine, December 2018 * [The unemployment rate for recent college graduates is getting worse](https://finance.yahoo.com/news/unemployment-rate-for-college-graduates-184228832.html), Aarthi Swaminathan, Yahoo Finance, November 2019 * [Chasing the American Dream: Recent College Graduates and the Great Recession](http://www.heldrich.rutgers.edu/sites/default/files/products/uploads/Chasing_American_Dream_Report.pdf), Worktrends, May 2012 * [First-Generation Students: College Access, Persistence, and Postbachelor’s Outcomes](https://nces.ed.gov/pubs2018/2018421.pdf) , NCES * Writing utensils * Paper for note-taking and chart-making * Computers with internet access * [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)   Suggested:   * [Career Interest Survey](https://careertech.org/student-interest-survey) example * [The George Rogers Foundation](https://www.georgerogersfoundationofthecarolinas.org/board-of-directors) website * Index cards * Google Slides | * Students will find a plethora of information on the topic of college education and costs in an online search. Teachers should monitor student research and provide clarity on source-bias and reliable information as needed. |
| **“I Can…” Statements** | **Instructional Guidance** |
| * I can synthesize informational texts, graphs, and data in order to formulate an argument. |  |
| **Lesson Sequence** | **Instructional Guidance** |
| * Students should begin the unit by exploring their thoughts and feelings toward their personal career goals. The teacher will ask the students to consider what careers they are interested in. Teachers will promote inquiry into the question by asking students to complete a career interest survey. * Teachers will explain that the students are going to participate in a debate with the overarching question being “Is college worth it?” Teachers will create lesson plans with a daily focus that allows students to research both sides of the debate thoroughly. Teachers will give students access to the articles listed in the resources section of this document, and allow time for students to research on their own. A “Pro’s/Con’s” chart is one method students could use to organize their thoughts. Students should use data from their research to support the information they put in their pro’s/con’s chart. This could be done individually or in partners. * Teachers will organize students into a debate format:   + The teacher break the class into four groups: two affirmative and two negative. The teacher will allow the groups time to summarize their arguments and collect the strongest evidence from their research to support their assigned stance. The students choose a speaker for their group.   + During the first debate, one of affirmative groups and one of the negative groups speakers should be placed in the classroom where everyone can hear them clearly.   + The affirmative group is given two minute to present their case. The negative group then receives two minutes to give their case.   + Speakers return to their group and the groups are given five minutes to prepare a rebuttal and summary.   + The speakers return to their position and the negative group is given two minutes to present their rebuttal and summary. The affirmative team is the last to be given two minutes to present their rebuttal and summary.   + At the conclusion of the debate, the two groups that did not participate in this round are given the opportunity to vote on who the winner is.   + Repeat the process for remaining groups. * Students should be given information about George Rogers and the foundation he created for first-generation college students. This could be through web-research into his foundation, or the teacher could create a Google Slide presentation or paper handout. Students will be placed in groups and brainstorm reasons why they think students whose parents did not go to college would be hesitant to go as well. Students should pull data from previous research about job trends and unemployment, and should be given access to a copy of the National Center for Education Statistics report titled *First-Generation Students: College Access, Persistence, and Postbachelor’s Outcomes*. Students can create a concept map to organize their thoughts. * Students will be charged with creating a campaign of their choosing to encourage potential first-generation college students to get their degree. This campaign could be a video, podcast, Google Slides, poster, social media story, or any other format the students choose. Teachers should encourage students to create something that will reach their targeted audience in the most effective way. The teacher should provide students with a rubric with expectations (for example, the campaign must include at least three pieces of data from their research, include contact information for the George Rogers Foundation of the Carolinas, etc…). The teacher will need to guide students or student groups as they investigate the aspects necessary to successfully produce their campaign to a larger audience. Teachers will set aside time for workshopping and presentation development so that students can create and practice to display best work. Teachers will provide a time of evaluation for an authentic audience that reaches beyond the classroom. | * There are many student career interest surveys available either online or in paper. Career or guidance counselors could be invited in to co-teach this portion if appropriate. * The resources listed in the document could be difficult for some students and/or classes. Teachers may need to scaffold their reading of the texts to ensure comprehension. Chunking the text, using highlighters, summarizing passages, working in partners, individual conferences, and explanation of graph features are some examples of strategies teachers could use. At any point in the unit teachers are encouraged to conduct mini-lessons on reading comprehension of informational text. * There are various debate formats and teachers should choose what is best for their classroom. However, if this is the first time teachers have hosted a debate in their classroom, a simple structure is ideal. * As an extension, teachers could provide information on the college admissions scandal of 2018-2019 involving wealthy parents (including celebrities like Felicity Huffman and Laurie Laughlin). Students could research this topic and discuss the fairness of the current college admissions process in America, ultimately grappling with the question “Should college be free for everyone if they want to go?” |

**References**

South Carolina Social Studies College and Career Ready Standards, 2020.

Bennett, Colette. “4 Fast Debate Formats for the Secondary Classroom.” *ThoughtCo*, ThoughtCo, 1 Sept. 2019, <https://www.thoughtco.com/fast-debate-formats-for-the-classroom-8044>.

Verner, Susan. “Essential Tips for Conducting a Class Debate.” *Busy Teacher*, 6 Oct. 2011, https://busyteacher.org/7245-conducting-class-debate-essential-tips.html.