| **Grade 12: Economics and Personal Finance - Higher Education, a Case Study of L. Casey Manning** | | |
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| **Lesson Overview** | | |
| In this lesson, students will identify and analyze the education choices made by Justice Manning and how those choices affected his earnings potential. They will then read and analyze additional costs and benefits of higher education for the general public. Finally, they will write a short reflection thinking about both Justice Manning and their own self regarding the costs and benefits of higher education. | | |
| **Overarching Inquiry Question** | | |
| What are the costs and benefits of higher education?  *All lessons support the* ***Profile of the South Carolina Graduate*** *with students using skills to uncover content exposed when exploring the Overarching Inquiry Question.* | | |
| **Theme** | | |
| Role of Incentives | | |
| **Skills Emphasis at a Glance** | | |
| **Informed Participation**: To demonstrate the practice of informed participation, students should investigate a variety of financial options and make decisions based on sound economic practices.  **Communicate and Conclude**: Utilize research from a variety of sources to discuss policies and ideas in order to create a well-developed argument. | | |
| **Standard(s)** | | |
| EPF.2.ER Research and analyze the factors that impact personal income and long-term earning potential.  This indicator was developed to encourage inquiry into the factors that influence personal income. It also prompts inquiry into various post-secondary options and the opportunity cost incurred when various college or career paths are taken. | | |
| **Background Information** | | |
| L. Casey Manning, Sr. was born in Dillon, S.C. in 1950 to Paul and Harnethea Manning. In high school, Manning was named All-American, AAA Player of the Year in 1969, and listed among the “Who’s Who” in high schools for his basketball skills.  This level of success led him to be the [first African American scholarship recipient to play basketball at the University of South Carolina](https://historicnewspapers.sc.edu/search/pages/results/?lccn=2012218660&dateFilterType=yearRange&date1=01%2F01%2F1815&date2=12%2F31%2F2006&andtext=%22Casey+manning%22&ortext=&proxtext=&proxdistance=5&searchType=advanced), after multiple offers from many schools. While a college athlete, he received the Freshman Academic Award, was listed among the “Who’s Who” in colleges, and earned the Outstanding Senior Award. Manning completed a bachelor’s in Political Science and History in 1973, and then went on to earn his Juris Doctorate at the University of South Carolina School of Law in 1977.  He has had a celebrated career in law and was elected to Fifth Judicial Court as Circuit Court Judge by the South Carolina General Assembly in 1994. Manning has received many honors such as the Richland County Bar Association’s Matthew J. Perry Civility Award in 2002, South Carolina Association of Justice’s Outstanding Contribution to Justice Award in 2006, American Board of Trial Advocates Award in 2011, and the South Carolina Supreme Court’s G. Dewey Oxner, Jr. Lawyer Mentoring Award in 2015.  His athletic career is still widely commemorated, and he remains involved in athletics as the radio color analyst for South Carolina men’s basketball games since 1993 and a former president of the South Carolina Athletic Hall of Fame.  In 2012, he received the University of South Carolina’s Richard T. Greener Excellence in Athletics Award. In 2018, Manning was inducted into the South Carolina Athletic Hall of Fame. He resides in Columbia with his family. | | |
| **I Can Statement(s)**  ***I can statements are designed to help guide student understanding through scaffolds of learning as they progress through an understanding of the Overarching Inquiry Question.***   1. I can identify personal choices that impact earnings potential in a case study. 2. I can identify costs and benefits of higher education options. 3. I can assess the costs and benefits of higher education and support my assessment with facts. | | |
| **Lesson Sequence of Teacher Instructional Practices and Actions Students will Take to answer the Overarching Inquiry Question**  **Instructional** **Guidance and Resources** | | *Instructional Guidance and resources listed below offer suggestions for educators to assist students in reaching the goals of the proposed sequence.* |
| I can statement 1: I can identify personal choices that impact earnings potential in a case study | | |
| Start the lesson by introducing the inquiry question: What are the costs and benefits of higher education?  Engage students in a discussion about their current ideas over higher education. Questions to ask could include:   * Are you planning to go to college? Why or why not? * Who do you know who has been to college? Do you know if they are happy with that decision? | The purpose of this discussion is to engage students in connecting the subject to their own lives and experiences. It will also give the teacher an opportunity to see where students stand on the issue and what gaps in understanding exist about the topic.  This discussion could be done through a think/pair/share or via an online forum. | |
| Introduce the biography of Justice Manning and have students read through it  Ask the students to identify reasons why Manning may have chosen to complete the following levels of education: high school, undergraduate, law school.  Briefly explain to students that attaining ever higher levels of education often increases a person’s earning potential during their lifetime. Ask them to guess the average salary for people with the following levels of education: high school, undergraduate degree in history, and a law degree.  Have students use an online resource to research the actual differences in average earning levels for those particular degrees.  Finish up this segment by having students write a brief reflection on the following question: Based on the case of Justice Manning, did he make wise decisions about higher education as it relates to his potential lifetime earnings? | An online copy of Manning’s biography can be found [here](https://scafricanamerican.com/l-casey-manning-sr/).    To differentiate the research process, teachers could have students conduct this research on their own, or provide a website for students to use such as:  This basic [chart](https://www.bls.gov/careeroutlook/2018/data-on-display/education-pays.htm) showing general information by degree level.  This [text-based article](https://smartschoolsusa.org/blog/the-average-salary-by-education-level-2019-2020) describing the same general information.  This [website](https://www.payscale.com/research/US/Degree) that allows students to search based on subject area and degree level.  This final reflection can be verbal through a think/pair/share, written on paper, or completed digitally. | |
| **I can statement 2:** I can identify costs and benefits of higher education options. | | |
| To transition into the next “I can” statement, ask students to brainstorm answers to the following:  We now know that Justice Manning increased his earnings potential with each degree he earned. But what might he have had to give up in order to earn those degrees? In other words, what were the costs (both financial and otherwise) of getting these degrees?   * High school diploma * Undergraduate degree * Law degree   Facilitate a discussion to share student answers. Then direct them to the articles listing various pros and cons of higher education. Allow them time to read and take notes.  Finally, ask students to make a list of the 3-5 pros and cons of higher education that are most important to their lives. | Students could brainstorm individually or with a partner.    Possible articles on the pros and cons of higher education:  [The Pros and Cons of Higher Education](http://smartandrelentless.com/the-pros-and-cons-of-higher-education-from-a-graduates-perspective/)  [Britannica: Is a College Education Worth It?](https://college-education.procon.org/)  [Five Pros and Cons of College Education](https://www.qhublog.com/950/5-pros-and-cons-of-higher-education/)  To differentiate, the teacher could jigsaw the articles and have students share information to a small group, or the students could be required to read all three. | |
| **I can statement 3:** I can assess the costs and benefits of higher education and support my assessment with facts. | | |
| For the lesson’s final assessment, have students write a reflection that answers the following questions:   1. How did higher education benefit Justice Manning? What might it have cost him? 2. How can higher education improve your future, both through potential future earnings and in other ways? 3. What do you think are the most significant costs of higher education both in general and to you, personally? | This reflection can be done in any format, whether it is in essay form or in a multimedia presentation. It can be a short assignment or a more detailed project. Be sure to include a rubric so students understand the grading criteria if using this as a major assignment.  Extension: As a possible extension, have students research their own career plans to determine what higher education would be necessary, the impact that would have on their own earnings potential, and what other costs and benefits would be associated with that career path. | |