we the economy
20 SHORT FILMS YOU CAN’T AFFORD TO MISS
lesson city on the rise
CURRICULUM CONNECTIONS
This lesson fits in perfectly with units that address curriculum standards in language arts, social studies, civics, economics, thinking and reasoning, and media studies.

SAMPLE Standards Alignments

DCCSS.ELA-LITERACY.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CCSS.ELA-LITERACY.RI.9-10.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CCSS.ELA-LITERACY.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.SL.11-12.1.B Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.1.D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-LITERACY.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LESSON PREPARATION

• Prepare a monitor with Internet access to screen “City on the Rise” (TRT 8:44).
• Prepare copies of Student Handouts for distribution

KEY WORDS AND PHRASES

Globalization, outsourcing, bankruptcy, competition, technology, unemployment, globalization, imports, exports

STUDENT OBJECTIVES

• Students will consider the evolution of the city of Detroit, particularly regarding how outsourcing and changes in the auto industry affected the city.
• Students will integrate information from a media source into their own thoughts and ideas.
• Students will gain an understanding of the relationship between education and job security, and between local industry and the larger local economy.
• Students will analyze multiple perspectives on the pros and cons of outsourcing through multiple lenses.
• Students will communicate their opinions to the class, using information collected from the film.
• Students will discuss, negotiate, debate, and advocate for specific positions and ideas.

REQUIREMENTS

MATERIALS

• Whiteboard and markers, chalkboard and chalk, or chart paper and markers
• Monitor/projector, and computer with Internet access
• Student Handout: The Global Dilemma

TIME:

• 1 class period

TECHNIQUES AND SKILLS

Vocabulary building, reading comprehension, large group discussion, small group work, working in pairs, problem solving, critical and analytical thinking, supporting ideas with examples, comparing and contrasting information sources, research skills, listening skills, expository, creative, and responsive writing
PROCEDURES

1. Ask the class why the adults in their lives insist that education is important for a good career. Ask them to explain how education leads to better jobs.

2. Then ask what happens when the economy slows down and unemployment goes up. Which jobs disappear first? Which jobs are harder to find and keep? Ask the class which kind of job they think would have more security – a job that requires a specialized skill, such as a doctor or a lawyer or a teacher, or a job that does not require such a skill, such as a server in a restaurant, a retail worker, or a worker in a factory. Ask them to explain their reasoning.

3. Ask the class to imagine a city that is built around one or two large manufacturing plants. Explain that people would move to this city because they heard that there were good jobs at the plants. Ask the class what they think the majority of available jobs would be, if the main employer were a manufacturing plant. Would the majority of the jobs be skilled (requiring specialized education) or unskilled (a person with any level of education could come in, get trained, and perform the required tasks)?

4. Now ask the class to imagine that, after 40 years of employing most of the people in the city, these manufacturing plants shut down, or outsourced their labor, and laid off thousands of people. What would happen to the city, if most of those thousands of workers were unskilled workers? Ask the students to describe what they think the effect of this kind of industry layoff would be. Encourage the class to consider aspects beyond unemployment, including large numbers of people leaving, urban decay, decline in housing, quality education, tourism, rise in crime rates, loss of associated jobs (such as restaurants and stores closing due to lack of customers, etc.).

5. Now, tell the class that this is exactly what happened to the city of Detroit when the auto industry began outsourcing its manufacturing jobs to plants overseas. Explain that the remainder of the class will be spent exploring Detroit as a case study for what happens in a city when jobs disappear.

Note: This film focuses on the point of view of labor and the impact it has on a city when a major employer shuts down operations in search of cheaper labor elsewhere. While the film hints at ways communities can overcome the devastating impact of such a change, in this lesson you’ll go beyond the video to explore some of the nuances, trade-offs, and possible alternate outcomes of such a scenario.

6. Divide the class into small groups of 5 students each. Once students are sitting in their small groups, have them count off in 5’s. In each group, assign the following roles:
   - 1’s will be a CFO of a Detroit automobile manufacturer
   - 2’s will be the Mayor of Detroit
   - 3’s will be an auto factory worker with a high school education
   - 4’s will be a local doctor with a successful family practice in Detroit
   - 5’s will be a small business owner in Detroit
7. Provide each group with a Student Handout. Explain to the class that they have 15 minutes to complete the assignment and that they should be prepared to share their results with the class afterwards.

8. While students are working in their small groups, write the following terms on the whiteboard, chalkboard, or on a piece of chart paper:
   - globalization
   - outsourcing
   - overseas
   - competition
   - unemployment
   - imports
   - exports
   - technology

9. After 15 minutes have elapsed, direct students’ attention to the monitor or screen. Play “City on the Rise” (TRT 8:44).

10. Ask the class how their assignment related to the content of the film. Pose the following question to the group: “How was your dilemma similar or different to the dilemmas you saw represented in the film?” Encourage the class to use the terms written on the board in their responses.

11. Allow time for the small groups to share their results with the class. As they share, jot their positives and negatives on the whiteboard, chalkboard, or chart paper for the entire class to see. Encourage students to reflect not just on their outcomes, but on the experience of debating on behalf of the role they were playing, and to share what sorts of dynamics evolved as the group discussed the pros and cons of the scenario.

12. Conduct a short, whole group discussion using some or all of the following questions as a guide:
   - What is outsourcing? How does it affect our national and global economy?
   - This film shows how the auto industry has been affected by outsourcing. Similarly, how might outsourcing affect other industries such as computers, cell phones, and other forms of technology?
   - Do you know of any other American cities that have gone through a transformation similar to Detroit? Explain.
   - What pressures might American companies have to juggle when deciding how much to outsource, if it all?
   - What did you learn about economics from the activity you completed in class today?
   - What did you learn about the job market?
   - How do you think outsourcing will continue to affect our national economy?
   - What do you envision is the future of Detroit?
13. For homework, ask students to consider the following quote from the film City on the Rise:

“I expect Heinz to give back to Pittsburgh. I expect Coke to give back to Atlanta. I expect AT&T to give back to Dallas. And I expect GM and Ford and Chrysler to give back to Detroit.”

– Andre Spivey, Detroit City Councilman

Students should write a research-based paper that presents the issues that can arise when a city’s largest employer decides to outsource their manufacturing or other large operations, and provide original solutions for how these companies can protect the local economies. Students should provide creative solutions that are fact-based, using research on other cities as well as the rehabilitation of Detroit as their source material. If students would like to watch the film at home, direct them to visit the website www.wetheeconomy.com/films.
**Student Handout: The Global Dilemma**

**Directions:** As a group, you represent the main demographics in a city like Detroit: the company management, the government, the unskilled factory workers, the highly skilled professionals (whose expertise is always needed in good economic times and bad), and the small business owner whose business is largely dependent on a strong local economy. Consider the following scenario: The large auto manufacturer is currently doing quite well and provides lots of Detroit’s citizens with jobs. However, they recently discovered that if they move the manufacturing overseas, they can cut their expenses by 50%. This will increase their profit margin and make more money for the company, and it will also allow many American consumers who could not previously afford their cars to be able to purchase them. Should the auto manufacturer make the decision to move their manufacturing to another country? Select one person to be the secretary for the group and record answers as you role play each of your parts and debate the pros and cons of such a scenario. Each person should feel free to advocate for their position and try to convince the others that outsourcing is a good or bad idea.

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<thead>
<tr>
<th>Role</th>
<th>Positives</th>
<th>Negatives</th>
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<tbody>
<tr>
<td>CFO (Chief Financial Officer) of a large Detroit auto manufacturer</td>
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<tr>
<td>Mayor of Detroit</td>
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<td>Detroit factory worker</td>
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<tr>
<td>Detroit family physician</td>
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<tr>
<td>Owner of a small, family-owned Detroit restaurant</td>
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