Common Core Social Studies Learning Plan Template

**Lesson Title:** **The NYC Soda Ban … To What Extent Should Government Decide Social Policy?**

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**Appropriate for Grade Level(s):** 11th or 12th grade – AP US History, Government

**History Standard(s)/Applicable CCSS(s) (RI, W, S&L, L):**

**US History Standards**

*C15.[9-12].6* Describe the process by which public policyis formulated and implemented.

**CCSS Reading Standards**

*RH11-12.1* Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

*RH11-12.2* Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**CCSS Writing Standards**

*WH11-12.1* Write arguments focused on *discipline-specific content.*

*WH11-12.9* Draw evidence from informational texts to support analysis, reflection, and research.

**Type of Lesson:** Fishbowl Discussion Strategy

**Student Readings (list):** Readings are included in lesson plan.

**Total Time Needed:** 2 – 3 hours depending on assigning of homework.

**Lesson Outline: \* Students must have prior knowledge of Progressive Era and Progressive policies.**

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| **Time Frame****(e.g. 15 minutes)** | **What is the teacher doing?**  | **What are students doing?** |
| 20-30 minutes | Begin by leading students through a reading of the first portion of their readings handout, *What is Social Policy?* Depending on the prior knowledge of students, the teacher may ask them to annotate and/or stop and review the central ideas of each paragraph as they proceed. To review concept of social policy, guide them through the *Reviewing Social Policy during the Progressive Era* chart or have them work with a partner and then discuss. | Students are actively reading, annotating, and discussing as the teacher leads them through the text. Students will complete the *Reviewing Social Policy during the Progressive Era* with a partner. |
| 10-15 minutes | Ask students to read the *Soda Ban Issue* portion for brief background information.  | Students will read the *Soda Ban Issue* portion and discuss as a whole group.\*Students may choose to continue to research at home. |
| 30 minutes | Ask students to analyze the documents that have been separated into for and against categories, annotating to find claims and evidence. Instruct students to list claims, evidence, and in the chart at the end. | Students will work independently to analyze the arguments for and against the Soda Ban. They will record claims and evidence in the chart at the end of the handout. This is their entry ticket to the class discussion. (Students might complete for homework.) |
| 15-25 minutes | Handout the Discussion Worksheet. Ask students to complete the first part, *Preparing for Discussion: Inside Fishbowl*, using their readings packet. Instruct students to reflect on the questions listed to generate ideas too. As students work on this, check completion of the reading packet. Circulate and assess students completion of the worksheet as well, making suggestions when necessary or highlighting students with solid claims. | Students are completing the first part of the Discussion Worksheet using their readings packet. Students should ask the teacher for help or to assess their claims and open ended discussion questions. This first part of the discussion worksheet will ensure that all students are prepared and confident that they have something to contribute. |
| 45 minutes | Organize the desks into two concentric circles, an inside and outside ring. Divide the class randomly into two groups. Guide the inside group through a discussion of the issue. Ask students in the outside circle to complete the *Listening to the Discussion: Outside Fishbowl*, portion of their discussion sheet. After 15-10 minutes go ahead and switch. (Prepare discussion questions and/or use some that are provided below.) | Students will participate in the discussion. Those in the inside circle will discuss first, while those in the outside circle take notes per the instructions on the discussion sheet. Halfway through they will switch. |
| 10 minutes | Lead the whole class through a review of the discussion and have students answer the two review questions on their discussion sheet. | Students will discuss as a whole group the two questions on their discussion worksheet. |
| 5-10 minutes | Ask students to reflect on their discussion participation by completing the evaluation and setting goals for the next class discussion. | Students will evaluate their own participation in the discussion. Students will determine two specific goals that they will work on during the next class discussion. |

**Description of Lesson Assessment:** Students will be assessed informally throughout the lesson as the teacher monitors and facilitates discussion of social policy and completion of the discussion preparation portion of the worksheet. Formal assessment will occur when the teacher, collects the readings handout, records student participation during the debate, and reviews preparation worksheet and evaluations.

**How will students reflect on the process and their learning?** Students will formally reflect on their participation and the process during a self-evaluation portion of the worksheet. This self-evaluation requires students to respond to adherence to discussion norms as well as quality of content provided by them during the discussion. Students will also create two discussion goals for the next class discussion.

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| **To what extent should government decide social policy?**Debating the NYC Soda Ban |

**What is social policy?**

Social policy refers to the aspects of public policy that affect the distribution of income and wealth within a community, the relationships between people in communities, the well-being of individuals and family units, and the relative security or risk that individual citizens experience in their relationship to the economy. Social policy is generally considered to include policy and programs dealing with income security and income redistribution, as well as health, education, and social services that support individuals’ quality of life in communities.

It is common to make a distinction between social and economic policy, the latter being broadly concerned with wealth creation; but the two are very closely linked. Economic activity provides the material means to support social programs, while social policy helps ensure the human resource base and stability of social relations that are preconditions to a healthy economy. The most effective social policy is developed with strong reference to economic issues and relations, and vice versa. Social policy can have a number of purposes: it can redistribute resources among individuals or family units to ensure that “social minimum” standards of living are maintained; it can influence or modify relationships among citizens to make a community more cohesive and secure; it can also shape peoples’ social or economic behaviors, or mediate the impacts of market forces and social trends on individuals and families.

In simpler societies of the past, social matters were resolved within families, through informal responses from communities, or through voluntary charitable actions. In maturing communities, economic and social relations became more complex as the economy developed, and people became more mobile than they were earlier. Families or communities gradually lost the capacity to deal with the range of social risks their members encountered. To bridge this gap, citizens have asked their governments to organize social policy solutions in order to provide protections that families and communities cannot adequately provide.

… The expansion of social policy is one of the factors that have increased the relative size of the public sector relative to the private sector of the economy, but social policy is not necessarily intended to replace or compete with the market economy. …

Every society makes choices, through its social policies, about the balance between individual and social responsibility.

… Social policy has historically been influenced very strongly by ideology, with the result that there are varying degrees of support among the public for particular social programs. Over time, social policy practitioners have struggled to replace ideological assumptions with more scientific, evidence-based approaches appropriate to an emerging behavioral science. …

*Source:* [*http://esask.uregina.ca/entry/social\_policy.html*](http://esask.uregina.ca/entry/social_policy.html)

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| **Reviewing social policy during the Progressive Era.** |
| **List social policies.** | **Describe the impact of the policy.** | **Good or Bad decision? Why?** |
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**The Soda Ban Issue**

Under Bloomberg's (NYC Mayor) ban [and approved by the city health board], "sugary beverages" larger than 16 ounces could not be sold at food-service establishments in New York City. At restaurants with self-service soda fountains, cups larger than 16 ounces could not be provided. Only outlets that get health-department grades were included, so supermarkets, vending machine operators and convenience stores (including 7-Eleven and its Big Gulps) didn't have to worry about the ban. There was no ban on refills. Failure to comply could have led to a $200 fine. It was set to take effect in March, 2013.

*Source: Washington Post, Rachel Weiner, March 11, 2013*

**Arguments in Support of the Ban**

**A.** He (NYC Health Commissioner) said many people want the government to do nothing, but he called that impossible because government is already heavily involved with the food industry, such as through agricultural subsidies and food stamp programs. He argued that if the government were to do nothing and try to let the obesity epidemic work itself out, the problem likely would get worse.

Simply educating consumers about how their diet impacts their obesity risks has also not worked, he said, saying the "calorie equation is no secret" in that the more you take in, the bigger you become and surveys suggest 40 percent of adults want to lose weight.

While the government can work with some companies that voluntarily want to make products healthier - he cites the companies working with the [National Salt Reduction Initiative](http://www.nyc.gov/html/doh/html/cardio/cardio-salt-initiative.shtml) - that too has its limits, he said.

"Publically traded companies cannot make decisions that will fundamentally reduce their profits," Farley said.

Then comes regulation - but Farley cited the difficulty of regulating one product - sugary drinks - when there are thousands that may contribute to obesity. He says a combination of these factors, working with companies voluntarily, educating consumers through ad campaigns and regulation, such as the soda measure and requirements for calorie counts on menus, may overall be an effective approach to fight obesity.

The commissioner also criticized how the soda measure is seen as a restriction on choices, "We see this as an increase in choice options in healthier sizes," he said, citing the difficulty of finding drinks smaller than 32 ounces at movie theaters or 8-ounce drinks at many eateries.

*Source: CBS News.com*

**B.** As Americans, we are protective of our freedoms, even those that may seem trivial, like the freedom to choose how much we eat and drink. The problem is that when it comes to selecting food and drink, what we perceive as freedom of choice is actually much more complicated.

Our brains have quirks (scientists call them biases) that tend to help us in some situations, but in others can keep us from acting in accordance with our needs and values.

…The ban on excessive single-serving beverages takes the home field advantage away from soda companies and gives consumers the opportunity to consider their real preferences. So rather than obstructing freedom of choice, the big-container ban actually enhances it.

*Source: Huffington Post, Lauren Hunter, September 21, 2012*

**C.** To its critics, the policy is one more instance of the nanny state restricting consumers' choices. But when citizens become a victim of their choices because they are surrounded by hazardous options, the case for an unrestricted market weakens. Until more policymakers implement boundary-pushing policy experiments such as Mr. Bloomberg's, the U.S. will continue its gradual plod to the social and fiscal epidemic known as obesity.

It took enforcement actions that restricted minors' access to cigarettes, prevented advertising to children, limited where cigarettes could be smoked, and taxed cigarette purchases to make the intake of carcinogens more expensive. In the end, it took public policy, not just public service announcements, to reduce U.S. smoking rates.

*Source: Reuters, Susan Heavey, June 7, 2012*

**D.** Given the personal and economic costs of obesity—currently estimated at $190 billion a year—governments have many reasons to promote the health of their populations.

If only education and personal responsibility worked to improve eating behavior. …

Education must be backed up by a supportive environment. So why not create a food environment that makes it easier for people to eat less? Mayor Bloomberg's idea of capping soda sizes at 16 ounces is an interesting approach to doing just that.

To suggest that food laws will not change behavior makes little sense. For one thing, anti-obesity initiatives have scarcely been tried. For another, the history of anti-smoking interventions suggests quite the opposite. Attempts to get smokers to quit by invoking personal responsibility made little headway. Smokers quit when the government made smoking so inconvenient and expensive that it became easier to stop than to continue.

This view assumes that individuals have appropriate education and resources to protect themselves from public-health problems if they choose to do so. But the entire point of public health is to make the healthier choice the easier choice, particularly if those choices affect other people. If obesity were purely an individual matter, the personal responsibility argument might suffice. But it is not. Obesity incurs substantial costs to individuals and to society that must be paid by the population at large.

At its extreme, the personal-responsibility argument suggests that there is no role in society for public-health measures that infringe on personal choice. But if you choose not to have your child vaccinated, your child may spread disease to others. That is why governments impose clean water, vaccines against smallpox and other communicable diseases, and laws against drunken driving.

Public-health measures have successfully eliminated smallpox and polio, reduced accidents caused by drunken drivers and made it easier for addicted smokers to stop, thereby reducing hazards from secondhand smoke. Making people pay for the problems that they, as individuals, cause may make sense in theory, but in practice runs up against societal inequities. Not everyone can afford to pay for the consequences of individual behavior.

*Source: Marion Nestle, Professor of Food Studies and Public Health at NYU*

**Arguments Against the Ban**

**E.** When you take away the option to order a soda over a certain size, you have now removed my options. I no longer have a choice. That is not what this country is all about. I agree wholeheartedly that obesity is an issue that needs to be addressed. It is one that needs to be addressed with education, compassion and support not government mandates. If, despite all those efforts, someone chooses to have a sugary drink anyway, that is their choice and their right. If they know all the facts and they do it anyway, that is a personal choice. It is not the place of our elected officials to intervene.

*Source: Huffington Post, Sidney Anne Stone, March 12, 2013*

**F.** For now, though, I just don't think that controlling what Americans eat is the answer. Education is key -- and I'm not just talking about making informed food choices. I'm talking about raising a nation of citizens who are critical consumers of media.

Simply forcing folks to purchase a smaller serving won't solve anything. While it may be a deterrent for those who are cost-sensitive, is it truly dealing with the issue of the ignorance that many adults and children have toward the effects of their choices on their wellness and happiness?

*Source: Charles D’Angelo, June 12, 2012*

**G.** To argue that the government can control what I eat, and presumably other health-related activities, because it may have some future need for my military service is to assume that the state has some sort of pre-existing claim on me. But one of the foundational principles of a free society is self-ownership.

If the state is going to abrogate that self-ownership, the burden is on it to show both that its goals are necessary and that they cannot be achieved in any other way. To claim otherwise is to give the state all manner of control over our lives—indeed to reduce us to little more than functionaries of the state. For example, the state might have a proper claim to limit my behavior if that behavior directly harms someone else. But my drinking a Big Gulp or eating fried food harms no one but myself.

There should be no doubt that many government policies contribute to the obesity epidemic in this country. The federal government subsidizes sugar farmers to the tune of as much as $2 billion per year. By some measures, sugar is the most heavily subsidized of all U.S. crops. The government also subsidizes corn, much of which ends up as high-fructose corn syrup. That the federal government would actually use taxpayers' money to make unhealthy food cheaper and more plentiful is the height of absurdity.

But government subsidizing something is not the same, practically or morally, as failing to prohibit an activity.

Should the government ban sky diving or surfing? Home drowning accounts for 800 deaths every year. Why not a hefty new tax on home swimming pools?

….

My poor eating habits may indeed lead to health consequences such as diabetes or heart disease, even cancer. But those illnesses only increase insurance costs to the degree that we prohibit insurers from charging actuarially appropriate premiums.

Ghoulish as it sounds, government programs may actually benefit from the unhealthy. Social Security's finances are certainly boosted if recipients die early. The situation with Medicare is murkier, but to the degree that unhealthy lifestyles do contribute to increased benefit costs, there are mechanisms to shift at least some of those costs back to the individual.

Nearly every choice I make in my life could be said to potentially impose costs on someone else. Who I choose to have sex with increases my possibility of sexually transmitted diseases, which could increase insurance costs. The career I choose could reduce the amount of taxes I will someday pay, leading others to pay higher taxes. Where I choose to live could influence housing prices or property taxes. To suggest that the mere existence of some societal cost grants government the power to regulate my decisions is to open the door to government intervention pretty wide.

*Source: Michael Tanner, Cato Institute*

**H.** When a food company launches an unsuccessful new product or campaign, they can change it in a quarter. When a government passes an unsuccessful law, it often sticks around until it has done more damage than we can stand. As any student of organized crime would tell us, Prohibition stuck around for 12 years.

The biggest disservice that public health has ever done to Americans is to make them believe that they and their kids were fat because the schools, the food companies, the fast-food restaurants and the government made them that way. It stripped people of their hope and empowerment, and it left them resigned to never try anything other than an occasional "Lose 40 Pounds in a Week Turnip Diet."

What government can do is to give people hope and to give them the tools to make it happen.

A responsible government would show how parents could help preschoolers get over their food funks, how breast-feeding moms should eat, how a stressed-out parent of three can make a healthy meal after a 10-hour day. They wouldn't obsess about taxing Pepsi and Coke and penalizing lower-income citizens; they would instead show parents how to get milk or tap water back on the dinner table instead

*Source: Brian Wansink, Cornell University*

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| Sorting through the Arguments |
| Claims & Evidence for the Soda Ban | Claims & Evidence Against the Soda Ban |
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**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_\_\_**

**The NYC soda ban … should government decide social policy?**

**Task:** Debate whether or not the government has the right to create social policy that limits soda consumption. You will now have the opportunity to discuss and debate this question with your classmates in a Socratic “Fishbowl” Seminar. Your claims during the discussion must be supported by evidence and reasoning. You must speak at least once and follow appropriate discussion etiquette.

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| **Preparing for Discussion: INSIDE FISHBOWL** |
| **Questions to consider & generate ideas:**Why is NYC attempting to limit soda consumption? Who would benefit from the ban?Who would be negatively impacted by the ban? Are there social issues the government should decide? |
| **Claims**The government should/should not decide social policy by limiting soda consumption because … | **Evidence**The evidence that supports my claim is …(Perhaps cite examples from history about social policy) |
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| **Write two questions regarding social policy that you would like answered or might be interesting to discuss. You may use these questions to generate discussion or change the topic during our seminar. Consider “what if” questions, questions about historical events, or links to modern day.****1.****2.** |

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| **Listening to the Discussion: OUTSIDE FISHBOWL** |
| 1. **List the claims and evidence presented by your classmates.**
2. **List questions that you have and topics that were not addressed.**
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| **Reviewing the Discussion: Whole Group** |
| 1. **Are there any circumstances when social policy by the government is necessary or good?**
2. **Has your opinion changed as a result of the discussion? Why or why not?**
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