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|  | Teaching the GSE:Grade 8 EconomicsGeorgia’s Modern Industries |
|  | *Authors*Regina HollandChris Cannon*Editor*Glen Blankenship*A publication from the*Georgia Council on Economic EducationP. O. Box 1619Atlanta, Georgia 30301-1619www.gcee.orgCopyright 2017 |

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|  | Our vision: Students leaving school prepared for their economic roles as workers, consumers, citizens, and lifelong decision makers in a globally interdependent world.**Our mission**:To help teachers teach those students in the public and independent schools of Georgia. |

Georgia’s Modern Industries

# Lesson Overview

## Lesson Description

## In this interactive lesson, students will explore Georgia’s wide range of businesses with easy access to global markets through air, sea, rail, and highway networks. They will begin by exploring tax breaks currently awarded to Georgia businesses. Then, by researching a particular industry, students will make a pitch for an additional tax credit to the Georgia Department of Economic Development in a roundtable discussion format. In conclusion, students will be asked to make a decision and write about which type of industry (agriculture, entertainment, manufacturing, service or technology) has the greatest impact on Georgia’s economic growth and development overall.

## Essential Question

Which Georgia industry or industries are deserving of tax breaks based on their contribution to Georgia’s growth and development?

## Economic Concepts

*
* economic growth
* economic development
* tax incentives

## Georgia Performance Standards

SS8E2 Evaluate the influence of Georgia-based businesses on the State’s economic growth and development.

c.   Evaluate the economic impact of various industries in Georgia including agricultural, entertainment, manufacturing, service, and technology.

## Time Required

* 120 Minutes (Two 60 Minute Class Periods)

## Teaching Materials

* Activity 1 - Which Georgia Business Am I?, one copy cut into 6 strips
* 5 manila folders labeled Agriculture, Entertainment, Manufacturing, Service and Technology with the following:
	+ Handout 1 - Industry Representatives’ Task (1-2 copies)
	+ Handout 2 – Georgia Industry Profile Summary (1 per group member)
	+ Handout 3 – Tax Credit Proposal (1 per group member copied on BACK of Handout 2)
	+ Handout 6 – Current Tax Credits (1-2 copies, front/back)
	+ Reading that corresponds to their group (Readings 1-5, students should only have THEIR industry, 2-3 copies)
	+ Handout 7 – Georgia Industry Reflection (optional, 1 per group member)
	+ Handout 8 – Rubric (optional and only if using for grading, 1 per group member)

* 1 Manila folder labeled House Economic Development Committee with the following:
	+ Handout 4 – House Committee Task (1-2 per group)
	+ Handout 5 – House Committee Questions (1 per student)
	+ Handout 6 – Current Tax Credits (1-2 per group)
	+ Handout 7 – Georgia Industry Reflection (optional, 1 per group member)
	+ Readings 1 – 5 (1 copy of EACH reading)
	+ Handout 8 – Rubric (optional and only if using for grading, 1 per group member)
* Computer with internet accessibility for video – *Georgia Named No. 1 State in US for Business (3 minutes 29 seconds) –* [www.georgia.org/video/?video-id=17273](http://www.georgia.org/video/?video-id=17273)

# Classroom Procedures

Day 1:

1. Hook - Which business am I?
2. Select six students (or ask for volunteers) and give each of the six students one of the strips from Activity 1. Have them read their clues ahead of time to help with word pronunciation.
3. Ask each student to read each of the clues on their strips in the order listed one at a time. After each sentence, provide time for several students to guess which Georgia business is being described. If no one guesses, read the next sentence.
4. If no one guesses the correct Georgia business by the time the third clue is read, the teacher may provide additional clues or ask the student to read the correct Georgia business.

2. Introduction - Explain to students that for the next two days they will be learning about Georgia’s main types of industries and the large companies that operate in our state so that they can make a decision about the essential question - Which Georgia industry or industries are deserving of tax breaks based on their contribution to Georgia’s growth and development?

3. Share the following information with students via a brief lecture, PowerPoint, or through note-taking.

 *“Georgia is at the center of the largest and fastest-growing region in the United States. Georgia’s workforce of more than 6 million is constantly refreshed by the growing number of people who move here along with the 90,000 graduates from 80 colleges, technical colleges and universities across the state. Twenty Fortune 500 headquarters and more than 440 Fortune 500 companies call Georgia home because of the high quality of life and low cost of doing business. Georgia currently offers tax credits that help companies minimize or possibly eliminate state corporate income taxes. These tax credits include: job tax credit, port tax credit bonus, quality jobs tax credit, research and development tax credit, mega project tax credit, investment tax credit, retraining tax credit, child care tax credit, and Georgia film, television and interactive entertainment tax credit.”*

 4. Answer any questions students may have about how tax credits work. There are several different versions of tax programs, but basically a company agrees to spend money in Georgia on hiring, building a facility, or purchasing new equipment and the state government agrees to charge them less on taxes. Some local governments offer additional incentives. Explain that these are sometimes controversial because some people view it as the Georgia General Assembly “playing favorites” and choosing to favor some industries over others.

5. Explain that today the students are going to role-play as if the Georgia General Assembly is considering offering new tax credit to one of Georgia’s big industries. The industries they are considering are **agriculture, entertainment, manufacturing, service,** and **technology**. Before they make a decision, however, they want to hear from each industry details about their impact on Georgia’s growth and development.

6. Divide students into 6 different groups as indicated below:

 Group #1 - Agriculture

 Group #2 - Entertainment

 Group #3 - Manufacturing

 Group #4 - Service

 Group #5 - Technology

 Group #6 - House Economic Development Committee

7. Give each group the prepared folder with their name on it but tell them not to open it until you are ready. Say “Groups 1-5, your task is to represent your assigned industry and propose a new tax credit for your industry. In addition, you need to convince the committee members to select your industry by explaining how important your industry is to Georgia now and why it will be important in the future. Be prepared to answer questions from the committee members. The instructions for exactly what to do are in your folder. Please follow these instructions carefully” (These directions are found on Handout 1 – Task Instructions which should be in their folder). Answer any questions the students have and instruct groups 1-5 to get to work.

8. Sit down with group six and explain that their task is a little different. This group will be the group to actually decide which industry gets the tax credit. Therefore, they need to do a little research on their own and prepare questions for each of the other groups. Explain that their instructions are in their folder and to follow these instructions carefully.

9. If doing this as a 2-day lesson, give students the rest of the period to research (and encourage them to research more overnight) and explain that they will only have 10 minutes at the beginning of the period tomorrow to get ready for the discussion. During this research period, actively engage with each group and make sure they are following directions and selecting information that is useful and helps their case. Make sure the House Committee members are writing good questions. It may be helpful to divide the committee members up so that each member has a specific question for one of the five industries.

Day 2:

10. Show students the “We Speak Business” video from Georgia.org ([*www.georgia.org/video/?video-id=2770*](http://www.georgia.org/video/?video-id=2770)) Ask students what they saw/heard in the video that makes Georgia a desirable place to conduct business

\*\*\*NOTE: The following instructions are only a suggested approach for how to handle the discussion! Please modify these to fit your class size/needs. Socratic seminar, congressional committee, round-robin discussion, or even group business presentations could all work equally well\*\*\*

11. Arrange students in a circle and select one student to be the facilitator or the teacher can serve as the facilitator.

* + - 1. The facilitator/teacher will ask one representative from each group to stand and introduce him/herself to the group and the name of the industry they are representing.
			2. **Overview**: One industry representative from each group 1-5 will give an overview of their assigned industry. This should be brief and only a couple of sentences.
			3. **Importance**: A different industry representative from each group will describe why this industry is so important to Georgia’s economy. Again, only a couple of sentences are needed and they should use facts and figures to support their claim!
			4. **Tax Credit Proposal**: A third industry representative (if groups are big enough) will describe the new or amended tax proposal.
			5. **Questions**: At this point the House committee members should have at least ONE question for each industry (probably pre-written, but could be done on the fly as well). Begin with the agriculture industry. Have the committee member ask their question and let the agriculture industry respond without interference from other groups. Repeat this process for each industry.
			6. **Discussion**: Once all the industries have had a question, open the floor for general discussion. You may need to facilitate this discussion by asking one of the industries to reply to something they heard earlier. For example, you may ask someone in the agriculture industry to explain why tax credits for manufacturing are not as important. Or ask the service industry to respond to the fact that the entertainment industry has already received major tax credits. Make sure the House Committee is not left out and bring them back in by getting them to ask questions like “Committee, would you like to ask any particular industry how they would use this tax credit?”
			7. Allow the discussion to continue as long as you feel is worthwhile and the discussion are on topic.
			8. When the discussion is finished, thank everyone for their participation and explain that it is now up to the committee to decide which industry will get the tax credit.

12. Have the committee members discuss their thoughts (possibly in secret in the hallway) and have them vote either by writing down their choice, voting through their phone via Socrative or Kahoot, or having the committee chair come in and announce the winner.

\*\*\*NOTE: There is an optional rubric found at the end of the lesson if you wish to have students self-evaluate and/or use for grading their performance on the presentation. \*\*\*

CLOSURE

13. Ask students if they truly feel one industry is more important than another based on their discussions. **(Answers will, of course vary, and still be influenced by their role-playing but guide the discussion to the conclusion that all of these industries are extremely important to Georgia’s economy and different regions of the state rely on different industries).** Tell the students to complete Handout 6 – Georgia Industry Reflections if desired.

14. For homework (or an in-class assessment the next day) tell the students they are all now members of congress that have chosen one of the industries to support with tax credits. Have them write a brief letter to their constituents explain why they chose the industry they chose using specific facts and figures in their support. Students may choose not to offer any tax credits and, if that is the case, have them explain why and how that might impact Georgia’s business climate.

Teaching Materials Activity 1 – Which Georgia Business Am I?

|  |  |  |
| --- | --- | --- |
| **1** | Clue #1 – I was created in 1955 by John Rogers Sr. and Tom Forkner.Clue #2 – My name came from the most popular menu item on my original 16 item menu.Clue #3 – I am known for serving breakfast 24 hours a day. | **I am…****Waffle House** |
| **2** | Clue #1 - My main product was sold at the Atlanta Stadium (later Atlanta-Fulton County Stadium) when it was opened in 1966.Clue #2 - I was created in the 1940s as the Dwarf Grill.Clue #3 – My trademark in the advertising world is “Eat Mor Chikin.” | **I am…****Chick-fil-A** |
| **3** | Clue #1 – I have expanded and operate more than 600 facilities in the US, Canada, and 11 other countries. Clue #2 – I started out as a modest lumber mill.Clue #3 – I make building materials (plywood, lumber, wood paneling), chemicals, formaldehyde, wood adhesives, industrial resins), paper, and pulp (diapers and containerboard).  | **I am…****Georgia-Pacific** |
| **4** | Clue #1 – I have been in existence since the 1880s and have changed my name 5 different times.Clue #2 – I am a “power”ful company.Clue #3 – I supply Georgia residents with electric power. | **I am…****Georgia Power Company/****Southern Company** |
| **5** | Clue #1 – I was created in 1955 by brothers John, Paul, and William Amos.Clue #2 – Policyholders are my customers.Clue #3 – In 2000, my company initiated a successful advertising campaign that featured a duck. | **I am…****AFLAC*****American Family Life Assurance Company***  |
| **6** | Clue #1 – I am the 9th largest one of my kind in the US.Clue #2 – I have been described as a “trust” company for well-to-do clients and also the “coca cola” bank. Clue #3 – I also serve as a lender and an investor to businesses.  | **I am…****SunTrust Banks** |

Teaching Materials Handout 1 – Industry Representatives Task

**Industry Representatives’ Task**

The House Economic Development Committee has announced that they will be adding an additional tax break to the ones currently available to Georgia businesses. Your job today is to represent your assigned industry and propose a new tax credit that will benefit your industry. You will pitch your proposal to the House Economic Development Committee in a business roundtable discussion. During this discussion, you will advocate for the additional tax credit by showing how it will bring more business to Georgia.

To get prepared for the roundtable discussion, here’s what you need to do:

* Review the tax breaks that are currently available to Georgia businesses.
* Learn as much as you can about your assigned industry and the Georgia businesses in that field by reading the industry profile information.
* As a group, decide on a new tax break that will benefit your industry
* Choose ONE group member to give an overview of the industry (2-3 sentences). Write your overview down!
* Choose ONE group member to explain why your industry is important to Georgia using facts and figures to support your claim (3-4 sentences). Write your explanation down!
* Choose ONE group member to explain the tax proposal to the House Committee. Write your tax proposal down!
* Use Handouts 4 and 5 for note-taking and writing your information down.
* Be prepared to answer questions about your industry!!!!!!!!!!!!
* Review the rubric for grading requirements.

Teaching Materials Handout 2 – Georgia Industry Profile Summary

Name of Industry: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

As you read each source, provide information below that will support why this industry is currently important to Georgia’s economy (i.e. description of business/industry, length of time in business in Georgia, success indicators such as jobs, earnings, etc.):

**OVERVIEW:**

**IMPORTANCE TO GEORGIA’S ECONOMY:**

**Current Tax Credit:**

Is there a current tax credit specifically offered to this Georgia Industry? € Yes € No

If yes, summarize:

Teaching Materials Handout 3 – Tax Credit Proposal

**TAX CREDIT PROPOSAL**

Teaching Materials Handout 4 – House Committee Task

**House Economic Development Committee**

Your committee has announced that you will be adding an additional tax break to the ones currently available to Georgia businesses. Your job is to research various industries in Georgia and host a roundtable discussion in order to make the final decision about which industry will be granted the additional tax break. A representative from the various industries (agricultural, entertainment, manufacturing, service, and technology) will propose a new tax credit to benefit their industry. They will pitch their proposals to you in a business roundtable discussion. During this discussion, you will listen to all of the presentations, ask questions, and make a decision about which tax break will be added to benefit Georgia businesses.

To get prepared for the roundtable discussion, here’s what you need to do:

* Review the tax breaks that are currently available to Georgia businesses.
* Learn as much as you can about the varying industries in Georgia by reading the industry profile information
* Write specific questions for EACH industry – yes, I do want you to write them down!
* Decide which group members will ask which questions during the discussion
* During the discussion, you will need to listen carefully and make note of any important information that might sway your decision
* After the discussion, you will vote for the industry you feel is most deserving of the tax credit
* Using the handout provided, decide on the criteria for how you will select the industry that receives the tax credit.
* Review the rubric for grading requirements.



Teaching Materials Handout 5 - House Committee Questions

Question for agriculture industry:

Question for entertainment industry:

Question for manufacturing industry:

Question for service industry:

Question for technology industry:

Other questions (use back if necessary):

Teaching Materials Handout 6 – Current Georgia Tax Credits

***What are tax credits?***  *Promote actions that drive both company growth and economic growth. Tax credits give Georgia businesses the opportunity to minimize or even eliminate state corporate income tax. The following are the primary tax credits currently available to Georgia businesses:*

|  |  |
| --- | --- |
| **Job Tax Credit**A job credit is a tax credit that rewards job creation. In Georgia, job credits provide as much as $4,000 in annual tax savings per job for up to 5 years. They’re available to businesses (or their headquarters) in 7 strategic sectors:* Manufacturing, Telecommunications, Broadcasting, Warehousing & Distribution, Research & Development, Processing, and Tourism
 | **Quality Jobs Tax Credit**The Quality Jobs Tax Credit is another job tax credit for jobs that pay higher-than-average wages. The Quality Jobs Tax Credit rewards companies that create at least 50 jobs in a 12-month period – provided the jobs pay wages that are at least 10 percent higher than the county average for wages. |
| **Port Tax Credit Bonus**The port tax credit bonus rewards new or expanding Georgia companies that increase imports or exports through a Georgia port by at least 10 percent over the previous or base year.  | **Work Opportunity Tax Credits**Work Opportunity Tax Credits (WOTC) are federal tax credits awarded to Georgia companies that hire individuals who have consistently faced significant barriers to employment. The tax credit can be from $1,200 to $9,600 per qualified employees, depending on the target group. Targeted groups include:* Veterans, low income families, some rural communities, ex-felons or summer youth employees
 |
| **Investment Tax Credit**Investment tax credits help Georgia businesses grow by making it more affordable to expand and improve facilities.Companies in manufacturing or telecommunications support that have operated in Georgia for at least three years are eligible to earn investment tax credits for upgrades or expansions. Credit earned amounts to 1 percent or 8 percent of qualitied capital investments of $50,000 or more. | **Mega Project Tax Credits**The Mega Project Tax Credit is available for companies that employ at least 1,800 net new employees, and either invest a minimum of $450 million or have a minimum annual payroll of $150 million. These qualifying companies may claim a $5,250 per job, per year tax credit, then any excess credits are eligible for use against payroll withholding.  |
| **Film, Television and Digital Entertainment** **Tax Credit**Film, television and digital entertainment tax credits of up to 30% create significant cost savings for companies producing feature films, television series, music videos and commercials, as well as interactive games and animation. Georgia’s Entertainment Industry Investment Act provides a 20% tax credit for companies that spend $500,000 or more on production and post-production in Georgia, either in a single production or on multiple projects. The state grants an additional 10% tax credit if the finished project includes a promotional logo provided by the state.  | **Research and Development Tax Credit**Research and Development (R & D) tax credits are a valuable benefit for companies developing new products and services in Georgia.R & D tax credits are available to any company that increases its qualified research spending. Brand new companies, existing companies embarking on R & D for the first time, established companies expanding their R & D budget – all are eligible.  |

Teaching Materials Reading 1 – Agriculture Industry



Georgia's agricultural industry plays a major role in the state's economy, contributing billions of dollars annually. In 2014 Georgia ranked first in the nation's production of broilers (young chickens weighing less than two and a half pounds), blueberries, peanuts, and pecans. In 2011 Georgia ranked second in production of cotton, third in production of peaches and tomatoes, and sixth in tobacco acreage.

Agriculture in Georgia has been a dominant industry since the early days of colonial Georgia. Indeed, the first settlers had plans of making Georgia a thriving agricultural center so that the colony could export goods back to England.

Today, Georgia’s agribusiness contributes more than $74 billion to Georgia’s economy each year. This is close to 9% of all of Georgia’s total economic output! Furthermore, Georgia has over 9 million acres of land dedicated specifically to farming and forestry.

Not only is Georgia a leading producer of commodities like soybeans, peanuts, cotton, broilers and blueberries, but the state now has a thriving value-added products industry that includes wine, artisan cheeses and ice cream, Vidalia relishes, peach products and olive oil among other goods. Each region of the state lays claim to at least one important agricultural product for the state. In fact, beef cattle are raised in every single one of Georgia’s 159 counties.

Georgia produces a whopping 46% of the country’s total peanuts and over 35% of the country’s pecans. The state also produces more than 10% of the nation’s broilers, cottonseed, blueberries, onions, and over 15% of the country’s watermelons.

Approximately 1 in 7 people in Georgia work in agriculture, forestry, or a related field. This amounts to about 720,000 workers in Georgia.

Georgia’s agricultural industry benefits from several of Georgia’s existing tax credits. Georgia’s farmers also have access to a specific tax credit called the Georgia Agricultural Tax Exemption (GATE) program. This tax policy helps farmers by giving them a sales tax exemption on farm equipment and production inputs.

While Georgia’s agricultural industry is still very robust, it is an aging industry that is having a hard time recruiting young people to work in the industry. Georgia’s rural populations are declining and many of the best and brightest in some of Georgia’s agricultural strongholds are leaving to seek better economic opportunities elsewhere.

Teaching Materials Reading 2 – Entertainment Industry

Georgia is now the No. 1 filming location in the world, according to Film L.A., and the industry has a giant impact on the state's economy. Gov. [Nathan Deal](https://www.bizjournals.com/atlanta/search/results?q=Nathan%20Deal) announced film and television productions generated $9.5 billion in economic impact in fiscal 2017. This includes $2.7 billion in direct spending.

In the past year, 320 film and television productions shot in the state, including several Marvel movies, Netflix’s “Stranger Things” and AMCs “The Walking Dead.” “Georgia’s growth in the film industry — from $67.7 million in direct spending in FY 2007 to $2.7 billion in FY 2017 — is unprecedented, not only in production spend, but also in the amount of investment that has been made in infrastructure,” said Lee Thomas, deputy commissioner for the Georgia Department of Economic Development's Film, Music and Digital Entertainment Office, in a statement. “The unwavering commitment to this industry by Gov. Deal and the Georgia legislature has ensured Georgia’s place as a top destination for film and television.”

The main reason for the industry's staggering growth is the state's film incentive program, which awards up to 30 percent of what a production spends back in transferable tax credits that can then be sold on the free market. The most recent version of the credit was rolled out in 2008.

The hundreds of productions that filmed here last year also employed tens of thousands of Georgians. According to the Motion Picture Association of America, 28,656 people are directly employed in film and television and 12,518 work in a production-related field.

Beyond just the film industry, however, Georgia also has strong music industry. Atlanta, in particular, is seen worldwide as a haven for hip-hop, rap, and R&B music. Many of country music’s current stars got their start in Georgia as well including Luke Bryan, Sam Hunt, Cole Swindell, Brantley Gilbert, and Zak Brown. Several legislators have proposed creating new tax credits for the music industry so it can see growth like the film industry.

Dance studios, theater companies, and orchestra conductors also call Georgia home and Georgia has quality venues all throughout the state.

Some people wonder, however, how much growth is too much. How long can Georgia sustain all this entertainment growth and what would happen if the tax incentives were taken away? In recent years, other states like Louisiana, North Carolina and Florida have eliminated or cut back on their tax credit programs and lost business to Georgia as a result.

 Teaching Materials Reading 3 – Manufacturing Industry

Over 380,000 people work in Georgia’s manufacturing facilities. While many people still think of Georgia as an agriculture-based state, Georgia is home to over 6,500 manufacturing facilities that produce an impressive array of items. Below is a very small list of some recognizable brands of products manufactured in Georgia

* Kia automobiles
* Wrigley’s chewing gum
* Mitsubishi turbines
* TDK transistors
* Caterpillar tractors
* Kubota tractors
* Yamaha golf carts and jet skis
* Lockheed airplanes
* Bluebird school buses
* King’s Hawaiian rolls
* Spanx apparel
* Nine Line apparel
* Nature’s Own bread
* YKK zippers
* Coca-Cola products
* Mohawk carpet
* Hoshizaki ice machine

There is one area where Georgia’s manufacturing numbers lead the way – exporting. 92% of everything Georgia exports, meaning sends out of the state in exchange for money, is a manufactured product. This creates jobs not just in the actual production of items, but transporting, packaging, shipping, storing, distributing, and warehousing manufactured goods. Some economists suggest that every manufacturing job actually created and additional 1.3 jobs.

Manufacturing jobs also tend to pay above average. In 2016, the average manufacturing salary was $67,365 compared to $47,321 for other industries.

Georgia’s manufacturing industry is also seeing an uptick in overall output and has seen 4 consecutive years of growth.

The manufacturing industry benefits from several existing tax credits, but specifically, the Investment Tax Credit allows manufacturers that have been in Georgia at least three years to get a tax credit for upgrading their equipment or facilities.

Georgia’s manufacturing industry is also strongly benefits from a Georgia program called QuickStart. Under this program, Georgia tax dollars are used to train workers in a variety of industries and skills so they can more quickly begin working at manufacturing facilities. While not a tax credit exactly, it is a major incentive program that encourages companies to move to Georgia.

Similar to agriculture, the manufacturing industry is facing a problem of attracting young talent. The manufacturing workforce is aging and some in the industry worry that without a viable young talent pool in line, the industry may have to move more toward automation, thus removing good manufacturing jobs forever. Many companies are doing this anyway.



 Teaching Materials Reading 4 – Service Industry

The United States economy overall has developed into a service-based economy. Georgia’s economy has also evolved to reflect that. According to the Georgia Department of Labor, about 3.9 million Georgians work in some form of service industry. That accounts for about 87% of all non-farm employment. These numbers make the “service industry” by far Georgia’s largest industry by employment.

In its most simple form, a service job is one where an employee is doing something for the benefit of someone else. This would be different than a manufacturing or construction job, for example, where the employee would be building a good.

Because it is so large and the definition is so broad, Georgia’s record keepers often separate this industry into a variety of sub-industries or sectors. The largest service-based sector is trade, transportation, and utilities with over 940,000 employees. This includes truck drivers, warehouse managers, retail clerks, custodians, stock personnel, delivery drivers, inventory managers, and power and gas line workers.

Other large service sectors include professional and business services (680,000 employees), education and health services (576,000 employees), and leisure and hospitality (492,000 employees). There are also over 411,000 people who work for local governments providing a variety of services.

Service jobs are extremely important to the modern economy for several reasons. First, service jobs often provide multiple entry level positions for young people to gain work experience. Waiters/waitresses, lawn care workers, retail clerks, secretaries, camp counselors, and tutors are all low skill service jobs that help provide income for people who may be still in school or between jobs. Second, service jobs are necessary in the modern economy to facilitate things like transferring payments, handling logistics of transporting and shipping goods, managing real estate, and handling high-skilled services like legal affairs or healthcare.

Because the service industry is so huge, there are not specific tax incentives for the industry overall. However, certain sectors are viewed as “strategic” and can take advantage of some credits that other services can’t. As one example, tourism is considered a strategic sector and, therefore, companies that are counted as tourism-based are eligible for the job creation tax credit where a retail store is not.

This fact has led some legislators to suggest broadening service-based tax credits to any service industry job. That concept worries others, however, because *all* companies have some service jobs. Kia Motors, for example, is clearly a manufacturing company. Kia also has secretaries, public relations employees, and marketing people who have nothing to do with the actual production of the car. Where is the line drawn between a service job and a manufacturing (or any other industry) job? Finally, some people worry that providing tax credits to such a large industry could lessen the tax revenue for the state by more than the types of jobs the credits would create would bring in.

 Teaching Materials Reading 5 – Technology Industry

The technology industry in Georgia is one of the fastest growing industries in the state and Atlanta is the fastest growing technology hub in the country. At the close of 2016, over 17,000 technology companies called Georgia home, third largest collection of companies in the country. This includes companies that provide cyber security, design, provide, and support websites and internet infrastructure, create apps, process financial payments, research and design communications infrastructure, and a plethora of other technology-related services.

Georgia lays claim to the 5th largest cluster of trained, hi-tech employees, in the United States with over 200,000 tech workers. Below is just a partial list of major nation-wide technology industry leaders that call Georgia home:

* Comcast South
* Panasonic Automotive
* CNN
* Turner Broadcasting
* AT&T Mobility
* Cricket Wireless
* The Weather Channel
* Cisco Systems
* NCR
* Equifax
* MedAssets
* HealthPort



By some estimates, the technology industry has a $113 billion impact on the state. This is largely driven by the financial and cyber-security sector. Even the US Army relies heavily on Georgia as Fort Gordon in Augusta is the central post for all the Army’s cyber security operations.

Georgia has been able to attract tech companies through several incentive and tax-credit programs. The biggest incentive program is the Center of Innovation for Information Technology (CIIT). Similar to the QuickStart program for manufacturing, the CIIT is a government-sponsored program that provides technology companies with assistance growing their business, identifying and providing access to new markets, and building partnerships between public and private institutions to make the most out of the resources Georgia has to offer. In addition, the Investment Tax Credit is specifically designed to help the telecommunications industry.

While the technology industry has a relatively low employment number compared to Georgia’s other industries, it’s growth has people excited and some legislators believe Georgia should continue to recruit and encourage more tech companies to come to Georgia. Others believe that offering tax credits to such a small industry is a waste of Government resources and is somewhat inefficient and, instead, Georgia should offer those incentives to larger industries.

|  |
| --- |
| **Georgia Industry Reflection** |
| What were you surprised to learn about Georgia’s industries?Which of these industries interests you the most? Why?Which of these industries interests you the least? Why?What else would you like to learn about Georgia’s industries? |
|
|

 Teaching Materials Handout 7 – Georgia Industry Reflection

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Teaching Materials Handout 7 – Optional Rubric

**Growing Georgia Industry Rubric Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Self-assess your own work as you learn about Georgia’s growing industries by placing a* **✓** *in the left-hand box indicating how you think you did in each of the areas listed below. Your teacher will also assess your work by placing a* **✓** *in the right-hand box to indicate your performance level for each area.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Area** | **Needs Improvement** | **Good** | **Exemplary** |
| **Research** | Unfamiliar with assigned industry and Georgia’s tax credits; graphic organizer is not complete; no attempt was made to get help with difficult material. | Somewhat familiar with assigned industry and Georgia’s tax credits; graphic organizer provides basic information about the industry. | Thoroughly familiar with assigned industry and Georgia’s tax credits; graphic organizer is detailed and provides comprehensive overview of industry. |
| Student:  | Teacher:  | Student:  | Teacher:  | Student:  | Teacher:  |
| **Presentation** | The introduction, overview, supporting details, and benefits of the Georgia industry were often confusing, incomplete, or poorly presented. Closing statement did not support the impact that the industry has had on Georgia’s economy.  | The introduction, overview, supporting details, and benefits of the Georgia industry were generally clear and complete, with only a few problems. Closing statement effectively provided the impact that the industry has had on Georgia’s economy. | The introduction, overview, supporting details, and benefits of the Georgia industry were clear, complete, and well-organized. Closing statement strongly provided the impact that the industry has had on Georgia’s economy. |
| Student:  | Teacher:  | Student:  | Teacher:  | Student:  | Teacher:  |
| **Speaking & Reasoning** | Extremely reluctant to participate even when called upon; comments illogical and meaningless; difficultly answering questions; may mumble or express incomplete ideas; little or no account taken of previous comments or important information about the Georgia industry. | Responds to questions voluntarily and most were answered clearly; comments show knowledge about the Georgia industry; comments are logical but not connected to other speakers; ideas interesting enough that others respond to them.  | Understands question before answering; cites evidence from text; expresses thoughts in complete sentences; answers to questions indicated depth of understanding of industry; makes connections between ideas; resolves apparent contradictory ideas; considers others' viewpoints, not only his/her own; avoids bad logic. |
| Student:  | Teacher:  | Student:  | Teacher:  | Student:  | Teacher:  |
| **Listening** | Appears uninvolved in the discussion; comments display misinterpretation of questions or comments of other participants; may have to have questions or confusions repeated due to inattention; takes few notes in response to ideas and comments. | Generally pays attention and responds thoughtfully to ideas and questions of other participants and the leader; absorption in own ideas may distract the participant from the ideas of others. | Actively pays attention; writes down questions; responses take into account all participants; demonstrates that he/she has kept up; points out faulty logic respectfully; overcomes distractions. |
| Student:  | Teacher:  | Student:  | Teacher:  | Student:  | Teacher:  |
| **Overall** **Impact** | I left the roundtable discussion disappointed and confused. The assigned industry was not presented in a way that was compelling or effective. The industry representative did not convince me that he or she was deserving of the grant. | I enjoyed the roundtable discussion and learned a lot about the Georgia industry. The industry representative conveyed interest and enthusiasm for their work and did a good job of convincing me that he or she was deserving of the grant.  | The roundtable discussion was of professional quality; it sparked my interest and increased my knowledge of the assigned Georgia industry. The industry representative was inspiring and enthusiastic and did an outstanding job convincing me that he or she was deserving of the grant.  |
| Student:  | Teacher:  | Student:  | Teacher:  | Student:  | Teacher:  |
| **Comments** | Student: | Teacher: |