

TAXING E-COMMERCE – AFFIRMATIVE OR NEGATIVE ARGUMENT

Performance Standard 15C.J

Develop an oral presentation as well as a persuasive letter using economic reasoning to convince a state legislator to take a particular action accordingly:

- *Knowledge*: identify and describe the economic issues inherent in situations where scarcity necessitates choices and producers respond to incentives.
- *Reasoning*: analyze and describe the relationship between public investment in private interests and between public investments and social benefits.
- *Communication*: develop a presentation and compose a letter that is well focused, well organized and well detailed; express all ideas in a way that provides evidence of knowledge and reasoning processes.

Procedures

1. ***In order to understand that scarcity necessitates choices by producers (15C)***, students should experience sufficient learning opportunities to develop the following skill:
 - Cite examples of government intervention in the marketplace, and analyze the impact of that intervention on consumers and producers.Researching and presenting an emerging business issue are skills that many students will put into action after high school. The teamwork used in this assessment is also an important skill that students will need in the workplace. In addition to learning research skills, team members will also utilize speaking ability and poise through oral presentations. This assessment could be used in any introduction to business course. This assessment aligns with Skill #25 from the Administrative Support Cluster occupational skill standards (Organizing and Planning Functions/Set up a team to study a problem in business/industry). The component related to composing a letter aligns with Skill #65 from the Administrative Support Cluster occupational skill standards (Word Processing/Key, print and store correspondence (letters and memos) from legible longhand or edited rough draft) and Illinois Workplace Skill D4 (Communicating on the Job/Prepare written communication).
2. Have students review and discuss the following task and how the rubric will be used to evaluate their work.
3. The topic to be researched and presented for this project will be:

One of the most hotly contested issues facing both business and government today is whether commerce conducted via the internet can and should be subject to sales and other taxes. The question students should research and be prepared to present is whether or not government should have the right to tax e-commerce.
4. Students will be expected to research the topic and prepare a group presentation using either an affirmative or negative position. In addition, each student must compose a letter to a state legislator persuading him or her of the affirmative or negative position.
5. Each presentation may last no more than five (5) minutes.
6. Evaluate each student's work using the Social Science Rubric as follows, and add the scores to determine the performance level:
 - *Knowledge*: The descriptions of the economic issues related to taxing E-Commerce were complete and objective. The understanding of the issue/topic was evident.
 - *Reasoning*: The analysis of the relationships between public investment in private interests and between public investments and social benefits was thorough and compelling.
 - *Communication*: The presentation and letter was well focused, well organized and well detailed; the knowledge and reasoning were completely and effectively communicated. The ability to take a position and persuade others was apparent.

Examples of Student Work

- [Meets](#)
- [Exceeds](#)

Resources

- Social Science Rubric

Time Requirements

- One month for research
- One class period for presentations

SOCIAL SCIENCE RUBRIC

NAME _____ DATE _____

- Exceeds standard (total points 11 - 12) Approaches standard (total points 5 - 7)
 Meets standard (total points 8 - 10) Begins standard or absent (total points 1 - 4)

| | Knowledge of evidence from the social sciences: facts/ supporting details; themes/ issues; and concepts/ideas | Reasoning: Analysis, evaluation and synthesis of evidence | Communication: Demonstrates knowledge and reasoning through oral, written, visual, dramatic or mixed media presentation |
|--------------|---|---|---|
| 4 | <ul style="list-style-type: none"> Key concepts/themes/ issues/ideas are thoroughly identified, defined and described. Significant facts/ supporting details are included and accurately described. Has little or no factual inaccuracies. | <ul style="list-style-type: none"> Identifies and logically organizes almost all relevant evidence. Uses appropriate and comprehensive critical thinking skills and habits of mind to analyze, evaluate and synthesize evidence. Reaches informed conclusions based on the evidence. | <ul style="list-style-type: none"> Almost all ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes. The presentation is well focused with a well-defined thesis. Presentation shows substantial evidence of organization. Presentation shows attention to the details of specific performance conventions. |
| 3 | <ul style="list-style-type: none"> Key concepts/themes/ issues/ideas are identified, defined and described. Facts/supporting details are included. May have a major factual inaccuracy, but most information is correct. | <ul style="list-style-type: none"> Identifies and organizes most of the relevant evidence. Uses partial critical thinking skills and habits of mind to analyze, evaluate and synthesize evidence. Reaches informed conclusions based on the evidence. | <ul style="list-style-type: none"> Most ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes. The presentation demonstrates a focus and thesis with several narrative gaps. Presentation demonstrates adequate evidence of organization. Presentation has mistakes in attention to the details of specific performance conventions. |
| 2 | <ul style="list-style-type: none"> Some key concepts/ themes/issues/ideas are identified, defined and described. Some facts/supporting details are included. Has some correct and some incorrect information. | <ul style="list-style-type: none"> Identifies some relevant evidence and omits most of the other evidence. Uses unclear, inappropriate or incomplete critical thinking skills and habits of mind to analyze, evaluate and synthesize evidence. Reaches incomplete or inaccurate conclusions based on the evidence. | <ul style="list-style-type: none"> Some ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes. The presentation demonstrates an inadequate focus and thesis. Presentation demonstrates inadequate evidence of organization. Presentation has insufficient attention to the details of specific performance conventions. |
| 1 | <ul style="list-style-type: none"> Few or no key concepts/ themes/issues/ideas are identified, defined and described. Few or no facts/supporting details are included. Information is largely inaccurate, absent or irrelevant. | <ul style="list-style-type: none"> Important evidence relevant to the problem is not identified. Critical thinking skills and habits of mind are absent. Conclusions are lacking, absent or unclear. | <ul style="list-style-type: none"> Expression of almost all ideas in the presentation is unclear. The presentation demonstrates little focus and lacks a thesis. Presentation demonstrates little or no evidence of organization. Presentation has multiple mistakes in attention to the details of specific performance conventions. |
| Score | | | |