

Work Awareness: Exploring Jobs and Careers

Introduction	This activity asks students to explore the knowledge, skills, and abilities required for various types of jobs. It is a suggested follow-up to the Tsongas Industrial History Center’s Workers on the Line program.
Target Grade(s)	4-6
Time	2 classes
Lesson Preparation	Print a copy of Job Interview Worksheet for each student
Background Information	<p>Students should have some knowledge about the world of “work”: the types of work/jobs required to support a society and the reasons that people work.</p> <p>The Industrial Revolution, and the urbanization of society, changed the jobs people do and how they work. During the early 19th century, the development of industry in Lowell, and elsewhere in the United States, spawned a shift in life and work, including new jobs and technology, education and family life. The way people work and live around the world today continues to evolve as people adapt to changes in society, economics, and technology.</p>
Vocabulary	<p>Job: The work that a person does regularly in order to earn money.</p> <p>Work: A means of earning an income, or exertion or effort directed to produce or accomplish something.</p>
Anticipated Student Preconceptions/ Misconceptions	Work meaning physical labor may be confused with work meaning employment.
Frameworks	<p>Massachusetts Social Studies Frameworks</p> <p>Grade 12 Elective: Economics E.3.10: Identify skills individuals need to be successful in the workplace.</p> <p>New Hampshire Social Studies Frameworks</p> <p>SS:EC:4:1.4: Describe why most jobs today require greater specialization and result in greater productivity.</p> <p>SS:HI:12:4.3: Explain how the development of technology has both simplified and complicated work, e.g., the development of interchangeable parts or the “paperless” office.</p> <p>Common Core State Standards</p> <p>CCSS.ELA-LITERACY.SL.6.1: Engage effectively in a range of collaborative</p>

	<p>discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-LITERACY.SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
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Guiding Question	What types of knowledge, skills, and abilities do people need to perform their jobs?
Objectives	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe knowledge, skills and abilities people need to perform their jobs • Discuss what qualities they would want in a job.
Activity	<p>Day One -- Step One:</p> <ol style="list-style-type: none"> 1. Share the definitions of “work” and “job.” All people do some sort of work, at an office, a store, a factory, home, etc. 2. Have class generate a list of different types of jobs or work familiar to them. You may have to round out the list with ones they don’t come up with: e.g. farmer, architect, governor (or other politician), taxi driver, engineer, etc. 3. Discussion with students: What knowledge or skills does someone need in order to perform each of these jobs? Why might someone need certain knowledge or skills for a particular job? 4. Hand out an interview sheet to each student. Review the questions with the class. Students should interview a parent or other adult about their job/work. <p>Day Two -- Step Two:</p> <ol style="list-style-type: none"> 1. Lead the class in a discussion about what they learned through their interview. Are there commonalities/differences amongst the responses? 2. Possible discussion questions: What was the most interesting thing you learned about work? How are all these jobs similar/different? What other questions would you have liked to ask?
Assessment	<p>Write a one-page paper, including:</p> <ul style="list-style-type: none"> • A summary of information they learned about the job/work of their interviewee.

	<ul style="list-style-type: none"> • What type of job/work would you like to do when you are an adult? • What knowledge, skills and abilities would you need to do that job? • Why are these knowledge, skills, and abilities important to the job? • How would you acquire those skills and knowledge?
Differentiated Suggestions	<p>If writing the interview responses is not possible, students could verbally ask the questions and ask the interviewee to write their responses. If oral presentations are not practical, students could write notes on sheet or whiteboard. If it is not possible to interview an adult at home, students could ask different people at school for their responses.</p>
Bibliography	<p>Greenwald, Lisa. <i>My Life in Pink and Green</i>. New York: Amulet, 2010.</p> <p>Little, Linda, and Pérez. <i>Work and More Work</i>. Toronto, Berkeley: Greenwood Books House of Anansi Press, 2015.</p> <p>Davies, Jacqueline. <i>The Lemonade War</i>. Boston: Houghton Mifflin, 2007.</p> <p>Webpages: What Work Is Really For http://opinionator.blogs.nytimes.com/2012/09/08/work-good-or-bad/</p> <p>Why do People work? http://www.myfuture.edu.au/getting-started/what-is-a-career/why-do-people-work</p> <p>Why People Work http://daveatgc.com/Why_People_Work.html</p>

Job Worksheet

My name:

I interviewed:

What is your job?

What are three things you do as part of your job?

What are your favorite and least favorite parts of your job?

How did you learn the skills you need to be successful at your job?

Come up with a question to ask your interview subject.

Question:

CATEGORY	4 Above Standards	2 Meets Standards	1 Below Standards
Sentence Structure	All sentences are well-constructed with varied structure.	Most sentences are well-constructed and there is some varied sentence structure in the essay.	Most sentences are not well-constructed or varied.
Summary of Interview	The information is complete and detailed including all questions.	The information is complete with little details	The information is incomplete
Reponses to Questions	Provides multiple, clear and well thought out responses.	Provides a couple of responses that need additional clarification.	Provides one response that is not well thought out.