

What is work?

1.26.15

Introduction	The work people do has meaning for them and for others.
Target Grade	Grades 5-8
Time	45 minutes or one class period
Lesson Preparation	Materials needed: Sheet of newsprint, easel pad or poster board for each of the questions. Different colored markers — one for each question. Clock, timer, or watch.
Prior Knowledge Required	Students should have some knowledge about the world of work, thinking about the types of work is required to support a society, and the reasons that people work.
Background Information	The changes that have come with the Industrial Revolution and urbanization of society impact what people do, what they have and how they get the things they need to survive. The development of industry in Lowell during the early industrial period of American history was part of a shift in life and work in society. Many people shifted from a rural farm life to an urban industrial. At the same time new jobs were created along with new technologies and needs. At the same time, changes in education and family life also changed expectations for some people. This continues today as people continue to adapt to changes in society, economics and technology and this sometimes results in changes to occupations.
Anticipated Student Preconceptions/ Misconceptions	Work meaning physical labor may be confused with work meaning employment.
Frameworks	Massachusetts Social Studies Curriculum Frameworks Concepts and Skills Grades 8-12 General Economics Skills 20. Describe how the earnings of workers are affected by the market value of the product produced and worker skills. Grade 12 Elective: Economics E.3.8 Illustrate how investment in research and development, equipment and technology, and training of workers increases productivity. E.3.9 Describe how the earnings of workers are determined by the market value of the product produced and workers' productivity. E.3.10 Identify skills individuals need to be successful in the workplace.

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	<p>New Hampshire Social Studies Frameworks Economics EC:1 SS:EC:12:1.1: Examine the roles of workers and consumers in factor and product markets, e.g., how labor or private property can be used as a productive resource. Economics EC:2 SS:EC:4:2.3: Describe different ways individuals, households, businesses and governments make economic decisions</p> <p>Common Core State Standards <u>CCSS.ELA-LITERACY.SL.6.1</u> Engage effectively in a range of collaborative 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><u>CCSS.ELA-LITERACY.SL.5.2</u> 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 is the meaning of work?
Objectives	<p>Students will be able to:</p> <ul style="list-style-type: none"> • List three adjectives that describe the nature of work. • Discuss different views about work and what constitutes work. • Propose a definition of work.
Activity	<p>1. Put a different question on each of the posters/sheets. The number of questions should equal the number of groups you intend to have.</p> <p><i>Potential Questions:</i></p> <ul style="list-style-type: none"> • What is work? • What do you think of when you see the word "work"? • What makes something work and not play? • What kinds of work do people in our society do? • What kind of work do your parents do? • What types of work are paid and what are not (i.e. childcare, housework, etc.)? • What type of work is valued and what is not? • What work do you do every day? Are you paid for this work? Why/Why not? • Is it work if you don't get paid? Why/Why not? • What work do you do? What work do you not do? • Is school a form of work? Chores? Why/Why not?

	<ul style="list-style-type: none"> • Why do some jobs pay more than others? • Does something have to be not fun in order to be work? • Why do people choose the jobs they choose? Is it always a matter of choice? • Is a musician, actor, athlete working? Why/Why not? • Is the boss, owner, CEO working? Why/Why not? • Where do people work? <ol style="list-style-type: none"> 2. Put students into groups, 2-3 students per group. The number of groups should equal the number of sheets in the room. 3. Give each group a different color magic marker, and have one student in each group serve as the recorder. Explain that the students will have a short time (30-90 seconds – Each “round” should get a bit longer as the groups will have to read the previous answers and think about what they will add.) to write down on their sheet all the answers that their group can think of that relate to the question on their sheet. They may not repeat an answer written by a previous group. This requires each group to read the ideas added by the previous groups. 4. Give the groups between 30 and 90 seconds to write on their sheets. At the end of that time, tell the students to move on or pass their sheet to the next group. <p><i>There are two ways to continue this activity:</i></p> <ul style="list-style-type: none"> • If you are comfortable with students moving about your classroom, put the sheets in different areas of the classroom. Explain how each group will move around the classroom so that each group works with each of the charts. • If you would rather have the students stationary, students should pass the newsprint from one group to the other. Be sure to explain the direction of the movement so that each group will receive each of the sheets. <ol style="list-style-type: none"> 5. After all the groups have written on each sheet, collect all sheets and post them in the classroom. Use the sheets to stimulate discussion of the various answers that the groups have written. <i>Option:</i> have each group take one sheet and summarize for the rest of the class. 6. After the group discussion of items on the sheets have the group consider the following: What is the connection between work and money? Are all types of work equal?
<p>Assessment</p>	<p>Following the group discussion can write a short answer to the question: What is the meaning of work?</p>

<p>Differentiation Suggestions</p>	<p>For younger students or others, you could limit the number of questions and students only come up with one item for each. Alternatively, have students just answer each without looking at others so they don't have to be concerned about duplication.</p>
<p>Adapting the Activity for Other Grades</p>	<p>For younger students, you may want to review the selected questions before the activity.</p> <p>For older students you may extend the discussion by looking deeper into the meaning of work: work vs. career, job vs. profession, or who decides that work means - an individual or a society.</p>
<p>Bibliography</p>	<p>Bowe, John. <i>Gig: Americans Talk about Their Jobs</i>. New York: Three Rivers, 2001.</p> <p>Greenwald, Lisa. <i>My Life in Pink and Green</i>. New York: Amulet, 2010.</p> <p>Hartinger, Brent. <i>Project Sweet Life</i>. New York: HarperTeen, 2009.</p> <p>Johnson, Neil. <i>All in a Day's Work: Twelve Americans Talk about Their Jobs</i>. Boston: Joy Street, 1989.</p> <p>Terkel, Studs. <i>Working: People Talk about What They Do All Day and How They Feel about What They Do</i>. New York: New, 1974.</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://davetgc.com/Why_People_Work.html</p>

CATEGORY	4 Above Standards	3 Meets Standards	2 Approaching 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 well constructed, but there is no variation in structure.	Most sentences are not well-constructed or varied.

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Position Statement	The position statement provides a clear, strong statement of the author's position on the topic.	The position statement provides a clear statement of the author's position on the topic.	A position statement is present, but does not make the author's position clear.	There is no position statement.
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.