

Lesson Plan: Identify Jobs

Objective:

Students learn about the different jobs that people did in the 1700s.

Outcomes: Students will...

- Handle reproductions of items that were used in the 1700s
- Describe an object and present a hypothesis about it
- Think critically about & respond to information presented by classmates

Common Core Standards Addressed:

4th Grade Standards

English Language Arts → Speaking & Listening

- CCSS.ELA-Literacy.SL.4.2
Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCSS.ELA-Literacy.SL.4.4
Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

5th Grade Standards

English Language Arts → Speaking & Listening

- 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.



- CCSS.ELA-Literacy.SL.5.4

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Items Used:

- Job cards
- All items in the program except for the coins

Lesson:

Begin by introducing the concept of jobs and professions. Ask students to name current jobs, and write them on the board. Then ask the students if those jobs existed in the 1700s or not. Why or why not? Which of those modern jobs will still be around in 200 years, and which will not? Why do you think that?

Then, students will play a game to introduce different jobs that were around in American in the 1700s. (There were many more, we have just included a selection.)

1. Students select an object, or the teacher may hand out one object to each student.
2. Repeat for the job cards, in a random order.
3. Each student orally describes what object they have, what they think it is, and who they think might make or use it.
4. Students read their job cards, and as a group, try to figure out which job(s) would match the object. There may be more than one “right” answer! For example, a blacksmith would make the iron spoon but a cook would use it.
5. On the disk is a key that links each object to one job, but as stated above, there was overlap in the tools and materials that different jobs used.

